

**SCHOOL BASED FACTORS AFFECTING KENYA CERTIFICATE OF
SECONDARY EDUCATION PERFORMANCE OF HISTORY AND
GOVERNMENT IN DAY SECONDARY SCHOOLS IN
NAKURU COUNTY, KENYA**

JOSPHINE WAITHIRA KINYANJUI


E55/CE/28132/2018

**A RESEARCH PROJECT SUBMITTED IN FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION (CURRICULUM DEVELOPMENT) IN SCHOOL OF
EDUCATION AND LIFELONG LEARNING,
KENYATTA UNIVERSITY**

JULY, 2025

DECLARATION

I certify that my research project is completely unique and hasn't been submitted for certification to any university or organization. The project includes references, all of which have been acknowledged correctly. According to anti-plagiarism guidelines, sources are cited when information, data, images, photographs, or tables are borrowed from other sources, such as the internet.

Signature 

Date 2/7/2025

JOSPHINE WAITHIRA KINYANJUI

E55/CE/28132/2018

Supervisors' Approval

This research project has been submitted with my approval as University Supervisor.

Signature 

Date 2/7/2025

DR. EPHANTUS KAUGI

Department of Educational Management,

Policy and Curriculum Studies

School of Education and Lifelong Learning

Kenyatta University

DEDICATION

I dedicate this project to my family and friends for their unwavering support during the coming up of this write up, as it contributed to my achievement. May the Almighty God bless you.

ACKNOWLEDGEMENTS

My sincere gratitude goes out to my supervisor, Dr. Ephantus Kaugi, for giving me the chance to write on this emerging subject and for his assistance in organizing and synthesizing my thoughts so that I could successfully finish the project on schedule. My profound appreciation goes out to all of the Kenyatta University teachers for their help throughout the course. I would like to conclude by thanking my devoted family and fellow classmates for their constant encouragement and support throughout my academic journey. I'm grateful, and God bless you.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
ABBREVIATIONS AND ACRONYMS.....	xi
ABSTRACT.....	xii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	8
1.3 The Purpose of the Study.....	9
1.4 Objectives of the Study.....	9
1.5 Research Questions.....	10
1.6 Significance of the Study.....	10
1.7 Limitations of the Study.....	11
1.8 Delimitations of the Study.....	11
1.9 Assumptions of the Study.....	12
1.10 Theoretical Framework.....	12
1.11 Conceptual Framework.....	15
1.12 Operational Definition of Terms.....	17
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	19
2.1 Introduction.....	19
2.2 Influence of Teacher Qualification and Experience on Performance of History and Government.....	19
2.3 Influence of Teaching and Learning Resources on Performance of History and Government.....	21
2.4 Influence of Student Factors on Performance of History and Government.....	24

2.5	Influence of Principal Leadership on Performance of History and Government.....	27
2.6	Summary of Related Literature Review and Research Gaps.....	30

CHAPTER THREE: RESEARCH METHODOLOGY32

3.1	Introduction.....	32
3.2	Research Design.....	32
	3.2.1 Study Variables.....	33
3.3	Location of the Study.....	33
3.4	Target Population.....	34
3.5	Sampling Technique and Sample Size.....	35
	3.5.1 Sampling Technique.....	35
	3.5.2 Sample Size.....	36
3.6	Research Instruments.....	37
	3.6.1 Principal Questionnaires.....	37
	3.6.2 Teacher Questionnaire.....	38
3.7	Pilot Study.....	39
	3.7.1 Validity of Research Instruments.....	39
	3.7.2 Reliability of Research Instruments.....	40
3.8	Data Collection Technique.....	40
3.9	Data Analysis.....	42
3.10	Ethical Considerations and Logistical Considerations.....	43

CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION OF THE FINDINGS45

4.1	Introduction.....	45
4.2	Response Rate.....	45
4.3	Demographic Characteristics.....	46
	4.3.1 Principal Academic Qualification.....	46
	4.3.2 HODs Academic Qualification.....	47
	4.3.3 Principal’s Length of Time in Teaching Profession.....	47
	4.3.4 HODs Length of Time in Teaching Profession.....	48
	4.3.5 Gender of the Principals.....	49

4.3.6	Gender of the HODs	49
4.3.7	HODs Length of Teaching in the School.....	50
4.4	Teacher Qualification and Experience on Performance of History and Government.....	51
4.4.1	Extent of Agreement on but Continuous Professional Development	51
4.4.2	Extent of HODs Agreement on Teacher Qualification and Experience.....	53
4.4.3	Effect of Staffing on the Performance of History	55
4.5	Teaching and Learning Resources on Performance of History and Government.....	56
4.5.1	Extent of Agreement on Teaching and Learning Resources	56
4.5.2	Extent of HODs Agreement on Teaching and Learning Resources	58
4.6	Student Factors on Performance of History and Government	60
4.6.1	Extent of Agreement on effect of Student Factors on Performance of History and Government	60
4.7	Principal Leadership on Performance of History and Government.....	62
4.7.1	Extent of Agreement on how Principals Supervise Various Teacher's Documents and Activities	62

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....64

5.1	Introduction.....	64
5.2	Summary of Findings.....	64
5.2.1	Teacher Qualification and Experience and Performance of History and Government.....	64
5.2.2	Teaching and Learning Resources and Performance of History and Government.....	64
5.2.3	Student Factors and Performance of History and Government	65
5.2.4	Principal Leadership and Performance of History and Government.....	65
5.3	Conclusion of the Study.....	65

5.4	Recommendations for Policy	66
5.5	Suggestion for Further Study	67

REFERENCES.....	68
------------------------	-----------

APPENDICES	80
-------------------------	-----------

Appendix I: Principal’s Questionnaire.....	80
--	----

Appendix II: Teacher’s Questionnaire	82
--	----

Appendix III: Research Approval from Kenyatta University.....	84
---	----

Appendix V: Research Authorization from Kenyatta University.....	85
--	----

Appendix IV: Research Permit From NACOSTI	86
---	----

LIST OF TABLES

Table 1.1:	History and Government Performance Analysis	7
Table 3.1:	Target Population.....	35
Table 3.2:	Sample Size.....	37
Table 3.3:	Data Analysis Matrix	43
Table 4.1:	Response Rate	46
Table 4.2:	Academic Qualification of the Respondents.....	46
Table 4.3:	HODs Academic Qualification of the Respondents	47
Table 4.4:	Principal’s Length of Time in Teaching Profession	47
Table 4.5:	HODs Length of Time in Teaching Profession	48
Table 4.6:	Gender of the Principals.....	49
Table 4.7:	HODs Gender.....	49
Table 4.8:	Length of Teaching in the School	50
Table 4.9:	Principals Extent of Agreement on Teacher Qualification and Experience.....	51
Table 4.10:	HODs Extent of Agreement on Teacher Qualification and Experience.....	53
Table 4.11:	Principals Extent of Agreement on Teaching and Learning Resources	56
Table 4.12:	HODs Extent of Agreement on Teaching and Learning Resources	58
Table 4.13:	Extent of Agreement on Student Factors	60
Table 4.14:	Extent of Agreement on how Principals Supervise Various Teacher’s Documents and Activities	62

LIST OF FIGURES

Figure 1.1:	Conceptual Framework	15
Figure 4.1:	Effect of Staffing on the Performance of History	55

ABBREVIATIONS AND ACRONYMS

OECD	:	Organization for Economic Co-operation and Development
MOEST	:	Ministry of Education Science and Technology
UNICEF	:	United Nations International Children Education Fund
MOE	:	Ministry of Education
KCSE	:	Kenya Certificate of Secondary Education
SPSS	:	Statistical Package for Social Sciences

ABSTRACT

Despite several attempts by education stakeholders, history and government performance in day secondary schools has been terrible. Numerous factors, including school-based traits, the institutional setting, and student attitude, affect academic success. The purpose of this study was to determine which school-based factors influence students' KCSE performance in government and history in a few sub-counties in Nakuru County. The precise goals of the study were to determine how history and government performance were affected by teacher-related factors, school infrastructure and teaching/learning resources, student factors, and principal leadership. The Systems Theory of Yutchman and Seashores (1967) served as the foundation for the investigation. A descriptive survey design technique was used for the investigation. Principals and department heads of day secondary schools in the Gilgil, Naivasha, and Nakuru Town East Sub counties of Nakuru County, Kenya, were the target population. There are 80-day secondary schools spread among the three sub counties. Consequently, the study concentrated on 160 heads of humanities departments and 80 principals. A stratified random sampling procedure was then used to select 48 teachers and 24 principals. To get the primary data, a questionnaire was used to gather information. With the supervisor's assistance in creating the research tool and making sure it was connected to the study materials, content validity was conducted. Cronbach's Coefficient alpha, which evaluated the instrument's consistency each time it was used to gather responses, was used to ascertain the instrument's dependability. Quantitative analysis was done on the field data. The quantitative data was evaluated using descriptive statistics, and computations were performed using SPSS software version 24. The descriptive statistics function in Sasthi was used to calculate the mean and standard deviation, and graphs and frequency tables were used to illustrate the results. The report claims that teachers attend seminars and workshops to advance their professional development. The survey also discovered that HODs had access to beneficial in-service training to help them manage the difficulties they encounter. The study found that historical performance is influenced by personnel. The study found that a student's performance in history and government classes is influenced by the friendliness of the student instructor. According to the study's findings, HODs have access to beneficial in-service training to assist them in overcoming obstacles, while instructors attend seminars and workshops to advance their professional abilities. The study suggests that in order to raise student achievement in history and government, MOEST should provide public secondary schools in Nakuru County with an adequate quantity of textbooks, teacher reference books, radios, televisions, laptops, and projectors.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The performance of History and Government has become a growing concern, particularly in day secondary schools (Wambugu & Changeiywo, 2021). As a critical humanities subject, History and Government plays an essential role in equipping students with knowledge about political, social, and economic developments, both locally and globally. Despite its importance, many students in day secondary schools continue to register low performance in the subject. Several school-based factors have been identified as key influencers of academic performance in History and Government (Ong'ondo & Ramani, 2020). In many day schools, teachers may be overburdened due to high enrolment, or they may lack adequate resources and motivation, which negatively impacts lesson delivery and student engagement.

In addition, the learning environment in day secondary schools often differs significantly from that in boarding schools (Ndung'u et al., 2022). Students in day schools face unique challenges such as long commuting hours, minimal study time at home, and domestic responsibilities, which may interfere with academic concentration and performance. Moreover, school leadership and curriculum supervision play an essential role in influencing teacher commitment and curriculum implementation, ultimately affecting student outcomes (Mureithi & Githua, 2023). While the government and educational stakeholders have implemented various interventions to improve education standards, performance in History and Government remains below expectations in many day secondary schools. Therefore,

there is a need to critically examine the school-based factors that influence the academic performance of students in this subject (Kiprop & Kurgat, 2021).

The current study concentrated on student factors, principal leadership, teaching and learning resources, and teacher qualifications and experience. 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. Teachers control the classroom on a technical level. The only kingpin in educational innovation is the teacher. According to a study by Abuyeka (2018), a student's attitudes toward a subject are significantly influenced by the way a teacher presents it. The availability of qualified and driven teachers and other education professionals, as well as an appropriate environment for instruction, are additional elements that impact the quality of education. Teachers who have long experience in teaching act as useful resources in imparting knowledge to the students. 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 achievement in science, math, and technology and the qualifications of their teachers. In this study, ex-post-facto survey research was used. According to the study's findings, most SMT subject teachers were qualified graduates who had completed in-service or refresher training. While general findings are cited from various studies (e.g., Musau & Migosi, 2015; Abuyeka, 2018; Rivkin & Schiman, 2018), there is no specific focus on subject-specific or region-specific outcomes, such as how qualifications and experience influence History and

Government performance in day secondary schools within a given Kenyan sub-county.

Teaching and learning resources are vital in enhancing understanding, especially of complex concepts, and they also motivate students by promoting active engagement through debates and use of instructional materials (Carter & Good, 2019). These resources encourage learners to think critically and foster self-reliance in task execution. According to Cox (2020), such resources significantly contribute to academic improvement and promote expansive thinking beyond the classroom content. Additionally, Wanyama (2013) highlights the role of tools like radios and educational videos in stimulating interactive learning. However, despite the acknowledged importance of teaching and learning resources, there are several gaps in the existing body of research. Most studies do not sufficiently explore how the availability and effective utilization of teaching resources vary across public day secondary schools in rural vs. urban settings, which can affect student performance differently. While general benefits of teaching resources are cited, few studies provide empirical data linking specific types of teaching aids (e.g., visual aids, digital content) to measurable student performance in particular subjects like History and Government. The majority of available literature focuses on resource provision rather than student perceptions and attitudes toward these resources and their influence on learning motivation. There is a lack of research on how schools integrate teaching resources into the curriculum and classroom practices, and the challenges they face in doing so.

Student factors involve student attitude, discipline, and how well they conduct themselves in school. According to Burke and Sass (2013), higher-quality peers

have the most positive influence on weaker pupils. Their study also revealed that integrating high-ability students with average-ability peers benefits both groups. However, when high-quality students are mixed with those of extremely low ability, it can lead to declines in achievement for both groups—especially the weaker students. Mobegi et al. (2017) found that student absenteeism is closely linked to poor academic performance. These findings are supported by Odumbe (2012), who noted that low family income and absenteeism negatively impact student attendance and, by extension, school fee payment. Additionally, Abuyeka (2018) emphasized that the way a teacher delivers content influences student attitude, which in turn affects performance. A positive and supportive learning environment, combined with the right student attitude, significantly boosts exam performance. Mbithi (2020) also highlighted that commitment and positive attitude are critical factors enabling learners to achieve more effectively. Despite the richness of these findings, several gaps remain unaddressed. Many studies are generalized or conducted in different geographical or socio-economic settings. There is limited research focusing on how student attitude and discipline specifically affect academic performance in day secondary schools in Kenya, especially within subjects like History and Government. While external factors like peer influence and teaching methods are well-documented, few studies delve into the role of student self-discipline, time management, and goal-setting as internal factors influencing performance. Most studies treat student factors in isolation. More research is needed to explore how student attitude and discipline interact with the nature of the curriculum (e.g., perceived difficulty of History and Government) to influence outcomes.

Student performance has also been seen to be greatly influenced by the leadership of the principal. According to Olembo (2018), school principals are the main actors in school-based variables. Communicating the school's core values is the head teacher's responsibility. Among the important elements that facilitate academic success are the school's management structure, administration, and managers, who are among its most crucial components. Academic goals can be accomplished by school principals with a broad perspective and strong leadership abilities, just as they can in any other area of the school where they are in charge (Aydin, 2018). Mentoring school principals respect the organization they work for, are at peace with themselves and others, are people-oriented, forgiving of mistakes, and improve its performance. While the literature extensively discusses qualities of effective school leaders (e.g., communication, mentoring, motivation), there is limited empirical research that quantitatively links specific leadership traits (such as being people-oriented or tolerant of mistakes) to measurable academic outcomes in students. Most cited studies (e.g., Olembo, Aydin, Smith & Andrews) are generic or based on non-African contexts, limiting the understanding of how local socio-cultural and economic contexts influence principal leadership effectiveness in countries like Kenya. While it's acknowledged that effective leaders have strong communication and mentoring skills, there is little information on how principals acquire and develop these skills, especially through training or experience. The current literature emphasizes the administrative and staff perspective of leadership but fails to consider how students perceive their principals' leadership styles and how this influences their motivation and academic engagement.

This study will target day secondary schools in Nakuru County. The day secondary schools in Nakuru county were targeted due to poor performance in various subjects especially history and government (Brooks-Gunn & Duncan, 2019). The availability, quality, and variety of relevant teaching resources promote successful teaching and learning, which in turn influences students' academic achievement in History and Government (Aremu and Joka 2019). 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.

One of the primary goals of the Ministry of Education is to ensure that every student receives an excellent education. The Kenyan government has been taking gradual steps to raise secondary school KCSE scores as a result. Despite government initiatives to improve student variables, teacher qualifications and experience, teaching and learning resources, and principal supervision methods in schools, Nakuru County has had low performance in KCSE history and government. The analysis is as indicated in table below.

Table 1.1: History and Government Performance Analysis

NAKURU COUNTY KCSE ANALYSIS				
HISTORY AND GOVERNMENT PERFORMANCE ANALYSIS				
SUBCOUNTY	2024	2023	2022	2021
Nakuru Town East	4.263	4.446	5.448	6.122
Naivasha	4.125	5.321	5.566	6.357
Gilgil	4.209	4.653	5.333	6.908

Source: Nakuru County director of Education Office (2024)

Numerous studies conducted across Kenya have consistently shown that factors such as manageable class sizes, adequately equipped libraries, relevant textbooks, and well-trained teachers significantly contribute to students' academic achievement (Simiyu, 2013; Nyamongo, Sang, Nyaoka & Matoke, 2014). Recent research continues to affirm these findings. For instance, Wambugu and Changeiywo (2021) highlighted that the availability and effective utilization of teaching and learning resources improve student outcomes, especially in humanities subjects. Mutua et al. (2022) further emphasized the importance of school leadership, noting that head teachers play a central role in tracking student progress and fostering academic discipline, which aligns with earlier observations by Nyamongo et al. (2014). However, despite the growing body of literature from various counties such as Kakamega, Kisii, and Machakos, there remains a lack of localized research focusing on school-based factors affecting academic performance in Nakuru County.

1.2 Statement of the Problem

Concern regarding the performance of pupils in government and history on the Kenya Certificate of Secondary Education (KCSE) exam has grown at day secondary schools in Nakuru County. Despite the subject's critical role in fostering civic responsibility, national identity, and informed citizenship, many schools continue to record below-average performance. This persistent underperformance raises questions about the effectiveness of school-based factors in supporting teaching and learning in History and Government. A number of school-based elements have been found to be important predictors of academic achievement, such as class size, student motivation, instructional leadership by school principals, teacher credentials and experience, and the availability and use of teaching and learning resources. There is, however, little actual data that directly connects these elements to students' success in history and government classes at day secondary schools in Nakuru County. Furthermore, the majority of research tend to concentrate on national patterns or generalize findings across individuals, which leaves a lack in localized, subject-specific analysis. Therefore, the purpose of this study was to look at the school-based determinants affecting the KCSE performance of government and history in day secondary schools in Nakuru County. It aimed to identify which specific elements within the school environment hinder or enhance the academic achievement of students in this subject, thereby providing data-driven insights to inform educational planning, policy-making, and school-level interventions.

1.3 The Purpose of the Study

The purpose of this study was to examine the school-based factors that influence the performance of students in History and Government in the KCSE in day secondary schools within Nakuru County, Kenya. The study's specific goal was to find out how academic results in history and government are impacted by factors including teacher credentials and experience, the availability and use of teaching and learning resources, student-related factors, and the leadership role of school administrators. By recognizing and evaluating these elements, the study aims to offer evidence-based suggestions for bettering history and government instruction and learning, which will raise students' scores on the KCSE exams.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To determine the influence of teacher qualification and experience on performance of History and Government in day secondary schools in Nakuru County.
- ii. To establish the influence of teaching and learning resources on performance of History and Government in day secondary schools in Nakuru County.
- iii. To assess the influence of student factors on performance of History and Government in day secondary schools in Nakuru County.
- iv. To find out the influence of principal leadership on performance of History and Government in day secondary schools in Nakuru County.

1.5 Research Questions

The study was guided by the following research questions:

- i. What is the influence of teacher qualification and experience with regard to training on performance of History and Government in day secondary schools in Nakuru County?
- ii. What is the influence of teaching and learning resources such as textbooks and assessment materials on performance of History and Government in day secondary schools in Nakuru County?
- iii. What is the influence of student factors such as study habits and school attendance on performance of History and Government in day secondary schools in Nakuru County?
- iv. What is the influence of principal leadership in terms of professional supervision on performance of History and Government in day secondary schools in Nakuru County?

1.6 Significance of the Study

The study findings may be important as they will provide the necessary information to the school stakeholders on the factors that influences the student performance. The results may also help Nakuru County head teachers enhance performance in public secondary schools and gain a better understanding of the fundamental conditions for achieving and sustaining success. The findings of the study may also provide the necessary information to the ministry of education on the necessary resources that will help in improving the student performance. The ministry may also get the insight on how well schools should be funded to ensure there is equitable distribution within the secondary schools. The work could also serve as a guide for future academics working on similar or related projects, expanding the body of knowledge in the field.

In conclusion, the study's findings are anticipated to play a vital role in enhancing academic performance in History and Government among students in Nakuru County's day secondary schools. By identifying and analyzing the key school-based factors that influence student outcomes, the research offers practical insights for stakeholders including school administrators, the Ministry of Education, and the broader community to make informed decisions. These findings can contribute to policy development, equitable resource allocation, and the implementation of strategies aimed at improving learning conditions and outcomes. Furthermore, the study enriches the academic field by offering a foundation for future research, while also empowering students and society with knowledge of their respective roles in supporting academic excellence.

1.7 Limitations of the Study

Various limitations encountered during the study. First, the study's department heads and head teachers may fail to supply the necessary data out of fear of being victimized. The researcher did a professional introduction to the department heads and head teachers to assure them of the importance of the study and to address any fear of malice and victimization. Second, it was difficult to regulate the attitudes of principals and department heads, which could have an impact on the authenticity and dependability of their responses. The researcher did, however, reassure departmental instructors and principals that the data would only be used for academic purposes.

1.8 Delimitations of the Study

The study was conducted in the county of Nakuru. Second, private secondary schools were not taken into account; the analysis was restricted to public secondary

schools that took the KCSE between 2017 and 2021. Only head teachers and department heads in the chosen sub-counties of Nakuru County were asked to complete the survey.

1.9 Assumptions of the Study

The researcher expected that the department heads and head instructors were cooperative in their responses to the study questions and that they were available to answer them quickly. The researcher also anticipated that the Nakuru County sub counties she picked granted her permission to gather data from department heads and school principals.

1.10 Theoretical Framework

The study was guided by Yutchman and Seashores' (1967) System Theory. The theory states that in order to accomplish desired goals, efficient planning, procurement, distribution, and use of limited organizational resources are required. According to the theory's application, schools must make efficient use of their material, human, and physical resources in order to provide the best results. Oni (1995) emphasizes how businesses and educational establishments alike transform particular inputs into particular results; for instance, when students are accepted into schools, they engage with instructional materials, which eventually leads to the achievement of learning objectives.

A school produces high-quality learning outcomes when it has enough material and physical resources that are used effectively. Academic achievement is seen as a crucial indicator of successful education everywhere in the world. Students' success or lack thereof is a reflection of the institution's teaching methods and resource use.

Despite possible student-related issues being taken into account, academic failure denotes insufficient provision for implementing curriculum goals, whereas academic success indicates appropriate allocation of educational resources.

The idea behind this theory allowed the study to look into how school-based factors affect history and government students' performance on the Kenya Certificate of Secondary Education (KCSE) in a few sub-counties of Kenya's Nakuru County. The theory's idea can be used to effectively engage learners, inform them of objectives, and help them retain previous knowledge. Furthermore, practice opportunities and feedback on their mathematical abilities will be used to optimize the delivery of the curriculum. Teachers can select the teaching resources needed to teach mathematics; by taking into account the learning settings, one can select appropriate materials and activities that will help students meet their learning goals.

Qualified and experienced teachers are inputs into the educational system. They influence the throughput stage how content is delivered, how pedagogy is applied, and how students are engaged. Well-trained teachers effectively interpret curriculum content, manage the classroom, and inspire students, leading to better academic outcomes in History and Government. Teaching resources (e.g., textbooks, maps, reference materials) are essential inputs that are processed in the throughput phase. The effective use of these resources during instruction supports deeper understanding of historical concepts and improves student engagement, enhancing learning outcomes.

Students' attitudes, discipline, motivation, and peer interactions are crucial inputs. Their personal engagement and learning behaviors influence the throughput (teaching-learning process) and eventually the output (academic performance). Positive student behavior and motivation result in better participation and retention, which directly affects their performance in History and Government. The principal acts as a key agent who coordinates and manages system processes. They facilitate the flow from input to output by shaping school culture, ensuring teacher support, resource mobilization, and student discipline. Effective leadership creates an environment that maximizes the use of resources and teacher effectiveness, thereby improving student achievement. Yutchman and Seashore's System Theory provides a valuable lens for understanding how various internal components of a school system teacher quality, resources, student characteristics, and leadership interact as parts of an open system. These elements, when well-managed and aligned, enhance the school's ability to transform inputs into positive academic outcomes in History and Government. Thus, improving one or more elements of this system can significantly boost educational effectiveness.

1.11 Conceptual Framework

Independent Variables

Dependent Variable

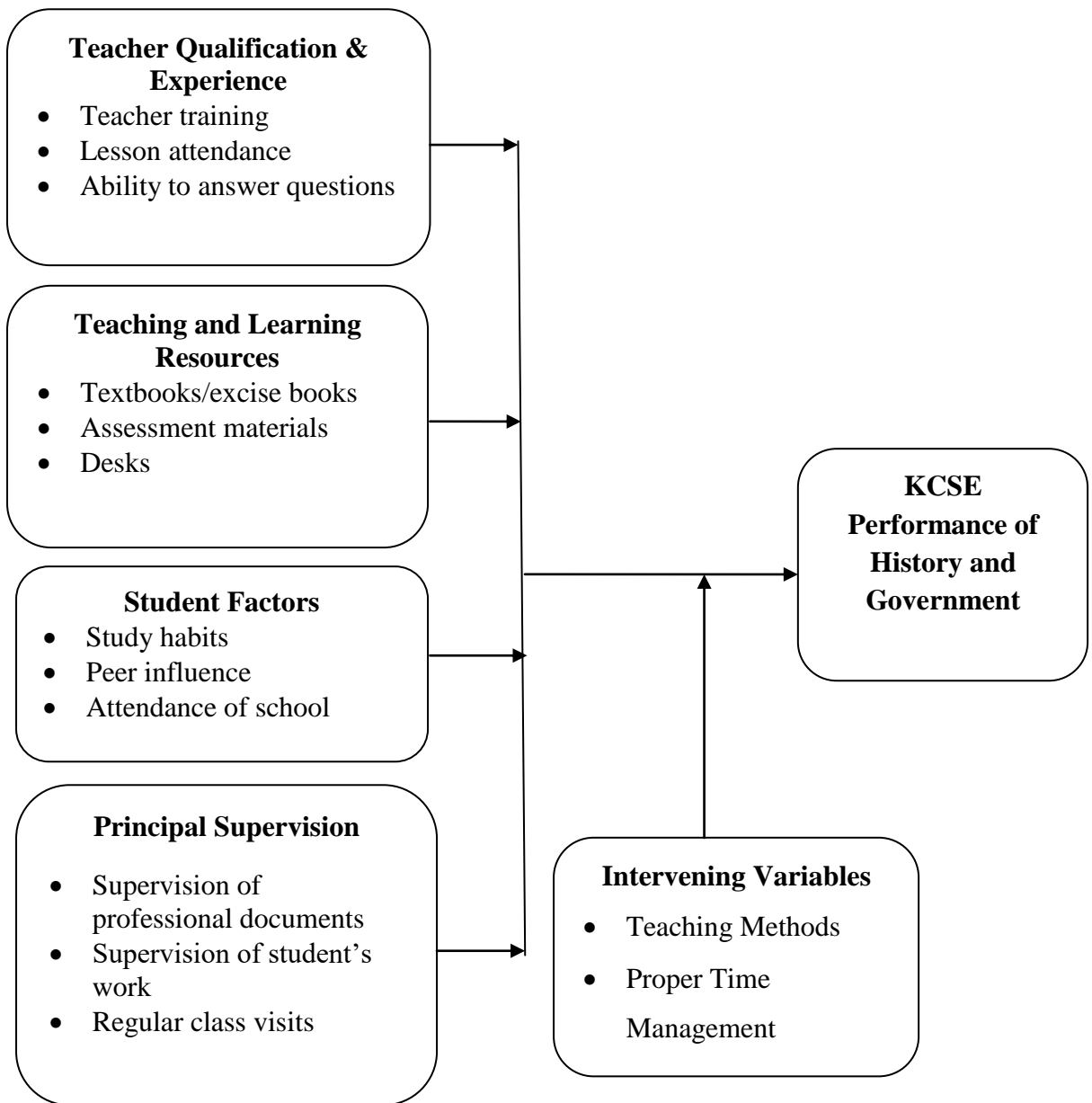


Figure 1.1: Conceptual Framework

Source: Author (2022)

The independent variables in the study were teacher qualification and experience, teaching and learning resources, student factors, and principal leadership. These inputs influence KCSE performance in History and Government which is the dependent variable in the study through time management, student's discipline and teaching methods. Rivkin, et. al. (2015) stated that 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.

Teaching resources are important since they aid in the clarification of more difficult concepts for a better understanding (Wanyama, 2013). Wanyama (2013) claims that instructional items such as radios and educational videos, as well as students' lively dialogues, encourage students. These products 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. In addition, they expanded their thinking in relation to what they are taught in the classrooms.

Student factors involve the student attitude and discipline and how well they carry themselves in school. Abidini (2012) stated that attitude is the behavior the students have towards themselves as well as their teachers. Attitude goes hand in hand with the student discipline.

1.12 Operational Definition of Terms

Performance: refers to the level of knowledge, understanding, and skills that a student demonstrates in History and Government, as measured by the grade attained in the KCSE examination. In this study, it specifically denotes how well students perform in the KCSE History and Government paper compared to national or school benchmarks.

Principal Leadership denotes the administrative and instructional leadership practices exercised by the school principal, including planning, supervision of instruction, resource allocation, teacher support, and creating a conducive learning environment.

School Based Factors are internal conditions or elements within a school's control that influence students' academic achievement in History and Government. These include factors such as teacher qualifications and motivation, availability and quality of teaching and learning materials, adequacy of physical facilities, class sizes, and school leadership or management practices.

Student Factors include personal and academic characteristics of the learners that may influence their academic achievement in History and Government. They encompass aspects such as students' motivation, interest in the subject, attendance, discipline, study habits, prior knowledge, and home environment. These factors can significantly impact students' ability to grasp historical content and perform well in exams.

Teacher Qualification and Experience refers to the academic and professional credentials that a History and Government teacher possesses (such as a degree or diploma in education), along with the number of years the teacher has spent teaching

the subject. Qualified and experienced teachers are better equipped with pedagogical knowledge, content mastery, and classroom management skills, which positively influence student performance.

Teaching and Learning Resources refer to the tools, equipment, and materials used to support the teaching of History and Government in the classroom. These may include textbooks, revision guides, wall charts, chalkboards, audio-visual aids, historical artifacts, maps, computers, and any other instructional materials that enhance the delivery of content and student understanding.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed scholarly works from books, research papers, journals, and websites. This was accomplished under the following subsections: principal leadership, student performance factors, teaching and learning resources, teacher qualifications and experience, and how these affect students' success in KCSE.

2.2 Influence of Teacher Qualification and Experience on Performance of History and Government

Teacher qualification and experience have long been acknowledged as critical determinants of student academic performance across various subjects. According to Lydia & Migosi (2018), a qualified teacher is one who meets the minimum standards required to instruct at a given level of education, effectively guiding learners in acquiring new knowledge and skills. Herman (2018) emphasizes that high-quality teacher education is foundational for effective teaching and improved student outcomes. However, concerns have been raised about the effectiveness of traditional teacher training institutions, with Taleb (2019) arguing that such institutions sometimes lack the capacity to produce teachers who meet high learning standards. Moon (2019) supports this view by noting that beyond holding academic credentials, effective teaching demands commitment, adherence to professional ethics, and access to relevant training resources.

Nordstrum (2019) contributes to this discourse by highlighting that while face-to-face teacher training can enhance qualifications, logistical issues such as overcrowded sessions and geographical distance from training centres may reduce their impact. Furthermore, training content often fails to address teachers' contextual needs, limiting its effectiveness. Ochieng et al. (2019) found a significant link between teacher competency and mathematics performance in Migori County, using multiple theoretical lenses. Pedroso et al. (2018), analyzing data from Portuguese schools, confirmed that teachers' academic background, including the type of institution from which they graduated, significantly influenced student achievement.

Additional studies, such as Mageka & Ogochi (2020) in Kisii Central and Ajadi (2021) in Nigeria, reveal that both teacher qualification and experience significantly contribute to learners' academic success. Yasin (2021) quantified this effect in Hargeisa District, finding that teacher qualification explained 16.8% of performance variation. Mensah et al. (2024) concluded that students taught by highly qualified teachers outperformed their peers, reinforcing the pivotal role of teacher qualifications. While these studies collectively affirm that teacher qualification and experience significantly influence student academic outcomes, gaps still exist that warrant further exploration.

The majority of existing research focuses on subjects such as Mathematics and Science. There is limited empirical focus on History and Government, particularly in the Kenyan context. This study seeks to address that gap by examining how teacher qualification and experience influence performance specifically in History and Government. Most studies were conducted in regions outside Nakuru County, including Migori, Uasin Gishu, Kisii, and even in countries such as Nigeria,

Somaliland, and Portugal. There is a lack of localized data from Nakuru County, especially in the sub-counties under focus for this study. Few studies have addressed the influence of teacher qualifications specifically in public day secondary schools. Most focus broadly on either private or public institutions without isolating day schools, which often face unique challenges such as limited resources, teacher shortages, and absenteeism. Very few, if any, of the referenced studies isolate History and Government as the subject under investigation, despite its importance in fostering civic awareness and critical thinking among students.

2.3 Influence of Teaching and Learning Resources on Performance of History and Government

Teaching resources are important since they aid in the clarification of more difficult concepts for a better understanding. Instructional items such as radios and educational videos, as well as students' lively dialogues, encourage students. These products 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. The teaching and learning resources encourage students to think beyond the box when it comes to what they are taught in the classroom.

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 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.

Naz et al. (2022) conducted research on the impact of digital literacy on university-level students' academic performance. It is a descriptive study in which a survey of 120 students from District Lahore was conducted in public sector universities. The results reveal that students with digital knowledge or technology abilities outperformed those who did not. Male students with similar levels of digital literacy were outperformed by their female counterparts in terms of academic performance. This study found that it is essential to teach all university-level pupils how to utilize library computers for acquiring legitimate and trustworthy information relevant to their research projects, among other things. The study variables were different from what the current study is focusing on and thus the findings would be different and thus the research problem may not be solved in that current situation hence the knowledge gap.

Hendrawijaya, (2020) researched ways in which human resource management can enhance students' academic progress through teacher performance mediation. A sample of 213 participants was chosen for the primary data collection, which was done by distributing questionnaires to them. The results revealed that effective teacher performances played a crucial role as moderators within this relationship by strengthening associations between independent variables influencing students'

educational achievements. The study methodology was different from the current study and thus the findings would be different to what the current study would establish and this would make it difficult for comparison purposes.

Wanjala et al., (2022) researched the human resource management approaches of principals and their effect on academic achievement. The study was conducted using an embedded mixed-methods approach. The data gathered entailed interview schedules given directly to principals besides questionnaires meant for deputy-principals as well as other desired institutional representatives intended at assessing HRM strategies that impact performance outcomes. The research tools used by investigators underwent trial through pilot studies carried out among three sampled schools before main investigation. After collecting all relevant sets statistics correlated between variables showed positive association especially when vetting strategies adopted by school principals likely leading better student results based on existing literature.

Kuku (2022) conducted a study on effect of human resource management on academic performance in public secondary schools located within Benue State's Zone A Senatorial District. Using a descriptive research design, the study involved collecting data from 400 instructors out of an entire population of 1713 teachers across 119 secondary schools. The results showed that teacher training played an integral role in enhancing student outcomes among those attending public secondary institutions in this geographic area or district; likewise, conclusions revealed significant correlations between higher levels of instructor advancement/qualification status and improved scholarly attainment during these formative years as well. The study methodology was different from the current study

and thus the findings would be different to what the current study would establish and this would make it difficult for comparison purposes.

Nonetheless, the following research shortcomings can be noted; this study was conducted in day secondary schools in Nakuru County, hence the study locations differ. The study's target population also differs from previous studies that just looked at teachers and principals; this study concentrated on head teachers and heads of history and government subjects in day secondary schools in three sub counties: Gilgil, Naivasha, and Nakuru Town East. This study used physical questionnaires as opposed to online questionnaires. The sample sizes and research design for this study were also different from the ones used in the above studies.

2.4 Influence of Student Factors on Performance of History and Government

What students are able to accomplish as a result of their education is used to evaluate learning. When students change their behavior in a positive and constructive way their performance in various subjects improves in a positive manner. Oral and written successes are frequently used to assess students' knowledge, abilities, and attitudes (Otunga, Odero and Barasa, 2018). Because of this, teachers still place a lot of importance on the caliber of students' work. It is intended to have an effect at the local, regional, national, and international levels. Determining the elements that influence a learner's performance level has piqued the interest of researchers and educators. These factors affect students' academic development both inside and outside of the classroom. The reason for this is that the youth have placed a higher value on entertainment and enjoyment than on reading. Poor study habits are a key remote cause of test malpractice in Nigeria, and students

and education stakeholders could curb the rising tide of examination crime by exposing the influence of poor study habits.

Peer pressure is a factor that contributes to exam cheating. Peer tutoring, in which one person tutors another, is an example of compensatory programs that focus on teaching basic abilities while allowing for alterations in procedures to accommodate the individual's specific requirements. According to Burke and Sass (2018), 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. Another element that influences syllabus coverage is student absenteeism. Student absenteeism, according to Mobegi et al. (2019), is related to poor performance. These results are in line with those of Odumbe (2018), 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.

Kapur (2018) carried out a study in India in order to determine how student discipline impacts their performance on the key exams. According to the study, students' disarray and lack of discipline degrade the standard of instruction. Additionally, lack of discipline encourages repetition and dropouts, which frequently results in waste and poor performance from the students. However, discipline is a

social and cultural characteristic that differs among people, civilizations, and social institutions. In 2019, Nadunga studied the discipline and academic achievement of students in Buwagogo Sub County's Manafwa District. The study's main conclusions were that all schools have written rules and regulations that they don't comprehend, that some of them need to be modified, and that some of them aren't consistently applied, which enrages students and causes them to act aggressively, violently, and strike. Additionally, time is badly handled in schools, where established schedules are seldom adhered to. It was discovered that the unjust application of punishments leads to unhappiness and rage, which in turn triggers indiscipline behaviors including strikes, property damage to schools, and student violence.

Night (2019) conducted a study on the academic performance and discipline of students in a chosen secondary school in the Entebbe Municipality. Both qualitative and quantitative methods were employed in the study's cross-sectional survey methodology. There will be 200 responders in all, and they will be chosen by basic random and purposive selection methods. Head teachers, students, parents, and class instructors are among the particular responders. According to the study's findings, classroom chaos, teacher disrespect, verbal abuse, student fights, and other behaviors are examples of indiscipline. The findings indicate that student disciplinary management systems influence the way in which students' discipline is handled, especially when educators and school officials are involved.

Kosgei (2020) conducted research on how pupils' academic achievement was impacted by their level of discipline. The study focused on 4500 pupils, 326 instructors, and 27 schools in the Vihiga sub-county. 227 pupils, 87 teachers, and 8 deputy principals participated in this study. Questionnaires were distributed to

respondents, and deputy principal interviews were scheduled. The study's findings demonstrated that the most prevalent type of indiscipline was truancy.

From the studies above, it is evident that the importance of student factors cannot be overemphasized especially when matters regarding performance are concerned. Teachers in day secondary schools need to be vigilant with regard to student factors since most of the students go home every evening and the factors might play a big role with regard to discipline and performance. The aforementioned research mostly examined secondary schools, whether they were boarding or day schools. The results might therefore not be relevant to the current investigation, resulting in a knowledge gap that this study sought to fill. The study location varies as well because it was carried out across Nakuru County sub counties.

2.5 Influence of Principal Leadership on Performance of History and Government

According to Onumah, (2019) secondary school head teachers' major supervisory functions include curriculum and instruction management, classroom supervision, developing and supporting continuing staff development, encouraging and improving the learning environment, monitoring and assessing students' progress and accomplishment, and acquiring teaching and learning resources. Appropriate leadership is usually portrayed through adequate teacher's supervision. The head teacher periodically evaluates the quality of instruction provided by the teachers by obtaining samples of some of the tasks that the students finish. Lesson plans are reviewed and evaluated by the head teacher once a week.

Nyannyonjo (2017) did a study on factors impacting learning attainment. The study found that effective supervision technique styles had a big impact on exam learning outcomes. The study further established that the head teacher academic achievement mostly influences the head teacher characteristics in terms of duration of service in a particular school, the teaching experience as well as the age of the head teacher. Nyamongo, Sang, Nyaoga, and Matoke (2014) in their study on head teacher leadership established that the head teacher supervisory characteristic should be guided by having clear objectives and the target he or she wishes to meet. They continued that the majority of principals lacked clear objectives and purposes for their institutions. They learned that the majority of head teachers surveyed (80%) had never been to a single class, therefore they were completely ignorant of what was happening there. Instead, they awaited the final KCSE results, which revealed that their schools were failing.

Head teachers in secondary schools must provide strong leadership to ensure that the teaching and learning processes proceeds in the right way possible. The primary responsibility of head teachers is to guarantee that the set purpose is accomplished by providing a positive learning environment. Musungu and Nasongo's (2018) conducted a study to establish the leadership role played by the head teachers in secondary school. The findings of the study indicated that head teachers demonstrated their leadership roles through supervision of teachers schemes of work, lesson plans which were a clear indicating of how they conducted the teaching and learning process. Through the supervision student performance was found to improve significantly.

Khan et al. (2020) examined the mediating effects of teachers' organizational commitment on instructional leadership and students' academic achievement. 440 primary school teachers from Pakistan's Azad Jammu & Kashmir state provided data, and each participating school provided pre-existing academic achievement data. AMOS was used in the structural equation modeling analysis of the data. The study's findings demonstrate that administrators' instructional leadership positively indirectly affects kids' academic performance through teachers' organizational commitment. As a result, schools with higher degrees of instructional leadership had stronger teachers, more dedicated students, better work groups, and teaching occupations. Thus, improving teacher organizational commitment and instructional leadership methods in schools improves Pakistani students' overall academic achievement.

The research has focused on how principal leadership affects performance. The principal's major duty is to create and maintain a first-rate teaching-learning environment for the college's educational programs. To ascertain the effect of principal leadership on performance, these studies haven't looked at day secondary schools in Nakuru County sub counties. This suggests that not much is known about how the main leadership affected the history and administration of the sub counties of Nakuru. Closing this knowledge gap was the goal of this investigation. Furthermore, most of the research has used a different approach than the descriptive one. The site of this study is also different from the previously listed ones. Therefore, by determining how principal leadership impacted the performance of History and Government in day secondary schools in Nakuru County, this study addressed the gap.

2.6 Summary of Related Literature Review and Research Gaps

Very few, if any, of the referenced studies isolate History and Government as the subject under investigation, despite its importance in fostering civic awareness and critical thinking among students. While some studies adopt descriptive or correlational designs, this study incorporated both qualitative and quantitative methods to provide a more holistic understanding of how teacher qualifications and experience influence performance in the targeted subject and region.

The aforementioned research on the impact of teaching and learning materials on history and government performance aligns with this study on the importance of these resources in improving KCSE performance. The study was carried out at day secondary schools in Nakuru County, therefore the study locations vary. Nevertheless, the following research limitations can be identified. The study's target population also differs from prior studies that merely looked at teachers and principals; this study centered on head teachers and heads of history and government subjects in day secondary schools in three sub counties: Gilgil, Naivasha, and Nakuru Town East. This study used physical questionnaires as opposed to online questionnaires. The sample sizes and research design for this study were also different from the ones used in the above studies.

For studies on students' factors, it is evident that the importance of student factors cannot be overemphasized especially when matters regarding performance are concerned. Teachers in day secondary schools need to be vigilant with regard to student factors since most of the students go home every evening and the factors might play a big role with regard to discipline and performance. The studies above have focused majorly on all secondary schools regardless of whether they are day

schools or boarding and hence the findings could not be applicable to the current study which creates a knowledge gap which this study sought to fill. The study location also varies as this study was carried out in in Nakuru County sub counties.

The study's primary focus has been on how principled leadership affects performance. Creating and maintaining an excellent teaching-learning environment for the college's educational programs is the principal's key responsibility. To ascertain the effect of principal leadership on performance, these studies haven't looked at day secondary schools in Nakuru County sub counties. This implies that little is known about the main leadership's impact on the history and governance of the Nakuru sub counties. Closing this knowledge gap was the goal of this investigation. Furthermore, most of the research has used a different approach than the descriptive one. The site of this study is also different from the previously listed ones. Thus, this study filled the void by identifying how principal leadership affected the performance of History and Government in day secondary schools in Nakuru County.

While research on school-based factors affecting students' academic performance has been conducted, most of these studies were conducted in other regions of the nation and in locations with different financial resources and strategic approaches than Nakuru County. Consequently, no research has been done to determine how these relate to Nakuru County. As a result, research on school-based factors affecting kids' academic performance in Nakuru County is lacking. By determining the school-based factors that influence KCSE performance in Government and History at day secondary schools in a few sub-counties within Nakuru County, this study filled the gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the study's methodology. It falls under the following categories: research design, target population, sample size and sampling procedure, research instrument, data gathering methods, data analysis methods, and ethical considerations.

3.2 Research Design

The study used a descriptive survey approach, which was suitable for investigating how school-based factors affect students' performance in government and history classes. Both qualitative and quantitative data may be gathered thanks to this design, providing a thorough grasp of the phenomenon being studied. According to Bryman and Bell (2007), the descriptive survey design is effective in collecting data that reflect real-world situations by exploring individuals' attitudes, perceptions, and experiences. It is particularly suitable for studies aiming to analyze existing conditions without manipulating variables. This approach allowed the researcher to gather the statistical data and detailed descriptions needed to determine how certain school-based factors such as student-related dynamics, leadership styles, teacher qualifications, and the availability of teaching resources affect academic performance. Additionally, this strategy made it easier to gather data from a large population in a few chosen Nakuru County sub-counties, which improved the findings' generalizability. Additionally, it made it possible to triangulate data sources, which improved the study's validity and dependability.

3.2.1 Study Variables

The study concentrated on the factors specific to schools that affect the KCSE results for government and history in day secondary schools in Nakuru County. Teaching and learning resources, principal leadership, student factors, teacher qualifications and experience, and KCSE History and Government results were the independent variables. This focus is justified by the continued concern over the relatively low and inconsistent performance in the subject despite its importance in developing civic competence, critical thinking, and national consciousness among learners. History and Government plays a key role in shaping students' understanding of their nation's political, social, and economic structures.

3.3 Location of the Study

The study was conducted in Nakuru County, with a specific focus on Gilgil, Naivasha, and Nakuru Town East Sub-counties. These sub-counties were purposively selected due to the consistent trend of poor performance. This underperformance warranted an investigation into school-based factors that might be contributing to the challenge. Additionally, the selected sub-counties represent diverse socio-economic environments, characterized by varying economic activities such as agriculture, trade, tourism, and industry. These differences are important as they potentially influence school administration and the availability of educational resources. Economic disparities may impact student engagement, resource allocation, and parental support, which are essential components of academic performance.

Moreover, the presence of well-established administrative structures in the form of education offices within the sub-counties facilitated the study. These offices play a critical role in monitoring teacher qualifications, handling staffing through posting and transfers, and ensuring that teaching and learning resources are distributed and used effectively. Security was another important consideration. The presence of security personnel in these sub-counties has created a conducive environment for learning by mitigating threats such as bandit attacks or unrest, which are common in some parts of the county. Stable and secure learning environments support regular school attendance and uninterrupted learning, both of which are vital for academic success. Thus, the combination of academic underperformance, administrative capacity, socio-economic diversity, and relative security made these sub-counties suitable and strategic for investigating the school-based factors influencing History and Government performance in KCSE.

3.4 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 3.1

Table 3.1: Target Population

Sub-county	No. of Head teachers schools	Heads of humanities department and heads of subject
Nakuru Town East	39	39
Naivasha	16	16
Gilgil	25	25
Total	80	80

Source: Nakuru County director of Education Office (2020)

3.5 Sampling Technique and Sample Size

3.5.1 Sampling Technique

The study employed simple random sampling in selecting schools from the three sub-counties Naivasha, Gilgil, and Nakuru Town East within Nakuru County. These sub-counties were purposively selected from the 11 in the county based on their distinct economic activities, which may influence administrative and educational dynamics relevant to the study. For instance, Naivasha is characterized by fishing, tourism, and horticulture, Gilgil is noted for irrigation farming and commercial activities influenced by nearby military barracks, while Nakuru Town East is known for financial services, manufacturing, and agriculture. These economic distinctions could potentially impact school-based factors affecting student performance, hence justifying their selection.

Furthermore, the study utilized a purposive sampling technique to select 24 principals and 48 teachers, ensuring that those chosen possessed relevant professional experiences and educational backgrounds suited to the objectives of the study. Their selection was also influenced by the teacher training colleges they attended, ensuring diversity and representativeness in terms of professional development. In addition, gender parity was considered during this process to ensure balanced perspectives from schools where there is a dominance of either male or female teachers. This deliberate approach to sampling helped the researcher obtain informed and contextually relevant data necessary to understand the school-based factors influencing KCSE performance in History and Government.

3.5.2 Sample Size

A sample of 24-day secondary schools were chosen from the 80-day secondary schools in the three sub counties, and schools were sampled from them. For the descriptive study, a sample size proportion of 30% was appropriate, resulting in a total of 24-day secondary schools. The principals of the sampled schools were included in the study giving a sample of 24. The 24 schools have a total population of 24 principals and 48 heads of humanities department and heads of subject. Following school stratification, a simple random sampling procedure was employed obtain a sample of 24 schools.

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 the respondents provided the data required for the study by employing this method to select the head teachers and teachers. To

guarantee gender parity in schools where there are more male teachers than female teachers and vice versa, the researcher used a purposeful sampling strategy. The distribution was as shown in table 3.2

Table 3.2: Sample Size

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

Source: Nakuru County director of Education Office (2020)

3.6 Research Instruments

3.6.1 Principal Questionnaires

The study utilized principal questionnaires as a quantitative data collection instrument, which is appropriate for gathering measurable data from school principals (Mugenda & Mugenda, 2013). This instrument was specifically chosen to enable the collection of quantifiable responses that could be subjected to statistical analysis, thereby aligning with the overall quantitative approach of the study. The questionnaire was structured to address all the study objectives comprehensively. Section I focused on collecting data related to the school profile, while Section II gathered detailed information on administrative factors. Questionnaires were particularly suitable for this study due to their practical advantages. They are cost-effective, easy to administer across a wide geographic area, and time-efficient. Additionally, the use of closed-ended questions with

standardized response formats enhanced the reliability of the data and facilitated easy coding, computation, and statistical analysis.

3.6.2 Teacher Questionnaire

Heads of humanities department and heads of subject questionnaire was adopted to gather data from the heads of departments who were sampled for the study. The questionnaire had sections I, and II respectively. Section I gathered data on school profile, while section II gathered information on school administrative factors. The teacher questionnaire was selected as the primary data collection instrument for this study because it is an effective method for gathering standardized, quantifiable information directly from teachers. This tool allows for the collection of data related to various school-based factors such as teacher qualifications and experience, use of teaching and learning resources, and perceptions of student-related factors, which are critical in assessing their influence on KCSE performance in History and Government.

According to Mugenda and Mugenda (2013), questionnaires are suitable for collecting quantitative data from a large population within a short time, ensuring cost-effectiveness and consistency in responses. The teacher questionnaire used in this study was designed to be structured and aligned with the study objectives, with closed-ended questions to facilitate statistical analysis. It enabled the researcher to capture data systematically and objectively, minimizing interviewer bias. Furthermore, teachers were considered key informants due to their direct involvement in curriculum implementation and student assessment. Their insights provide reliable and valid information on school-based practices and challenges affecting academic performance. Therefore, the teacher questionnaire was a

practical and appropriate tool for obtaining relevant data to address the research questions and hypotheses of the study.

3.7 Pilot Study

Research instruments were pretested before the actual study. According to Dillman (1978), there are a variety of reasons for pretesting research tools, and investigators can get the best results by defining clear and explicit pretest objectives. Pilot test was important in that it established whether the respondents understand the items in the research instruments and whether they gave valid information which was utilized in data analysis. In addition, pilot test was important for the current study in that the researcher established the ambiguity of the items in the research tools as well as whether the instruments are accurate. The pilot study was conducted in Nakuru Town West Sub-County in Nakuru County. 10% of the study sample was allocated to this, as advised by Saunders et al. (2015). Therefore, it was useful to ascertain whether any of the items were unclear, whether the research instruments gathered the expected data, whether the research instruments' statements were understandable, and whether the questions were phrased correctly. The tools were revised to incorporate the feedback from the pilot so as to improve them.

3.7.1 Validity of Research Instruments

To guarantee the suitability and applicability of the research tools, especially the questionnaires, both content validity and face validity were used in this study. By making sure that the questionnaire items accurately reflected each of the study's major variables, content validity was evaluated. This was achieved through a thorough review by university supervisors and experts in the field of education, who evaluated whether the instrument's items aligned with the study objectives and

theoretical framework. Their feedback was used to refine and adjust the tools accordingly, ensuring comprehensive coverage of the research constructs. Face validity, on the other hand, involved evaluating whether the instruments appeared, on the surface, to measure the intended concepts. This preliminary assessment ensured that the items were clear, appropriate, and understandable to the respondents. These measures enhanced the overall quality and credibility of the instruments, ensuring that the data collected would validly represent the constructs under investigation.

3.7.2 Reliability of Research Instruments

In the current study the reliability of the research instrument was established by the use of Cronbach alpha. After the test was carried out an overall reliability of all the items in the two questionnaires was found to be 0.884 and thus it was acceptable as it was above the 0.7 threshold. A research instrument with a reliability coefficient of or more than 0.7 was regarded as extremely trustworthy. As a result, the research instruments' reliability should be larger than 0.7. This implies that the instruments used were internally consistent and capable of producing stable and repeatable results across different administrations. Establishing reliability was essential to confirm that the data collected were consistent and that the findings derived from them could be trusted. Therefore, reliability testing was crucial in ensuring the accuracy, credibility, and integrity of the data collection process.

3.8 Data Collection Technique

The data collection process commenced after the researcher obtained the necessary approvals and authorizations, which ensured ethical compliance and credibility of the study. Firstly, a letter of introduction was issued by the Board of Postgraduate

Studies (BPGS) at Kenyatta University, formally identifying the researcher and the purpose of the study. This letter was crucial in legitimizing the research process and facilitating acceptance by institutions and respondents. Subsequently, the researcher acquired a research permit from NACOSTI. This permit is a legal requirement in Kenya for all academic and scientific research and served as an official license to conduct the study. It also assured stakeholders that the research met the national standards for ethical and professional research practices.

With the NACOSTI permit in hand, the researcher sought further approval from the Nakuru County Education Office, which provided access to schools within the jurisdiction. Additionally, the heads of individual schools were approached for consent before data collection began. Gaining authorization at both county and institutional levels demonstrated respect for administrative protocols and ensured the researcher's access to target participants. After all necessary permissions were secured, data collection was conducted using self-administered questionnaires distributed to the selected respondents. This technique was chosen due to several justifiable reasons: Self-administered questionnaires allowed the collection of uniform data from a large number of participants within a relatively short time.

Respondents were able to fill in the questionnaires privately, which helped reduce social desirability bias and encouraged honest and objective responses. Compared to interviews or other methods, questionnaires required fewer resources in terms of time and manpower. The intended audience consisted of literate secondary school administrators and teachers who could comprehend and fill out the questionnaires on their own. Additionally, the items on the questionnaire were created to be in line with the goals and research questions of the study, guaranteeing that the information

gathered was trustworthy and pertinent. To improve the precision of the data gathered, the researcher also offered succinct direction and explanations as needed, without affecting the responses. To sum up, the approach used for data collecting was methodologically adequate for the study's objectives, morally sound, and methodical. It guaranteed the collection of reliable, thorough, and valid data to support the study's conclusions.

3.9 Data Analysis

Data analysis, according to Paul Oliver (2004), is the act of sorting, purifying, converting, and modeling data in order to find relevant information, make recommendations, and aid in decision-making. The researcher created matrices to systematically arrange the data and classified it into categories to provide structure, order, and explanation. The Statistical Package for Social Sciences software program (SPSS statistics version 22) was used to analyze the quantitative data. The descriptive statistics tool in SPSS was used to analyze the quantitative data, and tables, frequencies, and percentages were used to display the mean and standard deviation. Data analyses matrix was displayed in Table below.

Table 3.3: Data Analysis Matrix

Objective	Type of data	Method of analysis	Data presentation
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

3.10 Ethical Considerations and Logistical Considerations

The data collection process began once a copy of the introduction letter from Kenyatta University's Post Graduate School and a study authorization from the National Commission of Science, Technology, and Innovation (NACOSTI) were obtained. Additionally, the relevant school heads in the selected sub counties and the Nakuru County Director of Education Office were asked for authorization to

begin data collection. Participants were given an overview of the study and given the choice to participate or not. The head teachers of the elementary schools gave the researcher permission to gather data from the establishments in order to guarantee the respondents' voluntary participation and informed consent. The respondents were given the assurance that their identities would be treated with the highest confidentiality and care in order to protect them. On the data collecting forms, they won't have to sign their names or the names of their schools.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter provides research on the school-based variables that influence the performance of government and history students on the Kenya Certificate of Secondary Education (KCSE) in a few sub-counties of Nakuru County, Kenya. The following study objectives serve as the foundation for the findings presented in this chapter.

The objectives of the study were:

1. To determine the influence of teacher qualification and experience on performance of History and Government in day secondary schools in Nakuru County,
2. To establish the influence of teaching and learning resources on performance of History and Government in day secondary schools in Nakuru County,
3. To assess the influence of student factors on performance of History and Government in day secondary schools in Nakuru County, and
4. To find out the influence of principal leadership on performance of History and Government in day secondary schools in Nakuru County.

4.2 Response Rate

The questionnaire was returned by 57 out of the 72 respondents who were sampled for this study, which is an 81.4% response rate. Jack Fincham states that 81.4% is considered an adequate response rate. The return rate is shown in Table 4.1.

Table 4.1: Response Rate

Respondents	Questionnaires Issued	Questionnaires returned	Response Rate
Principals	24	19	27.1%
HODs	48	38	54.3%
Total	72	57	81.4

Source: Field Data, (2023)

4.3 Demographic Characteristics

4.3.1 Principal Academic Qualification

The researcher asked the principals to list their educational background. The results are shown in table 4.2.

Table 4.2: Academic Qualification of the Respondents

Academic Qualification	F	P
Doctorate	2	10.5%
Masters	5	26.3%
Degree	12	63.2%
Total	19	100.0

Source: Field Data, (2023)

From the findings, majority [12/19 (63.2%)] of the principals had degree level of education. This was important to the current study in that the respondents were in a position to offer significant information with regard to school based factors that affect history and government students' performance.

4.3.2 HODs Academic Qualification

The researcher asked the HODs who responded to specify their level of education.

The results are shown in table 4.3.

Table 4.3: HODs Academic Qualification of the Respondents

Academic Qualification	F	P
Doctorate	0	0.0%
Masters	15	39.5%
Degree	15	39.5%
Diploma	8	21.0%
Total	38	100.0

Source: Field Data, (2023)

From the findings, most [15/38 (39.5%)] of the HODs had master's level of education. This was important to the current study in that the respondents were in a position to offer significant information with regard to school based factors that affect history and government students' performance.

4.3.3 Principal's Length of Time in Teaching Profession

The purpose of the study was to determine the average length of time spent in the teaching profession. Table 4.4 shows the distribution by length of time spent in the teaching profession.

Table 4.4: Principal's Length of Time in Teaching Profession

Length of Time in Teaching Profession	Frequency	Percentage
6-10 years	4	22.1%
11 years and above	15	78.9%
Total	19	100.0

Source: Field Data, (2023)

The majority of the principals [15/19 (78.9%)] had been in the teaching profession for 11 years or more, according to the findings. This was significant since it demonstrated their familiarity with the historical and governmental performance trends of pupils, which allowed them to provide insightful information on the study's topic.

4.3.4 HODs Length of Time in Teaching Profession

The purpose of the study was to determine how long the HOD had been a teacher.

Table 4.5 shows the distribution by length of time spent in the teaching profession.

Table 4.5: HODs Length of Time in Teaching Profession

Length of Time in Teaching Profession	Frequency	Percentage
6-10 years	22	57.9%
11 years and above	16	42.1%
Total	38	100.0

Source: Field Data, (2023)

According to the results, the majority of the HODs [22/38 (57.9%)] had been teachers for six to ten years. This was significant since it demonstrated their familiarity with the historical and governmental performance trends of pupils, which allowed them to provide insightful information on the study's topic.

4.3.5 Gender of the Principals

The study aimed to determine the principal's gender. Table 4.6 shows the distribution by gender.

Table 4.6: Gender of the Principals.

Gender	Frequency	Percentage
Male	10	54.8%
Female	9	45.2%
Total	19	100.0

Source: Field Data, (2023)

From the findings, majority [10/19 (54.8%)] of the principals were males and they were the dominant gender. This was important in that there was consideration of gender-diverse people in research and welcoming their authentic identities helped to encourage a broader population of people to engage in the research.

4.3.6 Gender of the HODs

The purpose of the study was to determine the respondents' genders, who were HODs. Table 4.7 displays the distribution by gender.

Table 4.7: HODs Gender

Gender	Frequency	Percentage
Male	25	64.6%
Female	13	35.4%
Total	38	100.0

Source: Field Data, (2023)

From the findings, majority [25/38 (64.6%)] of the respondents were males and they were the dominant gender. This was a clear indication that most of the responses emanated from the male respondents. This was important in that there was consideration of gender-diverse people in research and welcoming their authentic identities helped to encourage a broader population of people to engage in the research.

4.3.7 HODs Length of Teaching in the School

The purpose of the study was to determine the length of time that the current school's HODs have been teaching. Table 4.8 displays the distribution by duration of instruction in the school.

Table 4.8: Length of Teaching in the School

Length of Teaching in the School	Frequency	Percentage
Less than a Year	3	6.25%
1-5 years	5	10.4%
6-10 years	20	41.7%
11-15 years	14	29.2%
Over 15 years	6	12.5%
Total	38	100.0

Source: Field Data, (2023)

According to the results, the majority of respondents [20/38 (41.7%)] have been teachers at the current school for six to ten years. This was significant since they could provide sufficient information about the school-based elements influencing the performance of history and government students.

4.4 Teacher Qualification and Experience on Performance of History and Government

4.4.1 Extent of Agreement on but Continuous Professional Development

Table 4.9: Principals Extent of Agreement on Teacher Qualification and Experience

Statement	N	SD	D	N	A	SA	Mean	Std. Dev
I help my professors go to seminars, training sessions, and workshops on many subjects.	19	0 (0%)	0 (0%)	0 (0%)	8 (42.1%)	11 (57.9)	4.133	0.721
For higher education, such as a degree, master's degree, or doctorate, I suggest my instructors.	19	0 (0%)	1 (5.2%)	3 (15.8%)	10 (52.6%)	5 (26.3%)	3.892	0.887
Possibilities for teachers to receive beneficial in-service training to help them manage the difficulties they encounter	19	1 (5.2%)	1 (5.2%)	2 (10.5%)	8 (42.1%)	7 (36.8%)	4.208	0.849
Student achievement is impacted by the professional qualifications of teachers.	19	0 (0%)	0 (0%)	3 (15.8%)	8 (42.1%)	7 (36.8%)	4.083	0.940
Teachers participate in workshops and seminars to develop their professional abilities.	19	0 (0%)	0 (0%)	4 (21.1%)	6 (31.6%)	9 (47.4%)	4.308	0.708
Composite mean							4.125	0.821

Source: Field Data, (2023)

The results showed that the composite standard deviation was 0.821 and the composite mean was 4.125. Furthermore, 86.16% of respondents agreed that teachers attend seminars and workshops to enhance their professional skills, followed by 84.16% who said that teachers have access to beneficial in-service training to help them deal with the challenges they face, 82.66 percent who said they facilitate their teachers' attendance at subject workshops, training, and seminars, 81.66% who said that teachers' professional qualifications have an impact on student achievement, and 77.84% who said they recommend their teachers for higher education, such as a degree, master's degree, or doctorate.

This depicts that teachers attend seminars and workshops to improve skills in their profession. This implies a positive attitude towards continuous professional development (CPD), which is essential for improving instructional practices, staying updated with curriculum changes, and adopting innovative teaching methodologies. As a result, such participation is likely to contribute to improved student performance, particularly in subjects like History and Government, where dynamic teaching approaches and content mastery are crucial. 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 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.

4.4.2 Extent of HODs Agreement on Teacher Qualification and Experience

Table 4.10: HODs Extent of Agreement on Teacher Qualification and Experience

Statement	N	SD	D	N	A	SA	Mean	Std. Dev
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 have access to beneficial in-service training to help 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
Attending subject workshops, training, and seminars is 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
Composite mean							3.996	0.825

Source: Field Data, (2023)

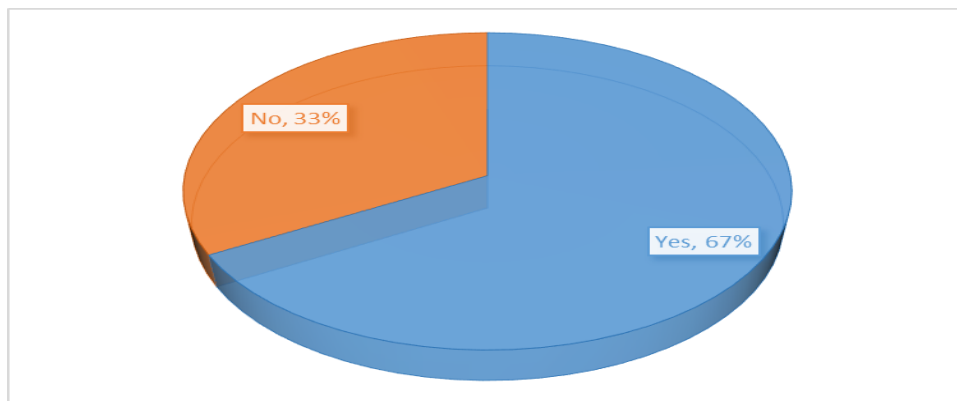
The results showed that the composite standard deviation was 0.825 and the composite mean was 3.996. Furthermore, 78.34% of the HODs said that they have opportunities to learn and grow, 82.84% agreed that they have opportunities for helpful in-service to help them deal with the challenges they face, 80.66% said that teachers' professional qualifications affect student achievement, and 77.84% said that the school makes it easier for them to attend subject workshops, training, and seminars.

This illustrates that HODs have access to beneficial in-service training to help them manage the difficulties they encounter. This suggests that the institution is aware of the difficulties HODs encounter and is dedicated to providing them with the tools and information they need to overcome these difficulties. This means that continuous professional development is being prioritized, which can lead to improved leadership practices, better decision-making, and enhanced support for teachers within departments. Ultimately, this may contribute to improved academic performance and a more effective school management structure. It also suggests that education stakeholders should sustain and possibly expand such in-service programs to ensure all HODs benefit equitably. According to Mageka and Ogochi (2020), who concur with the findings, teachers' experience, qualifications, readiness, and professional development have a positive and significant impact on students' and schools' academic performance and assist them in overcoming any difficulties they may encounter while teaching. Additionally, according to Yasin (2021), teacher credentials have an impact on students' academic achievement in public primary schools.

4.4.3 Effect of Staffing on the Performance of History

When it comes to issues involving students' academic performance, staffing is crucial. Frequent retraining and development of staff members improves their abilities and motivation, which in turn improves student achievement. Therefore, staffing plays a significant role in student performance. It was requested of the HODs to indicate whether staffing has an impact on historical performance. Figure 4.1 presents the results.

Figure 4.1: Effect of Staffing on the Performance of History



Source: Field Data, (2023)

According to the results, the majority of respondents (67%) said that staffing has an impact on historical performance because it can be harder for pupils to succeed academically when schools are unable to employ and retain highly competent instructors. However, 33% disagreed. This illustrates how historical performance is impacted by staffing. Thus, it follows that hiring, preparing, and retaining competent history instructors should be a top priority for all parties involved in education, including legislators and school administrators. Investing in staffing increases can improve the quality of education and raise history student results. The results are in line with a 2019 study by García and Weiss, which found that a teacher

shortage had negative effects on students, educators, and the public education system overall. High teacher turnover costs money that could be used more effectively elsewhere, and a shortage of competent instructors and staff instability jeopardize children' learning and diminish teachers' effectiveness. Building a strong reputation and professionalizing teaching are made more challenging by the teacher shortage, which further contributes to its continuation.

4.5 Teaching and Learning Resources on Performance of History and Government

4.5.1 Extent of Agreement on Teaching and Learning Resources

Table 4.11: Principals Extent of Agreement on Teaching and Learning Resources

Statement	N	SD	D	N	A	SA	Mean	Std. Dev
The school has had adequate textbooks	19	0 (0%)	0 (0%)	2 (10.5%)	8 (42.1%)	9 (47.4%)	3.867	0.709
There have been adequate exercise books	19	0 (0%)	0 (0%)	1 (5.2%)	8 (42.1%)	10 (52.6%)	3.850	0.876
The school has provided sufficient assessment materials	19	0 (0%)	0 (0%)	2 (5.2%)	7 (36.8%)	10 (52.6%)	3.792	0.766
The school has had adequate laboratory equipment and chemicals to undertake experiments	19	0 (0%)	0 (0%)	4 (21.1%)	7 (36.8%)	8 (42.1%)	3.750	0.812
The desks and chairs in the school match all the learners needs	19	0 (0%)	0 (0%)	3 (15.8%)	6 (31.6%)	10 (52.6%)	3.692	0.646
There is adequate Information, communication and technological teaching aids in the school	19	0 (0%)	0 (0%)	3 (15.8%)	9 (47.4%)	7 (36.8%)	3.981	0.621
Composite mean							3.822	0.738

Source: Field Data, (2023)

From the findings the composite mean is 3.822 while the composite standard deviation was 0.738. Additionally, 79.62% of the respondents agreed that there is adequate information, communication and technological teaching aids in the school, followed by 77.34% who indicated that the school has had adequate textbooks, 77% indicated that there have been adequate exercise books, 75.84% indicated that the school has provided sufficient assessment materials, 75% stated that the school has had adequate laboratory equipment and chemicals to undertake experiments, and 73.84% indicated that the desks and chairs in the school match all the learners needs.

This depicts that there is adequate information, communication and technological teaching aids in the school. This implies that schools are well-equipped to integrate ICT in instruction, which can improve student engagement, facilitate access to diverse educational resources, and support more effective teaching strategies. Consequently, this may lead to improved academic performance and better preparation of students for a technology-driven world. Attri and Kushwaha (2019) agree with the findings by stating that increased usage 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. Naz et al. (2022) stated that it is essential to teach all university-level pupils how to utilize library computers for acquiring legitimate and trustworthy information relevant to their research projects, among other things.

4.5.2 Extent of HODs Agreement on Teaching and Learning Resources

Table 4.12: HODs Extent of Agreement on Teaching and Learning Resources

Statement	N	SD	D	N	A	SA	Mean	Std. Dev
The school has had adequate textbooks	38	0 (0%)	2 (5.3%)	6 (15.8%)	20 (52.6%)	10 (26.3%)	3.608	1.031
There have been adequate exercise books	38	0 (0%)	0 (0%)	8 (21.1%)	10 (26.3%)	20 (52.6%)	4.058	0.759
The school has provided sufficient assessment materials	38	2 (5.3%)	2 (5.3%)	8 (21.1%)	14 (36.8%)	12 (31.6%)	3.792	1.060
The school has had adequate laboratory equipment and chemicals to undertake experiments	38	0 (0%)	0 (0%)	8 (21.1%)	14 (36.8%)	16 (42.1%)	3.983	0.979
The desks and chairs in the school match all the learners needs	38	0 (0%)	2 (0%)	4 (10.5%)	16 (42.1%)	16 (42.1%)	3.881	0.665
There is adequate Information, communication and technological teaching aids in the school	38	0 (0%)	0 (0%)	8 (21.1%)	18 (47.4%)	12 (31.6%)	3.992	0.712
Composite mean							3.886	0.868

Source: Field Data, (2023)

From the findings the composite mean was 3.886 while the composite standard deviation was 0.868. Further, 81.16% of the respondents agreed that there have been adequate exercise books, followed by 79.84% who stated that there is adequate

information, communication and technological teaching aids in the school, 79.66% indicated that the school has had adequate laboratory equipment and chemicals to undertake experiments, 77.62% stated that the desks and chairs in the school match all the learners needs, 75.84% indicated that the school has provided sufficient assessment materials, and 72.16% indicated that the school has had adequate textbooks.

This depicts that there is adequate teaching and learning resources that included teaching aids, and information, communication and technological teaching aids in the school. Teaching resources are important since they aid in the clarification of more difficult concepts for a better understanding. Instructional items such as radios and educational videos, as well as students' lively dialogues, encourage students. The findings imply that the availability of adequate teaching and learning resources, including conventional teaching aids and ICT tools, positively influences the teaching and learning process. These resources enhance clarity in the delivery of complex concepts, leading to improved student understanding. Furthermore, the use of instructional materials such as radios, educational videos, and interactive student discussions fosters engagement and active participation, which are critical for deeper learning and academic achievement. Schools should therefore continue to invest in and utilize diverse instructional resources to support effective teaching and learning outcomes. The results of the study are consistent with a study by Kimeu et al. (2020) that found that classrooms, laboratory equipment, information, communication, and technological teaching aids and chemicals, as well as textbooks for teachers and students, charts, chalkboards, and chalk, were important factors in students' academic performance.

4.6 Student Factors on Performance of History and Government

4.6.1 Extent of Agreement on effect of Student Factors on Performance of History and Government

Table 4.13: Extent of Agreement on Student Factors

Statement	N	SD	D	N	A	SA	Mean	Std. Dev
Student attitude influences his/her performance in History and Government	19	1 (5.3%)	1 (5.3%)	2 (10.5%)	7 (36.8%)	8 (42.1%)	4.182	0.511
Student capability influences his/her performance in History and Government	19	0 (0%)	1 (5.3%)	2 (10.5%)	6 (31.6%)	10 (52.6%)	4.302	0.542
Student discipline influences his/her performance in History and Government	19	0 (0%)	0 (0%)	3 (15.7%)	11 (57.9%)	5 (26.3%)	4.141	0.509
Student teacher friendship influences his/her performance in History and Government	19	0 (0%)	0 (0%)	5 (26.3%)	8 (42.1%)	6 (31.6%)	4.213	0.427
Composite Mean							3.96	0.8527

Source: Field Data, (2023)

From the findings the composite mean was 4.210 while the composite standard deviation was 0.497. Further, 86.04% of the respondents indicated that student capability influences his/her performance in History and Government, followed by 84.26% who indicated that student teacher friendship influences his/her performance in History and Government, 83.64% indicated that student attitude influences his/her performance in History and Government, and 82.82% indicated that student discipline influences his/her performance in History and Government.

This depicts that student capability influences his/her performance in History and Government. This implies that since student capability impacts performance, educators should adopt differentiated instruction strategies to cater to learners with varying abilities. This may involve grouping students based on learning needs and offering targeted support. Identifying students' strengths and weaknesses early on can help design remedial programs or enrichment opportunities, improving outcomes in History and Government. The results are in line with a study by Nonyelum et al. (2022) that found that academic performance is significantly impacted by teachers' creation of an emotionally open learning environment, their demonstration of true equity, and their demonstration of mutual respect. Burke and Sass (2018) found that the weakest students were most positively impacted by having peers of better quality. Additionally, they found that they considerably benefit by pairing high-ability kids with average-ability students. Although children with low ability seem to gain a lot from having good classmates, interacting with peers who are really low ability will cause those peers to lose out on performance improvements, which could significantly affect the accomplishments of the weaker students.

4.7 Principal Leadership on Performance of History and Government

4.7.1 Extent of Agreement on how Principals Supervise Various Teacher's Documents and Activities

Table 4.14: Extent of Agreement on how Principals Supervise Various Teacher's Documents and Activities

Statement	N	SD	D	N	A	SA	Mean	Std. Dev
Schemes of work	19	0	0	5	8	6	3.878	0.729
		(0%)	(0%)	(26.3%)	(42.1%)	(31.6%)		
Lesson plans	19	0	0	4	5	10	3.920	0.754
		(0%)	(0%)	(21.1%)	(26.3%)	(52.6%)		
Vetting of teacher's lesson notes	19	0	0	2	11	6	4.051	0.718
		(0%)	(0%)	(10.5%)	(57.9%)	(31.6%)		
Regular visits to the classroom to observe teacher lesson	19	0	0	4	8	7	4.173	0.748
		(0%)	(0%)	(21.1%)	(42.1%)	(36.8%)		
Presentation and issuing confidential feedback	19	0	0	2	8	9	3.941	0.786
		(0%)	(0%)	(10.5%)	(42.1%)	(47.4%)		
Observing teachers' attendance and punctuality	19	0	0	4	9	6	4.216	0.671
		(0%)	(0%)	(21.1%)	(47.4%)	(31.6%)		
Regular checking of students' exercise books to find out teachers output of work	19	0	0	4	9	6	4.319	0.713
		(0%)	(0%)	(21.1%)	(47.4%)	(31.6%)		
Composite mean							4.071	0.731

Source: Field Data, (2023)

The results showed that the composite standard deviation was 0.731 and the composite mean was 4.071. Moreover, 86.38% of principals concurred that routinely reviewing students' workbooks to determine teachers' output enhances overall performance, followed by 84.32% who mentioned monitoring teachers' attendance and punctuality and 83.46% who mentioned routinely visiting the

classroom to observe teacher lessons, 81.02% indicated vetting of teacher's lesson notes, 78.82% indicated presentation and issuing confidential feedback, 78.4% indicated checking lesson plans and 77.56% indicated checking of schemes of work.

This depicts how students' performance is improved when teachers regularly examine their practice books to see what they have produced. The achievement of any educational level depends on the regular, continuous, and high-quality supervision of instruction. The findings imply that regular checking of students' exercise books serves as an effective supervisory strategy that enhances both teacher accountability and instructional quality. This kind of supervision ensures that teachers consistently deliver content, provide timely feedback, and follow the syllabus. As a result, it leads to improved student engagement and academic performance. Therefore, education stakeholders should strengthen internal supervision mechanisms to sustain and improve learning outcomes. School administrators should also prioritize frequent book checks as part of instructional monitoring to promote teacher effectiveness and student academic achievement. According to Onumah, (2020) secondary school head teachers' major supervisory functions include curriculum and instruction management, classroom supervision, developing and supporting continuing staff development, encouraging and improving the learning environment, monitoring and assessing students' progress and accomplishment, and acquiring teaching and learning resources. According to Pardosi and Utari (2021), the more excellent the principal's leadership behaviors were, the better the teachers performed; the more excellent the principal's leadership behaviors were on the level of student achievement, the more excellent the teachers' performance was on the level of learning achievement.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the results, draws conclusions, and offers suggestions regarding the school-based elements that influence the performance of history and government students on the Kenya Certificate of Secondary Education (KCSE) in a few sub-counties of Nakuru County, Kenya. The chapter provides a summary of the results, a conclusion, and suggestions based on the goals of the study.

5.2 Summary of Findings

5.2.1 Teacher Qualification and Experience and Performance of History and Government

The study found that HODs have opportunities for them to increase their level of qualification to help them handle the challenges they face in the profession. In addition, it was found that the teachers were qualified as they attended seminars and workshops to improve skills in their profession.

5.2.2 Teaching and Learning Resources and Performance of History and Government

The study found that there is adequate teaching and learning resources that included teaching aids, and information, communication and technological teaching aids in the school.

5.2.3 Student Factors and Performance of History and Government

The study found that that student attitude influences his/her performance in History and Government, and that student discipline influences his/her performance in History and Government.

5.2.4 Principal Leadership and Performance of History and Government

According to the study, principals concurred that examining students' exercise books on a regular basis to determine the quality of the teachers' work enhances student achievement. The study also discovered that monitoring teachers' attendance and timeliness enhances curriculum coverage and facilitates exam review.

5.3 Conclusion of the Study

The study concluded that HODs have opportunities for them to increase their level of qualification to help them handle the challenges they face in the profession. In addition, it was concluded that the teachers were qualified as they attended seminars and workshops to improve skills in their profession. The study concluded that there is adequate teaching and learning resources that included teaching aids, and information, communication and technological teaching aids in the school. The study concluded that that student attitude influences his/her performance in History and Government, and that student discipline influences his/her performance in History and Government. The study concluded that the principals agreed that regular checking of students' exercise books to find out teachers output of work improves the overall performance.

5.4 Recommendations for Policy

1. With regard to first objective on teacher qualification, educators should take a number of management seminars and courses. They would be more competitive in technical tasks as a result, particularly ones that involve professors. Likewise, they must come up with strategies to boost instructors' spirits so they would be inspired to work diligently and enthusiastically.
2. With regard to the second objective on teaching and learning resources, the study makes the recommendation that public day secondary schools should have adequate resources for instruction and learning. This would bring about a paradigm shift in how people think and act, enabling both teachers and students to discover their passion for teaching.
3. With regard to third objective on students' factors, the study recommends that motivation and incentives to students should be embraced in terms of giving out presents for the most disciplined learners and trips for the best performing learners. This would ensure that the students maintain good discipline and express the capabilities which would be good for their performance.
4. With regard to the fourth objective on principal leadership, the study recommends that principals should plan to recognize individual efforts in order to provide incentives for both instructors and students in the schools. Teachers who continuously do well, for example, ought to be suggested for promotion. In order to guarantee high-quality instruction, principals should also make sure that teachers prepare the necessary professional documentation and regularly monitor them.

5.5 Suggestion for Further Study

A comparable study to determine the school-based determinants influencing the performance of history and government students in the Kenya Certificate of Secondary Education (KCSE) should be conducted throughout the county or in other counties.

REFERENCES

- Abbas et al., (2020). Investigating the Effect of Teacher Qualification on Students' Performance in Mathematics Instruction in Asunafo North Municipality. *Advances in Research*, 25(3), 14-29.
- Abidin, M. J. Z., Pour-Mohammadi, M., & Alzwari, H. (2012). EFL students' attitudes towards learning English language: The case of Libyan secondary school students. *Asian social science*, 8(2), p119.
- Abuyeka, M. (2018). Influence of teacher characteristics on students' academic achievement among secondary schools. *Journal of Education and practice*, 4(3), 76-82.
- Ahmann, N. & Glock, W. (2020). Teacher Qualifications, Class Size and Teaching Experience as Predictors of Achievement in Senior Secondary School Physics in Oyo State, Nigeria. *Papers in Education and Development*, 38(2).
- Ajadi, T. A. (2021). Teacher Qualifications, Class Size and Teaching Experience as Predictors of Achievement in Senior Secondary School Physics in Oyo State, Nigeria. *Papers in Education and Development*, 38(2).
- Amukowa, T. (2018). Impact of teacher characteristics on student academic achievement in Kisumu Central Sub-County, Kenya. *Journal of Educational Policy and Entrepreneurial Research*, 2(8), 47-56.
- Aremu, L. and Jokan W. (2019). Students Discipline and Academic Performance: A Case Study Selected Schools in Manafwa District, Buwagogo Sub County.

- Attri, R., & Kushwaha, P. (2019). The Impact of Digital Learning Tools on Student Performance. *IUP Journal of Information Technology*, 15(3).
- Aydin, M. K. (2018). Examining High School Teachers' Attitudes towards ICT Use in Education. *International journal of progressive education*, 14(2), 93-105.
- Bell, E., & Bryman, A. (2007). The ethics of management research: an exploratory content analysis. *British journal of management*, 18(1), 63-77.
- Bell, J. S., (2010). Interrater agreement and interrater reliability: key concepts, approaches, and applications. *Research in Social and Administrative Pharmacy*, 9(3), 330-338.
- Brooks-Gunn, M. & Duncan, T. (2019). Correlates and consequences of harsh discipline for young children. *Archives of pediatrics & Adolescent medicine*, 151(8), 777-786.
- Burke, M. A., & Sass, T. R. (2018). Classroom peer effects and student achievement. *Journal of Labor Economics*, 31(1), 51-82.
- Carter, R. & Good, M. (2019). Globalization and science education: Rethinking science education reforms. *Journal of Research in Science Teaching: The Official Journal of the National Association for Research in Science Teaching*, 42(5), 561-580.
- Chunk, T. (2019). Relation of principal instructional leadership, school climate, teacher job performance and student achievement. *Journal of Educational Administration*, 60(2), 148-166.

- Cosin et. al, (2020). Effect of instructional leadership, principal efficacy, teacher efficacy and school climate on students' academic achievements. *Academic journal of interdisciplinary studies*, 9(3), 82-92.
- Cox, G. (2020). Open textbooks and social justice: Open educational practices to address economic, cultural and political injustice at the University of Cape Town.
- Dillman, D. A. (1978). *Mail and telephone surveys: The total design method* (Vol. 19). New York: Wiley.
- Dutta, V., & Sahney, S. (2022). Relation of principal instructional leadership, school climate, teacher job performance and student achievement. *Journal of Educational Administration*, 60(2), 148-166.
- Earthman, G. I. (2012). School facility conditions and student academic achievement.
- Egunyomi, D. A. (2016). Promoting Sustainable Environmental Education through Socio-Cultural Values in Africa. *International Journal of Scientific and Research Publications*.
- García, R. and Weiss, W. (2019). Human resource management in improving students' academic achievement mediated by teacher's performance.
- Hendrawijaya, A. T. (2020). Human resource management in improving students' academic achievement mediated by teacher's performance.

- Herman, M. (2018). A review of human resource management practices and their impact on school performance (2012–2022). *Human Resources Management and Services*, 6(1).
- Jalapang, I., & Raman, A. (2020). Effect of instructional leadership, principal efficacy, teacher efficacy and school climate on students' academic achievements. *Academic journal of interdisciplinary studies*, 9(3), 82-92.
- Kapur, R. (2018). Factors influencing performance and job satisfaction of teachers in secondary schools in India. *Research Gate*, 1-25.
- Kazazoglu, R. (2019). A review of teachers' qualifications and its implication on students' academic achievement in Nigerian schools. *International Journal of Educational Research and Information Science*, 2(2), 10-15.
- Khan, M. Sukarmin, S., & Sin, I. (2020). The influence of principal instructional leadership behaviour on the organisational commitment of junior high school teachers in Surakarta. *Malaysian Journal of Learning and Instruction (MJLI)*, 19(2), 69-95.
- Kiio, M. N. (2012). *A critical study of methods and materials used to teach history and government in secondary schools in Kenya* (Doctoral dissertation).
- Kimeu, R. M., Tanui, E., & Ronoh, A. (2015). Influence of instructional resources on secondary school students' academic performance in Makueni County, Kenya.

- King'oina, J. O., Ngaruiya, B. N., & Mobegi, F. O. (2017). The Role of Boards of Management as a Determinant of Pupils' Academic Performance in Public Primary Schools in Marani Sub-County, Kenya.
- Kitur, K., Choge, J., & Tanui, E. (2020). Relationship between principals' transformational leadership style and secondary school students' academic performance in Kenya Certificate of Secondary Education in Bomet County, Kenya.
- Kosgei, J. R. (2020). *Effect of Students' discipline on their academic performance in Public Secondary Schools in Vihiga Sub-County, Kenya* (Doctoral dissertation, University of Nairobi).
- Kuku, M. (2022). Effects of human resource management on academic performance of students in public secondary schools located within Benue State's Zone A Senatorial District. *Papers in Education and Development*, 38(2).
- Lydia, R. & Migosi, M. (2018). Effect of Students' discipline on their academic performance in Public Secondary Schools in Vihiga Sub-County, Kenya (Doctoral dissertation, University of Nairobi).
- M'Bow, M. (1981). The Instructional Leadership Role of the School Principal on Learners' Academic Achievement. *African Educational Research Journal*, 8(2), 183-193.
- Mageka, M. H., & Ogochi, G. (2020). Influence of teacher experience on school academic performance in Kenya certificate of secondary education in Kisii

Central Sub-County, Kenya. *IJRDO-Journal of Educational Research*, 5(2), 103-115.

Maponya, T. J. (2020). The Instructional Leadership Role of the School Principal on Learners' Academic Achievement. *African Educational Research Journal*, 8(2), 183-193.

Mayasari, I., Arafat, Y., & Setiawan, A. A. (2021). The Effect of Principal Leadership and Teacher Performance Toward Student Achievement. *Journal of Social Work and Science Education*, 2(2), 188-197.

Mbithi, M. (2020). Influence of Teacher Qualification on Students Performance in Mathematics in the Uasin Gishu County. *The International Journal of Humanities & Social Studies*.

Mensah, P. A. A., Acheampong, M., Ansu, B., Junior, J. G., & Karadaar, I. B. (2024). Investigating the Effect of Teacher Qualification on Students' Performance in Mathematics Instruction in Asunafo North Municipality. *Advances in Research*, 25(3), 14-29.

Metto, M. K. E., Anthony, K., & Ivivi, M. (2018). Influence of Teacher Qualification on Students' Performance in Mathematics in the Uasin Gishu County. *The International Journal of Humanities & Social Studies*.

Moon, R. (2019). The relationship between availability of teaching/learning resources and performance in secondary school science subjects in Eldoret Municipality, Kenya. *Journal of Emerging trends in educational research and policy studies*, 3(4), 530-536.

- Mugenda, O. M., & Mugenda, A. G. (2003). *Research methods: Quantitative and qualitative approaches*. Acts press.
- Musau, L. M., & Migosi, J. A. (2015). Teacher qualification and students' academic performance in science mathematics and technology subjects in Kenya. *International Journal of Educational Administration and Policy Studies*, 7(3), 83-89.
- Musungu and Nasongo's (2018). The leadership role played by the head teachers in secondary school. *East African Journal of Education Studies*, 7(2), 29-43.
- Musyoka (2018). Academic factors influencing Kenyan students' performance at the Katiani sub-district high school. *IJRDO-Journal of Educational Research*, 1(1), 87-96.
- Nadunga, L. (2019). Students Discipline and Academic Performance: A Case Study Selected Schools in Manafwa District, Buwagogo Sub County.
- Naisiano et al. (2020). *Student discipline and students' academic performance in selected secondary schools in Lwengo sub-county, Lwengo District* (Doctoral dissertation, University of Kisubi).
- Nakuya, H. (2021). *Student discipline and students' academic performance in selected secondary schools in Lwengo sub-county, Lwengo District* (Doctoral dissertation, University of Kisubi).
- Naz, F. L., Raheem, A., Khan, F. U., & Muhammad, W. (2022). An Effect of Digital Literacy on The Academic Performance of University-Level Students. *Journal of Positive School Psychology*, 6(8), 10720-10732.

- Night, F. (2019). Students' Discipline and Academic Performance in Selected Secondary School: A Case Study of Entebbe Municipality.
- Nonyelum et. al. (2022). Students' Discipline and Academic Performance in Selected Secondary School: A Case Study of Entebbe Municipality.
- Nordstrum (2019). Impact of Academic Library Services on Students Success and Performance. *Library Philosophy and Practice*, 1-19.
- Nyamongo, D. N., Sang, A., Nyaoga, R. B., & Matoke, Y. K. (2014). *Relationship between School Based Factors and Students' Performance in Kenya Certificate of Secondary Examination, in Masaba North District, Kenya*. Unpublished Thesis, University of Nairobi.
- Nyannyonjo, M. (2017). Factors impacting learning attainment in Ugandan public secondary schools. In *L'Afrique des grands lacs: annuaire 2014-2015/Reyntjens, F.[edit.]; et al.* (pp. 349-372).
- Odumbe, G. A., Simatwa, E. M. W., & Ayodo, T. M. O. (2012). Factors influencing student academic performance in day secondary schools in Migori district, Kenya. *An unpublished M. ED Thesis: Maseno University*.
- Olembo, J. (2018). The headteachers' directive leadership practices in Nakuru and Nairobi Catholic private primary schools. *International Journal of Research and Innovation in Social Science*, 2(7), 11-20.
- Oni, M. (1995). The Impact of Teacher Qualification on students' achievement: Evidence from Portuguese Schools. *Investigaciones de Economía de la Educación* volume 13, 13, 179-198.

- Onumah, N. (2016). Curriculum competences manifested by public and private secondary school administrators for clinical supervision in Anambra State. *European Journal of Education Studies*.
- Osoro, M. (2020). Effect of utilization of biology teaching and learning resources on students' academic performance in secondary schools in Siaya District-Kenya.
- Otunga, R. N., Odero, I. I., & Barasa, P. L. (2018). A Handbook for Curriculum and instruction.
- Oyugi, M., & Gogo, J. O. (2019). Influence of Principals' Leadership Styles on Students' Academic Performance in Secondary Schools in Awendo Sub-County, Kenya.
- Pardosi, J., & Utari, T. I. (2021). Effective principal leadership behaviors to improve the teacher performance and the student achievement. *F1000Research*, 10.
- Pedroso, I., Reis, A. B., Nunes, L. C., & Seabra, M. D. C. (2018). The Impact of Teacher Qualification on students' achievement: Evidence from Portuguese Schools. *Investigaciones de Economía de la Educación volume 13*, 13, 179-198.
- Rivkin, S. G., & Schiman, J. C. (2015). Instruction time, classroom quality, and academic achievement. *The Economic Journal*, 125(588), F425-F448.
- Rodrigues, M. C., & Mandrekar, B. (2020). Impact of Academic Library Services on Students Success and Performace. *Library Philosophy and Practice*, 1-19.

- Saad, M. & Sankaran, R. (2020). Classroom management challenges and administrative support in elementary schools: Experiences of novice public-school teachers. *UMT Education Review*, 3(2), 29-46.
- Saleem, I., Anwar, I., & Hussain, S. A. (2020). Entrepreneurial intention of Indian university students: the role of opportunity recognition and entrepreneurship education. *Education+ Training*, 62(7/8), 843-861.
- Scoulas, H. and De Groote, M. (2019). Impact of discipline on students' academic performance in public junior secondary school in Rivers State. *International Journal of Innovative Psychology & Social Development*, 8(4), 95-104.
- Simeon, W. E., & Nnaa, L. F. (2020). Impact of discipline on students' academic performance in public junior secondary school in Rivers State. *International Journal of Innovative Psychology & Social Development*, 8(4), 95-104.
- Simiyu, R. (2013). An investigation of secondary schools' readiness towards the implementation of life skills education: A study of Trans-Nzoia County, Kenya (Doctoral dissertation, Mount Kenya University).
- Smith, M. and Andrews, T. (2019). Through the eyes of faculty: Using personas as a tool for learner-centered professional development. *CBE—Life Sciences Education*, 18(4), ar62.
- Stueart, M. & Sullivan, T. (2020). Factors affecting students' academic achievement according to the teachers' opinion. *Education Reform Journal*, 6(1), 1-18.

- Taleb, Z. (2019). The impact of head teachers' supervision of teachers on students' academic performance. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(3), 299-306.
- Tosh, J. (2019). *The pursuit of history: Aims, methods and new directions in the study of modern history*. Pearson Education.
- Wambua, M. & Murungi, (2018). Principals' Human Resource Management Practices and Academic Achievement in Public Secondary Schools in Bungoma East Sub-County, Kenya. *Sch J Arts Humanit Soc Sci*, 6, 241-248.
- Wanjala, J. W., Wamocha, L., & Nasongo, J. (2022). Principals' Human Resource Management Practices and Academic Achievement in Public Secondary Schools in Bungoma East Sub-County, Kenya. *Sch J Arts Humanit Soc Sci*, 6, 241-248.
- Wanyama, M. (2013). *School Based Factors Influencing Students' Performance at Kenya Certificate of Secondary Education in Narok – North District, Kenya*. Unpublished MA Thesis, University of Nairobi.
- Were, T. (2019). Examining the effect of principal leadership on student science achievement. *International Journal of Science Education*, 42(6), 1017-1039.
- Wolman, T. (2018). The system of education in Kenya. Available at/kenya/resources/Education-in-Kenya. pdf.
- Wu, H., & Shen, J. (2022). The association between principal leadership and student achievement: A multivariate meta-meta-analysis. *Educational Research Review*, 35, 100423.

Yasin, G. M. (2021). Teacher qualifications and academic performance of pupils in public primary schools in Hargeisa District. *Education Quarterly Reviews*, 4(3).

Zinas, M. (2010). The University of South Carolina Professional Development School Network: Twenty Years of Effective Collaboration. *School-University Partnerships*, 4(2), 41-52.

APPENDICES

APPENDIX I: PRINCIPAL'S QUESTIONNAIRE

This questionnaire is designed to collect data from day public secondary schools in Kenya within selected sub-counties. You are kindly requested to complete the questionnaire by ticking (√) against your option and offering explanations in words in the blank spaces. For confidentiality purposes, you need not write your name on the questionnaires. Your cooperation and assistance will be highly appreciated.

PART I: SCHOOL PROFILE

1. Which year was the school established.....
2. Please indicate the number of students in your school.....
3. Please indicate the number of streams.....
4. Please indicate the number of teachers in your school.....
5. Please indicate your gender.
Male Female
6. Please indicate your highest academic qualification
Doctorate Masters Degree Diploma

PART II: SCHOOL ADMINISTRATIVE FACTORS

TEACHER EXPERIENCE

7. In your opinion, how can teacher experience be utilized to promote performance in History and Government?
.....
.....
.....
8. Using a scale of 1-5, where 1= strongly disagree; 2=disagree; 3=Neutral; 4=agree; 5=strongly agree; Please indicate the extent to which you agree with the following statement on teacher experience.

Statement	S.D	D	N	A	S.A
I facilitate my teachers to attend subject workshops, training and seminars					
I recommend my teachers for higher education i.e. Degree, Masters PHD					
Opportunities available to teachers for useful in-service to help them handle the challenges they face					
Teachers' professional qualification affects student achievement					
Teachers attend seminars and workshops to improve skills in their profession					

TEACHING AND LEARNING RESOURCES

9. Using a scale of 1-5, where 1= strongly disagree; 2=disagree; 3=Neutral; 4=agree; 5=strongly agree; Please indicate the extent to which you agree with the following statement on Teaching and Learning Resources.

Statement	S.D	D	N	A	S. A
The school has had adequate textbooks					
There have been adequate exercise books					
The school has provided sufficient assessment materials					
The school has had adequate laboratory equipment and chemicals to undertake experiments					
The desks and chairs in the school match all the learners needs					
There is adequate Information, communication and technological teaching aids in the school					

STUDENT FACTORS

10. Using a scale of 1-5, where 1= strongly disagree; 2=disagree; 3=Neutral; 4=agree; 5=strongly agree; Please indicate the extent to which you agree with the following statement on student factors.

Statement	S.D	D	N	A	S. A
Student attitude influences his/her performance in History and Government					
Student capability influences his/her performance in History and Government					
Student discipline influences his/her performance in History and Government					
Student teacher friendship influences his/her performance in History and Government					

PRINCIPALS SUPERVISORY PRACTICES

11. How often do you supervise the teachers' class lesson/work in relation to the following key on the degree to which the head teacher supervises teachers work/lesson (4) very often, (3) often (2) rarely, (1) neutral.

Statement	1	2	3	4
Schemes of work				
Lesson plans				
Vetting of teacher's lesson notes				
Regular visits to the classroom to observe teacher lesson				
Presentation and issuing confidential feedback				
Observing teachers' attendance and punctuality				
Regular checking of students' exercise books to find out teachers output of work				

THANK YOU FOR YOUR TIME AND COOPERATION

APPENDIX II: TEACHER'S QUESTIONNAIRE

This questionnaire is designed to collect data from day public secondary schools in Kenya within selected sub-counties. You are kindly requested to complete the questionnaire by ticking (✓) against your option and offering explanations in words in the blank spaces. For confidentiality purposes, you need not write your name on the questionnaires. Your cooperation and assistance will be highly appreciated.

PART I: SCHOOL PROFILE

1. What position do you hold in school.....
2. How long have you been in the teaching profession?.....years
3. Please indicate your gender.
Male Female
4. Please indicate your highest academic qualification
Doctorate Masters Degree Diploma
5. For how long have you taught in this school (in years)
 - a) Less than a Year
 - b) 1-5
 - c) 6-10
 - d) 11-15
 - e) Over 15

PART II: SCHOOL ADMINISTRATIVE FACTORS

TEACHER EXPERIENCE

6. In your opinion is staffing affecting the performance of history in your school?
Yes No
If yes please explain your answer
.....
7. Using a scale of 1-5, where 1= strongly disagree; 2=disagree; 3=Neutral; 4=agree; 5=strongly agree; Please indicate the extent to which you agree with the following statement on teacher qualification.

Statement	S.D	D	N	A	S.A
I have opportunities to advance learn and develop					
I have opportunities for useful in-service to help me handle the challenges I face					
My school facilitate to attend subject workshops, training and seminars					
Teachers' professional qualification affects student achievement					

8. Have you attended any in-service training over the last year?

.....
.....

TEACHING AND LEARNING RESOURCES

9. Using a scale of 1-5, where 1= strongly disagree; 2=disagree; 3=Neutral; 4=agree; 5=strongly agree; Please indicate the extent to which you agree with the following statement on Teaching and Learning Resources.

Statement	S.D	D	N	A	S.A
The school has had adequate textbooks					
There have been adequate exercise books					
The school has provided sufficient assessment materials					
The school has had adequate laboratory equipment and chemicals to undertake experiments					
The desks and chairs in the school match all the learners needs					
There is adequate Information, communication and technological teaching aids in the school					

THANK YOU FOR YOUR COOPERATION

**APPENDIX III: RESEARCH APPROVAL FROM KENYATTA
UNIVERSITY**



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Executive Dean, Graduate School
TO: Josephine Waithira Kiryanjui
C/o Educational Management Policy
& Curriculum Studies Dept.

DATE: 14th December, 2022

REF: E55/CE/28132/2018

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 14th September, 2022 entitled "School Based Factors Affecting KCSE Performance of History and Government in Day Secondary Schools in Nakuru County, Kenya".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your project before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you.



ELIJAH MUTUA
FOR: EXECUTIVE DEAN, GRADUATE SCHOOL

C.c. Chairman, Department of Educational Management, Policy and Curriculum Studies

Supervisors:

1. Dr. Ephantus Kaugi
C/o Department of Educational Management
Policy and Curriculum Studies,
Kenyatta University

EM/lan

**APPENDIX V: RESEARCH AUTHORIZATION FROM KENYATTA
UNIVERSITY**



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/28132/2018

DATE: 14th December, 2022

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR JOSEPHINE WAITHIRA KINYANJUI – REG. NO. E55/CE/28132/2018.

I write to introduce Josephine Waithira Kinyanjui who is a Postgraduate Student of this University. The student is registered for M.Ed degree programme in the Department of Educational Management, Policy and Curriculum Studies.

Josephine intends to conduct research for a M.Ed Project Proposal entitled, “School Based Factors Affecting KCSE Performance of History and Government in Day Secondary Schools in Nakuru County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'E. Kimani', is written over the typed name.

PROF. ELISHIBA KIMANI
EXECUTIVE, GRADUATE SCHOOL

En/Inr


APPENDIX IV: RESEARCH PERMIT FROM NACOSTI

Republic of Kenya
Ministry of Education, Science and Technology
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 335876

Date of Issue: 11/September/2023

RESEARCH LICENSE




This is to Certify that Ms. Josphine Waiithira Kinyanjui of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nakuru on the topic: **SCHOOL BASED FACTORS AFFECTING KCSE PERFORMANCE OF HISTORY AND GOVERNMENT IN DAY SECONDARY SCHOOLS IN NAKURU COUNTY, KENYA** for the period ending : 11/September/2024.

License No: NACOSTI/P/23/29277

Applicant Identification Number: 335876

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions