

**SOCIO-ECONOMIC, SOCIO-CULTURAL AND SCHOOL-BASED FACTORS
THAT ARE AFFECTING THE PERFORMANCE IN KENYA CERTIFICATE OF
SECONDARY EDUCATION (KCSE) IN ISIOLO COUNTY**

IBRAHIM ABDINOOR

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THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND
CURRICULUM STUDIES IN THE SCHOOL OF EDUCATION KENYATTA
UNIVERSITY**

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DECLARATION

This is my work and has not been submitted for any other study programme in any other university.

.....

IBRAHIM ABDINOOR

E55/CE/10483/07

.....

DATE

This project has been submitted for examination with our approval as the university supervisors.

.....

MRS. CATHERENE WANJAU

Lecturer

Department of Educational Management,

Policy and Curriculum Studies

Kenyatta University

.....

DATE

.....

DR. LEVI. I. LIBESE

Senior Lecturer

Department of Educational Management,

Policy and Curriculum Studies

Kenyatta University

.....

DATE

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ABSTRACT

Academic performance in KCSE in almost all the subjects offered has been low in Isiolo County. However, the major factors contributing to this trend have not been clearly understood. This therefore limits the ability of educational stakeholders to improve the performance in KCSE. The purpose of this study was to investigate the socio-economic, socio-cultural and school based factors that are affecting student's performance in KCSE in Isiolo County. Seven research questions were formulated to guide the study. This study adapted survey descriptive design. The target population for this study therefore constituted about 500 form 4 students, 17 form 4 class teachers representing all the 17 classes (streams) in the 10 schools, and 10 head teachers totaling to 527 people. The sample size comprised of 124 respondents or about 18 respondents in each of the seven schools including head teachers form four class teachers and form four students. All the head teachers and form four class teachers of the sampled seven schools were purposively included in the sample of respondents. Three quality assurance and standard officers were also interviewed. The study used questionnaires, interviews and observation schedule. Findings revealed that socio-economic and socio-cultural factors affected KCSE performance in the county. It also revealed that school based factors like teacher shortage among others contributed to poor KCSE performance in the county. Based on the findings of the study, it was concluded that socio- economic and socio- cultural and school based factors affected KCSE performance. Based on the findings it was recommended that the schools should be provided with the required facilities to facilitate learning. It was also recommended that the government should provide bursary for needy children and employ more teachers to tackle the problem of teacher shortage. The study also recommended that the head teachers should supervise teachers to ensure quality teaching and should strive to enhance discipline in the school. The community should be educated on the importance should also be sensitized on the importance education. The study suggested that a study on assessment of the implications of current policies on the education of the nomadic and pastoralists. It was also suggested that a study on an investigation on the effects of social cultural practices on education of the nomadic pastoralists should be conducted and lastly a study on effect of teacher demographics on student performance should be conducted.

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LIST OF ABBREVIATIONS AND ACRONYMS

BA	Bachelor of Arts
BED	Bachelor of Education
BOG	Board of Governors
CPE	Certificate of Primary Education
DEO	District Education Officer
ILO	International Labour Organization
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KJSE	Kenya Junior Secondary Education
KNEC	Kenya National Examination Council
MED	Masters of Education
MOD	Master on Duty
NEP	North Eastern Province
PTA	Parent Teachers Association
QASO	Quality Assurance and Standard Officer
SACMEQ	Southern and Eastern African Consortium for Monitoring Educational Quality
TSC	Teacher Service Commission
UNESCO	United Nations Educational and Scientific and Cultural Organization
USA	United States of America

CHAPTER ONE

1.1 Introduction

This chapter describes background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, limitations and delimitations of the study, assumptions of the study and its significance, theoretical framework, conceptual frame work and definition of operational terms.

1.2 Background of the study

Education is one of the main components that play a key role in the socio-economic and political development and improvement in the human society. Cain Cross (2003) observes that education is an important source of a competitive advantage, which is closely linked to national economic growth as well as personal development.

Ballara (1992), views education as a human right and a necessary condition for the full exercise of other rights. It is one of the inalienable rights of every person and has been recognized as such in the Universal Declaration of Human right and the Universal Covenant of Economic, Social and Cultural Rights by the United Nations.

Sifuna (1980) notes that western education was introduced in Kenya during the colonial period and acted as an eye opener to Kenyans that it was through education that they could live a good life similar to that of white people. The British colonial regime introduced money economy alongside education, a thing that excited Africans who therefore demanded for academic education that would help them progress economically, socially and political wise. People with basic education could get white collar jobs where they earned money to buy the essentials of a good life. Higher paying jobs could only be gotten with a higher level of

education. In line with this, education has advanced in Kenya through various stages and levels such that currently for one to acquire a well paying job, respect and status in the society, one needs a well established educational foundation. In view of this, the Kenyan government soon after independence through the Ministry of Education appointed a commission chaired by Professor S. Ominde to review the education system in Kenya. This was named the Kenya Education Commission Report of 1964. The report stressed among other issues the introduction of an education system that would promote national unity, foster an appreciation and respect for the traditions of various ethnic groups and uphold the dignity of human beings. This report in addition also stressed that the curriculum be revised to be more relevant to the Kenyan child. In order to evaluate the outcome of this, administration of national examinations at various levels of education structure was and is still the appropriate method to orientate the learners. Examinations create feedback and offer national wide level playing ground for competing for the available employment opportunities as well as other marketable courses in the Job market. However, there are a lot of disparities in provision of education in many parts of Kenya. For instance people living in pastoral areas have always had special needs requiring special measures. The regional and district schools enrollment statistics show that these areas are grossly under represented at the various levels of the education system. According to Nkinyagi (1980), some studies have provided a basic knowledge about pastoral conditions and needs while others have tended to emphasize the importance of considering why people in these areas continue to resist formal education. The International Labour Organization (ILO, 1972) criticized the Kenyan government for contributing to imbalance among different regions and tribal groups especially the arid and semi- arid areas.

Educational opportunities are not only affected by regional imbalances but are also closely linked to the family situation. Sifuna (1983) observes that the home environment is especially significant when schooling is organized around formal terminal examination which can be formidable. Ayot and Briggs (1992) observe that while a primary leaving certificate was essential, in the 21st century a secondary certificate is needed. This is in relation to the competitive world of learning as well as the job market. Therefore those candidates who got higher grade at the KCSE level find better opportunities to join prestigious courses at the university or tertiary colleges like polytechnics. This implies that the continuous poor performance in national examinations by certain regions means unfavorable opportunities in the job market compared to regions where the examinations are well done. In relation to this, Isiolo County has persistently performed poorly in KCSE since the inception of the 8.4.4 system of education. The following table shows the number of students in each grade of KCSE in the district in the last nine years i.e. from 2001 to 2009.

Table 1.1: Performance in KCSE examination in Isiolo County (2001-2009)

Year	Entry	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	Y
2001	400	0	3	2	7	15	23	29	54	106	101	58	2	0
2002	409	0	1	2	4	10	50	68	59	81	75	54	4	1
2003	411	0	0	4	4	8	25	43	91	76	75	38	1	46
2004	408	0	1	1	6	14	37	55	71	72	81	45	2	22
2005	411	0	1	3	5	24	36	51	75	79	70	64	3	0
2006	432	0	1	3	7	22	35	71	87	89	75	28	1	13
2007	465	0	3	5	14	27	60	89	84	81	71	26	0	0
2008	393	0	1	1	5	7	21	53	62	75	104	60	4	0
2009	442	0	0	2	3	9	23	67	70	97	106	58	5	0
Total	3771	0	11	23	55	136	310	526	653	756	758	431	22	82

Source: KNEC'S KCSE results for Isiolo district (2001 -2009)

Key: Y means those who don't get their results because of examination irregularities. From the table above it can be observed that only 34(0.90%) of the students scored grade B+ and above. These were the only students who have certainly qualified for university admission in nine years. In addition, only 535(14%) out of 3771 got grade C+ and above and the bulk of the students totaling to 2620(69.48%) got C-and below which is an indication of poor performance. It is also discouraging enough to note that out of 3771 candidates, none of them managed to attain grade A in the whole district. This is an indicator that school leavers in the district hardly qualify to effectively compete for the presumed prestigious job opportunities as in the case of Law, Pharmacy, Architecture, Engineering and Medicine among others.

Moreover, as the urge to pass the examinations increased many students might have resorted to unethical means of passing. That could be why 82(2.17%) of them were involved in examination irregularities in a desperate attempt to pass the examination. Table 1.2 gives the overall mean performances in KCSE examination in Isiolo district since 2000- 2009.

Table 1.2: Overall mean performances in KCSE examination in Isiolo County since 2000-2009

Year of examination	Total number of candidates	Overall Performance	Performance per category		
			Girls Only	Boys Only	Mixed
2000	403	4.41(D+)	4.65(C-)	5.09(C-)	3.58(D+)
2001	400	4.33(D+)	4.19(D+)	5.72(C)	3.17(D)
2002	408	4.66(C-)	4.69(C-)	5.12(C)	4.17 (D+)
2003	381	4.55(C-)	4.70(C-)	4.87(C-)	3.89(D+)
2004	386	4.51(C-)	4.29 (D+)	4.86(C-)	4.00(D+)
2005	421	4.52(C-)	3.95(D+)	5.17(C-)	4.33(D+)
2006	425	4.49(D+)	4.02 (D+)	5.01(C-)	4.68(C-)
2007	465	5.19(C-)	5.64(C)	5.02(C-)	4.25(D+)
2008	393	4.15(D+)	4.02(D+)	4.23(D+)	–
2009	442	4.20(D+)	4.52(C-)	4.03(D+)	4.04(D+)
Overall Mean	4224 Candidates	4.50(C-)	4.47 (D+)	4.91(C-)	4.01(D+)

Source: KNEC: KCSE examination order of merit report (2000- 2009)

From the table it can be observed that the performance index of 5.19 which translates into a C- was the highest performance realized over the ten years under review. Overall, boys performed better than girls during the same period on average and the district mean performance index remained at C- throughout. Additionally, the performance index in mixed schools reflected the lowest level, an indication that single sex schools are more favorable. It can also be observed that there was no significant change in candidature despite the increase in the number of secondary schools, an indication that the growth of secondary education remained stagnant. In summary from the analysis of performance in tables 1 and 2, we can deduce that students performance in KCSE examination in Isiolo district is quite wanting and therefore there is a need to investigate the factors responsible for this discouraging trend.

1.3 Statement of the problem

The commitment and determination of Kenya government to provide education as a means of developing human resource cannot be overlooked. Over the years, the government has made several policy pronouncements and institutional changes aimed at improving the quality of the graduates of education system. According to Republic of Kenya (2005) the Kenya government spends over 34% of its annual budget on education. However, there is little evidence that this increased expenditure on education has resulted to good KCSE performance in Isiolo County. Performance has been going down over the years while on the contrary the cut-off points for university admission have been going up. It is against this background that it became necessary to investigate the socio- cultural, economic and school based factors that affect academic performance in the district.

1.4 Purpose of the study

The purpose of this study was to investigate the socio-economic, socio-cultural and school based factors that are affecting student's performance in KCSE in Isiolo County.

1.5 Objectives of the study

The study sought to achieve the following objectives to:

1. Determine the socio-economic affecting KCSE performance in Isiolo County.
2. Explore the extents to which socio-economic factors are affecting KCSE performance in Isiolo County.
3. Determine the socio-cultural factors affecting KCSE performance in Isiolo County.
4. Identify the extent to which socio-cultural factors are affecting KCSE performance in Isiolo County.
5. Establish school based factors influencing the KCSE performance in Isiolo County.
6. Find out the extent to which school based factors are affecting KCSE performance in Isiolo County.
7. Find out views of the headteachers, teachers and QASOs regarding ways of improving KCSE performance in Isiolo county.

1.6 Research Questions

The following research questions will address the stated research problem;

1. Which socio-economic factors are affecting KCSE performance in Isiolo County?
2. To what extent are the socio-economic factors affecting KCSE performance in Isiolo County?
3. Which socio-cultural factors are affecting KCSE performance in Isiolo County?

4. To what extent are the socio-cultural factors affecting KCSE performance in Isiolo County?
5. Which school based factors are affecting KCSE performance in Isiolo County?
6. To what extent are the school based factors affecting KCSE performance in Isiolo County?
7. What are the views of head teachers, class teachers and QASOs regarding ways of improving KCSE performance in Isiolo County?

1.7 Significance of the study

The study may first and foremost add to the growth of knowledge on socio- economic, socio-cultural and the school-based factors affecting KCSE performance among nomadic children in Kenya. Secondly, investigation into the causes of poor performance in KCSE examinations in Isiolo County may not only be significant to teachers and parents but to other stakeholders who may use the findings and recommendations for intervention. At the school level teachers and school administrators may use the findings of the study to address some pertinent professional problems such as attendance and syllabus coverage. Leaders in the district may also use the findings to campaign for support and goodwill from the government. The study may also serve as a point of reference by other researchers.

1.8 Limitations of the study

There were two limitations on the study. First, Isiolo is a vast county with few but scattered secondary schools which are hundreds of miles apart. The distances, accessibility and other logistics will constrain the study in terms of time and finance during data collection and hence limit the scope of the study. Secondly, the nomadic lifestyle coupled with the general fees

problem in the district may make some of the sampled students inaccessible thus limiting the findings of the study on those who were available at the time of data collection.

1.9 Delimitations of the study

First the study was delimited to public secondary schools in Isiolo district specifically to the candidate classes. Secondly, the study was conducted using samples of form four students and form four class teachers and principals in each school. Because of time and other constraints students from other classes, teachers other than class teachers, BOG, PTA were not be included in the sample of respondents. Thirdly, because of time and financial constraints, the study was delimited to only socio- economic, socio- cultural and school-based factors affecting performance in KCSE examination. Factors like students entry behaviors, hardship due to geographical localities of the school which equally affect performance were not investigated by the study.

1.10 Assumptions of the study

The study was carried out under the following assumptions:

1. That the KCSE examination is an acceptable instrument for evaluating the students' academic performance.
2. Respondents gave accurate, truthful and honest responses to the items in the questionnaire.

1.11 Theoretical Framework

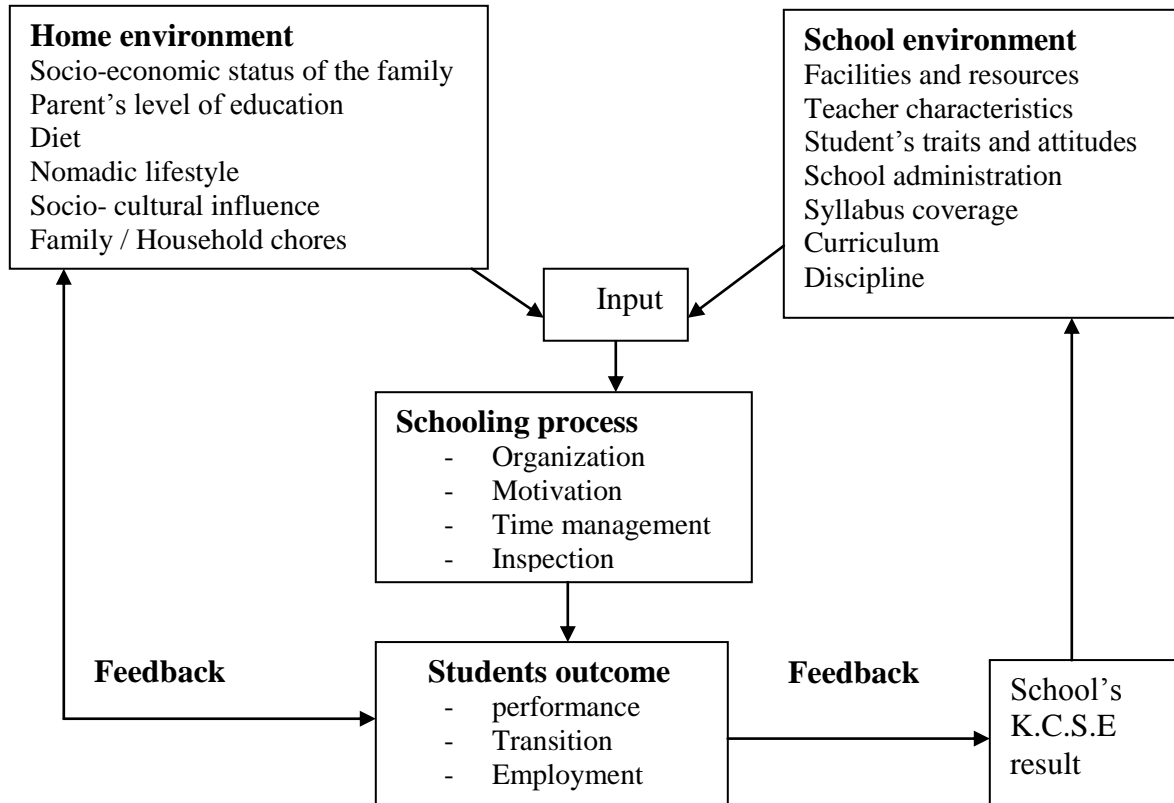
The study was guided by the Education production function (EPF). Education production function is the application of the economic concept of production function to the field of education. The original study that prompted interest in the idea of education production function was conducted by a sociologist, James S. Coleman. The Coleman Report (1966),

demonstrated the effect of various school inputs on student's achievements. Education production function relates various inputs affecting the student's learning to measured outputs. There is little consensus on the definition and measurement of input and outputs of education. These inputs include socio-economic status of the family, parent's level of education, nomadic lifestyle, family/house hold chores, diet, facilities and learning resources, teacher qualifications and experience, syllabus coverage, school administration, student attitude and the end result, the output is the students performance cum achievement, transition to the next level and employment.

In this study quality measures such as teacher's experience and qualification, syllabus coverage, school administration, parent's level of education and socio-economic status, nomadic lifestyle, learning resources will be used as inputs. The specific measures of outputs were the grades attained by the students in the KCSE a national examination taken by fourth form. The problem with the input measures are the qualitative dimensions which are hard to define and difficult to measure. However, after all the input have been used, their success – output is then measured by result examination of given students. Examination results provide as easy way to compare performance and achievement. A good school is judged by its production of high scores in examination and it is these scores which will be used in this study. This is because tests are the best known and acceptable measure of output quality.

1.12 Conceptual framework

This can be represented diagrammatically as in figure 1.1 as follows



This study was based on the understanding that various factors combine to influence the performance in any examination. Good or poor performance depends on the interaction of certain factors within the school and home environments. Factors in the home environment which influence students performance include; socio-economic status of the family or household chores among others. On the other hand school based factors affecting performance includes; physical facilities and resources, teacher- characteristics, student- traits and attitudes, school administration, type of school etc.

The diagram or flow chart demonstrates that the school and the home environment are interdependent. The home environment provides the students and the finance to support the

day to day running of the school, while the school on the other hand provides the service to the children. Both the home and school have some input towards the schooling process as illustrated in the flow chart. The quality of educational output will depend on both the quality and quantity of the input and the quality of process. When the output (performance) is good, both the students' transition to the next level and the employable citizens released to the labor market will be high; and this will flow back to the home environment as a long term benefit. However, when the output is poor, there will be wastage in the education system. The feed back to the school will come in form of the school mean grade (short term) and a long term socio-economic benefits from the home environment in terms of growth, expansion and support.

1.13 Definition of operational terms

- 1) **Science subjects-** this refers to the subject of physic, chemistry, and Biology only which are taught in secondary schools in Kenya. The definition excludes other smaller branches of science such as agriculture, home science, botany, zoology etc.
- 2) **Upper secondary** – refers to form three and four classes in secondary school in Kenya
- 3) **Lower secondary** – refers to form one and two classes of secondary school in Kenya
- 4) **Entry behavior** - This refers to the marks scored by the student in register with Kenya Certificate of Primary Education (KCPE).
- 5) **School administration-** refers to the people charged with day to day running of particular schools. Such people include BOG, PTA, Head teacher, Deputy Head teacher, Head of Department and Master on duty (MOD) who is a temporary administrator.
- 6) **KCSE Performance-** This refers to the Grade obtained by the student in the Kenya Certificate of Secondary Education (KCSE).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the relevant literature on factors that influence student's performance in an examination. The review is organized as per the objectives of the study. According to Kombo (1988) the whole educational process is punctuated at various stages by examinations which ensure that only limited number of students got through. Such a system only rewards a few students and imparts a stigma of failure on many more. If students were to benefit from such a system of education, then they must be prepared to face not only the rigorous acts of mastering contents but also overcoming the "hurdles" of examination. This argument was based on the assumption the academic brilliance of students is seen in term of certificates they have irrespective of whether they can practically justify them or not. The teachers whose schools perform dismally really bear the brunt of what most politicians and parents think is a step towards correcting mistakes, but which may even lead to more failures. Odongo the KNUT secretary "called for research before rushing out to attack teachers" standard news paper 16th January 1986. But the intensity of accusation varies from school to school and from region to region.

According to Maurice (1971), the achievement in school is determined by a set of interacting variables, ranging from; a child ability, home background, availability of learning resources, teacher aspirations among others. The argument was that the list of factors that influence performance in school is not exhaustive. This study addressed the socio-economic, cultural and school based factors that affect KCSE performance in Isiolo district.

2.2 Home Based Factors

Many studies have been conducted which examined different aspects of students home background. Eshwani (1983), UNESCO (2001), Ayoo (2002), Njuguna (2004) and Kitavi (2005) have established that those factors which students interact with or depend for their livelihood during their school life affect their final outcome at the end of their course.

The home background constitutes of parents, social-economic status of the home, educational level of parents and living conditions in the home environment. SACMEQ (2005) identified the home background as the quality of the house, possessions at home and the parent's education and income. Kitavi (2005) in his thesis observes that parents and the community influence are the two most important components in the home background affecting both learning and performance in schools. He argued that good home environment supplements teacher's efforts in school and in a related studies UNESCO (2001), observes that quality education requires strong support from the home of the learner. If the home is poor, there will be minimal support.

2.2.1 Effect of educational background on student's performance

Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ, 2005) in the studies on socio-economic status and condition of schooling in primary schools established that in Kenya, pupils from poorer homes tend to come from sites where the quality of housing is poor, parents have fewer possessions and the educational levels of parents are low.

The socio-economic status of a family are often measured by parents educational level, occupation and income which together significantly influence students participation and achievement in school. Tuppen (1981) on the relationships between the father's educational occupation and achievement in school established that students whose fathers never went to school did worse than those whose fathers had some schooling. The study concludes that fathers level of education and occupation correlate positively with performance. According to Abeti (1983) the differences between schools and teachers have little influence on academic achievement as compared to the differences between parents. If this view point is valid, as it is assumed to be, then it may follow that the differences between homesteads could have greater influence on variation between the student's academic performance and the difference between schools. This is so because there are many conditions existing in the home environment which could shape the academic abilities of children. The home environment is thus an important factor that this study will address.

The social influence which communities have on schools has an adverse effect on performance. Eshiwani (1983) and Morris (1972) urge that the performance of a child at school is dependent upon many factors. They assert that the child is not only educated in school and that the school only provides moderate influence as compared to the kind of learning that goes on from early years within the family or the community within which the child lives. This is an indication that how a child is brought up has a lot of influence on how he/ she will perform in school. If the home and community environment is conducive to the child's mental development and the parents are able to provide the social needs, the child will have a good background for better learning in school.

Kombo (1988) in his study found out that parental level of education, occupation and encouragement with respect to paying school fees on time had important effects on student's academic performance. Cooksey (1981) observes that studies carried out in Yaounde, Cameroon on the effect of parental education on children's performance established that performance improves with father's education in all occupation groups. Children of uneducated farmers, who come from geographically most remote part, indicated lower level of performance in examination. This according to Cooksey is a common scenario in third world countries where people consider education in terms of socio- economic gains associated with it. Individual level of education is major criteria for lifestyle, career opportunities and life style one can lead. Supporting this view, Gould (1993) described those who are wealthy and have secure and well paying jobs; and live a high quality life, by most objective measures to be those with same education. From our own practical experience, the higher the level of education the better the live hood of the family both in wealth and in education.

Parents who are educated ensure availability of conducive environment at home in terms of provision such as books, study rooms, discipline and assistance through assignment. Regarding gender equity at home, the home environment could be gender biased in terms of providing equal opportunities to both boys and girls.

2.2.2 Effect of economic background on student's performance

Research conducted by Abagi and Sheila (1994) on household based factors affecting participation and performance established that economic problems caused more school dropouts amongst girls than boys. It was observed that there was marked preference by parents to educate boys at the expense of girls during times of economic difficulties. Financial

constraint in the home environment could be a factor affecting girls' participation and performance in school because some of them could be used to generate income for the family.

Concerning the living conditions at home as a factor affecting learning and performance, Cooksey (1981), in the journal of Comparative Education Review said good home material conditions were defined by the presence of running water, electricity, an interior toilet, a refrigerator and some form of cookers while poor home conditions were defined by the absence of all except one of the facilities. According to this study those living in good home conditions had pass rates over twice that of other children. Supporting the "good home" theory, Tyler (1977) pointed out that students whose parents are educated live in homes that provide an stimulating environment where they were encouraged to study and are supplied with relevant resources and such children stand better chances of good performance.

Focusing on the issue of poverty, Lutomia and Sikolia (199) note that students in secondary schools need a lot of financial support from their parents for personal effects especially those in boarding schools. They proceed to write that most students are disturbed by continued practice of head teachers sending them away for fees. Examining the issue of poverty, Onyango (1983) notes that poverty is one major cause of schools' poor performance in the Kenyan society. She notes that most poor families in Kenya are large consisting of about six to ten children, unemployed parents who are usually peasant farmers with small pieces of land. These parents have to work extremely hard to meet the basic needs of the family. Students from such families are on the road at the end of every month to look for fees. This problem and frustration alienates the learner from his / her main objective at the school. The learner can be tempted to steal or engage in other vicious acts which may lead to poor performance. In

another related studies, International Association for Educational Assessment (IAEA, 1997) established that schools whose parents and students are in higher socio-economic levels tend to have more opportunities to spend greater time on learning task; they are less likely to spend considerable effort into foraging for food and fuel. This implies the rich tend to receive much more education than the poor, but in a situation where some receive no education at all, the gap is discriminately high.

Food and shelter are two most important basic necessities in the home environment. Studies carried out by UNESCO (2002) in collaboration with the Ministry of Education in Mali, Uganda and Zambia in monitoring learning achievement (MLA) established that children who had no regular meals achieved much lower than those who had two or more meals per day. It was further observed that availability and adequacy of food at home and in school affects children's learning. Poor nutrition contributes to lack of concentration and reduced perseverance in school. The school feeding programs are meant to overcome the problem of malnutrition.

2.3 Effect of lifestyle on student's performance

Most people in Isiolo district live nomadic lifestyle. Nomads are people who move from place to place with their livestock in search of water and pasture. Nomadic lifestyle is one factor that greatly affects students learning and performance.

First and foremost nomads have no permanent homes, and for children, who go to school in permanent locations, the distance between their school and homes vary significantly with time and seasons. This hardship affects students' participation in learning especially if they had to go for school fees in the middle of the term. Daily nation (29/3/97) observes that nomadic

lifestyle affects students participation in education and on realizing this, the government promised to start mobile schools in arid and semi-arid, and otherwise disadvantaged areas. This was however not to be especially for secondary schools because of the nature of teaching and learning at the level coupled with the unavailability of teachers. As a result of nomadic lifestyle, many potential learners either dropout of school or underperform due to erratic attendance. According to Kenya Human Rights Commission (KHRC, 2000), statistics provided for Moyale district by Oxfam indicated that 78% of girls and 61% of boys' dropout of school every year because of nomadic lifestyle.

Nomadic families are also affected by the frequent natural phenomena such as drought and famine. Because of this, a times schools calendar becomes unsuitable especially when children are fully engaged in domestic economic activities such as herding and because of inequitable access to learning environment, performances are never the same with their counterparts in other areas. According to SACMEQ (2005), children from parents in North –Eastern Province who lead nomadic lifestyle and were relatively rich in terms of livestock, recorded low access and performance rates in education. SACMEQ attributed these to lack of flexibility in school time. Parents often opted to make their children take care of livestock rather than attend classes regularly. In essence what this means is that the policy of education does not accommodate home based needs and values in the school operations.

2.4 The impact of other socio- cultural factors on academic performance

According to Ministry of Education (2007), the constitution of Kenya out laws discrimination on the basis of gender, tribe or region, and emphasize on social justice and equal opportunities with regard to education. Other policy documents also seek to reinforce a policy of equal

opportunities regardless of social- cultural, religious, regional and gender barriers. Disparities between gender and regions in the end widen the gap between individuals in life; and more importantly they create a vacuum in socio- economic status between communities which can never be eradicated. From the socio- cultural point of view, key factors responsible for disparities include cultural and religious beliefs, attitude and practice and social norms that restrict individuals from participating in learning such as age group circumcisions, early marriage among girls, moranisms etc. Performance in national examination is one area where disparities speak volume. According to the 2009 KCSE examination report, boys performed better than girls in key subject areas. Besides, in the national ranking of candidates, no girl featured in the top ten positions. Supporting this, the IAEA (1997) observes that boys out performed girls in all branches of science and the gap between their performances increased with age. But Keeves (1992) attributed the gap to social beliefs rather than biological or hereditary factors.

The 1996 ministry of education report on policy blamed some of the disparities in education among pastoralist communities on cultural conservatism where modern education is not seen as relevant especially for girl child. Some of the parents among these communities still prefer to marry off their daughters at an early age instead of maintaining them in school. Even those who are not married lack the motivation to work hard because they know after all they are not going to complete the school, hence the cause for their poor performance. The world bank policy studies on education in the Sub-Saharan Africa (1988) also said that girls do not do well in school because most parent believe that the social benefits derived from female education are not likely to have much impact on the family's private investment decision.

2.5 School Based Factors That Affect Academic Performance

Apart from the socio-economic factors, other factors which affect student's performance are derived from the school environment and they include facilities, resources, teacher availability and characteristics, student's traits and attitudes and school administration.

2.5.1 Effects of school administration on KCSE performance

According to Mbiti (1974) administration is defined as a formalized system which is intended to control, supervise, plan and make decision on the basis of established authority. Duignan (1986) identifies school leadership as a crucial factor in the success of a school. He mentioned activities that constitute effective leadership by the school principal to include setting an atmosphere of order, creating a climate of high expectations of staff and students, encouraging collegial and collaborative relationships and building commitment among students and staff to the school goals. Furthermore, the head teacher has a role of translating educational policies and objectives into programme within the school. He is also expected to execute administrative functions as well as instructional supervision. To carry out his role effectively he should be knowledgeable in managerial skills which would enable him to plan, supervise, control, evaluate and make proper decision. An effective head teacher plays his/her role in six task areas which includes pupil person, staff personnel, school community relation, provision of physical facilities and financial management.

Kathuri (1986), notes that there is a strong relationship between the quality of administration in a particular school and performance in KCPE Examination. He maintained that the first aspect of administration is staff meeting. Such meetings give a head teacher an opportunity to convey any useful information. Teachers are also expected to air their views on how the school

should be managed. The head teacher also does other duties which are important for facilitation of curriculum and instruction. Sifuna (1988) asserts that the lack of communication, poor relationships between head teachers, teachers and students, inefficient instructional policies and practices and leaving parents out of school activities are significant factors contributing to poor performance in high schools.

Wochami (1986) notes that student's achievement is largely determined by the school quality, which in turn is determined by the performance of the teachers whose effectiveness in working partly depends on the school administration. According to Rum Berger (1983), school administrators could device strategies to assist the students on good performance. He advises that school administration could develop programmes that are in course with the students' interest, needs and understanding. If educational programmes were made interesting to the teachers and students, teaching and learning would become enjoyable. Supporting the view, Daly (1981) in his causal analysis on performance said "it is expected of a school principal to use his administrative authority to provide opportunities for teacher influence in decision making, in collaborative planning and collegial work. This implies that a school principal cannot produce good results without support and collective efforts from his teachers.

According to ministry of education (1979), the head teacher's behavior will set the standard for the school. His appearance, punctuality and morality must be beyond reproach and he should be aware that the way he behaves will be known to all in the school. The ministry's manual further ascertains that the fast and rapid expansion of education has led to the appointment of head teachers who do not have experiences to execute their duties efficiently as is expected of them.

The manual asserts that.

“The organization and management of a school, places great responsibilities on the head’s shoulder and demands from him knowledge of office administration, personnel management, education practice, accounting and building maintenance.”

This shows that the head teachers could influence the student’s in the national examination. According to Olembo (1977) a head teacher who is frustrated may gamble the energy generated by his/her legal authority in an attempt to crush those in school opposed to his practices. If this happens then the teachers’ efficiency in teaching may be affected.

2.5.2 Influence of teaching resources on students performance

The adequacy and conditions of facilities and resources as well as other infrastructure are critical to a school performance. Variation in resources distribution may lead to inequality both in learning and in performance.

Eshiwani (1988) observes that most of the schools, whose students performed poorly, spent less money on the purchase of teaching resources. Lack of adequate text books and teaching materials makes teaching difficult as students are unable to do their oral or written work during class lesson. Confirming this view Kombo (1988) affirmed that the availability and the use of teaching aids / resources in schools are among the factors which explain why poor performance in examination is a characteristic of secondary schools. According to him schools with adequate resources such as laboratories textbooks and other instructional materials would stand a better chance of having better results than poorly equipped ones. The availability and the use of teaching and learning resources could contribute to high quality of education and performance of students. Supporting this view, Eshwani (1983) stated that difference in school

facilities such as libraries, laboratories, playing fields and electricity would seem to account for difference in achievements. He found that schools that performed consistently well possessed adequate facilities. Thus, the presence or absence of school facilities could determine high achieving and low achieving schools.

A report by the World Bank (1974) indicated that educational resources in most developing countries are inefficiently used and do not meet their quantitative and qualitative objectives. The ever increasing cost of education and the resultant financial strain on the government, parents and stakeholders call for efficient use of resources.

Any given set of input once chosen should be combined in such a way as to produce the largest attainable output. In this context, the school should be able to maximize and improve the available resources so as to adequately meet its objectives. A school that utilizes its resources well is assured of good results both at local and national level.

A study carried out by SACMEQ (1999) indicated that shortage of physical facilities, text books and other equipment affected students learning and their subsequent performance. Majority of the secondary schools have only one science room for all science subjects; and in most cases such rooms are ill equipped. The school also buys cheap laboratory equipment near examination periods, not for teaching but for examination purposes. According to Maundu (1987) good performance demands that every school should be equipped with relevant textbooks. He further asserts that the instructional resources play an important role in explaining the wide variation in academic performance among the students enrolled in different types of schools.

2.5.3 Influence of teacher characteristics on students' performance

Kathuri (1991) observes that apart from the facilities and resources, teacher's ability to communicate, organize and manipulate those resources into useful products in order to achieve desired objectives become important. The underlying factors in those variables are teacher characteristics; availability, quality, experience and level of training. Kinyanjui (1979) also observes that the caliber of teachers in any school or school system form an important input variable which can have tremendous impact on school outcomes. In a country like Kenya where the language of the school is not necessarily the native language of the child, the ability of teachers to impart language skills is critical for the success of the schooling child. The teacher's role is to create a bridge between two different environments with a clear objective of incorporating the pupils into the world of the school. It is in this context that the distribution of qualified teachers should be carefully assessed.

Maundu (1986) postulates that teacher's qualifications have a significant effect on pupils' performance in science and mathematics. He attributed the good performance of the provincial schools in Kiambu District to excellent instructions given by qualified teachers in addition to their inputs. The study was based in schools which had high quality inputs emanating from historical, economic, political and social backgrounds. Teachers training levels were also found to have a significant effect on performance in Brazil (Lockheed, 1971), Thailand (Jemenez, 1988) and in Zimbabwe (Fuller, 1987). In those countries secondary school qualities vary significantly. All these researchers agreed that performance in examination largely depended on teacher qualification alongside other qualities.

This therefore underscores the importance of a teacher training programme in order to effectively deliver to students. A teacher with qualifications and appropriate training and experience is one of the highest assets a school can have. Like staff in commercial entities teachers are managers in their own right and should be trained to boost performance. It is worth noting that, it is the teacher who translates the broad general curriculum goals into instructional objectives. It is the teacher who finally decides the arrangement of learning experiences and the methods of presenting content. He does most of the evaluation. Therefore, the teacher initiates, develops and directs pupils' learning so as to realize good results in the national exams. Raju (1973) notes that most rural schools lack properly trained teachers and have to accept unqualified teachers who may not be aware of modern trends in teaching method and curricula.

Teachers alone without committed group of students cannot realize good performance. Coleman, Hoffer and Kilgore (1982) established that schools where students attend more regularly and spent more of their time doing homework or participated in academic clubs and activities produced higher scores. Supporting this view, the National Centre for Educational Standards (NCES, 1985) also established that students who were in the top 10% of the nation's (USA) school districts, spend 5-8 hours or more of their time learning each day whereas those in the bottom 10 % spend only 4 hours or less learning.

2.5.4 Discipline

Discipline in schools is a collective responsibility and involves all people in the school community. It is the foundation of good performance and responsible behaviour. Indiscipline

especially in secondary school poses a serious problem in many countries. In Kenya hardly a term passes without school strikes being reported.

Indiscipline is a social problem whose syndrome is manifested in student's violent behaviour. When students are disciplined, the disciplinary action taken against them depends on the gravity of the offence and they can be suspended from school or even expelled. This may force some students to drop out of school hence come only to do exams thus leading to poor performance. The school administration should handle the indiscipline cases with a lot of care. Mbiti(1981) states that sometimes what is seen as indiscipline may be an expression of deeper problems which may require specialized experts in school guidance and counseling.

2.5.5 Attitude

The term attitude has been defined as an organized predisposition to think, feel, perceive and behave towards a referent or cognitive object. Attitudes exist within all persons in regard to every topic, object, concept or human being that a person evaluates. This means that at any one time an individual is able to selectively respond to an object within an environment either positively or negatively.

Students' Attitude

School systems in Kenya have been geared towards preparing the youth for employment in public or private sector in the wider society. Lutomia and Sikolia (1999) asked whether this trend should continue or should schools respond to forces of change that are prevailing in the society at present. They contend that in most schools students are reluctant to go to the university for fear that they would be unemployed after completing their degree work. The students are convinced that they have brothers and sisters who have completed school and

even graduates from the university and yet they are unemployed. Our learners need proper guidance on career preparation for employment and our learning institutions should provide learners with skills that are appropriate and will enable them to compete in the labour market.

2.5.6 Effect of poor coverage of syllabus on academic performance

Syllabus coverage determines student's performance in examination because students are tested generally from any topic in the syllabus and if any school doesn't cover all the topics in the syllabus, its students will be disadvantaged. The daily nation of October 8th 2001 cited poor coverage syllabus, failure to understand questions and poor teaching method as some of the weaknesses noted in many school.

Proper syllabus coverage will depend on time management in the school by head teacher, teachers and students. Comber and Keeves (1973) stated that within limits, the more hours allowed for instruction in subjects the higher the achievement. Similarly at the end of secondary school the more the home work given and corrected the better the student's performance in examination. This implies that good time management by the teachers would ensure effective syllabus coverage. Learning time can be maximized when classroom time is used effectively i.e. when teachers waste less time by starting and ending instructional activities as planned, select curriculum materials which are appropriate to the students and when teachers spend more time preparing for lessons, these will raise the quality of instruction and coverage of syllabus within specified time and improves students achievement. Supporting this view, Campbell (1986) observes that effective and efficient management of curriculum and instruction in educational institution is basic pre requisite for stability and improvement of academic performance.

Eshiwani (1986) affirms the importance and usefulness of providing extra coaching to pupils who are preparing for major national examinations. Frequent exposure of students to test can improve examination performance, promptness in giving and marking home work assists in identifying area of weakness to be improved. When there is low teacher absenteeism and high level of group involvement in planning for curriculum and instruction, this can enhance the syllabus coverage.

Summary

In this chapter, many factors affecting student's performance in public examination in Kenya and other countries have been discussed. The factors discussed included school based factors like facilities, resources, teacher characteristics, the school administration, the students' attitude and discipline and syllabus coverage. Others were socio-economic and cultural factors such as poverty, parental level of education, nutritional nourishment and the effect of nomadic lifestyle on learning and performance among others. The study investigated the socio-economic, socio-cultural factors and some school based factors that influenced KCSE performance in Isiolo County.

CHAPTER THREE

RESEARCH METHODOLOGY

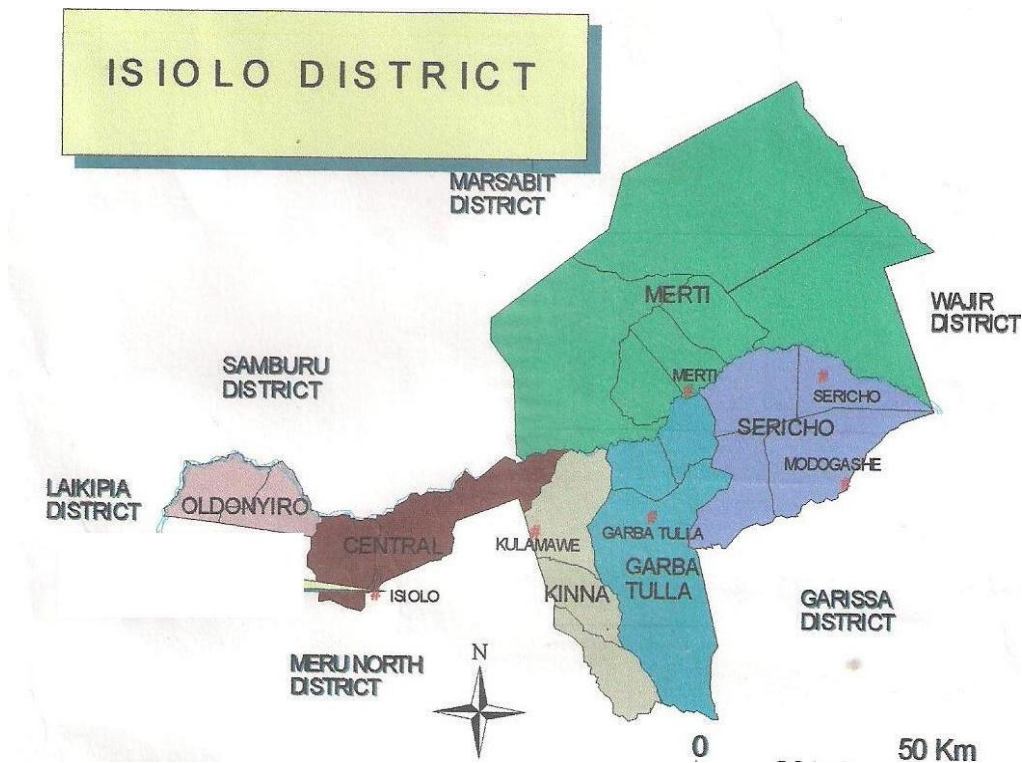
3.1 Introduction

This chapter discusses the research design, target population, the sample and sampling procedure, development of research instruments and finally data collection and data analysis procedure.

3.2 Research design

This study adapted survey descriptive design to investigate the effects of socio- economic, socio- cultural and school based factors affecting KCSE performance of secondary schools in Isiolo district. According to Locust (1984) descriptive research studies are designed to obtain information concerning the facts discussed hence the choice of the design.

3.3 Research location



The study was located in Isiolo district of Eastern province. The district is bordered by ten (10) districts namely: Laikipia to the South West and Samburu to the West, Tana River, Mwingi, Meru north and Meru central to the South, Marsabit and Moyale to the North and Wajir to the East and Garissa to the South East. Isiolo is located about 350 KM north east of the Kenyan capital city Nairobi and about 200 KM from Embu which is the headquarter of Eastern province. The district comprised of six divisions two of which have been elevated to districts status namely Garbatulla and Merti. In the research, the old district boundary were adopted because the newly formed Isiolo district has only six public secondary schools three of which are new schools and have not yet registered candidates for KCSE. This has necessitated the inclusion of schools from the new districts which were formerly part of the old Isiolo district. Isiolo is part of the Arid and Semi-Arid Land (ASAL) of Northern Kenya and the inhabitants lead nomadic lifestyle with livestock being their economic main stay and as a result they regularly migrate in search of pasture and water for their livestock.

Before independence Isiolo was part of the greater Northern frontier District (NFD) and was marginalized in terms of education by the colonial administration because of the geographical and hostile cultural background of the communities. After independence the district encountered many problems including the Shifta war which was a secessionist conflict in which the inhabitants of the region attempted to join Greater Somalia. The war disrupted all forms of development including provision of basic education. Secondly, there have been frequent tribal clashes over water and pasture whose effect on education cannot be ignored. According to the Kenya Human Rights Commission report of 2000, the people of this region are dying of ethnic violence, local banditry, abuse from provincial administration and internal aggression. The region also faces persistent drought and famine which have affected the lives

and economy of the people to the extent that provision of relief food has been priority of the government at the expense of the needs. The district was chosen for the study due to the fact that very few students from the district's public secondary school join institution of higher learning every year. In the past six years out 2471 student who sat for KCSE in the eight public schools only 22 (1.62%) managed to join public universities in the country (DEO'S Reports Isiolo).

3.4 Target population

A target population according to Saunders, Lewis and Thorn Hill (1997) is a full set of cases from which a sample is taken. Cooper and Schindler (2006) called it a population of interest from which the individual participant or object for the measurement is taken. This study targeted ten head teachers, form four class teachers and form four students in all the ten secondary schools in the County. Over the last 10 years the County had presented on average about 400 KCSE candidates each year drawn from about 10 classes. However, due to emergence of new schools and expansion of the existing ones the number currently stands at about 500 candidates annually. The target population for this study therefore constituted about 500 form 4 students, about 17 form 4 class teachers representing all the 17 classes (streams) in the 10 schools, and 10 head teachers totaling to about 527 people. It can be noted that the number of teachers in the target population is equal to number included in the sample. This was done due to the fact that the county had very few secondary schools i.e ten, out of which only seven had form four classes and thus the researcher was compelled to include all the form four class teachers in the all the schools which had presented candidates for KCSE examinations.

3.5 Sample and sampling procedure

A sample is a subset or part of the target population. According to Mugenda and Mugenda (1999), sampling is the process of selecting the subjects or cases to be included in the study as representative of the target population. The sample for this study consisted of seven public secondary schools comprising of two day and mixed schools; a mixed boarding secondary school and four single sex (two Boys' and two Girls') boarding schools in Isiolo County. This is 70% of the total number of public secondary schools in the district. The County has ten public secondary schools and only three schools have been left out because they are new and have not yet registered candidates for KCSE.

A critical component of the sample design in the study was based on the selection of the students within each of the secondary schools in the district. Since the target population has already been identified, sampling in each class of form four students will be based on simple random sampling procedure using the students' 2011 KCSE examination registration index number. However, the number of form four students to be selected in each school was determined by the population of form four students in each school. Cooper (1998), states that the size of a sample within a given school should be a function of variation in the population parameters under study and the estimated precision needed by the research.

Using the 527 people as the sample frame, the research took 24% of this into account as good representation of the population. This gave a sample size of about 125 respondents or about 18 respondents in each of the seven schools including headteachers, form four class teachers and form four students. All the head teachers and form four class teachers of the sampled seven schools were purposively included in the sample of respondents. This was due to the fact that

Isiolo county had only seven schools which have registered students for KCSE. The remaining three schools were new and had not yet registered candidates for KCSE. In addition, the head teachers are coordinators and facilitators of all the learning activities while class teachers are constantly in touch with the students. Lastly the form 4 students were purposively selected because they represent a culmination of 4 years of continuous learning irrespective of conditions around them. They were therefore best placed to give the socio- economic, socio-cultural and school based factors affecting students' performance in KCSE examination

The simple random sampling procedures involved writing down the index numbers of all the form 4 students in each school on pieces of papers and picking the required number at random. This gave the sample distribution. For example if the form 4 population in given school is 100, 24% of this gave 24 students to be sampled.

3.6 Research instruments

Researcher used the following instruments to gather information during the study;

- a) Questionnaires
- b) Interviews
- c) Observation

3.6.1 Questionnaire

To collect the information from the head teachers, teachers and students, questionnaires were personally administered to the respondents. The respondent is assured of anonymity. Kerlinger (1973) states that the questionnaire elicits information on appropriate area to which respondents respond objectively.

There were three questionnaires for this study; one for the head teachers, one for form 4 class teachers and the third one for four 4 students. The head teachers' questionnaire consisted of three sections; A and B with a total of 27 items already developed. Section A contained items which elicited responses on the demographic information such as gender, age, academic and professional qualification. Section B items dealt with school based factors such as teacher shortage, physical facilities, syllabus coverage among others. This section also consisted of socio-economic and socio-cultural factors such as parent's occupation and level of education, parental lifestyle male circumcision and early marriage among others.

The teachers and students questionnaires both consisted of section A and B. Section A like the head teachers' questionnaires solicited demographic information on the respondent. Section B enquired on a variety of information including school based factors such as teacher shortage, physical facilities and syllabus coverage. The section also consisted of socio-economic and socio-cultural factors such as parent's occupation and level of education, parental lifestyle male circumcision and early marriage among others. In total there were 25 items in teachers' questionnaires and 15 items in the students' questionnaires.

3.6.2 Interview schedule

Interviews were conducted for QASO. They were required to give information on how they generally carryout supervision and inspection in the secondary schools in the district including the problems they encounter and to suggest the socio-economic, socio-cultural and the school-based factors affecting KCSE performance in Isiolo County.

3.6.3 Observation

The researcher made an observation of the availability, nature and adequacy of physical facilities such as classrooms, libraries, laboratories, and learning materials like books.

3.7 Validity

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of the inferences which are based on research results. In other words validity is the degree to which results obtained from the data actually represents the phenomena under study. The instruments for this study were validated through application of content validity, which is determined by expert judgment. Gay (1992) noted that content validity is a matter of judgment by the researcher and professionals, and has no specific formula for determination. This study therefore established validity of the instruments by seeking the views of colleagues, other lecturers who are not the researchers supervisors as well as the expert advice by discussions with the researcher's supervisors.

3.8 Reliability

According to Orodho (1998), reliability concerns the degree to which the particular measuring procedure gives similar results over a number of repeated trials. To establish the reliability of the instrument, the researcher will use the test-retest technique. The test-retest technique involves administering the same instrument twice to the same group of subjects to establish whether the same results can be obtained with a repeated measure of the same concept. In this study, it will be done by administering the instrument to the total respondents in the pilot study. After the respondents had made their responses, the questionnaire responses were scored manually and were then correlated using the Pearson moment product correlation

coefficient to establish the extent to which the contents of the questionnaire were consistent in eliciting the same responses. According to Orodho (1998), a correlation coefficient of 0.8 was taken to be sufficient for the instruments being accepted as reliable.

3.9 Pilot testing

This involved checking for the suitability of the questionnaires. The questionnaires were piloted by administering them to individuals who are not part of the sample but have identical characteristics to the sample. The selected individuals for piloting were expected to respond to the items in the questionnaire. Piloting served the following purpose:

- Established whether the instruments were able to measure that is intended;
- Established whether the respondents found the items easy to respond to;
- Established whether the instruments were comprehensive enough to elicit the intended information and the level of the respondent;
- Established whether the time allocated for the data collection was adequate;

The researcher carried out piloting of the 3 sets of the questionnaire using two neighboring schools with fairly similar socio-economic background i.e. Modogashe and Balambala secondary schools. Since the two schools were from different district i.e. Garissa district, the respondents in the piloting exercise were not involved in the final administration of the questionnaires.

3.10 Data collection procedure

The researcher sought permission from the permanent secretary, ministry of education to conduct research in secondary schools in Isiolo County. After permission was granted through an official letter from the PS, the research activity commenced. Permission to conduct the

research in schools involved was sought from the respective head teachers. After the head teacher's consent the study then started with the help of a research assistant, recruited locally at the school level.

3.11 Data analysis

The data collected through the use of questionnaires, interview guide and observation schedule was coded. The data was then analyzed using descriptive statistics and presented in percentages, frequencies and measures of central tendency. The simplest way to present data according to brinker (1988) is in frequencies or percentage tables, which summarizes data about a single variable. Frequencies were converted to percentages so that they could be easier to interpret. In view of the above, the researcher analyzed the data and represented the findings of the research in percentage, frequency tables, pie charts, and bar graphs. The analyzed data was then interpreted in the light of the objectives of the study.

CHAPTER FOUR

PRESENTATION OF THE RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter focuses on the questionnaire return rate, demographic information of the respondents, presentation, interpretation and discussion of findings. The presentations were done based on the research questions.

4.2 Questionnaire return rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. Out of the seven head teachers, all of them (100%) returned the questionnaires. Of the 17 teachers all of them (100%) returned the questionnaires. All the students from the public secondary schools in the district 100 (100%) returned the questionnaires. Three QASOs were interviewed.

4.3 Demographic information of respondents

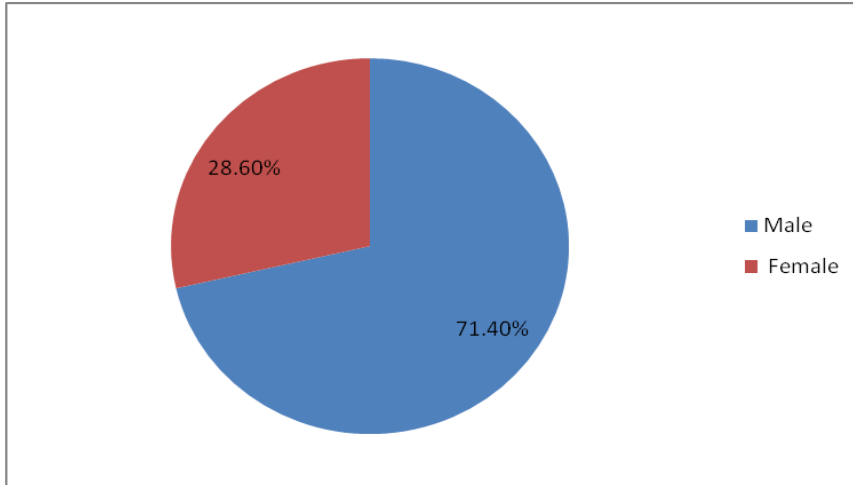
This section dealt with the demographic information of the respondents; head teachers, teachers at the public secondary schools students.

4.3.1 Demographic information of Head teachers,

Gender of the head teachers,

The head teachers were asked to indicate their gender. Figure 4.1 presents the data.

Figure 4.1: Gender of the head teachers



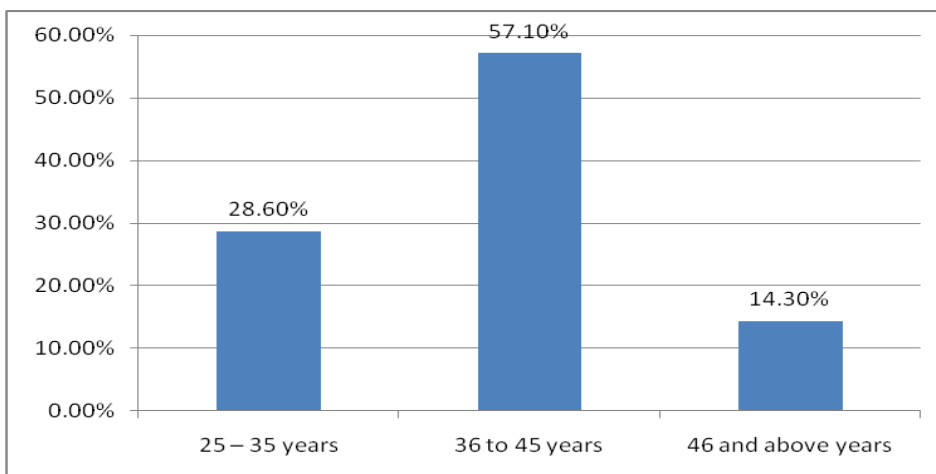
Data in Figure 4.1 indicate that there were 5 (71.4%) male respondents and 2 (28.60%) females. The data shows there were more male teachers than females in the schools.

Dorsy (1989), concluded that the reason for poor representation is simply because women have generally lower qualification than men. When promotion is done on merit, more men than women qualify.

Age of the head teachers

The distribution of the head teachers by age is shown in figure 4.2.

Figure 4.2: Age of the head teachers



Information in figure 4.2 reveals that, most of the head teachers were in the age bracket of 36 and 45 years. It shows that 2(28.6%) of them were between the age 25 and 35 while only 1 (14.3%) was in the age bracket 46 and above. The data implies that majority of the head teachers were relatively young and hence could be active in the management of schools. The head teachers were further asked to indicate their highest academic qualification. The results show that majority of the head teachers numbering 5(71.4%), had Bachelor of Education degree while 2 (28.6%) had master degree.

Teaching experience of head teachers in the schools

Head teachers were also asked to indicate their teaching experiences in the schools. The results of their responses are presented in Table 4.1

Table 4.1: Distribution of the head teachers according to teaching experience

Teaching experience	F	Percent
6 to 10 years	3	42.9
11 to 15 years	1	14.3
16years and above	3	42.9
Total	7	100.0

The data in table 4.1 shows that 3 (42.9%) of them had been in the teaching profession for between 6 – 10 years, the same number had taught for 16 years and above while 1 (14.3%) had been teaching for 11 – 15 years. The head teachers were further asked to state the duration they have served in their current school. Their responses are presented in table 4.2.

Table 4.2: Duration of the head teacher in their current school

Duration	F	Percent
Less than 2 years	3	42.9
2 – 4 years	3	42.9
5 – 7 years	1	14.3
Total	7	100.0

Data shows that 3 (42.9%) of the respondents had been head teachers in their current school for less than 2 years, the same number have served for 2- 4 years while 1 (14.3%) had been there for 5 – 7 years. The data shows that majority of the headteachers had a relatively long time in the teaching profession and in the schools and hence able to have gained experience on the socio cultural factors affecting student’s performance. The head teachers were further asked to indicate the type of their school. Data is presented in table 4.3.

Table 4.3: Head teachers’ type of school

Response	F	Percent
Boys boarding	2	28.6.
Girls Boarding	2	28.6
Mixed Boarding	3	42.9
Total	7	100.0

Table 4.3 indicates that 3 (42.9%) of the respondents were from mixed boarding schools while 2 (28.6%) were from girls boarding the same number of the respondents were from boys boarding schools. This shows that the data for the research was collected from the different categories of schools.

The head teachers were asked to indicate the size of their schools. Their responses are presented in table 4.4.

Table 4.4: Distribution of the head teachers according to the size of their school

Response	F	Percent
Single stream	1	14.3
Double stream	2	28.6
Triple stream	4	57.1
Total	7	100.0

Findings from table 4.4 indicate that 4 (57.1%) of the respondents said their school were triple streamed while 2(28.6%) of the respondents' schools were double streamed and 1(14.3%) of them said they were from single streamed schools.

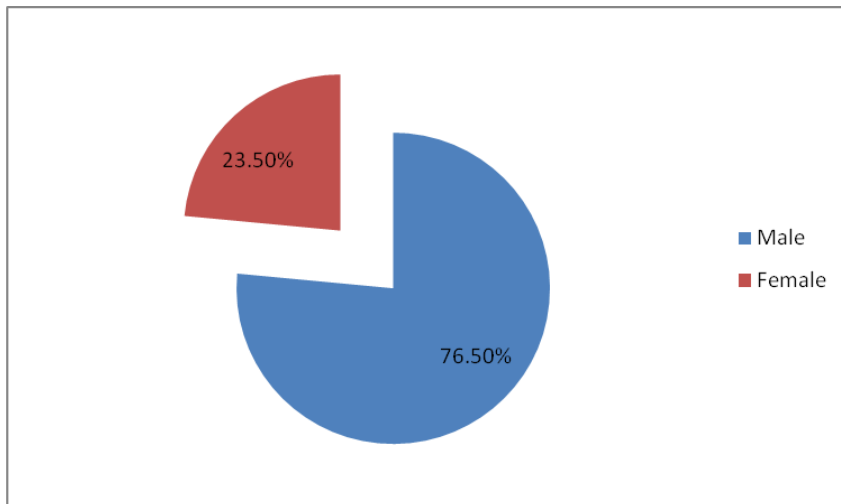
4.3.2 Demographic information of teachers

To find out the demographic information of the teachers, they were asked to show their gender, age, highest academic qualifications. Their responses are presented in the following section.

Gender of the teachers

To establish the gender of the teachers, they were asked to indicate their gender. Their gender distribution is presented in Figure 4.3

Figure 4.3: Distribution of the teachers according to gender

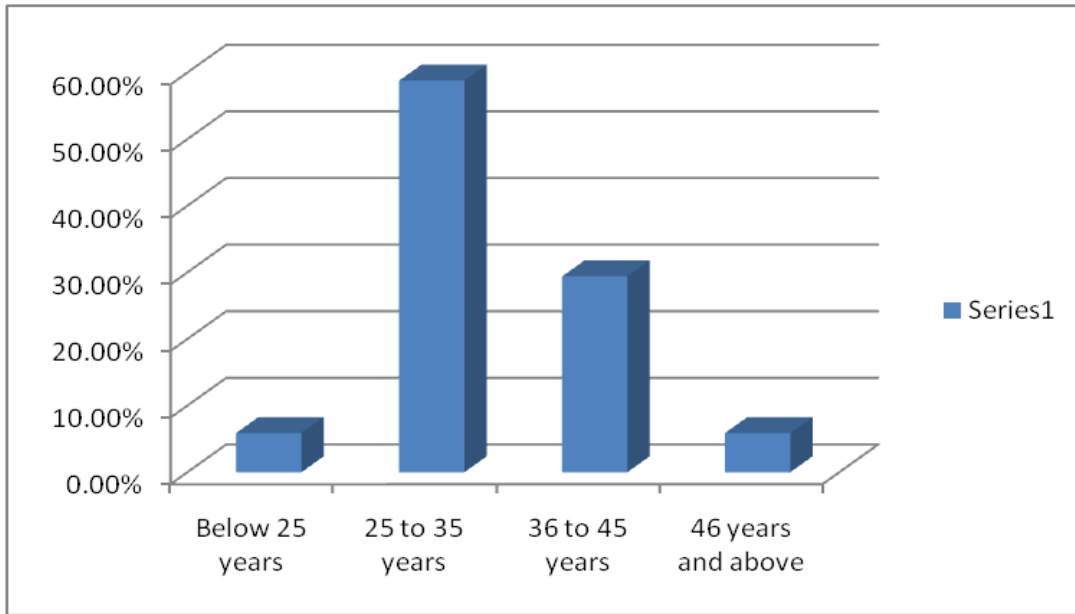


Findings in Figure 4.3 shows that 13 (76.5%) of the teachers were males against 4 (23.5%) who were females. The data shows that more males than females were involved in teaching in public schools. The phenomena represents the reality of the area where more males are educated than females. The 1996 ministry of education report on policy blamed some of the disparities in education among pastoralist communities on cultural conservatism where modern education is not seen as relevant especially for girl child. Some of the parents among these communities still prefer to marry off their daughters at an early age instead of maintaining them in school. Even those who are not married lack the motivation to work hard because they know after all they are not going to complete the school, hence the cause for their poor performance. This trend is also observed in Isiolo county where there is a preference of educating boys over girls. Girls are often seen as objects to be married off hence there is no need to educate them. Therefore, this practice could be responsible for the low number of female teachers in the secondary schools in the county.

Age distribution of the teachers

The teachers were further asked to indicate their age. Their age distribution is summarized in figure 4.4

Figure 4.4: Age Distribution of the teachers



Data in figure 4.4 shows that 10 (58.8%) of the respondents were in the age bracket of 25 to 35 years while 5 (29.4%) were between 36 and 45 years of age. The figure also shows that each of the remaining age brackets had only 1 (5.9%) of the respondents.

Academic qualifications of the teachers

The researcher was also interested in identifying the academic qualifications of the teachers. The findings indicate that 4 (23.5%) of the teachers had masters degree, 10 (58.8%) had Bachelor of education degree while 3 (17.6%) of them had attained PGDE.

The researcher also sought to establish the duration the teachers had served in the teaching profession. The findings indicate that 5 (29.4%) of the respondent had been in the teaching

profession for between 1 – 5 years while 6 (35.3%) said they have been teaching for between 11 – 15 years. The data further indicate that 3 (17.6%) of the respondents have taught for 6-10 years and the same number have been teaching for between 16 – 20 years.

4.3.3 Demographic information of the students

The demographic information of the students was based on their gender and age. The responses on the student’s demographics in presented in this section.

Figure 4.5: Gender of the students

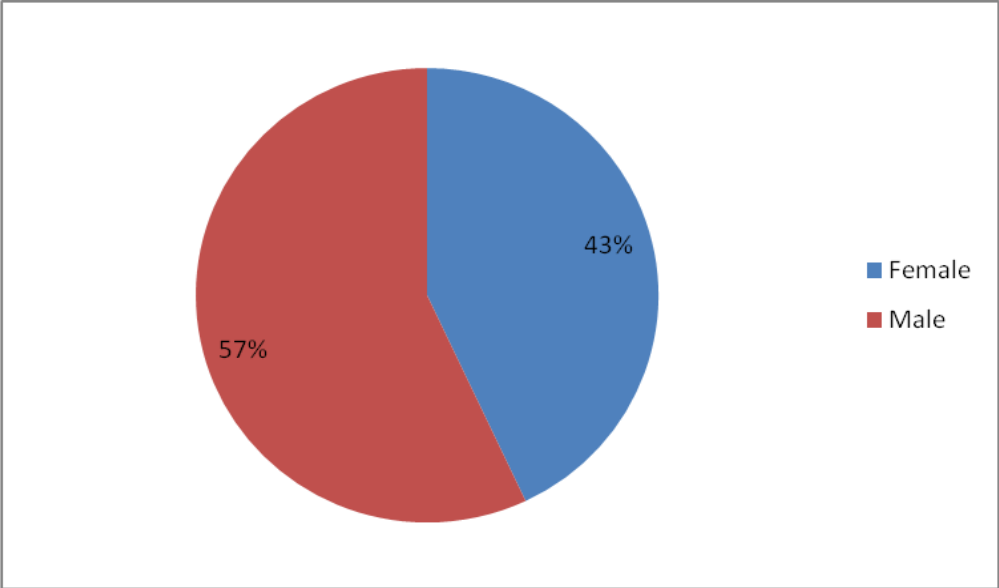
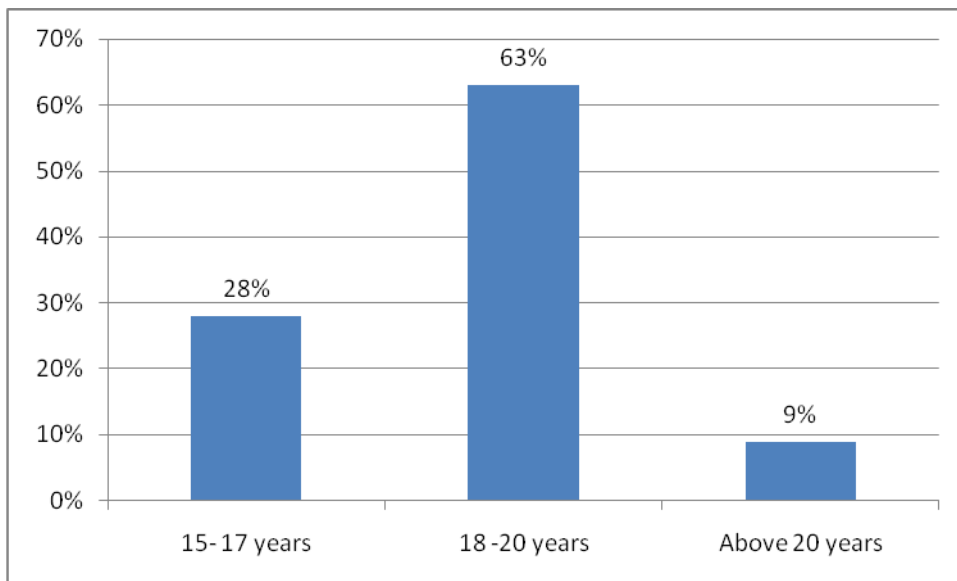


Figure 4.5 indicate that 57 (57.0%) were male while 43 (43.0%) were female students. Gender gaps in education opportunities exist in the region due to cultural and economic factors. This translates to under representation of girls as compared to boys in schools.

The researcher asked the students to indicate their age as presented in figure 4.6.

Figure 4.6: Distribution of the students according to age.



Data indicate that 28 (28.0%) of the respondents were between the age of 15 - 17 years, 63 (63.0%) were aged between 18 – 20 years while 9 (9.0%) were aged above 20years.

4.4 Socio-economic factors affecting students' performance in KCSE

4.4.1 Source of income of student's families

The study sought to determine the source of income to the families. According to the responses obtained from the students, majority of the students families 67 (67%) depended on livestock as the only source of income, 15 (15.0%) reared animals and practiced farming, 10 (10.0%) were casually employed while 8 (8.0%) worked in the civil service. The fact that majority of the parents were herders implies that they could be affected by various challenges especially drought which could lead to great losses and hence parents may not be able to pay school fees for their children which could lead to students absenteeism hence affecting their KCSE performance.

The researcher asked the headteachers to indicate the occupation of parents in their schools. The data in table 4.5 was obtained.

Table: 4.5: The parental occupations.

Occupation of parents	Frequency	Percentage
pastoralists	6	85.7%
Livestock traders	5	71.4%
Civil servants	1	14.3%
Small scale farmers	2	28.5%
Miraa traders	2	28.5%

Data indicate that that majority of the students' parents were either pastoralists or livestock traders as indicated by the high percentage of the responses. Majority of the headteachers numbering 6(85.7%) stated that the parents practiced pastoralism and 5(71.4%) of them indicated that the parents were engaged in livestock trading. The responses obtained from the headteachers also indicate that when head teachers were asked whether the parent's occupation affects KCSE performance, all of them 7 (100.0%) said that it affects. Majority of the head teachers numbering 5(71.4%) argued that some occupations deprived the parents of the time to adequately monitor the education progress of their children. In addition, 2(28.6%) of the respondents noted that the parents engaged in lowly paying jobs are incapable of supporting the education of their children in terms of payment of school fees which can lead to absenteeism of such students from school and this may ultimately lead to poor performance. The view that the parent's occupation affected KCSE performance was shared by the QASOs. Like the teachers they noted that some occupations cannot support education in terms

financing while others deprive the parents time to follow up the progress of their children in school.

All the three officers also added that poverty affects KCSE performance in Isiolo County. They noted that the economic mainstay of many parents in Isiolo County is livestock and that the persistent drought has led to deaths of many animals hence parents are unable to pay school fees for their children and to also provide other educational requirements. Thus, the students are constantly out of school because of school fees hence they ended up missing a lot of lessons which led to poor performance in KCSE. When the students were asked whether they had school fees problem, 89 (89.0%) affirmed that they had school fees problem.

The researcher asked the students to indicate how they paid their school fees. Data is tabulated in table 4.6.

Table 4.6: Students’ responses on how they pay their school fees

Source of school fees	F	Percent
Through sale of livestock	38	38.0
Bursaries	36	36.0
Sponsor	9	9.0
Contribution from friends and relatives	17	17.0
Total	100	100.0

Data indicate that 38 (38.0%) of the respondents paid their school fees through sale of livestock, 36 (36.0%) paid through bursaries, 9 (9.0%) paid through sponsors while 17 (17.0%) was through contribution from friends and relatives.

When asked whether lack of school fees is likely to affect their KCSE performance, majority of the students numbering 90(90.0%) said it is likely to affect while 10 (10.0%) said it was not likely to affect.

When they were asked to explain their responses the data in table 4.7 was generated.

Table 4.7: Students’ responses on how lack of fees affects the KCSE performance

How lack of fees will affect the KCSE performance	F	Percent
I miss many classes due to lack of school fees	60	60.0
Teachers usually continue with lessons and they may not repeat	45	45.0
I cannot fully concentrate in school due to stress emanating from lack of school fees	30	30.0

Table 4.7 indicate that majority of the students 60 (60.0%) said that they missed many classes due to lack of school fees, 45 (45.0%) said that their teachers usually continue with lessons and they may not repeat while 30(30.0%) stated that they cannot fully concentrate in school due to stress emanating from lack of school fees.

Concerning the living conditions at home as a factor affecting learning and performance, Cooksey (1981), noted that good home material conditions were defined by the presence of running water, electricity, an interior toilet, a refrigerator and some form of cookers while poor home conditions were defined by the absence of all except one of the facilities. According to this study those living in good home conditions had pass rates over twice that of other children. In view of this, the researcher asked the students to identify the various facilities they had at home. The findings are summarized in table 4.8.

Table 4.8: Student’s response on various facilities at home

Facilities	Yes		No	
	F	%	F	%
Tap water	50	50.0	50	50.0
Electricity	17	17.0	83	83.0
Reading room	29	29.0	71	71.0
Library books	7	7.0	93	93.0
Daily newspaper	25	25.0	75	75.0

Data indicate that 50 (50.0%) said that they had tap water while the same number said that they lacked tap water. Majority of the respondents numbering 83 (83.0%) said they lacked electricity in their homes while 71 (71.0%) lacked reading rooms at home. When the students were asked to opine whether their home environment is likely to affect their KCSE performance, majority of them numbering 56 (56.0%) said the home environment is likely to affect their KCSE performance. The students were further asked to indicate the factors in their home that they thought are likely to affect their KCSE performance. Data is tabulated in table 4.9.

Table 4.9: Students’ views on the factors in their home that they thought are likely to affect their KCSE performance.

Factors	F	Percent
Lack of rooms for study	71	71.0
Inadequate money to cater for our daily needs	16	16.0
Lack of books	12	12.0
Lack of electricity	83	83.0
Domestic chores	15	15.0

Data indicate that 71 (71.0%) said that lack of rooms for study in their home is likely to affect their KCSE performance. 16 (16.0%) said inadequate money to cater for their daily needs while 12 (12.0%) said lack of books at home. The study also sought to establish how the students spent their holiday. The findings are tabulated in table 4.10.

Table 4.10: Student’s response on how they spend their holiday

Activity done by the student during school holiday	F	Percent
Looking after livestock	48	48.0
Help in the family business	10	10.0
Help family in domestic chores	24	24.0
Reading/ Revising	18	18.0
Total	100	100.0

Table 4.10 indicate 48(48.0%) spent their holiday looking after the livestock, 10 (10.0%) spent it in helping in the family business, 24 (24.0%) said helped their families in domestic chores while 18 (18.0%) said they spent it by reading and revising. When asked whether the way they spent their holiday was likely to affect their KCSE performance, majority of the students numbering 65(65.0%) said it was likely to affect while 35 (35.0%) said it was not likely to affect their performance. Majority of those who indicated that it will affect said that they will not have ample time to revise their school work during school holidays due to domestic activities such as washing clothes, looking after livestock and fetching water among others. Others said that the home environment is not conducive for reading because of lack of electricity and good reading space.

Data gathered from the students also indicate that students spent a lot of time helping their parents at farm, their parents kept on migrating from one place to another in search of pasture for their livestock and that the nomadic environment was not conducive for learning.

The researcher further sought to establish students' parents' educational level. Data is tabulated in table 4.11.

Table 4.11: Students fathers' and mothers' educational qualifications.

Educational qualification	Father		Mother	
	F	Percent	F	Percent
Degree	8	8.0	1	1.0
A level	5	5.0	7	7.0
O level	15	15.0	11	11.0
Class 7/8	39	39.0	30	30.0
Never went to school	33	33.0	51	51.0
Total	100	100.0	100	100.0

Data indicate that 8 (8.0%) of the students' fathers had degree, 39 (39.0%) had gone up to class 7 and 8 while 33 (33.0%) said that their fathers' never went to school. Data indicate that 1 (1.0%) of the students' mothers had degree, 30 (30.0%) had gone up to class 7 and 8 while majority 51 (51.0%) said that their mothers' never went to school. Majority of the students 72 (72.0%) said that their parent's level of education will affect their KCSE performance while 28 (28.0%) said it will not affect. The students were further required to state ways in which their parent's educational qualification will affect their KCSE performance. The students' responses are summarized in table 4.12.

Table 4.12: Ways in which parent's level of education affect the KCSE performance

How parent's level of education will affect the KCSE performance	F	Percent
Illiterate parents do not understand the need of education	39	39.0
Educated parents have good jobs that support education	21	21.0
Educated parents value education and inspire their children.	12	12.0
My parents value their wealth and not my education	10	10.0
My parents wealth is not due to education	18	18.0
Total	100	100.0

Table 4.12 indicate that 39 (39.0%) of the students said that illiterate parents do not understand the need of education, 21 (21.0%) said that educated parents have good jobs that support education while 18 (18.0%) said that their parents wealth was not due to education.

Majority of the teachers numbering 11 (64.7%) also agreed that parental level of education affect KCSE performance of students in their school while 6 (35.3) said that it did does not affect. Similarly, all 7(100.0%) of the head teachers said that parental level of education affect KCSE performance of students in their school. This was because educated parents value education and they motivate their children. They also monitored their children progress in school. The view that parental educational qualifications affected KCSE performance was supported by 2(66.7%) of the quality assurance and standard officers. They argued that educated parents understood the value of education hence encouraged the children to work hard in school as opposed to uneducated parents. They further observed that educated parents strived to provide better education for their children and that the children of educated parents also strived to be like their parents or even to surpass the levels reached by their parents.

Kombo (1988) in his study found out that parental level of education and occupation are among the factors that had important effects on student’s academic performance.

From the research findings it is evident that majority of the parents had not gone beyond primary education. From the data it can be seen that only 28 (28%) of the fathers and only 19 (19%) of the mothers had gone beyond primary education. So, based on these, it can be noted that parental level of education could work to the student’s disadvantage in many ways. For instance, parents could have less interest in monitoring the academic progress of their children in school. It could also be a hindrance to helping and inspiring the children to acquire positive aspirations, self esteem and self actualization in life which will eventually be reflected in KCSE.

4.5 Views of head teachers, class teachers, students and QASOs regarding the extent socio- economic factors are affecting KCSE performance.

Table 4.13: Head teachers’ views on the extent to which socio-economic factors are affecting KCSE performance

Statement	VGE		GE		LE		VLE	
	F	%	F	%	F	%	F	%
Parents' level of education	4	57.1	3	42.9	0	0	0	0
Nomadic lifestyle	2	28.6	5	71.4	0	0	0	0
Parents' occupation	2	28.6	5	71.4	0	0	0	0

Key VGE = Very Great Extent; GE = Great Extent LE Little Extent VLE = Very Little Extent

Table 4.13 indicate that majority 4 (57.1%) of the headteachers said that parents' level of education affected KCSE performance to a very great extent while 3(42.9%) stated that it affected to a great extent. On the other hand majority of the headteachers numbering 5(71.4%) said that parent’s occupation and nomadic lifestyle affected performance to a great extent. The teachers were further asked whether the nomadic lifestyle affect KCSE performance in their school. Data indicated that majority of the respondents 16 (94.1%) said that it affected the performance while 1 (5.9%) said it did not affect.

Table 4.14: Teachers response on the extent to which socio economic factors are affecting the KCSE performance

Socio-economic factor	VGE		GE		U		LE		VLE	
	F	%	F	%	F	%	F	%	F	%
Parents' level of education	5	29.4	6	35.3	0	0	1	5.9	5	29.4
Nomadic lifestyle	9	52.9	5	29.4	0	0	3	17.6	0	0
Parents' occupation	4	23.5	12	70.6	0	0	1	5.9	0	0

Key: VGE = Very Great Extent; GE = Great Extent; Undecided=U; LE= Little Extent; VLE= Very Little Extent

The data in the table 4.14 above indicate that 9 (52.9%) of the teachers stated that nomadic lifestyle affected KCSE performance to a very great extent, 9(52.9%) of them said that nomadic lifestyle affected to a very great extent while 4(23.5%) believed that parents’ occupation affected KCSE performance to a very great extent. On the other hand 12 (70.6%) of the teachers said that that parents’ occupation affected KCSE performance to a great extent while 6(35.3%) of them agreed that parents' level of education affected KCSE performance to a great extent.

Table 4.15: Students views on the extent to which socio- economic factors are affecting KCSE performance

Socio-economic factor	VGE		GE		U		LE		VLE	
	F	%	F	%	F	%	F	%	F	%
Parents' level of education	17	17.0	24	24.0	0	0	45	45.0	14	14.0
Nomadic lifestyle	31	31.0	29	29.0	0	0	11	11.0	29	29.0
Parents' occupation	15	15.0	32	32.0	0	0	10	10.0	40	40.0

Key VGE = Very Great Extent; GE = Great Extent; U=Undecided; LE= Little Extent;

VLE= Very Little Extent

Findings in table 4.15 indicate that 17(17.0%) of the students said that parents level of education affected their performance to a very great extent while 24(24.0%) thought that it affected to a great extent. It is also evident from the table that nomadic lifestyle affected KCSE performance according to 31(31.0%) of the students while 29(29.0%) of them opined that it affected to a great extent and 11(11.0%) said that it affected to a little extent. On the other hand 15(15.0%) Of the students said that their parent’s occupation will affect their KCSE performance to a very great extent, 32(32.0%) stated that it will affect their performance to a great extent while 40(40.0%) stated that the parent’s occupation will affect their performance to a very little extent.

4.6 Socio-cultural factors affecting KCSE performance in Isiolo County

The study aimed at also establishing the socio-cultural factors affecting KCSE performance in the district. In light of this, the researcher sought the views of the headteachers regarding socio-cultural factors that are affecting KCSE performance in Isiolo County.

The headteachers were asked whether engagement of students in domestic chores is affecting performance in Isiolo county. The research findings indicate that 5(71.4%) of the headteachers agreed that domestic chores affected performance while 2(28.6%) were of the contrary opinion. The data further suggest that 3(60.0%) of the respondents who said yes thought that engagement of students in domestic chores affected their concentration on school work. They further noted that the most affected were the students attending day schools. All the headteachers who said that domestic chores affected performance, noted that the practice also affected students in boarding schools during school holidays. The data obtained from the teachers also supports this viewpoint. Like the headteachers, an overwhelming 12(70.1%) of the teachers asserted that engagement of students in domestic chores was affecting performance in Isiolo county. This opinion was also shared by the QASOs with 2(66.7%) of them accepting that engagement of students in domestic chores affected KCSE performance. Like the headteachers they acknowledged that the practice mainly affected students in day schools. They said that the girls are engaged in domestic chores such as washing, fetching water and collecting firewood while the boys are engaged in farming and herding particularly during the weekends. They noted that this limited their time for reading and they may also lack concentration in school due to fatigue. All the respondents also admitted that engagement in domestic chores also affected students in boarding schools during school holidays. The research findings indicate that students in schools in Isiolo county are engaged in domestic chores. The findings further show that majority of the respondents believed that engagement of students in domestic chores is affecting KCSE performance in Isiolo County. In light of this, it can reasonably be concluded that engagement of students in domestic chores is one of the factors affecting KCSE performance in Isiolo County.

The study also sought to establish whether early marriage affected KCSE performance in Isiolo County. The headteachers, teachers and the QASOs were asked to give their views on whether the practice affected KCSE performance in the county. The research findings indicate that 4(57.1%) of the headteachers and 11(64.7%) of the teachers felt that early marriage affects performance in Isiolo county. However, there is consensus among the respondents who said that early marriage affected performance, that the practice mainly affected the girls. All the QASOs also accepted that early marriage affected KCSE performance in the county. Like the teachers and the headteachers, they were also of the view that the main victims were girls. They stated that some girls were proposed for marriage while in school which affected their performance due to divided attention while others were ridiculed by their fellow students. They also stated that many girls failed to work hard in school due to the knowledge that they will not have a chance to advance their education and that they will be married off when they complete form four.

The researcher also investigated whether female genital mutilation and male circumcision also affected KCSE performance in Isiolo County. The data collected from the headteachers show that according to 5(71.4%) of the headteachers female genital mutilation and male circumcision affected KCSE performance in Isiolo county. Female genital mutilation and male circumcision also affected KCSE performance according to 2(66.7%) of the QASOs. The respondents argued that students who have undergone the rite perceive themselves as mature adults and this led them to engage in premarital sexual affairs. It also affected their attitude towards their teachers as they viewed them as their equals hence disobedience of the teachers' instructions.

When asked to state other factors that could be affecting KCSE performance in Isiolo county, all the QASOs mentioned drug abuse. According to all the QASOs there was widespread use of khat in the region which has negatively influenced the students as the habit has been replicated among the students in the schools. They also said that there was use of other drugs like alcohol, tobacco etc in the area though at a lesser extent.

The researcher also sought the views of the headteachers and the teachers regarding various socio-cultural issues. The results are tabulated in tables 4.16 and 4.17.

Table 4.16: Head teachers’ views on other socio-cultural issues that are affecting KCSE performance in schools

Socio-cultural practices that lead to poor performance	A		U		D	
	F	%	F	%	F	%
Uncertainty about girls’ future in school discourages them leading to poor KCSE performance	3	42.9	2	28.6	2	28.6
Benefits from a girl’s education goes to the husband	2	28.6	3	42.9	2	28.6
Some girls are proposed for marriage while in school which distracts them leading to poor KCSE performance	4	42.9	2	28.6	2	28.6

Key A =Agree; U = Disagree; D Disagree

Data indicate that 3 (42.9%) of the respondents agreed that uncertainty about their future in school discourages girls leading to poor KCSE performance. Majority of the headteachers numbering 2 (28.6%) agreed that benefits derived from educating a girl child will go to the prospective husband.

Table 4.17: Teachers’ views on other social – cultural factors that affect KCSE performance

Issues that affect KCSE performance	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Drug abuse is affecting performance	8	47.1	3	17.6	0	0	4	23.5	2	11.8
Retaining girls in schools instead of marrying them off to prospective husbands is a waste of time.	4	23.5	1	5.9	0	0	1	5.9	11	64.7
Social bias against girls contributes to poor KCSE performance	7	41.2	7	41.2	0	0	1	5.9	2	11.8
Predominant Islamic faith affects KCSE performance	7	41.2	2	11.8	0	0	3	17.6	5	29.4

Key SA = Strongly agree; A = Agree; D = Disagree; SD Strongly Disagree

Data indicate that 8 (47.1%) of the teachers strongly agreed that drug abuse is affecting KCSE performance. On the other hand, 7(41.2%) of the teachers strongly agreed that social bias against girls lead to poor KCSE performance in the county. Majority of the teachers numbering 11 (64.7%) strongly disagreed that retaining girls in schools instead of marrying them off to prospective husbands is a waste of time. Finally, 7(41.2%) of the teachers agreed that predominant Islamic faith in the region is not compatible with the formal/western education system and is to blame for the perennial dismal KCSE performance. The view that faith/religion is affecting KCSE performance in Isiolo county was also supported by one quality assurance and standards officer. He argued that students are predominantly Muslims and some parents and even students hold the belief that eventual success lies in madrassa education and not the secular education. This has affected the attitude of students in school consequently leading to poor KCSE performance.

Table 4.18: Students responses on the life style of their parents

Lifestyle of the parents	Yes		No	
	F	%	F	%
My parents leads nomadic life style	55	55.0	45	45.0
My parents leads permanent settled town life style	10	10.0	90	90.0
My parents lead subsistence farming life style	35	35.0	65	65.0

Data indicate that majority 55 (55.0%) of the respondent said that their parents lead nomadic life style. In addition, majority of the students numbering 90(90.0%) said that their parents do not lead permanent settled town life style. The students were also asked to indicate whether their parents' lifestyle will likely affect their KCSE performance, 52(52%) of them said it will affect while 48(48%) were of the contrary opinion.

All the headteachers, 7 (100.0%), also said that nomadic lifestyle affected KCSE performance in their schools. Majority of the head teachers numbering 6(85.7%) explained that students from nomadic families are also engaged in the activity which limits their time to revise their school work. They further noted that majority of the nomads are illiterate hence may fail to sufficiently inspire their children to learn. All the QASOs also agreed that nomadic lifestyle affected KCSE performance in Isiolo County. They explained that the most affected were those students attending day schools as they are forced to stay with relatives or friends because their parents kept on moving from place to place with their livestock in search of water and pasture. This affected the concentration of the affected students in school and may lead to poor performance. The respondents also said that there was difficulty of fees payment during drought which led to absenteeism. They further said that pastoralists attached more value to livestock as opposed to education which affected the attitude of the students towards

education. In addition, the respondents said that during drought many students attended to their herds at the expense of schooling as the case with school holidays when the students helped their parents to tend the herds which limited their time of revising their school work.

4.7 Views of head teachers, class teachers, students regarding the extent socio-cultural factors are affecting KCSE performance

The study also sought to establish the views of head teachers, class teachers, students and QASOs regarding the extent to which socio-cultural factors are affecting KCSE performance.

Table 4.19: Head teachers’ views on the extent to which socio-cultural factors are affecting KCSE performance

Statement	VGE		GE		LE		VLE	
	F	%	F	%	F	%	F	%
Early marriage	4	57.1	3	42.9	0	0	0	0
Male circumcision	1	14.3	1	14.3	0	0	5	71.5
Female genital mutilation	1	14.3	1	14.3	3	42.9	2	28.6
Domestic chores	5	71.4	2	28.6	0	0	0	0

Key: VGE = Very Great Extent; GE = Great Extent LE Little Extent VLE = Very Little Extent

Table 4.19 indicate that majority of the headteachers numbering 4 (57.1%) said that early marriages affected the performance at a very great extent while 5 (71.4%) also said that domestic chores affected to a very great extent. The data also indicate that only 1(14.3%) of the respondent stated that Female genital mutilation affected performance to a very great extent and the same number said that it affected to a great extent. On the other hand, 5 (71.5%) of the headteachers said that male circumcision affected to a very little extent.

Table 4.20: Teachers response on the extent to which the and socio-cultural factors are affecting the KCSE performance

Statement	VGE		GE		U		LE		VLE	
	F	%	F	%	F	%	F	%	F	%
Domestic chores	9	52.9	5	29.4	0	0	3	17.6	0	0
Early marriage	5	29.4	7	41.2	0	0	5	29.4	0	0
Male circumcision	1	5.9	7	41.2	0	0	0	0	9	52.9
Female genital mutilation	1	5.9	7	41.2	0	0	5	29.4	4	23.5

Key: VGE = Very Great Extent; GE = Great Extent; Undecided=U; LE= Little Extent; VLE= Very Little Extent

Data in table 4.20 indicate that majority of the respondents numbering 9(52.9%) stated that domestic chores affected performance to a very great extent while 5(29.4%) said that it affected to a great extent and 3(17.6%) of the teachers thought that domestic chores affected performance to a little extent. On the other hand 5(29.4%) of the teachers believed that the practice of early marriage affected performance in Isiolo county to a very great extent while 5(29.4%) stated that early marriage affected performance to a little extent. Moreover, 7 (41.2%) of the teachers said that early marriage, male circumcision and female genital mutilation affected performance to a great extent.

Table 4.21: Students response on the extent to which socio- cultural factors are affecting KCSE performance

Socio cultural factor	VGE		GE		U		LE		VLE	
	F	%	F	%	F	%	F	%	F	%
Early marriage	43	43.0	30	30.0	0	0	18	18.0	9	9.0
Male circumcision	26	26.0	31	31.0	0	0	30	30.0	13	13.0
Female genital mutilation	26	26.0	31	31.0	0	0	30	30.0	13	13.0
Domestic chores	9	9.0	35	35.0	0	0	30	30.0	26	26.0

Key VGE = Very Great Extent; GE = Great Extent; U=Undecided; LE= Little Extent; VLE= Very Little Extent

Findings in table 4.21 indicate that 43(43%) of the students said that early marriage affected KCSE performance to a very great extent while 26(26%) indicated that both male circumcision and female genital mutilation affected KCSE performance to very great extent. On the other hand, 30 (30.0%) of the students said that early marriage affected KCSE performance to a great extent and 35(35%) of them stated that domestic chores also affected performance to a great extent. The data also indicate that 18(18%) of the students state that early marriage affected performance to a little extent while only 9(9%) of them thought that the practice affected performance to a very little extent.

4.8 School based factors influencing the KCSE performance

The research sought to determine how the head teachers rated the K.C.S.E performance in their school for the last 5 years (2009-2010).Majority of the respondents 4 (57.1%) rated the performance being poor while 3 (42.9%) said that the performance was average. The head teachers were further asked to give the major causes of the poor performance. Findings

indicated that 4 (57.1%) of the respondents identified lack of adequate learning and teaching resources and students' entry behavior which is the marks scored by the student in KCPE as the major causes of the poor performance. On the other hand, 2 (28.6%) of the head teachers said that schools performed poorly due to lack of parents support and students indiscipline while 1(14.3%) said it was due to cultural practices like early marriage.

The teachers were also asked to indicate how they rated the KCSE exam performance the school. Data indicate that 3 (17.6%) of the respondents said that the KCSE exam performance the school was good and the same number said that it was very poor. Majority of respondents numbering 7 (41.2%) said that it was poor. On the other hand, none of the teachers felt that KCSE exam performance in their school was very good.

The teachers were also asked to indicate the possible causes of poor performance in KCSE. The findings indicate that 9 (52.9%) said that the possible cause of poor performance was lack of teaching materials, 5 (29.4%) said it was due to students' parents lifestyle while 2 (11.7%) identified students' indiscipline as the cause of poor KCSE performance. On the other hand, 1(5.9%) of the teachers blamed poor administrative practices for poor KCSE performance.

The study also aimed at establishing whether the schools had teacher shortage, all the head teachers 7 (100.0%) said that they had shortage of teachers. Consequently, the head teachers were asked to indicate the subjects affected by shortage of teachers.

The findings indicate that 3 (42.9%) of the headteachers said that Physics, Biology and chemistry were affected by teacher shortage. Moreover, 2 (28.6%) of the respondents said that said CRE, Geography and Computer also suffered from teacher shortage while 1(14.3%) stated that History, Mathematics and Kiswahili lacked enough teachers.

The researcher also established from the students whether they had a teacher in every subject. Data indicate that 79 (79.0%) said that they did not have a teacher in every subject while 21 (21.0%) said they had them. When asked to indicate the subjects without teachers, 25 (31.7%) of the respondents said they did not have physics teachers, 23 (29.1%) said they lacked computer teachers, 22 (27.8%) said they lacked Arabic teachers while 9(11.4%) observed that they did not have CRE teacher.

The findings obtained from the teachers are in agreement with the viewpoint that the schools in Isiolo County have shortage of teachers. When the teachers were asked whether they were ever assigned to teach subjects they were not trained for, 5 (29.4%) said they were assigned while 12 (70.6%) said that they had not never been assigned. Majority of the teachers who said they were assigned, identified lack of trained teachers to teach the subject as the reason why they were assigned to teach those subjects. The researcher also interviewed three quality assurance and standards officers to find out whether really schools in Isiolo county are experiencing teacher shortage. The results indicated that there was teacher shortage and that the students to teacher ratio in many schools are not the recommended value and that some subjects in some of the schools completely lacked teachers. All the officers also observed that to address the problem of teacher shortage, schools had been forced to employ BOG teachers who are not qualified. This explains why 2(66.7%) of the respondents said that teacher characteristics affected KCSE performance in the county. The data gathered from the various respondents i.e. headteachers, students and the QASOS, indicate that schools in Isiolo county are experiencing shortages of teachers. The data further suggest that some subjects completely lack teachers and are taught by untrained and unqualified teachers. Maundu (1986) postulates that teacher's qualifications have a significant effect on pupils' performance in science and

mathematics. He attributed the good performance of the provincial schools in Kiambu District to excellent instructions given by qualified teachers in addition to their inputs. Duigan (1986), cited teacher/pupil ratio as a factor influencing examination performance. He states that teacher/pupil ratio relates very well with pupils' performance. Thus, based on the findings, it is reasonable to conclude that schools in Isiolo county are facing shortage of teachers which could be contributing to the poor KCSE performance.

Performance could also be affected by the teaching load of the teachers. The head teachers were asked to indicate how they rated the teaching loads of teachers in their school and majority 6 (85.7%) said that it was heavy while 1 (14.3%) said it was fairly heavy. The research further sought to establish whether the teachers were satisfied with their teaching loads. Majority of the teachers numbering 10 (58.8%) said that they were not satisfied while 7(41.2%) of the respondents said that they were satisfied with their teaching loads.

When asked to state how heavy their teaching load was; 6(60.0%) of those who said that they were not satisfied with their working load said that it was very heavy while 4 (40.0%) of the respondents said that it was heavy. These findings indicate that teaching load was a factor that affected teaching and learning which would ultimately affect KCSE performance.

The study also sought to establish how often the head teachers held staff meetings in their school to discuss performance and other professional matters. Data is tabulated in table 4.22.

Table 4.22: Head teachers' views on frequency of staff meetings to discuss performance and other professional matters

Response	F	Percent
Once a month	3	42.9
Twice a term	4	57.1
Total	7	100.0

Table 4.22 indicate that 3 (42.9%) said they held the staff meetings once a month while 4 (57.1%) said they held it twice a term. This implies that the headteachers did not hold meetings quite often as required which could affect student's KCSE performance as confirmed by Sifuna (1998) who stated that lack of communication, poor relationship between head teachers and teachers and students, inefficient instructional policies and practices and leaving parents out of school activities were significant factors contributing to poor performance in high schools.

It is paramount for teachers to prepare professional documents for effective teaching. The study therefore sought to establish from the headteachers whether the teachers in their schools prepared the professional documents. Their responses are tabulated in table 4.23.

Table 4.23: Head teachers' responses on whether the teachers in the school prepare various professional documents

Professional documents	Yes		No	
	F	%	F	%
Schemes of work	5	71.4	2	28.6
Lessons plans	1	14.3	6	85.7
Record of work	4	57.1	3	42.9
Students progress record	7	100.0	0	0.00

Table 4.23 indicate that 5 (71.4%) said that they prepared schemes of work, 6 (85.7%) said that they did not prepare lessons plans, 4 (57.1%) said that they prepared record of work while all of the respondents said that they prepared the students progress record. The study further sought teachers' views on whether they prepared the various professional documents. Data is presented in table 4.24.

Table 4.24: Teachers responses on whether they prepare professional documents

professional document	Yes		No	
	F	%	F	%
Schemes of work	14	82.4	3	17.6
Lessons plan	3	17.6	14	82.4
Record of work	15	88.2	2	11.8
Student progress	14	82.4	3	17.6

Table 4.24 indicate that 14 (82.4%) of the respondents did not prepare lesson plans. On the other hand, 14 (82.4%) of the teachers said that they prepared schemes of work and the same

number prepared students progress record. Also majority of the respondents numbering 15 (88.2%) said that they prepared record of work. Based on the above findings, it is reasonable to conclude that the teachers do not prepare the professional documents particularly the lesson plans as professionally expected of them. This may have resulted in poor delivery of lessons which could have affected KCSE performance.

The researcher further asked the head teachers the frequency in which they inspected the work of their teachers to ensure quality performance. The findings are presented in table 4.25.

Table 4.25: The frequency in which the head teachers inspect the work of the teachers to ensure quality performance

Frequency of meeting	F	Percent
Twice a term	3	42.9
Once a term	2	28.6
Once a week	2	28.6
Total	7	100.0

Table 4.25 indicates that 3 (42.9%) of the respondents said that they inspected the work twice a term while 2 (28.6%) said they inspected once a week and the same number said that they inspected once a term. The findings in the above table are evidence that the head teachers' frequency of inspection is inadequate which may have led to poor KCSE performance. Duigan (1986) identifies school leadership as a crucial factor in success. A head teacher is expected to execute administrative functions as well as instructional supervision.

The researcher also interviewed the quality assurance and standards officers to establish the frequency of inspection, the number of personnel in the county and the challenges they encountered in the course of supervision. When asked to indicate the number of quality assurance and standard officers in the county, all of the officers 3 (100.0%) said there were 3 qualified personnel.

The officers were further asked whether they had enough personnel to conduct thorough inspection of schools in the district. Data is tabulated in table 4.26.

Table 4.26: Responses on whether there were enough personnel to conduct thorough inspection of schools in the district

Are there enough personnel to conduct inspection?	F	Percent
Yes	1	33.3
No	2	66.7
Total	3	100.0

The respondents were also asked to state how many times they visited secondary schools for supervision and inspection. Data shows that all of them 3 (100.0%) said they visited maximum of two times.

They were further asked to mention some of the problems they encountered in the course of supervision. Data indicate that majority of the officers said that there was lack of enough personnel; the head teachers expressed excuses such as being absence from school for official duties and tight schedules. They also said that the schools in the district are located far apart therefore difficult to access due to the poor state of roads in the area. They also said that the

supervision took the whole day due to lack of adequate personnel hence students end up losing lessons. They also added that the persistent problem of insecurity in the district especially high way attacks affects their movement. They further noted that inadequate finance allocated for the exercise coupled with uncooperative District Education Officers who do not regard this crucial exercise as a priority also affected their supervision. The major role of quality assurance and standards in schools as Njogu (2003) reckons is that of controlling the quality of education. Hence to promote education, it is important that quality assurance and standards exercise be done regularly. This is in support of Townsend's (1997) view that quality assurance and standards should be done on a continuous basis. The research findings indicate that there was shortage of staff to undertake effective supervision of schools. It further shows that the few officers are also unable to undertake their mandates because of various challenges among them insecurity and logistical issues. On the basis of these facts, it can be concluded that quality assurance and standards exercise are not done regularly in Isiolo County. This might have affected the quality of teaching in the schools eventually leading to poor KCSE performance.

Syllabus coverage determines student's performance in examination because students are tested generally from any topic in the syllabus and if any school doesn't cover all the topics in the syllabus, its students will be disadvantaged. The daily nation of October 8th 2001 cited poor coverage syllabus, failure to understand questions and poor teaching method as some of the weaknesses noted in many school. In view of this, the teacher respondents were asked whether they covered the required KCSE examination syllabus before the commencement of the KCSE examination.

The findings indicate that majority of teachers numbering 16 (94.1%) said they did not cover the KCSE syllabus before the start of KCSE examinations while 1 (5.9%) of the respondents said that they covered. When asked to indicate the extent of their coverage, 8 (50.0%) of those who said they did cover suggested that they covered it to a great extent and the same number that is 8 (50.0%) said they covered it to a little extent.

The researcher also asked the headteachers whether the syllabus coverage in various subjects affected KCSE performance, all of the respondents 7(100.0%) said that it affected.

The respondents were further asked to indicate the subjects that were positively affected by syllabus coverage. Data is tabulated in table 4.27.

Table 4.27: The positively affected subjects by syllabus coverage

Subject	F	Percent
Mathematics	3	42.9
History	2	28.5
CRE	1	14.3
Kiswahili	1	14.3
English	1	14.3
Agriculture	3	42.9

Data indicate that 3 (42.9%) of the respondents were of the opinion that Mathematics was positively affected and the same number said Agriculture was positively affected while 2 (28.5%) said History. CRE, Kiswahili and English each had one respondent.

When asked the negatively affected subjects by syllabus coverage, they responded as table 4.28.

Table 4.28: The negatively affected by syllabus coverage.

Subject	F	Percent
Physics	3	42.6
Mathematics	2	28.6
Biology	3	42.8
Chemistry	1	14.3
Agriculture	1	14.3

Table 4.28 indicates that 3 (42.6%) of the respondents said that KCSE performance in Physics and Biology was negatively affected by syllabus coverage. On the other hand, 2(28.6%) of the respondents stated that performance in mathematics was negatively affected while performances Agriculture and Chemistry were negatively affected according to 1(14.3%) of the respondents.

The view that syllabus coverage is affecting KCSE performance in Isiolo county was also supported by 2(66.7%) of the QASOs. They explained that in majority of the schools the syllabus is not completed before the commencement of the KCSE examinations. They noted that that this was mainly due to wastage of time especially during the opening of schools as students reported late to school and that usually teaching commenced a week after the official school opening date. Thus, the research findings point to the fact that the KCSE syllabus is not adequately covered in most of the schools in Isiolo County and this might have resulted to poor performance.

Comber and Keeves (1973) stated that within limits, the more hours allowed for instruction in subjects the higher the achievement. In light of this, the students were asked whether they

reported back to school on time after school holidays. The data obtained show that, 48 (48.0%), of the students never reported back to school on time after school holidays. The students cited harsh weather conditions, lack of school fees, delay of the bursary fees and sponsors money, lack of regular vehicles towards school and long distance from home to school as the reasons for reporting late. All the students agreed that failure to report back to school on time is likely to affect their KCSE performance. From the research findings it is evident that there is wastage of learning hours during the opening of schools as the students report late due to the aforementioned factors. Therefore it is reasonable to conclude that late reporting of students to school during opening is one of the factors that could be affecting KCSE performance in Isiolo County.

The study also sought to establish whether the schools in Isiolo County engaged their students in extra coaching. Majority of the teachers numbering 12 (70.6%) said that they engaged their students in extra coaching while 5(29.4%) were of the contrary opinion. Data from all the teacher respondents also indicate that engaging students in extra teaching/coaching, improved KCSE performance. All the head teachers also indicated that they offered extra coaching to the form four students in their schools. The students were also asked whether they got the extra tuition / teaching in their school. Majority of the students numbering 80(80.0%) indicated that they were offered extra tuition in their schools while 20 (20.0%) said that they were not offered. When asked on when they got the extra tuition / teaching in their school, they responded as indicated by table 4.29.

Table 4.29: Students' responses on when they got the extra tuition / teaching in their school

Time extra tuition is offered	F	Percent
During weekends	15	15.0
During holidays	40	40.0
In the morning	13	13.0
In the evenings	12	12.0

Data indicate that 12(12.0%) of the respondents said they got extra tuition in the evening while 13 (13.0%) said they extra tuition was being offered in the morning. On the other hand, 15(15%) of the students said they were given extra tuition during weekends, while 40 (40.0%) said they got it during school holidays.

Eshiwani (1986) affirming the importance of extra coaching noted that frequent exposure of students to test can improve examination performance. The research findings indicate that the schools in Isiolo County are offering extra coaching to the form four students. This, therefore rules out lack of extra coaching as one of the causes of poor KCSE performance. The researcher also sought to establish the adequacy of various school facilities .The findings presented in the following section.

Table 4.30: Head teacher's responses on adequacy of facilities

Facilities	VA		A		U		I		VI		
	F	%	F	%	F	%	F	%	F	%	%
Library	2	28.6	1	14.3	0	0	0	0.0	4	57.1	57.1
Science laboratory	1	14.3	1	14.3	0	0	4	57.1	1	14.3	14.3
Furniture	1	14.3	5	71.4	0	0	0	0	1	14.3	14.3
Classrooms	3	42.9	2	28.6	0	0	1	14.3	1	14.3	14.3
Teachers houses	0	0.0	0	0.0	0	0	2	28.6	7	100.0	71.4
Beds	1	14.3	0	0.0	0	0	5	71.4	1	14.3	14.3

Key: VA = Very adequate; A = Adequate; U = Undecided; I = Inadequate; VI = Very

Inadequate

Findings in table 4.30 shows that 4 (57.1%) of the head teachers said that libraries were very inadequate while 1(14.3%) of them said that science laboratory was very inadequate. Moreover, 1(14.3%) of the headteachers also said responded that furniture was very inadequate and the same number indicated classrooms were very inadequate. An overwhelming 7 (100.0%) of the headteachers said that teacher houses were very inadequate. Concerning the other facilities, 4(57.1%) of the headteachers said that science laboratory was inadequate while 5(71.4%) of them stated that the beds were inadequate. However, majority of the headteachers numbering 5(71.4%) stated that their schools had adequate furniture while 2(28.6%) indicated that the classrooms in their schools are adequate. Finally, only 1(14.3%) of the respondents said that the schools had very adequate science laboratory and the same number agreed responded that the beds and furniture are adequate.

The teachers were also asked to comment on the adequacy of the school facilities. Their responses are presented in table 4.31.

Table: 4.31: Teachers responses on adequacy of school facilities and other requirements

Facilities	VA		A		U		I		VI	
	F	%	F	%	F	%	F	%	F	%
Staffroom	2	11.8	5	29.4	0	0	9	52.9	1	5.9
Classrooms	9	52.9	0	0.00	0	0	5	29.4	3	17.6
Library	3	17.6	5	29.4	0	0	2	11.8	9	52.9
Science laboratories	0	00	7	41.2	0	0	9	52.9	1	5.9
Dormitories	0	00	5	29.4	0	0	11	64.7	1	5.9
Water	0	00	3	17.6	0	0	14	82.4	0	00
Food	0	00	12	70.6	0	0	2	11.8	3	17.6
Electricity	1	5.9	2	11.8	0	0	8	47.1	6	35.3
Dining hall	2	11.8	6	35.3	0	0	2	11.8	6	35.3
Desks and chairs	2	11.8	5	29.4	0	0	3	17.6	7	41.2

Key: VA = Very adequate; A = Adequate; U = Undecided; I = Inadequate; VI = Very Inadequate

The data in Tables 4.31 indicate that 7(41.2%) of the teachers stated that their schools had very inadequate desks and chairs while 9(52.9%) Of them also believed that library services within the schools were also very inadequate. Table 4.38 also indicates that majority of the teachers numbering 9 (52.9%) said that the staffroom and science laboratories were inadequate. On the other hand, majority of the teachers numbering 14 (82.4%) said that water was inadequate while 11(64.7%) said that there were inadequate dormitories. Additionally, 8(47.1%) of the teachers indicated that electricity in the schools is inadequate. In addition, 7(41.2%) of the teachers said science was adequate while 12 (70.6%) said that food was adequate. Moreover, none of the teachers thought that the science laboratories, dormitories, water and food were very adequate. The data show that physical facilities in the schools were not adequate hence affected teaching and learning and ultimately affecting performance. The study also sought to

find information on the school facilities adequacy from the students. Data is tabulated in table 4.32.

Table 4.32: Students' views on adequacy of school facilities and resources

Facilities	VA		A		U		I		VI	
	F	%	F	%	F	%	F	%	F	%
Staffroom	10	10.0	40	40.0	0	0	10	10.0	40	40.0
Classrooms	10	10.0	50	50.0	0	0	20	20.0	20	20.0
Library	1	1.0	19	19.0	0	0	23	23.0	57	57.0
Science laboratories	1	1.0	31	31.0	0	0	42	42.0	26	26.0
Dormitories	10	10.0	58	58.0	0	0	25	25.0	7	7.0
Water	8	8.0	15	15.0	0	0	52	52.0	25	25.0
Food	14	14.0	49	49.0	0	0	15	15.0	22	22.0
Teachers' reference books	3	3.0	28	28.0	0	0	42	42.0	27	27.0
Students' text books	3	3.0	36	36.0	0	0	40	40.0	21	21.0
Laboratory chemicals and equipment	7	7.0	25	25.0	0	0	44	44.0	24	24.0
Other stationery	11	11.0	21	21.0	0	0	43	43.0	25	25.0
Desks and chairs	16	16.0	51	51.0	0	0	16	16.0	17	17.0

KEY: VA = Very adequate; A =Adequate; U- Undecided; I = Inadequate; VI = Very inadequate

Data indicate that 40 (40.0%) of the students said that staffroom were very inadequate the same number said that they were adequate. Moreover, 50 (50.0%) of the students said that the classrooms were adequate while 57 (57.0%) said that the libraries were very inadequate. On the other hand 44 (44.0%) of them said that the science laboratories were inadequate and 52 (52.0%) said that water was inadequate while 44(44.0%) said that the laboratory chemicals and equipment were inadequate. The data agrees with the head teachers views that physical facilities in the schools affected teaching and learning and hence performance.

The researcher also sought to establish the head teachers' views on adequacy of teaching/ learning resources. Data is presented in table 4.33.

Table 4.33: Head teachers' views on the adequacy of teaching/ learning resources

Teaching/learning resources	VA		A		U		I		VI	
	F	%	F	%	F	%	F	%	F	%
Student Class Text Books	1	14.3	1	14.3	0	0	3	42.9	2	28.6
Teachers Reference Books	1	14.3	1	14.3	0	0	5	71.4	0	0
Laboratory Chemicals and Equipments	0	0	1	14.3	0	0	1	14.3	5	71.4
Library Books	0	0	0	0	0	0	2	28.6	5	71.4
Computers	0	0	2	28.6	0	0	2	28.6	3	42.9
Charts and Wall Maps	1	14.3	0	0	0	0	4	57.1	2	28.6
Chalk and chalk Boards	2	28.6	3	42.9	0	0	2	28.6	0	0

KEY: VA = Very adequate; A = Adequate; U = Undecided; I = Inadequate;

VI = Very inadequate

The data indicate that majority of head teachers numbering 5 (71.4%) said that the laboratory chemicals and equipments and library books were very inadequate text books while 3(42.9%) also said that computers were very inadequate. The findings further indicate that 3(42.9%) of the respondents said that the students' text books were inadequate while 4(57.1%) stated that charts and wall maps were inadequate. In addition, 3 (42.9%) of the headteachers said that there were adequate chalk and chalk boards in their schools.

Teachers' views on the adequacy of teaching learning resources are tabulated in table 4.34.

Table 4.34: Teachers' views on the adequacy of teaching learning resources

Teaching learning resources	VA		A		I		VI	
	F	%	F	%	F	%	F	%
Teachers Reference Books	2	11.8	6	35.3	5	29.4	3	17.6
Students' text books	1	5.9	3	17.6	3	17.6	9	52.9
Laboratory Chemicals and Equipments	1	5.9	3	17.6	6	35.3	7	41.2
Other stationery	2	11.8	2	11.8	6	35.3	7	41.2

KEY: VA = Very adequate; A =Adequate; I = Inadequate; VI = Very inadequate

The data indicate that 9(52.9%) of the teachers said that students' text books were very inadequate while 7(41.2%) of them agreed that laboratory chemicals and equipments are also very inadequate. Table 4.34 shows that 5 (29.4%) of the teacher respondents said that teachers reference books were inadequate the while 6(35.3%) said that laboratory chemicals and equipments were inadequate.

The study also sought to establish from the quality assurance and standard officers whether lack of physical facilities was among the factors that lead to poor KCSE performance in the county. All the officers agreed that lack of physical facilities affected KCSE performance in the county. They stated that majority of the schools lacked essential facilities such as laboratory, library etc. They added that where these facilities are available they are inadequate. These they said has greatly affected the performance in some subjects especially sciences and languages. The respondents also indicated that the enrolment of students is very high in some schools and as a result the limited facilities are overstretched. Some schools are forced to combine various streams so that they can access the available teachers and teaching facilities.

The data in tables 4.37 to 4.41 show that students' text books, teachers' reference books, laboratory chemicals and other stationeries were not adequate. The data also indicate that the schools are experiencing shortage of facilities such as dormitories, science laboratories, classrooms, teachers' houses among others. According to Eshiwani (1988) most of the schools, whose students performed poorly, spent less money on the purchase of teaching resources. Lack of adequate text books and teaching materials makes teaching difficult as students are unable to do their oral or written work during class lesson. In addition, a study carried out by SACMEQ (1999) indicated that shortage of physical facilities, text books and other equipment affected students learning and their subsequent performance. Supporting this view, Eshwani (1983) stated that difference in school facilities such as libraries, laboratories, playing fields and electricity seemed to account for difference in achievements. He found that schools that performed consistently well possessed adequate facilities. Thus, the presence or absence of school facilities could determine high achieving and low achieving schools. In view of this, it can reasonably be concluded that lack of adequate facilities and enough teaching and learning resources is one of the factors that are affecting KCSE performance in Isiolo county.

Discipline is the foundation of good performance and responsible behavior. In view of this, the students were asked to rate the standard of discipline in their school.

Data indicate that 41 (41.0%) of the students said that the standard of discipline in their school was very good, 36 (36.0%) said it was good while 10 (10.0%) said it was poor the same number said it was very poor. When asked whether standard of discipline in their school will affect the KCSE performance, majority of the students 62 (62.0%) said that the standard of discipline in their school was likely to affect their KCSE performance. Majority of the

respondents numbering 60 (60.0%) indicated that proper students discipline lead to smooth running of the school programme, as the teachers will spend less time on student punishment and will instead focus all their attention towards teaching and this will ultimately lead to good KCSE performance. On the other hand, 27(27.0%) of the respondents said that the standard of discipline in their schools will not affect their KCSE performance because they are focused on their studies and they won't be affected by what was happening in their surroundings. The views gathered from the teachers disagreed with the data obtained from the students. When asked whether lack of proper discipline was the main cause of poor KCSE performance in their school an overwhelming 13 (76.5%) strongly agreed that lack of proper discipline is the main cause of poor KCSE performance while 2(11.8%) of them agreed and the same number disagreed. However, none of the teachers strongly disagreed with that view. Affirming the effect of students discipline on KCSE performance in Isiolo county, 2(66.7%) of the QASOs said that discipline affected KCSE performance in the county. All the respondents pointed out that the standard of students' discipline in the schools is poor. They added that, cases of students' suspensions due to indiscipline were high in the county. The respondents also said that there were frequent students unrests in some of the schools which they said is an indicator of student indiscipline as their investigation had revealed that the students lacked genuine grievances.

UNESCO (2001) observes that quality education requires strong support from the home of the learner. This underscores the importance of parental involvement in education. In light of this, the teachers were asked whether they involved the parents / guardians in the academic welfare of the children. Their responses indicate that majority of the teachers numbering 12 (70.0%) said that they engaged the parents while 5 (29.4%) said they did not engage them in the

academic welfare of the children. The teachers were further asked to rate the parent / guardian participation in their children's academic work.

Data indicates that 5 (41.7%) of the respondents said that the parent / guardian participation in their children's academic work rate was good the same number said it was poor. In addition, 1 (8.3%) of the teachers felt that parent / guardian participation in their children's academic work was very poor and the same number said it was very good.

The head teachers were also asked to indicate how good or poor the trend of parental involvement in various school activities was. They responded as indicated in table 4.44.

Table 4.35: Head teachers' responses on parental trend of involvement in the school programme.

School activity	VG		G		U		P		VP	
	F	%	F	%	F	%	F	%	F	%
Payment of school fees	0	0	0	0	0	0	3	42.9	4	57.1
Attendance of PTA meeting	0	0	3	42.9	0	0	2	28.6	2	28.6
Parent participation in their children's academic work	0	0	1	14.3	0	0	4	57.1	2	28.6

Key: Vg = Very Good; G= Good; U= Undecided; P = Poor; VP = Very Poor

Data indicate that 5 (71.4%) of the respondents rated the payment of school fees as poor, 4(57.1%) rated attendance of PTA meetings as good while 5 (71.4%) said that participation of parents in discussion of students discipline and academic progress with teachers was poor.

When the QASOs were asked whether parents participation in school activities affected KCSE performance in Isiolo county, 2(66.7%) of them said that it affected while one officer was of the contrary opinion.

The researcher also asked the students whether there were headteacher related factors which will likely affect their KCSE performance. The result showed that majority of the students numbering 60(60.0%) said yes while 40(40%) were of the contrary opinion. Majority of the students numbering 45(45%) who opined that headteacher related factors will likely affect their performance said that headteacher always sent them away from school for fees while 15(15%) indicated that the headteacher was frequently absent from school.

The respondents were further asked to explain how the headteacher related factors affected their KCSE performance. Majority of those who said that they were sent home for school fees responded that teachers continued to teach during their absence and they had difficulties catching up with others. On the other hand, majority of those who said that the headteachers were frequently absent argued that their absence negatively affected the teachers' performance and the discipline of the students. The QASOs also indicated that there was political interference in the running of schools. They noted that all the appointments of principals and deputy principals were politically dictated. This, they said compromised performance of duties by those appointed because they knew that no matter what they did, they cannot be touched as long as they continued serving the interest of their political patrons.

The researcher also asked the teachers to mention the other school based factors that affected student's performance in KCSE in their school. Data obtained indicate that majority of the teachers numbering 10 (58.9%) said drug abuse affected KCSE performance in their school, 4

(23.5%) blamed poor learning culture while 12(70.1%) said low entry behavior which is the KCPE score of the students is responsible for poor KCSE performance.

The researcher went for observation in public secondary school. The data obtained is tabulated in table 4.36.

Table 4.36: The data from the observation of material resources in public schools

Material resource	Available and updated		Available but not updated		Not available	
	F	%	F	%	F	%
	The visitors' book	5	71.4	1	14.3	1
The register for teachers	5	71.4	2	28.6	0	0.0
The black book	7	100.0	0	0.0	0	0.0
Class register	4	57.2	3	42.8	0	0.0
Teachers' lesson notes/books	3	42.8	3	42.8	1	14.3
Teachers' records of work	2	28.6	2	28.6	3	42.8
Teachers' mark book/progress records	4	57.2	3	42.8	0	0
Library textbooks	1	20.0	4	57.2	2	28.6

The data in table 4.36 indicate that visitors books and register for teachers were available and updated in 5(71.4%) of the schools. It was also observed that the class registers were available in all schools though they were updated in only 4(57.2%) of the schools.

Table 4.37: The data from the observation of facilities in public schools

School facilities	Adequate		Not Available		Inadequate	
	F	%	F	%	F	%
Classroom, desks, chairs	3	42.8	0	0	4	57.2
Workshops	1	20.0	5	71.4	1	14.3
Play ground	3	42.8	1	14.3	3	42.8
Laboratory	2	28.6	0	0	5	71.4

The data in table 4.37 indicate that all the schools had classroom, desks, chairs but they were not adequate in 4(57.2%) of the schools. The researcher also observed that majority of the schools numbering 5(71.4%) did not have workshops while in 4(57.2%) of the schools, library text books were also unavailable.

4.9: Views of head teachers, class teachers, students regarding the extent to which school based factors are affecting KCSE performance in Isiolo County

The study also sought the views of head teachers, class teachers, students and QASOs regarding the extent to which school based factors are affecting KCSE performance in Isiolo county.

Table 4.38 shows the data obtained from the headteachers regarding the extent to which school based factors are affecting KCSE performance in Isiolo County.

Table 4.38: Head teachers' views on the extent to which the school based factors that affect the KCSE performance

Statement	VGE		GE		U		LE		VLE	
	F	%	F	%	F	%	F	%	F	%
Syllabus coverage	2	28.6	5	71.4	0	0	00	00	00	00
Teacher characteristics	0	0	5	71.4	0	0	2	28.6	00	00
Teacher shortages	6	85.7	1	14.3	0	0	00	00	00	00
Teaching resources	5	71.4	2	28.6	0	0	00	00	00	00
Discipline	0	00	5	71.4	0	0	2	28.6	00	00

Key VGE = Very Great Extent; GE = Great Extent; U= Undecided; LE= Little Extent;

VLE =Very Little Extent

Findings indicate that majority of the head teachers numbering 6(85.7%) said that teacher shortage affected KCSE performance to a very great extent while 5(71.4%) indicated that teaching resources affected to a very great extent. On the other hand 5 (71.4%) said that syllabus coverage affected the KCSE performance to a great extent while the same number said that discipline and teachers' characteristics affected to a great extent. The data also show that teacher characteristics and discipline affected KCSE performance in Isiolo county as indicated by 2(28.6%) of the headteachers.

The teachers were also expected to give their views on the extent to which school based factors are affecting KCSE performance in Isiolo County. The findings are presented table 4.39.

Table 4.39: Teachers response on the extent to which the school based factors are affecting the KCSE performance

Statement	VGE		GE		U		LE		VLE	
	F	%	F	%	F	%	F	%	F	%
Syllabus coverage	10	58.8	5	29.4	0	0	2	11.8	0	0
Teacher characteristics	5	29.4	2	11.8	0	0	2	11.8	8	47.1
Teacher shortages	8	47.1	7	41.2	0	0	2	11.8	0	0
Teaching resources	10	58.8	6	35.3	0	0	1	5.9	0	0
Discipline	13	76.5	0	0	0	0	3	17.6	1	5.9
School administration	9	52.9	5	29.4	0	0	2	11.8	1	5.9

Key: VGE = Very Great Extent; GE = Great Extent; Undecided=U; LE= Little Extent; VLE= Very Little Extent

Data indicate that majority of the respondents numbering 10 (58.8%) said that syllabus coverage affected the KCSE performance to a very great extent while 8 (47.1%) of the teachers also said that teacher shortage affected to a very great extent. On the other hand, 10(58.8%) of the teachers, thought that teaching resources affected performance to a very great extent. Majority of the teachers numbering 13 (76.5%) noted that discipline affected performance to a very great extent.

The study also sought the views of the students regarding the extent to which school based factors are affecting KCSE performance in Isiolo County. The findings obtained are indicated in table 4.40.

Table 4.40: Students response on the extent to which school based factors are affecting KCSE performance

School based factor	VGE		GE		U		LE		VLE	
	F	%	F	%	F	%	F	%	F	%
Syllabus coverage	45	45.0	32	32.0	0	0	3	3.0	20	20.0
Teacher shortages	17	17.0	36	36.0	0	0	37	37.0	10	10.0
Teaching resources	23	23.0	45	45.0	0	0	13	13.0	19	19.0
Discipline	30	30.0	46	46.0	0	0	3	3.0	21	21.0
School administration	16	16.0	43	43.0	0	0	17	17.0	24	24.0
Physical facilities	9	9.0	36	36.0	0	0	21	21.0	34	34.0
Absenteeism	32	32.0	25	25.0	0	0	3	3.0	40	40.0

Key VGE = Very Great Extent; GE = Great Extent; U=Undecided; LE= Little Extent; VLE= Very Little Extent

Findings indicate that 45 (45.0%) of the students said that syllabus coverage affected the KCSE performance to a very great extent while 32(32%) agreed that it affected to great extent. It can also be observed from the table that only 20(20.0%) of the students thought that syllabus coverage affected the KCSE performance in Isiolo county to a very little extent. The findings also indicate that 46 (46.0%) said that discipline affected to a great extent while 45(45%) of the students said that teaching resources also affected to a great extent. In addition, 43(43%) of the students thought that the school administration affected performance to a great extent and 36(36%) opined that lack of physical facilities also affected performance to a great extent.

4.10 Views of the headteachers, teachers and QASOs regarding ways of improving KCSE performance in Isiolo county

The study sought the views of the headteachers regarding way of improving or maintaining KCSE performance in Isiolo County. The data indicate that all the headteachers observed that in order to improve performance in Isiolo county the government should employ more teachers and the schools should be provided with enough facilities and teaching resources. Moreover, 4(57.1%) of the headteachers stated that leaders should take an active role in the management of schools and the same number said that. In addition, 4(57.1%) of the headteachers also suggested that the government should offer more help to schools in the arid areas.

The teachers were also asked to give their views on how to improve the KCSE performance in Isiolo county. The following table shows the data obtained from them.

Table 4.41: Teachers views on ways to improve performance in KCSE exams in Isiolo County

Response	F	Percent
Involve all stakeholders in solving social economic challenges in the community	5	29.4
Encourage team work	3	17.6
Promote discipline of the students	5	29.4
Government to help the nomads	1	5.9
Good management of the school	1	5.9
Employment of enough teachers	1	5.9
Provision of learning facilities	1	5.9
Total	17	100.0

Table 4.48 indicate that 5 (29.4%) of the teachers recommended that all stakeholders to be involved in solving social economic limitation, 3 (17.6%) said that team work should be encouraged, 5 (29.4%) of the respondents said that students discipline to be promoted while 1 (5.9%) said that government should help the nomads and the same number encouraged good school management, employment of enough teachers and provision of learning facilities.

The QASOs were also asked to give their recommendations on how to improve KCSE performance in the county.

The findings indicated that support of the Government was needed in terms of teacher employment and provision of educational facilities. Other recommendations included;

- Schools in the county should be provided with adequate facilities.
- Parents should be sensitized on the need of educating their children and they should be encouraged to actively participate in school activities.
- The head teachers should strive to instill discipline in the students and to constantly - supervise the work of teachers to ensure quality teaching.
- The community should be encouraged to practice an alternative rite of passage and stop the practice of female genital mutilation.
- -All the stakeholders should take active role in promoting education in the county.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research.

5.2 Summary

The purpose of this study was to investigate the socio-economic, socio-cultural and school based factors that are affecting student's performance in KCSE in Isiolo County. Seven research questions were formulated to guide the study. Research question one sought to determine the socio-economic factors affecting KCSE performance in Isiolo County while research question two aimed at establishing the extent to which school those factors affected performance. Research question three aimed at establishing socio-cultural factors affecting KCSE performance in Isiolo County while research question four sought to establish the extent to which socio-cultural factors affected performance. On the other hand, research question five aimed at establishing school based factors influencing the KCSE performance in Isiolo County while research question four while research question six also sought to establish the extent to which school those factors affected performance. Finally, research question seven aimed at finding out views of head teachers, class teachers and QASOs regarding ways of improving KCSE performance in Isiolo County.

This study adapted survey descriptive design. The target population for this study therefore constituted about 500 form 4 students, about 17 form 4 class teachers representing all the 17 classes (streams) in the 10 schools, and 10 head teachers totaling to about 527 people. The

sample size comprised of 126 respondents or about 18 respondents in each of the seven schools including head teachers form four class teachers and form four students. All the head teachers and form four class teachers of the sampled seven schools were purposively included in the sample of respondents. The study used questionnaires, interviews and observation schedule.

5.2.1 Socio-economic factors affecting KCSE performance

Findings revealed that there were social economic factors that affected KCSE performance. For example majority of the students numbering 67 (67%) said that their families reared livestock and farming as the source of income which did not sufficiently cater for their needs in schools hence affecting their KCSE performance due to lack of material support. Parental level of education was another factor which was reported by all the head teachers 7 (100.0%) as affecting KCSE performance of students in their school while 6 (35.3%) of teachers said that it affected to a great extent.

5.2.2 The extent to which socio-economic factors are affecting KCSE performance

The study also revealed that 4 (57.1%) of the headteachers said that parents' level of education affected KCSE performance to a very great extent while 3(42.9%) stated that it affected to a great extent. On the other hand majority of the headteachers numbering 5(71.4%) said that parent's occupation and nomadic lifestyle affected performance to a great extent. On the other hand, 9 (52.9%) of the teachers stated that nomadic lifestyle affected KCSE performance to a very great extent while 4(23.5%) believed that parents' occupation affected KCSE performance to a very great extent. It was also observed that 17(17.0%) of the students said that parents level of education affected their performance to a very great extent while

24(24.0%) thought that it affected to a great extent. On the other hand 15(15.0%) Of the students said that their parent's occupation will affect their KCSE performance to a very great extent, 32(32.0%) stated that it will affect their performance to a great extent while 40(40.0%) stated that the parent's occupation will affect their performance to a very little extent.

5.2.3 Socio-cultural factors affecting KCSE performance

The study also revealed that socio-cultural factors affected student's performance with 3 (42.9%) of the head teachers agreeing that girls are earmarked for marriage while in school which distracts them leading to poor KCSE performance. All the headteachers also stated that nomadic lifestyle greatly contributed to poor KCSE performance in the county. Social bias against girls education contribute to poor performance of girls according to 7(41.2%) of the teachers and the same number also said that predominant Islamic faith affects KCSE performance.

5.2.4 The extent to which socio-cultural factors are affecting KCSE performance

The study also revealed that majority of the headteachers numbering 4 (57.1%) said that early marriages affected the performance to a very great extent while 5 (71.4%) also said that domestic chores affected it to a very great extent. The findings also indicate that 5 (71.5%) of the headteachers said that male circumcision affected to a very little extent.

On the other hand, majority of the teachers numbering 9(52.9%) stated that domestic chores affected performance to a very great extent while 5(29.4%) said that it affected to a great extent. In addition, 3(17.6%) of the teachers said that domestic chores affected performance to a little extent. Moreover, 7 (41.2%) of the teachers said that early marriage, male circumcision and female genital mutilation affected performance to a great extent.

5.2.5 School based factors affecting KCSE performance

It was also revealed that school based factors affected students performance. For example, 5 (71.4%) of the head teachers said that teaching resources affected the KCSE performance at a very great extent while teacher shortage also affected the KCSE performance to a very great extent as indicated by 6 (85.7%) of the head teachers. In addition, 9 (52.9%) teachers said that the possible causes of poor performance were lack of teaching materials. The data obtained from students also confirmed this point. For example 57 (57.0%) of the students said that the libraries were very inadequate, 42 (42.0%) of the students said that the science laboratories were inadequate while 44 (44.0%) said that the laboratory chemicals and equipment were inadequate.

It was also revealed that schools had teacher shortage which affected teaching and learning which will ultimately affect KCSE performance. For example 79 (79.0%) of the students said that they did not have a teacher in every subject. The study also revealed that 6 (85.7%) of the head teachers believed that majority of their teachers do not prepare lesson plans. It was revealed that majority 16 (94.1%) teachers did not cover the syllabus before the start of the exams which affected performance. Findings revealed that majority of the respondents' perceived that socio-cultural, socio-economic and school based factors are affecting KCSE performance in Isiolo County.

5.2.6 The extent to which school based factors are affecting KCSE performance

The study also revealed that majority of the head teachers numbering 6(85.7%) said that teacher shortage affected KCSE performance to a very great extent while 5(71.4%) indicated that teaching resources affected to a very great extent. On the other hand 5 (71.4%) said that

syllabus coverage affected the KCSE performance to a great extent while the same number said that discipline and teachers' characteristics affected to a great extent. It was also observed that majority of the teachers numbering 10 (58.8%) said that syllabus coverage affected the KCSE performance to a very great extent while 8 (47.1%) of the teachers also said that teacher shortage affected to a very great extent. The findings also indicate that 46 (46.0%) of the students said that discipline affected performance to a great extent while 45(45%) of them said that teaching resources also affected to a great extent.

5.2.7 Views of head teachers, teachers and QASOs regarding ways of improving KCSE performance in Isiolo County

The findings also revealed that according to all the headteachers in order to improve performance in Isiolo county the government should employ more teachers and the schools should be provided with enough facilities and teaching resources. Moreover, 4(57.1%) of the headteachers stated that leaders should take an active role in the management of schools and the same number said that The government should offer more help to schools in the arid areas. On the other hand, 5 (29.4%) of the teachers recommended that all stakeholders should be involved in solving social economic limitation, 3 (17.6%) said that team work should be encouraged while 1 (5.9%) said that government should help the nomads and the same number encouraged good school management, employment of enough teachers and provision of learning facilities.

The QASOs on the other hand, among other things recommended were that;

- Schools in the county should be provided with adequate facilities.
- The head teachers should strive to instill discipline in the students and to constantly - supervise the work of teachers to ensure quality teaching.
- The community should be encouraged to practice an alternative rite of passage and stop the practice of female genital mutilation.

5.3 Conclusions

Based on the findings of the study, it was concluded that socio-economic, socio- cultural and school based factors are affecting KCSE performance in Isiolo county. Majority of the students' families reared livestock and practiced farming as the source of income which did not sufficiently cater for the students needs in schools hence affecting students' KCSE performance. The study also concluded that school based factors are affecting KCSE performance in Isiolo county. These factors included students' indiscipline, teachers' laxity and lack of teaching materials such as libraries, science laboratories and inadequate laboratory chemicals and equipment.

It was also concluded that schools in the county had teacher shortage which affected effective teaching and learning. The study also concluded that socio-economic factors such as parental occupation and parental level of education affected student's performance in KCSE in the county. The study concluded that majority of the respondents' perceived that socio-cultural, socio-economic and school based factors are affecting KCSE performance in Isiolo county.

5.4 Recommendations

Based on the findings it was recommended that;

- (1) The schools should be provided with the required facilities to facilitate proper learning.
- (2) The government should provide bursary for needy children so that they can fully participate in learning.
- (3) The head teachers should ensure that the teachers prepare the requisite professional documents and they should frequently supervise them to ensure that there is quality teaching.
- (4) The head teachers should organize to have incentives for teachers and pupils in the schools through recognition of individual efforts. For instance, consistently performing teachers should be recommended for promotion.
- (5) The government should employ more teachers to tackle the problem of teacher-student ratio.
- (6) The learning materials should be provided to schools within the county to facilitate learning.
- (7) The community should also be sensitized on the importance of education to their children.
- (8) The government and NGO's should assist poor families so that they can educate their children.

5.5 Suggestions for further study

Taking the limitations and delimitations of the study into consideration, the researcher makes the following suggestions for further research:

1. Assessment of the implications of current policies on the education of the nomadic and pastoralists.
2. Investigation on the effects of social cultural practices on education of the nomadic pastoralists.
3. A study on effect of teacher demographics on student performance.

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Appendices

Appendix 1

Letter of Introduction

Kenyatta University,
Department of Educational, Administration,
Planning and Curriculum Development,
P. O. Box 43844,
Nairobi.

Dear Sir/ Madam

I am a post graduate student at Kenyatta University carrying out a research on socio – cultural and economic factors that affect performance in KCSE in Isiolo District.

I humbly request you to spare a portion of your precious moments to complete the attached questionnaire.

The responses you provide will be used only for the study and not anywhere else. Be assured that your responses will be treated confidentially and in order to ensure this you may or may not write your name or the name of your institution any where in the questionnaire. This is not a test and hence there is no wrong or right answer. What is required of you is simply to provide honest and adequate answers according to the instructions given in the questionnaire.

Yours faithfully,

IBRAHIM ABDINOOR
RESEARCHER

Appendix II

Headteachers' Questionnaire

This questionnaire is divided into 3 sections, A, B and C. Please complete each section honestly according to the instructions given. Do not write your name and the name of your school to ensure complete confidentiality. Please respond to all questions.

Section A

Please respond to each question by putting a tick (✓) against the appropriate response.

1. What is your gender? Male () Female ()

2. What is your age bracket?
 - a) Below 25 () b) 25 – 35 () c) 36 to 45 () d) 46 and above ()

3. What is your highest academic qualification?
 - a) Master degree () b) B.ED () c) PGDE ()
 - d) BSC / BA general () e) Diploma ()
 - f) Any other (specify).....

4. What is your teaching experience?
 - a) 5 years and below () b) 6 to 10 years ()
 - c) 11 to 15 years () d) 16years and above ()

5. For how long have you been a head teacher in your current school?
 - a) Less than 2 years () b) 2 – 4 years ()
 - c) 5 – 7 years () d) Over 10 years ()

Section B

For each of the item in the section, read the response carefully and select by putting a tick () against the appropriate response.

6. Indicate the type of your school.

- a) Boys boarding () b) Girls Boarding () c) Boys Day ()
d) Girls Day () e) Mixed day () f) Mixed Boarding ()

7. What is the size of your school

- a) Single stream () b) Double stream ()
c) Triple stream () d) Other (specify

8. a) Does your school have shortage of teachers? Yes () No ()

b) If yes, please indicate the subjects affected

9. How do you rate the teaching loads of teachers in your school?

- a) Very heavy () b) Heavy ()
c) Fairly heavy () d) Not heavy ()

10. Please indicate whether teachers in your school prepare the following professional documents. Tick as many as appropriate.

- a) Scheme of Work () b) Lessons plan ()
c) Records of Work () d) Student progress record ()

11. How often do you inspect the work of your teachers to ensure quality performance?

- i) Once a month () ii) Twice a month () iii) Once a term ()
iv) Twice a term () v) Any other (specify

12. a) In your opinion did syllabus coverage in various subjects affect KCSE performance?

Yes () No () Don't know () Undecided ()

b) If yes, exemplify the subjects that were;

i) Positively affected

ii) Negatively affected

13. a) Do you engage your students in extra teaching/coaching?

Yes () No ()

b) If yes, does extra teaching improve KCSE performance?

Yes () No () Don't know ()

b) Please explain your response in 18(b) above.

14. How do you generally rate the K.C.S.E performance in your school for the last 5 years (2006-2010).

i) Excellent () ii) Good () iii) Average ()

iv) Poor () v) Very poor()

If poor, what could be the major causes of the poor performance?

15. How often do you hold staff meetings in your school to discuss performance and other professional matters?

a) Once a month () b) Once in a term ()

c) Once in a year () Any other specify

16. Please indicate with a tick the adequacy of the following facilities/resources

School Facilities	1	2	3	4	5
Library					
Science Laboratory					
School Furniture					
Classrooms					
Teachers Houses					
Furniture					
Beds					

17. Table 1: Adequacy of school facilities

Table 2: Adequacy of teaching and learning resources

Teaching and Learning Resources:	1	2	3	4	5
Student Class Text Books					
Teachers Reference Books					
Laboratory Chemicals and Equipments					
Library Books					
Computers					
Charts and Wall Maps					
Chalk and chalk Boards					

1=Very adequate; 2=Adequate; 3=Undecided; 4=Adequate; 5=Very inadequate

18. Please indicate with a tick (√) parent's participation in the following activities.

Table 3: Parental participation in some school activities

Activity	Very Good	Good	Undecided	Poor	Very Poor
Payment of school fees					
Attendance of PTA meeting					
Discussing students discipline and academic progress with teachers					

19. Please indicate with a tick (√) your view regarding the extent to which the following school based factors are affecting KCSE performance.

Table 4: The extent to which the various school based factors are affecting KCSE performance.

School based factors	Very great extent	Great extent	Undecided	Little extent	Very little extent
Syllabus coverage					
Teacher characteristics					
Teacher shortages					
Teaching resources					
Discipline					

20. a) Does the parental level of education affect KCSE performance of students in your school?

Yes () No () Don't know () Undecided ()

b) Please explain your response in a) above.

21. a) List down the occupations of parents in your school.

b) In your opinion does the parent's occupation affect KCSE performance?

Yes () No () Don't know () N/A ()

c) If yes, please explain your response.

22. a) In your opinion does nomadic lifestyle affect KCSE performance in your school?

Yes () No () Don't know () N/A ()

b) Please explain your response in a) above

23. a) In your opinion does engagements of students in domestic chores affect KCSE performance in your school?

Yes () No () Don't know () N/A ()

Please explain your response in a) above.

24. a) In your opinion does male circumcision and female genital mutilation affect KCSE performance in your school?

Yes () No () Don't know () N/A ()

a) Please explain your response in a) above.

25. a) In your opinion does the practice of early marriage affect KCSE performance in your school?

Yes () No () Don't know () N/A ()

b) Please explain your response in a) above.

26. Beside each of the statement presented below, indicate your opinion by ticking against the appropriate alternative using the key below.

Table 5: Socio-cultural issues affecting performance

	SA	A	U	D	SD
Uncertainty about their future in school discourages girls leading to poor KCSE performance					
Benefits derived from educating a girl child will go to the prospective husband					
Girls are earmarked for marriage while in school which distracts them leading to poor KCSE performance					

**Key; SA – Strongly agree A – Agree U – Undecided D- Disagree
SD- Strongly disagree**

27. Please indicate with a tick (√) your view regarding the extent to which the following socio-economic and socio-cultural factors are affecting KCSE performance.

Table 6: The extent to which the following socio-economic and socio-cultural factors are affecting KCSE performance

Socio-economic and cultural factors	Very great extent	Great extent	Undecided	Little extent	Very little extent
Parents' level of education					
Nomadic lifestyle					
Parents' occupation					
Early marriage					
Male circumcision					
Female genital mutilation					
Domestic chores					

28. What can we do to maintain or improve performance in KCSE exams?

Appendix III

Teachers' Questionnaire

This questionnaire is divided into two Section A and B. Please complete each section honestly according to the instructions given. Do not write your name and the name of your school to ensure complete confidentiality. Please respond to all questions.

SECTION A

1. What is your gender? Male () Female ()

2. Which one of the following is your age bracket?
 - a) Below 25 years () b) 25 Years to 35 years ()
 - c) 36 to 45 years () d) 46 years and above ()

3. Highest academic qualification?
 - a) Master degree () b) B.Ed () c) PGDE ()
 - d) Diploma () e) Any other (specify)

4. Were you ever assigned to teach subjects you were not trained for?
Yes () No ()
b) If yes, give reason

5. a) Are you satisfied with your current teaching load?
Yes () No ()
b) If No, how heavy is the teaching load?
 - a) Very heavy () b) Heavy () c) Not heavy ()

6. For how long have you been in the teaching profession?
 - a) 1-5 years () b) 6 years () c) 11-15 years ()
 - d) 16-20 years () e) Over 20 years ()

Section B

Instruction: Please respond to each question by putting a tick () next to the appropriate response.

7. Please indicate whether you prepare the following professional document. Tick as many as appropriate.

- a) Schemes of work () b) Lessons plan ()
c) Record of work () d) Student progress ()

8. How many times are you inspected by your head teacher?

- a) Once a month () b) Twice in a month () c) Once a term ()
d) Twice a year () e) Never () f) If any specify)

9. i) Do you cover the required KCSE examination syllabus before the commencement of the KCSE examination?

- Yes () No () Don't know () N/a ()

ii) If No, to what extent do you cover the KCSE syllabus?

- a) Very great extent () b) great extent () c) Undecided ()
d) Little extent () e) Very little extent ()

10. a) Do you engage the students in extra teaching and coaching?

- Yes () No ()

b) If yes, does extra teaching/coaching improve KCSE performance?

- Yes () No () Don't know ()

c) Please explain your response in b) above.

11. i) How do you rate the KCSE exam performance your school?

- a) Excellent () b) Good () c) Undecided ()
d) Poor () e) Very poor

ii) If the answer to 15 (i) is (d) or (e) list the possible causes.

12. a) Do you involve the parents / guardians in the academic welfare of the children?

Yes () No () Don't know () N/a ()

b) If yes, how do you rate the parent / guardian participation in their children's academic work?

a) Very Good () b) Good () c) undecided ()
 d) Poor () e) Very Poor ()

13. Please indicate with a tick the adequacy of the list of items below using the alternative choices given.

Adequate – A **Very adequate –VA** **Undecided-U**
Inadequate- I **Very Inadequate –VI**

Table 7: Adequacy of school facilities

A. School facilities	VA	A	U	I	VI
1. Staffroom,					
2. Classrooms,					
3. Library,					
4. Science laboratories,					
5. Dormitories,					
6. Water,					
7. Food,					
8. Electricity					

Table 8: Adequacy of teaching / learning resources

B. Teaching / Learning resources	VA	V	U	I	VI
10. Teachers' reference books,					
11. Students' text books					
12. Laboratory chemicals and equipment,					
13. Other stationery,					
14. Desks and chairs					

14. In your opinion what are the other school-based factors that affect student's performance in KCSE in your school?

i.....

ii.....

iii.....

15. Does the parental level of education affect KCSE performance of students in your school?

Yes () No () Don't know () Undecided ()

b) If yes, to what extent does it affect KCSE performance?

Very great extent () Great extent () Undecided ()

Little extent () Very little extent ()

16. a) In your opinion does the parent's occupation affect KCSE performance?

Yes () No () Don't know ()

b) If yes, please explain your response.

17. a) In your opinion does nomadic lifestyle affect KCSE performance in your school?

Yes () No () Don't know ()

a) Please explain your response in a) above

18. a) In your opinion do engagements of students in domestic chores affect KCSE performance in your school?

Yes () No () Don't know ()

Please explain your response in a) above.

19. a) In your opinion does male circumcision affect KCSE performance in your school?

Yes () No () Don't know () N/a ()

b) Please explain your response in a) above.

20. a) In your opinion does female genital mutilation affect KCSE performance in your school?

Yes () No () Don't know () N/a ()

21. Please explain your response in a) above.

22. a) In your opinion does the practice of early marriage affect KCSE performance in your school?

Yes () No () Don't know () N/a ()

b) Please explain your response in a) above.

23. Please indicate with a tick your opinion on the following factors affecting the student performance in KCSE examinations. Tick against the appropriate alternative using the key below.

Table 9: Other factors affecting KCSE performance

	SA	A	U	D	SD
I. Students report late and close early each term of the academic year, thus not completing the KCSE syllabus.					
II. Retaining girls in schools instead of marrying them off to prospective husbands is a waste of time.					
III. The school administration does not adequately involve parents in the academic welfare of their children.					
IV. Social bias against girls discourages them from working hard in school eventually causing poor KCSE performance.					

Key; SA – Strongly agree A – Agree U – Undecided D- Disagree SD- Strongly disagree

24. What can we do to improve performance in KCSE exams?

25. Please indicate with a tick (√) your view regarding the extent to which the following factors are affecting KCSE performance.

Table 10: School based factors affecting performance

School based factors	Very great extent	Great extent	Undecided	Little extent	Very little extent
Syllabus coverage					
Teacher characteristics					
Teacher shortages					
Teaching resources					
Discipline					
School administration					

Table 11: Socio-economic affecting KCSE performance

Socio-economic and socio-cultural factors	Very great extent	Great extent	Undecided	Little extent	Very little extent
Parents' level of education					
Nomadic lifestyle					
Parents' occupation					

Table 12: Socio-cultural factors affecting performance

socio-cultural factors	Very great extent	Great extent	Undecided	Little extent	Very little extent
Male circumcision					
Female genital mutilation					
Early marriage					
Domestic chores					

APPENDIX IV

Students' questionnaire

This questionnaire is divided into two section; A and B. Please complete each section honestly according to the instructions given. Do not write your name and the name of your school to ensure complete confidentiality. Please respond to all questions.

Section A

1. What is your gender (sex)?

- a) Male b) Female

2. Please indicate your age.

- a) Below 15 years b) 15 -17 years
c) 18 – 20 years d) Above 20 years

3. What is the source of income to your family? Please tick as many as appropriate.

- a) Livestock b) Farming / Agriculture
d) Casual employment e) Any other (specify)

Section B

4. a) Do you have a teacher in every subject?

- Yes No

b) If No, please list subjects without teachers

1.....2.....3.....

5. a) Do you get extra tuition / teaching in your school?

- Yes No

b) If the answer to yes, when?

6. Please indicate with a tick the adequacy of the list of items below using the alternative choices given.

Adequate – A Very adequate –VA Undecided-U Inadequate- I
 Very Inadequate –VI

Table 13: Adequacy of school facilities

A. School facilities	VA	A	U	I	VI
Staffroom					
Classrooms					
Library					
Science laboratories					
Dormitories					
Water					
Food					

Table 14: Adequacy of teaching / learning resources

B. Teaching / Learning resources					
Teachers' reference books					
Students' text books					
Laboratory chemicals and equipment					
Other stationery					
Desks and chairs					

7. a) Do you have school fees problem?

Yes () No () Don't know () N/a ()

b) If yes, how do you pay your school fees?

i) Through sale of Livestock () ii) Bursaries () iii) Sponsors ()

iv) Contribution from friends and relatives () v) Any other (specify)

c) In your opinion is lack of school fees likely to affect your KCSE performance?

Yes () No () Don't know ()

d) Please explain your response in 8c) above.

8. a) Do you report back to school on time after school holidays?

Yes () No ()

b) If your response in 10a) is NO, what could be the possible causes for your reporting back late?

c) In your opinion will your failure to report back to school on time likely affect your KCSE performance?

Yes () No () Don't know ()

26. If your response in 10c) is yes, explain.

9. a) Indicate by ticking the appropriate place the educational qualifications of your parents.

Table 15: Educational qualification of parents

Parent	Father	Mother
a) Degree		
b) A level		
c) O level		
d) Class 7/8		
e) Never went to school		
f) Other (specify)		

b) In your opinion will your parent's level of education affect your KCSE performance?

Yes () No () Don't know () N/a ()

c) Please explain your response in b) above.

10. a) Please indicate by ticking which one of the following list of items you possess at home.

- i. Tap water () ii. Electricity () iii. Reading room ()
iv. Library books () v. Daily newspaper ()

b) In your opinion, is your home environment likely to affect your KCSE performance?

Yes () No () Don't know () N/a ()

c) If your response in b) above is yes, please list the factors with in your home that you think will likely affect your KCSE performance.

- i).....
ii).....
iii).....

11. a) How do spend your holiday?

- i) Looking after livestock ()
ii) Help in the family business ()
iii) Help family in domestic chores ()
iv) Reading/ Revising ()
v) Others (specify).....

b) In your opinion, will the way you spend your holiday likely to affect your KCSE performance?

Yes () No () Don't know () N/a ()

c) If yes, please explain.....

12. a) Please tick one of the following about the lifestyle your parents lead.

i) Nomadic life style ()

ii) Permanent settled town lifestyle ()

iii) Subsistence farming ()

iv) Any other (specify).....

b) Will their lifestyle likely to affect your KCSE performance?

Yes () No () Don't know()

c) Please explain your response in b) above.....

13. a) How do you rate the standard of discipline in your school?

Very Good () Good () Undecided () poor () Very poor ()

16. In your opinion will the standard of discipline in your school likely to affect your KCSE performance?

Yes () No () Don't now()

17. Please explain your response in b) above

14. a) Are there any headteacher related factors that are likely to affect your KCSE performance?

Yes () No () Don't know()

b) If yes, which are these factors? Please list them.

c) How will the factors mentioned in b) above affect your KCSE performance?

15. Please indicate with a tick (√) your view regarding the extent to which the following factors are affecting KCSE performance.

Table 17: Extent to which school based factors are affecting KCSE performance

School based factors	Very great extent	Great extent	Undecided	Little extent	Very little extent
Syllabus coverage					
Teacher shortages					
Teaching resources					
Discipline					
School administration					
Physical facilities					
Absenteeism					

Table 18: Extent to which Socio-economic affecting KCSE performance

Socio-economic and socio-cultural factors	Very great extent	Great extent	Undecided	Little extent	Very little extent
Parents' level of education					
Nomadic lifestyle					
Parents' occupation					

Table 19: Extent to which Socio-cultural factors affecting performance

socio-cultural factors	Very great extent	Great extent	Undecided	Little extent	Very little extent
Male circumcision					
Female genital mutilation					
Early marriage					
Domestic chores					

APPENDIX V

Interview guide for quality assurance and standard officers

Please answer all the questions

16. a) State the number of quality assurance and standard officers in the district?
- b) Do you have enough personnel to conduct thorough inspection of schools in the district?
- c) How many times do you visit secondary schools for supervision and inspection?
- d) What are some of the problems you encounter in the course of supervision?
17. a) What are the school-based factors that lead to poor KCSE performance in your district?
- b) Probe whether the following factors affect KCSE performance in the district.
- Teacher shortage
 - Syllabus coverage
 - Principal's administrative practices
 - Lack of physical facilities e.g laboratories
 - Absenteeism
 - Teacher characteristics
 - Discipline
 - Parents participation in school activities
18. a) What are the socio-cultural factors affecting KCSE performance in the district?
- b) Probe whether the following factors affect KCSE performance in the district.
- Female genital mutilation and male circumcision
 - Early marriage
 - Engagement of students in domestic chores
 - Nomadic lifestyle

19. a) Which socio-economic factors affect KCSE performance in the district?

b) Probe whether the following factors affect KCSE performance in the district.

- Parent's occupation
- Parent's educational qualification
- Poverty
- Parent's lifestyle

20. What would you recommend to improve academic performance in the district?

Thank you

APPENDIX VI

Observation schedule

- | | | | |
|-----------|-----------|---------------|-------------|
| 1. Office | Available | Not available | Not updated |
|-----------|-----------|---------------|-------------|
- i) The school timetable
 - ii) The visitors' book
 - iii) The register for teachers
 - iv) The black book
2. Staffroom
 - i) The school timetable
 - ii) Class register
 - iii) Teachers' lesson notes/books
 - iv) Teachers' records of work
 - v) Teachers' mark book/progress records
3. Physical facilities
 - i) Classroom, desks, chairs
 - ii) Library text books
 - iii) Laboratories
 - iv) Workshops
 - v) Play ground
4. The general organization of the school
 - i) How they parade?
 - ii) Punctuality
 - iii) Others

APPENDIX VII

Research budget

Item / activity	AMOUNT
Typing and printing services	10,000.00
Photocopy	15,000.00
Transport	10,000.00
Stationery	5,000.00
Subsistence	7,000.00
Miscellaneous	8,000.00
Total	45,000.00

APPENDIX VIII

Time frame for the study

Proposal writing and presentation	Apr 2010
Piloting of the instrument	Jun 2010
Administering of study instruments	Jul 2010
Data analysis	Sep 2010
Writing of the project report	Nov 2010
Presentation of the final report	Dec 2010

APPENDIX IX

Time frame for the study

Proposal writing and presentation	Apr 2010
Piloting of the instrument	Jun 2010
Administering of study instruments	Jul 2010
Data analysis	Sep 2010
Writing of the project report	Nov 2010
Presentation of the final report	Dec 2010

APPENDIX X

List of participants

The participants will be the form 4 students, form 4 class teachers and the head teachers drawn from the following schools;

Isiolo Boys' Secondary School

Isiolo Girls' Secondary School

Merti Girls' Secondary School

Merti Boys' Secondary School

Kiwanjani Secondary School

Kinna Secondary School

Garbatulla Secondary School

APPENDIX XI

Research Authorization Letter

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

Date:

NCST/RCD/14/012/176

7th March 2012

Ibrahim Abdinoor
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Socio-economic, cultural and school based factors affecting the performance of Kenya Certificate of Secondary Education in Isiolo County*," I am pleased to inform you that you have been authorized to undertake research in **Isiolo County** for a period ending **13th April 2012**.

You are advised to report to **The District Commissioner and the District Education Officer, Isiolo County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

A handwritten signature in blue ink, appearing to read 'M. K. Rugutt'.

DR. M. K. RUGUTT, PhD, HSC
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Isiolo County.