

**School Based Factors Affecting KCSE Performance of History and Government in Day Secondary Schools, Nakuru County, Kenya**

By

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**Abstract**

The purpose of this study was to identify the school-based factors which affect students' KCSE performance in history and government in selected schools in sub counties within Nakuru County of Kenya. The contention of the study was that despite various interventions from education stakeholders, the performance of History and Government in day secondary schools has been dismal. There are various factors that influence academic performance including school-based factors, institutional environment, student's attitude among others. The study's specific objectives were to ascertain the effects of teacher-related factors, school infrastructure and teaching/learning resources, student factors and the principal leadership on history and government performance. The study was based on Yutchman and Seashores' (1967) Systems Theory. The research was conducted using a descriptive survey design approach. The target population was principals and departmental heads in day secondary schools in Gilgil, Naivasha, and Nakuru Town East Sub counties of Nakuru County-Kenya. In the three sub counties, there are 80-day secondary schools. As a result, the study focused on 80 principals and 160 heads of humanities departments. Then, using a stratified random sampling technique, 24 principals and 48 teachers were chosen. To get the primary data, a questionnaire was used to collect data. With the supervisor's assistance, content validity was established for the research instrument and its relationship to the study material was ensured. Using Cronbach's Coefficient alpha, which evaluated the instrument's consistency each time it was used to gather responses, the reliability of the tool was ascertained. Data from the field was quantitatively evaluated. Descriptive statistics were used to evaluate the quantitative data, and SPSS version 24 was used to calculate the results. The mean and standard deviation were computed using the SPSS descriptive statistics tool. To display the data, graphs and frequency tables were used. According to the study, teachers go to workshops and seminars to develop their professional skills. The survey also discovered that HODs had access to beneficial in-service training to support them in overcoming obstacles. The study discovered that personnel had an impact on historical performance. According to the study, a student's performance in government and history is influenced by their affinity with their teacher. The study concluded that while HODs have possibilities for beneficial in-service to help them address the issues they face, teachers attend seminars and workshops to develop their skills in their line of work. The effectiveness of a student's academic performance is greatly influenced by their teaching resources. In order to boost student performance in history and government in Nakuru County, the study suggested that the MOEST provide public secondary schools with the necessary textbooks, teacher reference books, radios, televisions, computers, and projectors. In order to improve teaching and students' performance in history and government in Nakuru County, head teachers should encourage teachers to be creative and use resources that are readily available locally to create appropriate teaching aids and charts on pertinent topics.

**Key Words:** Performance, School Based Factors, Teaching and Learning Resources.

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### **Introduction**

Education has been regarded as one of the key pillars in the enhancement of human living standards as well as facilitating the achievement of sustainable development. Egunyomi (2016) stated that education creates opportunities to majority of the population which leads to development in a country's economy. Education creates a workforce which is innovative and which ensures there is economic prosperity. Globally countries have been able to invest in education in a bid to realize development in their various sectors of the economy. Countries like Canada have invested heavily in their education sector. This huge investment in education was as a result of the fact that investment in school facilities would enable students to have high achievement in their final grades (Earthman, 2012).

Due to the fact that students are seen as the future of society, they have always been incorporated in the process of continual educational improvement. Education systems strive to equip students with 21st century skills above all else, including the ability to speak and integrate with the global community, succeed, pursue a career, give back to the community, and develop a lifelong learning habit (Brooks-Gunn & Duncan, 2019). In order for countries to achieve these goals, it is anticipated that the elements that make up effective schools the family, the physical layout of the school, the administration, the atmosphere, and the teacher will be updated and altered on a regular basis. Academic performance, one of the main goals of educational institutions, must be made possible in addition to the realization of these reforms (Carter & Good, 2019).

Academic performance is undeniably a study priority for various education stakeholders. They have more questions than answers as they try to figure out what factors influence students' academic results (Aremu and Jokan 2019). The goal of national governments' efforts to expand educational access and quality in both secondary and primary schools is to invest heavily in education. But they haven't made higher education a priority. Numerous researchers have determined that a range of factors influence the academic success of secondary school pupils. Research on the factors influencing academic success has focused a lot of attention on the relative effects of factors related to the home and school, such as family history, which is a strong regulator of academic achievement but where a school is thought to have less influence (Brooks-Gunn & Duncan, 2019). It is a truth that society expects students to succeed academically, which is one of the most fundamental and important goals of educational institutions. As a result, educational institutions evaluate a variety of competencies in addition to academic accomplishment when establishing their aims and objectives.

Achievement is the process of moving closer to one's objectives (Wolman, 2018). Stated differently, achievement can be defined as the process of moving closer to the objectives set by organizations or people. For the learner, success is meeting the curriculum's stated goals (Kazazoglu, 2019). However, the goal of this accomplishment in educational institutions is to advance academically. Academic achievement is the success, growth, and knowledge that teachers inculcate in their students in the classroom (Carter & Good, 2019).

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With the exception of behaviors in the psychomotor and affective domains, academic achievement incorporates changes in the student's behavior in every curriculum domain (Ahmann & Glock, 2020). It is anticipated that students would successfully complete assigned activities, exhibit a perfectionist approach, demonstrate resistance in the face of problems, and develop ways for overcoming hurdles in order to facilitate academic performance (Cox, 2020). Academic performance is influenced by a number of elements, such as instructional leadership, a focus on vision and mission, school safety and orderliness, the communication of high expectations for success, progress monitoring of students, home-school relations, and learning opportunities and time on task. However, the current study focused on teacher qualification and experience, teaching and learning resources, student factors and principal leadership.

Teacher qualification and experience influences student performance in secondary schools (Rivkin, & Schiman, 2018). One of the most important resources for teaching and learning is the instructor. Instructors take part as technical classroom managers. The lone king pin of educational innovation is the teacher. According to a study by Abuyeka (2018), a teacher's presentation of a subject has a significant impact on students' opinions regarding that subject. A proper atmosphere for teaching and learning, as well as the availability of trained and motivated instructors and other education workers, are other factors that determine the quality of education. Teachers who have long experience in teaching act as useful resources in imparting knowledge to the students. They are well aware of the student's requirements at the various levels and thus will provide them with the necessary knowledge for self-excellence. This will in turn help them improve their personal academic level which will have an overall effect in the general school performance. The experienced teachers are able to have total focus on the learners and any obstacle that may be posing challenges to the smooth learning in the school environment. Experienced teachers have the required patience and create more time for the learners to cover up the insufficient allocation of time which have been a curriculum-based problem. Musau and Migosi (2015) investigated the relationship between students' academic performance in science, math, and technology and the qualifications of their teachers. Research using ex-post facto surveys was used in this study. According to the study's findings, the majority of SMT subject teachers were educated graduates who had completed in-service or refresher training.

Teaching resources are important since they aid in the clarification of more difficult concepts for a better understanding (Carter & Good, 2019). Students are motivated by instructional materials as well as lively debates. This allow them encourage learners to think critically, allowing them to be more self-sufficient in their tasks. Teaching and learning resources play a big role in helping students improve in their studies and achieve great heights in education. The teaching and learning resources help student to have an expanded thinking in relation to what they are taught in the classrooms (Cox, 2020). Student factors determine the student performance in their secondary education. Wanyama (2013) claims that instructional items such as radios and educational videos, as well as students' lively dialogues, encourage students. These resources encourage learners to think critically, allowing them to be more self-sufficient in their tasks. Teaching and learning tools play an important part in assisting students in improving their grades and reaching new educational heights (Cox, 2020). The teaching and learning resources encourage students to think beyond the box when it comes to what they are taught in the classroom (Rivkin, & Schiman, 2018).

Student factors involve the student attitude and discipline and how well they carry themselves in school. Abidin (2012), stated that attitude the students have towards themselves

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as well as their teachers influences their general performance in secondary school education. According to Burke and Sass (2013), having higher-quality peers had the most positive influence on the weakest pupils. They also discovered that combining high-ability pupils with students of average ability benefits them greatly. While low-ability children appear to benefit greatly from having high-quality peers, mixing with students of extremely low ability will result in losses in achievement gains for those peers, declines that may have a considerable impact on the weaker students' achievements. Student absenteeism, according to Mobegi et al. (2017), is related to poor performance. These results are in line with those of Odumbe (2012), who discovered that low family income and student absenteeism impacted negatively on student school attendance which in turn had an impact on fee payment. Long absences from school for a variety of reasons were found to be a factor in the decision by school administrators to make certain students retake a grade. According to a study by Abuyeka (2018), a student's attitude about a subject is significantly influenced by the way a teacher presents it. When combined with a setting that is conducive to both teaching and learning, a student's appropriate attitude toward learning has a significant impact on how well they score on exams.

Mbithi (2020) quickly points out that everyone can work (learn) more effectively if they have the correct mindset and dedication. But a lot of kids from low-income households, who make up the bulk of students in day secondary schools, don't understand the value of education. They don't care much about education and don't want to better themselves. That makes instructing them exceedingly challenging (Cosin et al., 2020). This implies that in order for students to reach their greatest potential, they must be intrinsically driven. The motivation to study and work toward improving grades is sparked by that inner desire for self-improvement. For a learner who is happy with his situation, education is very undesirable.

Principal leadership has also been viewed as a great contributor to student performance. According to Olembo (2018), principals are the main actors in school-based variables. The head teacher's responsibility is to convey the school's basic principles. Among the crucial elements that facilitate academic success are the management structure, managers, and the administration of the school, which are especially important among the primary school building blocks. Academic goals can be met by school principals with strong leadership qualities and a broad perspective, just as they can in any other area of the school where they hold managerial responsibilities (Aydin, 2018). Mentoring school principals love the organization where they work and raise its performance. They are also people-oriented, at peace with others and themselves, and tolerant of mistakes. They also have self-belief, exude confidence, successfully lead others around them, show consideration and sensitivity for the requirements of employees, and exhibit flexibility and creativity. In addition, they are willing to devote their time and efforts to the school, share their expertise, have excellent communication skills, have a good attitude toward the institution, have professional experience, and accept others' perspectives and differences of opinion (Stueart & Sullivan, 2020).

Establishing priorities for teaching and learning, focusing on school goals and objectives, creating resources to support their achievement, and allocating use of those resources in accordance with the goals are all characteristics of a great school leader. In addition, the leader has excellent communication skills, fosters a supportive environment where academic success and other activities are expected, and takes part in in-service training programs. Additionally, the leader fosters innovation among the staff, plans events to boost

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academic performance, instills a sense of vision in the school, collaborates with other stakeholders to make decisions, places a premium on teacher development, and maintains order and discipline in the daily operations of the establishment (Smith & Andrews, 2019).

This study targeted day secondary schools in Nakuru County. Due to low academic performance in a number of areas, particularly government and history, day secondary schools in Nakuru County were singled out (Brooks-Gunn & Duncan, 2019). Numerous factors, including student, teacher, socioeconomic, and school-related ones, may be connected to the overall low academic performance (Carter & Good, 2019). According to Aremu and Joka (2019), the availability, caliber, and diversity of pertinent teaching resources foster effective teaching and learning, which in turn affects students' academic performance in government and history. According to studies on teacher adequacy, student teacher ratios are influenced by teacher availability, teacher shortages, and teacher transfers, which in turn effect students' academic achievement in History and Government (Wolman, 2018). The majority of these studies have been carried out in other parts of the country with surroundings that are different from Nakuru County thus creating a knowledge gap.

The provision of a top-notch education to all pupils is one of the Ministry of Education's main objectives. As a result, the Kenyan government has been slowly acting to improve secondary school KCSE performance. Low performance in KCSE history and government has been witnessed in Nakuru County despite government measures such as improving teaching and learning resources, teacher qualification and experience, student factors, as well as the principal supervisory practices in schools to boost performance. the analysis is as indicated in table below.

**Table 1: Nakuru County KCSE Analysis**

<b>NAKURU COUNTY KCSE ANALYSIS</b>				
<b>HISTORY AND GOVERNMENT PERFORMANCE ANALYSIS</b>				
<b>SUBCOUNTY</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>
<b>Nakuru Town East</b>	4.149	4.572	5.448	5.294
<b>Naivasha</b>	4.295	5.580	5.851	6.250
<b>Gilgil</b>	4.265	4.529	4.953	6.061

**Source: Nakuru County Director of Education Office (2020)**

Numerous studies conducted around the nation indicated that big classrooms, well-stocked libraries, pertinent text books, and trained teachers all help students achieve their academic goals (Simiyu, 2013; Nyamongo, Sang, Nyaoka & Matoke, 2014). The head teacher's role in student monitoring and academic progress was linked, according to Nyamongo, Sang, Nyaoka, and Matoke (2014). Despite studies being conducted in other Kenyan counties, there is no evidence that a research on school-based factors influencing student performance in the KCSE has been conducted in Nakuru County. By determining the school-based variables that influence students' performance on the KCSE in government and history in day secondary schools in the selected sub-counties of Nakuru County, the study aimed to close this achievement gap.

### **Problem Statement**

One of the Ministry of Education's main goals is to give every child a high-quality education. As a result, Kenya's government has been putting policies into place to raise the standard of instruction in secondary schools. Performance in public secondary schools, particularly in the KCSE in Nakuru Sub-counties, has consistently been low despite government efforts to improve physical facilities, provide learning tools in schools through the CDF fund, and offer free and subsidized secondary education. According to data kept by the Nakuru County Education Office (2020), the majority of secondary schools in the chosen sub countries saw a decline in student performance between 2017 and 2020. The research indicates that the Sub Counties' KCSE mean scores from 2017 to 2020 are 5.294, 5.448, 4.572, and 4.149, 6.250, 5.851, 5.580, and 4.295, and 6.061, 4.953, 4.529, and 4.265. It has been challenging to develop methods that can raise the KCSE performance of underperforming schools since the causes of this inconsistent performance over time are not fully understood. The impact of school-related factors on academic performance in day secondary schools in Kenya's Nakuru County is not well understood. Therefore, the purpose of this study was to determine the influence of school-based factors on the performance of students in history and government on the Kenya Certificate of Secondary Education (KCSE) in selected sub counties within Nakuru County, Kenya.

### **Review of the Literature**

In Oyo State, Nigeria, Ajadi (2021) conducted research on the relationships between teacher credentials, class size, and teaching experience and students' performance in senior secondary school physics. The research design used in the study was correlational descriptive. A total of 220 secondary school pupils were used in the multistage sampling processes that were used to identify ten schools in Oyo State. At the 0.05 threshold of significance, three research questions were developed and examined. The data was gathered using trustworthy tools (physics achievement exam,  $r=0.81$ , and instructors characteristics scale,  $r=0.87$ ). The statistical tools of multiple linear regression and the Pearson Product Moment Correlation Coefficient were used to analyze the acquired data. It was shown that there was a strong correlation between teacher certification, physics achievement, and class size in addition to teaching experience. The three independent variables together explained 15.5% (Adj.  $R^2 = .155$ ) of the variation in the prediction of students' achievement, according to regression analysis.

Yasin (2021) conducted research on the academic achievement of students in public elementary schools in the Hargeisa District and the credentials of teachers. The study was prompted by students' declining performance on the Somaliland National Primary Examinations. The rising percentage of failures in the Somaliland National Exams served as a clear indicator of the students' declining academic ability. Utilizing a cross-sectional survey research approach, the study discovered that the eta-square yielded an average value of  $\eta^2 = 16.8\%$  for a sample of 160 teachers. Thus, 16.8% of the variation in students' academic achievement in public primary schools in Hargeisa may be attributed to teacher qualification. Measurement errors and other factors not covered here account for the remaining 83.2%. The results of the study show that students' academic performance in public primary schools in the Hargeisa District is influenced by the qualities of teachers.

A study by Attri and Kushwaha (2019) examined the influence of digital learning tools on student performance. The research aimed to assess how using such tools impacted academic achievement levels and placement outcomes. Results revealed that increased usage

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of these technologies directly correlated with higher academic success rates, while there was only minimal correlation between their use and final placement package results achieved by graduates. A regression model found significant evidence supporting the positive impact of digital learning tool utilization on student academic achievements, but no similar findings were observed regarding resulting job placements among participants. The study was not specific on the subject that was considered for the study which makes it difficult for the researcher to clearly establish whether the findings the researcher got were the actual reflection of the ground.

Similarly, Musyoka (2018) discovered that insufficient teacher supply and educational resources especially radio, television, computers, and projectors in public schools were factors influencing Kenyan students' performance at the Katiani sub-district high school diploma. The fact that nothing changed immediately after the teacher was expelled from the school helps to explain this. Among other things, the inquiry revealed inadequate lab and library facilities. Lastly, this study discovered that principals hardly ever evaluated teachers or looked over their class plans. Additional research findings indicate that student progress is positively and significantly correlated with learning resources, teacher effectiveness, physical facilities, and the supervisory function of school principals.

Kapur (2018) conducted a study in India with the goal of establishing how discipline among students affects their performance in the major examinations. According to the study, pupils' discontent and lack of discipline lowers the standard of instruction. Additionally, a lack of discipline encourages repetition and dropouts, which frequently results in waste and subpar performance from the students. But discipline is a social and cultural construct that differs among people, societies, and institutions of society. In the Manafwa District of Buwagogo Sub County, Nadunga (2019) conducted research on the academic performance and discipline of students. Cross-sectional survey design, in particular, was used in this study. Together with an interview guide and an examination of the documents, the questionnaire served as the primary data collection tool. The study's main conclusions were that although all schools have written rules and regulations, students often don't comprehend them, and that certain laws and regulations need to be modified while others aren't applied consistently. This causes students to become angry and may even resort to violence, strikes, or other aggressive behavior. Additionally, there is inadequate time management in schools, with timetables that are not followed. It was discovered that when punishments are arbitrarily applied, it leads to unhappiness and rage, which in turn leads to acts of disobedience including strikes, damaging school property, and student violence.

Night, (2019) conducted research on the academic performance and discipline of pupils in a particular secondary school in the Entebbe Municipality. The study will be implemented via sectional survey designs that combine quantitative and qualitative methods. There will be 200 responders in all, and they will be chosen using basic random and purposive selection methods. Head teachers, students, parents, and class teachers are among the specific respondents. According to the study's findings, classroom chaos, teacher disrespect, verbal abuse, student fights, and other behaviors are examples of indiscipline. Conversely, some secondary schools in Entebbe Municipality include student disciplinary management systems that include the application of rules and regulations, admission procedures, criteria for leaving school, and punitive measures including the usage of punishments. The results also show that student disciplinary management systems have an impact on how well kids are disciplined, particularly when teachers and school administrators are involved.

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In Bomet County, Kenya, Kitur et al. (2020) conducted research on the connection between secondary school students' academic achievement in the Kenya Certificate of Secondary Education and the transformational leadership style of their principals. This study employed a descriptive survey approach, with 130 secondary schools and five Quality Assurance and Standards Officers in Bomet County serving as the target population. In order to sample out schools as boys', girls', and mixed schools, stratified random sampling was utilized. Slovin's formula was then applied to obtain a total of 108 schools.

While five Quality Assurance and Standards Officers were chosen from each of the five sub-counties in Bomet County and one Director of Studies was chosen from each of the 108 schools that were considered, a purposive sampling technique was used. The study included a sample of 118 respondents from 108 secondary schools throughout the five sub-counties. Director of Studies surveys, KCSE records from Bomet County Director of Education and Quality Assurance and Standards Officers, and school records were the tools used in the data collection process. The idealized impact of principals was found to have a strong and significant link with students' academic success in KCSE, according to the results of the chi-square test, which was used to investigate this relationship. Idealized influence traits are therefore the most successful in encouraging pupils' academic success.

A study on effective principal leadership behaviors to raise student achievement and teacher effectiveness was conducted by Pardosi and Utari in 2021. A quantitative descriptive research design was used for this investigation. There were 281 teachers used as samples out of the 317 teachers in the study population. Participant observation, teacher performance evaluations, and questionnaires were used in the data collection process. Structural Equation Modeling was the data analysis method employed (SEM). The study's findings indicated a substantial (5%) relationship between teacher performance and the principal's leadership style. The quality of the principal's leadership behaviors on the level of student accomplishment and the level of teacher performance on the level of learning achievement both rose as the principal's leadership behaviors became more superior. The loading factor of report cards had a higher effect (0.995) in the structural model of learning outcomes than the effect of school test results (0.897). Task structure, position power, and the interaction between leaders and followers were the only areas in which effective principal leadership behaviors were found.

### **Theoretical Framework**

The study was guided by Yutchman and Seashores' (1967) System Theory. According to the theory, effective planning, acquisition, distribution and utilization of scarce organizational resources is necessary in order to achieve desired objectives. The application of this theory suggests that schools must utilize their human, physical and material resources effectively in order to generate optimal outputs. Oni (1995) highlights how both industries and educational institutions alike process certain inputs into specific outcomes; for example, students are admitted into schools where they interact with teaching materials resulting ultimately in learning outcomes being achieved.

When a school has sufficient physical and material resources that are utilized efficiently, it results in high-quality learning outcomes. Across the globe, academic performance is viewed as an essential measure of effective education. The achievement or lack thereof by students reflects how teaching occurs and resource utilization within the institution. Academic success indicates proper allocation of educational resources while



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academic failure suggests inadequate provision for implementing curriculum goals despite potential student-related factors being considered.

The concept of this theory allowed the study to examine the school-based factors that affect history and government students' performance on the KCSE in selected Nakuru County sub-counties, Kenya. By employing the concept of this theory, learners can be effectively engaged and informed of objectives while recalling prior knowledge. Additionally, content delivery will be optimized through guidance with practice opportunities followed by feedback assessment on their mathematical skills. Teachers are able to choose the instructional resources necessary for mathematics teaching; by considering the learning environments, one can choose suitable materials and exercises that will enable pupils to attain their desired educational objectives.

## **Methodology**

### **Research Design**

The current study used a descriptive survey design. This made it possible for the researcher to get the essential qualitative and quantitative data. According to Bryman and Bell (2007) the design aims at gathering data that illustrates actual events by posing inquiries about people's attitudes and views. The researcher planned to gather specific data via descriptions in order to establish how school-based factors influences the performance of student in KCSE in the selected sub counties in Nakuru County.

### **Target Population**

The study targeted principals (80) and heads of History and Government subject (160) in day secondary schools in three sub counties that is Gilgil, Naivasha, and Nakuru Town East Sub counties. There are 80-day secondary schools in the three sub counties. The reason rationale for targeting principals and head of departments was because principals are well aware of the teacher qualification and experience, student factors, teaching and learning resources in school, as well as their supervisory characteristics which were significant in addressing the aims of the study. In addition, the heads of humanities departments and heads of subject were important in that they offered information with regard to student history and government performance in KCSE as they have the records for the years targeted. The students were not targeted as they did not have adequate knowledge on the subject of the study especially where concrete data was required. The population was as shown in table 1.

**Table 2. Target Population**

<b>Sub-county</b>	<b>No. of schools</b>	<b>Head teachers</b>	<b>Heads of humanities department and heads of subject</b>
Nakuru Town East	39	39	78
Naivasha	16	16	32
Gilgil	25	25	50
<b>Total</b>	<b>80</b>	<b>80</b>	<b>160</b>

**Source: Nakuru County director of Education Office (2020).**

### **Sampling Technique and Sample Size**

The study made use of a simple random sampling in selection of the schools in the 3 sub-counties. The 3 sub-counties were purposively selected from the 11 sub-counties in Nakuru

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County due to their variations in economic activities. The economic activities in Naivasha sub-county include fishing, tourism and horticulture. Gilgil practices irrigation farming and commercial activities heavily influenced by the different army barracks in the sub-county. Nakuru Town East practices financial services, manufacturing, and agriculture. 24 principals and 48 teachers were chosen using a purposive sampling technique. The colleges they attend influenced whether or not they are accepted. The investigator believed that the respondents supplied the necessary data for the study by employing this method to select the head teachers and teachers. In order to attain gender parity in schools where the number of female instructors exceeds that of male professors and vice versa, the researcher used the purposive sampling approach.

Out of the 80-day secondary schools in the three sub-counties, a sample of 24-day schools was selected, and the schools were sampled. A sample size percentage of 30% was adequate for the descriptive study, resulting in a total of secondary schools that were open for 24 days. The study includes the principals of the sampled schools, resulting in a sample size of 24. There are 24 principals among the 24 schools, as well as 48 heads of subject and heads of the humanities department. A straightforward random sampling technique was used to select a sample of 24 schools after school stratification.

From the three strata, 24 schools were chosen. Then, using a purposive sampling technique, 24 principals and 48 heads of history and government subjects were sampled. Their acceptance was determined by the schools they attend. The researcher would believe that by employing this method to select the principals and teachers, the respondents provided the data required for the investigation. To guarantee gender parity in schools where male teachers outnumber female teachers and vice versa, the researcher used a purposive sample technique. The distribution was as shown in table 2.

**Table 1. Sample Size**

Sub-county	Sample ration	No. of schools	Head teachers	Heads of humanities department and heads of subject
Nakuru Town East	0.3	11	11	22
Naivasha	0.3	5	5	10
Gilgil	0.3	8	8	16
<b>Total</b>	<b>0.3</b>	<b>24</b>	<b>24</b>	<b>48</b>

**Source: Nakuru County director of Education Office (2020)**

### Data Analysis

Data analysis refers to examining, purifying, converting, and modeling data in order to find relevant information, make recommendations, and aid in decision-making (Paul Oliver, 2004). The researcher carefully arranged the data by categorizing it and creating matrixes in order to give it structure, order, and explanation. The statistical software tool known as the Statistical tool for Social Sciences (SPSS statistics version 22) was used to analyze the quantitative data. Tables, frequencies, and percentages were used to display the mean and standard deviation of the quantitative data that was produced by running it via SPSS's descriptive statistics tool. Data analyses matrix was displayed in Table below.

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**Table 2. Data Analysis Matrix**

<b>Objective</b>	<b>Type of data</b>	<b>Method of analysis</b>	<b>Data presentation</b>
To determine the influence of teacher qualification and experience on performance of History and Government in day secondary schools in Nakuru County.	Quantitative	Descriptive statistics,	Tables and figures
To establish the influence of teaching and learning resources on performance of History and Government in day secondary schools in Nakuru County	Quantitative	Descriptive statistics,	Tables and figures
To assess the influence of student factors on performance of History and Government in day secondary schools in Nakuru County.	Quantitative	Descriptive statistics,	Tables and figures
To find out the influence of principal leadership on performance of History and Government in day secondary schools in Nakuru County.	Quantitative	Descriptive statistics,	Tables and figures

Source: Field Data 2024

## **Findings and Discussions**

### **Teacher Qualification and Experience**

#### **Teacher Qualification and Experience on Performance of History and Government**

The first objective was finding out how teacher experience and qualifications affected history and government performance in day secondary schools in Nakuru County. The researcher asked the respondents to indicate whether or not they agreed with the various claims about the training and experience of teachers in order to address the objective. The results are displayed in the subsection that follows.

#### **Extent of Agreement on but Continuous Professional Development**

The principals were requested to rate their agreement with regard to the qualifications and experience representations made about the teachers. The results are displayed in table 4.

**Table 3. Principals Extent of Agreement on Teacher Qualification and Experience**

Statement	N	SD	D	N	A	SA	Mean	Std. Dev
I help my teachers go to seminars, training sessions, and topic workshops.	19	0 (0%)	0 (0%)	0 (0%)	8 (42.1%)	11 (57.9)	4.133	0.721
I recommend my teachers for higher education, including master's and doctoral degrees.	19	0 (0%)	1 (5.2%)	3 (15.8%)	10 (52.6%)	5 (26.3%)	3.892	0.887
Possibilities for teachers to participate in beneficial in-service training to support them in overcoming obstacles	19	1 (5.2%)	1 (5.2%)	2 (10.5%)	8 (42.1%)	7 (36.8%)	4.208	0.849
Teachers' professional qualification affects student achievement	19	0 (0%)	0 (0%)	3 (15.8%)	8 (42.1%)	7 (36.8%)	4.083	0.940
Teachers attend seminars and workshops to improve skills in their profession	19	0 (0%)	0 (0%)	4 (21.1%)	6 (31.6%)	9 (47.4%)	4.308	0.708
<b>Composite mean</b>							<b>4.125</b>	<b>0.821</b>

**Source: Field Data, (2023)**

From the findings the composite mean was 4.125 while composite standard deviation was 0.821. In addition, 86.16% of the respondents agreed that teachers attend seminars and workshops to improve skills in their profession, followed by 84.16% who indicated that there are possibilities for teachers to participate in beneficial in-service training to support them in overcoming obstacles, 82.66 stated that they facilitate their teachers to attend subject workshops, training and seminars, 81.66% indicated that teachers' professional qualification affects student achievement while 77.84% stated that they recommend their teachers for higher education, including master's and doctoral degrees.

This depicts that teachers attend seminars and workshops to improve skills in their profession. The findings agree with a study by Abuyeka (2018) who states that teachers attending workshops improve their teaching skills. Teachers who have long experience in teaching act as useful resources in imparting knowledge to the students. They are well aware of the student's requirements at the various levels and thus will provide them with the necessary knowledge for self-excellence. This will in turn help them improve their personal academic level which will have an overall effect in the general school performance. The experienced teachers are able to have total focus on the learners and any obstacle that may be

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posing challenges to the smooth learning in the school environment. Experienced teachers have the required patience and create more time for the learners to cover up the insufficient allocation of time which have been a curriculum-based problem.

#### **Extent of HODs Agreement on Teacher Qualification and Experience**

The respondents were asked to rate their agreement with statements regarding the experience and qualifications of teachers. The results are displayed in table 5.

**Table 4. HODs Extent of Agreement on Teacher Qualification and Experience**

<b>Statement</b>	<b>N</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std. Dev</b>
I have the chance to grow, learn, and progress.	38	0 (0%)	4 (10.5%)	6 (15.8%)	16 (42.1%)	12 (31.6%)	3.917	0.984
I can take use of beneficial in-service training to assist me manage the difficulties I encounter.	38	0 (0%)	4 (10.5%)	8 (21.1%)	16 (42.1%)	10 (26.3%)	4.142	0.690
Seminars, training sessions, and topic workshops are made possible by my school.	38	0 (0%)	0 (0%)	10 (26.3%)	14 (36.8%)	14 (36.8%)	3.892	0.765
Teachers' professional qualification affects student achievement	38	0 (0%)	0 (0%)	0 (0%)	20 (52.6%)	18 (47.4%)	4.033	0.859
<b>Composite mean</b>							<b>3.996</b>	<b>0.825</b>

**Source: Field Data, (2023)**

From the findings the composite mean was 3.996 while composite standard deviation was 0.825. In addition, 82.84% of the HODs agreed that they can take use of beneficial in-service training to assist them manage the difficulties they encounter, followed by 80.66% who indicated that teachers' professional qualification affects student achievement, 78.34% stated that they have opportunities to advance learn and develop, and 77.84% indicated that seminars, training sessions, and topic workshops are made possible by my school.

In conclusion, this depicts that HODs can take use of beneficial in-service training to assist them manage the difficulties they encounter. According to Mageka and Ogochi (2020), who concur with the findings, teachers' experience, credentials, readiness, and professional development have a positive and significant impact on students' and schools' academic performance and assist them in resolving any difficulties they may encounter in the classroom. Yasin (2021) added that student academic achievement in public primary schools is impacted by the credentials of teachers.

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### **Conclusion**

The study concluded that HODs have the chance to further their education in order to better prepare them for the difficulties that come in their line of work. The study further concluded that the teachers were qualified as they attended seminars and workshops to improve skills in their profession. The study concluded that the length of stay of teachers in the profession affects the performance of history and government in that teachers with more experience have mastered the content and are able to help students achieve academic success.

### **Recommendations**

The study recommends that educators take many management courses and seminars. This would boost their competitiveness in technical issues, particularly those involving educators. In a same vein, they must devise strategies for raising instructors' spirits in order to inspire them to work diligently and enthusiastically. The study recommends that principals should plan to recognize individual contributions and provide rewards for teachers and students in the classroom. For example, teachers who do well on a regular basis ought to be recommended for promotion. In order to guarantee that there is high-quality instruction, principals should also make sure that instructors complete the necessary professional documentation and that they are regularly supervised.

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