

**SCHOOL BASED FACTORS INFLUENCING ACADEMIC PERFORMANCE IN  
PUBLIC SECONDARY SCHOOLS IN MT. ELGON CONSTITUENCY, BUNGOMA  
COUNTY, KENYA.**

**BY**

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## **DECLARATION**

I declare that this is my original work and has never been presented in any institution for the academic award.

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## **DEDICATION**

I dedicate this project to Mr. Godfrey Chemiat and the late Mrs. Chemiat for their unconditional support, love and mentorship throughout my academic pursuit. More so, I salute my brother, Abdi Rahman Chemiat Oka together with CREADIS LTD for their massive financial support towards my academic journey.

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## **ABBREVIATION AND ACRONYMS**

KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
KIE	Kenya Institute of Education
KNEC	Kenya National Examination Council
UNICEF	United Nation Children Education Firm

## **OPERATIONAL DEFINITION OF TERMS**

Attitude-It is coined as the way one feels and thinks about somebody or something

Respondents-A person that participates in a research involving questions.

Free Primary Education-This is a universal education where there are no payment of school fees, learning materials, teachers and physical facilities are provided by the government.

Free Secondary Education-This is the provision of free tuition in the public secondary education in Kenya.

Curriculum-It is a setoff courses, course work and their content, offered at school or university

## **ABSTRACT**

The provision of quality education and subsequent high performance in school is inevitable for the realization of millennium development goals and the vision 2030. The purpose of the study was to investigate the school based factors influencing students' performance at Kenya Certificate of Secondary Education (KCSE) examination in public secondary school in Bungoma county, Mt Elgon constituency. The study adopted a descriptive survey design. Complaints about the poor performance in Kenya certificate of secondary Education examinations from parents, teachers and stakeholders made this area of study one of interest to the researcher. The target population comprised of 19 public secondary schools with a total population of 901 form four students, 240 teachers and 19 principals. The study, further used stratified sampling to select 201 students', simple random sampling to select 48 teachers, 6 principals were selected using purposive sampling technique. Findings of the study revealed that the school –based factors which influence students' performance were inadequate instructional materials. Some of the schools in the constituency did not have adequate teachers. Cases of teachers being transferred from the schools without replacement led to inadequate teachers which affected teaching and learning and ultimately affecting performance. Teachers gave assignments often but were not able to mark the assignments due to much work load and many classes to teach. The study revealed that most of the schools had inadequate physical facilities like the libraries, laboratories, classrooms and dormitories. Based on the findings, the study made recommendations to arrest the school based factors which affect performance. The recommendations were as follows: The government should provide teachers to schools so that the teaching load could be minimized hence enabling teachers to perform effectively. School should be provided with learning resources by the government and parents to facilitate learning hence improves the academic performance thus the government and parents could assist in the provision of the required resources. Teachers should be provided with the opportunities for more exposure through in service programs. All these suggestions are geared towards improving academic performance of Public Secondary Schools in Mt.Elgon constituency. The study is therefore significant in that it is expected to contribute to the advancement of knowledge about school based factors that influence public secondary school performance.

## **CHAPTER ONE: INTRODUCTION**

This chapter entails the background of the study which is a brief explanation of school based factors influencing academic performance of students. It also highlights the statement of the problem, purpose of the study, conceptual framework and objectives of the study. This chapter also enumerates the research questions, significance of the study, delimitation of the study, limitation of the study and assumption of the study.

### **1.1 Background of the study**

Education is a very essential process in the development of each and every country. Many countries especially in the sub-Saharan region have tried to subsidize it for instance, in Uganda, the government introduced Free Primary Education(FPE) and Free Secondary Education(FSE)to make it affordable and accessible to any child in the country as education helps to shape an individual towards various careers and social, economic and political development of each country depends on it. Just like Uganda, Kenya followed her footsteps and made education basic to all children (UNESCO 2015). According to Ontario(2013)school based factors are those within the school that can affect the academic performance of students especially in public secondary schools. These school based factors includes school administration which greatly impact on the academic performance of the students. For instance, in a school set up the head teacher is the decision maker and must apply team work as a tool for excellent academic output. It is also the duty of the head teacher to ensure that the teachers notes have been vetted, there is a regular observation of lesson during their presentation, teacher class attendance and the student have written is being done. Omaha 2016 noted that in order for the student to perform better all these things must be implemented through the head teacher and deputy

More so, teaching and behavior resources also have a similar meaning on the academic performance of student. These resources usually motivate student towards learning hence this leads to better performance

Other factors in school includes student and teacher's attitude. Teachers play a very critical role in the academic performance of the student and therefore the way they carry themselves greatly impact on the academic performance of the student. More the student can affect their own performance, this is especially when and this leads to lack of balance in the subject thus performing poorly

In Mt Elgon constituency the performance of the student is very low and this is creating a lot of concern to the parents' stakeholder and the school itself. Academic performance is very essential to each and every student and the result they usually get in KCSE determine their future career. It is on the background that the researcher seek to investigate on the school based factors influencing academic performance of the student in Mt Elgon constituency.

## **1.2 statement of the problem**

The statement set down by the government to subsidize education are being faced by the various challenges (World Bank, 2005). In Mt Elgon constituency, Bungoma county, the academic performance is highly deteriorated and most schools have a mean ranging between D minus to C plain in the national examination (KCSE) and this result shows that the majority of the student usually range from C plus and above.

Despite other factors leading to poor performance school based factors are to be blamed. This is because they are most necessary factors that May affect the academic performance of the students.

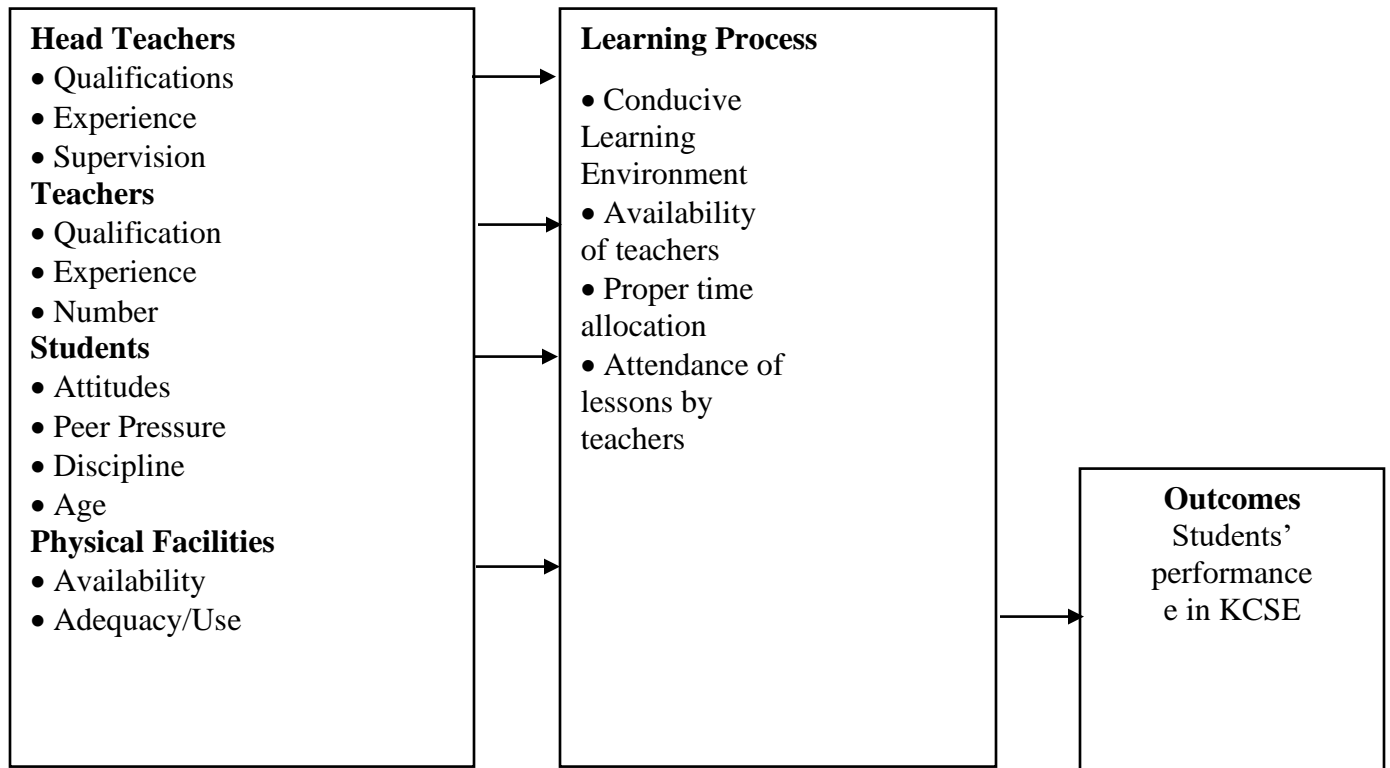
### 1.3 purpose of the Study

The purpose of the study is to investigate the school based factor influencing academic performance of secondary school students in Mt. Elgon constituency, Bungoma County.

### 1.4 Conceptual Framework

**Independent variables**

**dependent variable**



**Figure 1.1: Conceptual Framework**

### 1.5 Objectives

To investigate the school based factors influencing student academic performance in secondary schools in Mt. Elgon constituency

### **1.51 Specific Objectives**

1. To investigate the extent to which school administration influence student academic Performance in secondary schools in Mt. Elgon constituency
2. To evaluate the extent to which availability and adequacy of teaching learning materials influence student academic performance in secondary schools Mt. Elgon constituency
3. To determine the influence of student attitude on their performance in secondary schools in Mt Elgon constituency
4. To assess the extent to which teachers attitude affect student academic performance ion secondary school in Mt. Elgon constituency

### **1.6 Research Questions**

In order to achieve the above mentioned objectives the study will attempt to answer the following question

To what extent does the school administration affect student performance in Mt. Elgon Constituency?

How does the provision of physical facilities affect student performance?

Does student attitude have an influence in their academic performance in secondary schools?

To what extent does teachers' attitude affect student performance in secondary school?

### **1.7 Significance of the study**

It is envisioned that the finding of this sturdy will have both theoretical and practical implication for the future performance of Mt. Elgon constituency and Kenya nation at large this research will



provide the rational understanding of theory and practical education based on evaluation. The views of this study will be important in the following ways.

Firstly, the study is aimed at donating to the improvement of knowledge about the academic performance enhancement in Mt. Elgon constituency and in Kenya at large. It will too highlight the key factors influencing secondary schools student performance.

Secondly, the finding of the study is targeted to be of great significance to the practicing teachers, teacher educators and administrators who may need to understand the current strategies education examination,

Thirdly, this sturdy further aims at attaining and enlisting factor causing dismal performance in secondary schools in Mt. Elgon constituency. The research findings will be of great value to school, administrators' stakeholders and teachers who will train their personal factors that influence secondary student performance.

### **1.9 Delimitation of the study**

In this study, the following were the delimitation, first the study was limited to only 30 accessible public secondary schools in Mt. Elgon constituency that are registered for the KCSE. Secondly, the study involved teachers, principals and education officers in Mt Elgon constituency. Also, private schools and teachers in private schools were not counted in the study.

### **1.9 Limitation of the study**

This study was carried out under the following limitations:

1. The sample size and the scope further impacted the generalization of the finding of the study.

2. The study was reduced by the poor landscape of the area of the study due to poor terrain in Mt. Elgon constituency.
3. The researcher was not able to control the attitude of the respondents as they were responsible to the instrument and this led to biasness or inaccuracy.

### **1.10 Assumption of the study**

For the purpose of the study the following are the possible assumptions that were made by the researchers.

1. That all public secondary schools in Mt. Elgon have facilities and resources for teaching- learning process
2. That the education managers provide the necessary support to teaching and learning
3. That all principals, teachers, students and education managers engaged in this study will provide accurate information

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter is focused on review of literature in school based factors influencing student performance of public secondary schools in Mt. Elgon constituency. The foremost sub-title of the study is focusing on school administration, teaching and learning resources student characteristics and finally teaching traits

### **2.1 School administration and academic performance**

The study advanced by Jafred (2017) elaborating on the role of head teachers in school denotes that, the head teacher executes vital roles in school administration. That the performance of the school depends on administrative role of the head teacher. He also further found that the head teacher is the decision maker and think tank of the school. The head teacher applies team work as a working tool bound to achieve an excellent academic output. It is hence determined that, the performance of a school is appraised against the performance of the head teacher. It is within this clear context that Ndunda (2016) coined that the performance of the students relies on the head teacher of the school because they are the central system of a school through which all important duties rests and are the regulator of all resources that may influence student academic performance in school. Schelvince (2015) studied on analysis of factors influencing leaving achievement in public secondary schools in Uganda and found out that school performance is influenced by head teachers' traits which include qualification, in-service training, age, experience and tenure of service in the school. The study too established that proper supervision plan and administrative styles were other significant factors influencing learning success in Kenya Certificate of Secondary Education (KCSE) examination.

Muchele (2016) in his dissertation about attitudes secondary school head teachers towards the involvement of students in administration mentions several factors which tend to influence the extent that the Principal can allow a student to take part in governance. Muchele (2016) coined the term attitude as "an organised pre-disposition to think, feel, perceive and behave toward a cognitive object." He added that it is a learned pre-disposition to respond in a consistently favourable or unfavourable manner with a lot of respect and honour to a given subject whereas individual factors clearly donates to student participation in governance, personal attitude and traits may be shaped by several specific settings in which students live. Another type of differences in leadership traits is strongly based on school resource. A resource in particular students or teachers ratios and teacher quality seems to influence the level of participative governance even after regulating head teachers personal traits.

## **2.2 Teaching and behaviour Resources and Academic Performance.**

Various terms such as instructional materials, audio visuals aids, teaching resources and learning aids are said to have a similar meaning. Instructional resources can be denoted as those materials that promote and aid the learner in understanding of the concepts or ideas presented to the learner in a learning place. Teachers employ these materials to assist student's learning and increase the interest in learning as well. These resources are used to enhance the learner's total participation in class activities aimed at effective learning (Klier, 2017).

According to Agosiobe (2015) the exploitation of teaching resources is important because they motivate learners to learn as they offer stimulus variations and help in sustaining learners attention throughout the lesson. Learning aids confirms information, sometimes a concept may be complex and words alone cannot offer a clear elaboration. These institutional materials

enhance lively class discussion after watching a film in class and listening to a radio. They too challenge independent thinking most especially when used individually in an assignment or as a class activity. These learning and teaching materials generate more interest and create a situation where the learner would fully engage in classroom and outdoor activities. Maximum utilization and employment of these instructional resources provides the learner with a practical experience which can aid selection of learning concepts more easily.

Sheillah and Sellerv (2017), coins that instructional materials are very critical ingredients in learning and the intended programme cannot be achieved easily without them. The instructional materials sources information and chances for learners to utilize what they have learnt. Without resources materials and facilitates, the teacher may not be in a position to settle the set course objective.

The comprehensive study of Lowe (2016) on effective teaching and learning resources in South Africa discovered that lack of relevant teaching material resulted to dismal student's academic performance in Kenya Certificate of Secondary Education (KCSE). That teaching and learning activity can be achieved through nurturing student creativities motivation in a way of linking the classroom with natural and social environment. The researchers discovered that student achievement is mainly caused by lack of relevant text books which are directed to requirement of the curriculum and lack of other publications and handbooks. Teachers use resources to enhance learner participation in class activities for effective learning. Because learner's interest and abilities are varied, the teacher needs to select and use a broad variety of teaching so as to take care of individual differences, in class such resources include learner printed materials such as magazines, journals and books which are crucial in the learning process. Hence, it's the duty of a teacher to bring into use all materials that learners carry to school in order to effect learning.

This is because learning materials are drawn from learner's experience. There are various learning materials which include; print electronic, models and multi-media, print media which refers to books,, magazines, newspapers, chart map and posters. Print media makes learning practical and learners can watch models which make learning real. Lowe (2017) advances that learners should be allowed to learning a way that suits their preferred style or learning.

### **2.3 Student Attitude and Academic Performance**

A good number of studies and researches reviews shows that student' traits and administrative style of respective schools lend teachers/ impacts student performance. Students characteristics in this case includes their socio-economic background, Kamuyu (2010) carried out a comprehensive research on the influence of family socico-economic status ok students' performance is insignificantly affected by family background. Its study found that performance of the learners depends on the student abilities and determination to achieve the academic targets. However, Griffin (2018) conduced a recent study and he indicated that learner's performance depends solely on the individual student's ability and determination t obtain the academic goals. Also, Kiboss (2016) conducted extensive research and discovered that lack of time to study among female students affects their performance at secondary school level.

Mwangi (2015) denotes that student's achievement is affected by students' attitude towards Kenya Certificate of Secondary Education (KCSE) examination at secondary level. He also found that the KCSE syllabus is too wide to be covered within a given time frame. Therefore, this has often affected students' performance at KCSE examinations.

## **2.4 Teacher's attitude and academic performance**

Many scholars in their extensive researches have pointed out the close relationship between teacher's qualification, experience and hence student performance. The study by Wanga and Karanja (2014) on the role of teachers in school performance in Nyanza province pointed out that student performance depends massively on the role of the teacher in curriculum planning, instructional programme, classroom management and general curriculum implementation that may enhance students' performance.

Hence the role of the teacher is significant in student's performance in national examinations. On the same note, the study of Nannyonjo (2016) on analysis of factors influencing leaving achievement in Uganda found that teacher's characteristics that may promote student performance were; teachers' qualification, in-service training of teachers, age factor, teacher's experience, tenure of leadership, teaching strategy and evaluation systems in a given specific school. These findings agree with Twoli (2012) study in student performance who found that, student's performance is work-related to academic qualifications and competence of the teacher in the teaching process. It's discovered that it's always good to note that good teaching strategies lead to high academic achievement in schools.

According to UNESCO latest reports, 2012, on efforts made by government to ensure "education for all" as a millennium development goal, Kenya faces serious shortage of qualified teachers which was causing schools produce dismal performance. The report also stressed on the problem of shortage of financial and human resources, particularly physical infrastructure and teaching personnel are factors also influencing characteristics of education. Shortage of resources are another key factor that is impinging the students at Kenya Certificate of Secondary Education

(KCSE) examination. This cannot be assumed in this study and appropriate solutions should find themselves through the findings of this study.

According to Beecher (2015), lack of trained teachers in schools contributes enormously to performance. This is a recent problem leading to culture shortage of professional teachers to dismal performance at Kenya Certificate of Secondary Education examinations. It was for this reason that the government of Kenya established an Institution known as KESI, Kenya Education Staff Institute (KESI) to scale up professional and managerial training for the provision of quality education. The mandate bestowed to KESI is to ensure improved leadership in schools by regularly performing constant in-service training of teachers and helping teachers to improve skills and attitudes towards learning.

According to Olembo (2017), discipline in the school is also the function of the administration. The general school and even decision discipline is dependent upon the head-teacher's administrative supervisory and leadership styles. That the success of a school to a great extent is dependent on the principal. He said that leadership of a head teacher should be democratic combining self-confidence, friendliness and firmness. It should not merely consist of issuing orders. Lombok (2017) insisted that good behaviour expected inside school is carried over into life outside it. Where discipline is based on fear and not respect for others. Learners start from badly, as soon as they get away from school. Since the community judges a school by behaviour of its student's outside, it is in the heads own interest to promote the kind of discipline that last. He must however, have powers to deal with, and allow his teachers to deal with pupils who disobey the rules and behave badly. That, a situation should be created where students learn to discipline themselves and are the first to disapprove those who break the good rules.



## **2.6 Theoretical Framework**

The study was based on Skinner's (2014) motivation theory of learning. In reference to this; humans are motivated to learn through selective reinforcement of progressively more adequate approximation of the desired behaviour. Performance of the learners is inspired by the teacher among others who provides moral support and controls the learner's emotions, environmental distractors and peer pressure in schools.

It is a widely accepted management maxim that employees who are satisfied in their work attract better performance and contribute to the success of organizational objectives, because they are more productive at the work place. The attitudes and motivations of employees play a crucial role in influencing motivation, productivity and overall success of an organisation. Well-motivated employees carry out their job better and achieve a higher level of performance. The right employee strategies can encourage loyalty, dedication and self-awareness in the pursuit of excellence. Instructors are the main motivators in the classroom. He /she must not only understand the learner but must also know ways in which they can be 'motivated' and 'inspired' for high performance. However, some of the factors that discourage students' effective performance are mental limitations, poor teaching and unsuitable curricular and peer pressure. Student's performance depends on immediate reward or feedback. Although there is positive and negative reinforcement, Skinner (2014) believes that, learning must be based in positive reinforcement. Hence, for the learner to attain higher academic achievement, schools need to coordinate all efforts of teachers, students and school-based factors to attain the desired performance. According to Skinner (2014) key element for an effective school is an effective head teacher, although school success is influenced by other external factors, head teacher plays a key role. The key driving forces for effective head teachers is their motivation level.

This is because a head teacher as a leader plays a role in harnessing school resources while giving school directions in terms of vision and mission. A well-motivated head teacher will also motivate other teachers. Skinner (2014) says that head teacher's motivation level is the significance factor in shaping the learning environment and the climate of a school. Skinner's motivation theory is found to be appropriate for this study since it is envisaged/planned that students high-performance will rely on teacher's traits such as qualification, teaching and strategies, availability of teaching and learning resources, text books, reference books, syllabus, human resource, school practices, curriculum supervision record, school administration and management strategies, professional records and documents, environmental factors.

## **2.7 Summary of Literature Review.**

This study is intended to carry out an investigation to the extent to which school-based factors like physical facilities, teachings and learning resources, school administration, teacher's attitudes and student's attitudes influence performance in Kenya Certificate of Secondary Education. Various scholars have carried out several extensive researches on the same topic yielding to different results. Received literature indicates that administration style of head teachers influence performance both positively and negatively. On analysis of qualification, in-service training, age, experience and tenure of service in the school influence performance in learners. Other studies also found that effective teaching and learning resources is influenced by availability, quality and variety of relevant teaching materials which influence performance in Kenya Certificate of Secondary Education (KCSE). Other researches also highlights students' performance as being affected by frequent transfer of teachers, shortage of teachers, and students' attitudes toward learning, the shortage of teachers which is hammering the provision of quality education in schools leading to dismal performance in examinations. Therefore, this study is

expected to enrich the literature review on school-based factors that influence student performance. Also, the study is based on secondary schools in Mt. Elgon constituency, which has never been pursuit before.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Introduction**

Chapter three highlights the research designs, location of the study, sampling design, sampling procedures, research instruments, validity of research instruments, reliability of the research instruments, pre-testing procedure, data collection procedure, data analysis technique and ethical issues.

#### **3.1 Research Design.**

In this study, ex-post research design was used. In this research, the factor which tends to be associated with certain occurrence, condition and types of behaviour will be studied. Because it is impossible to arrange occurrences, an analysis of what actually happens is the only available means to causation. If for examples, the causes of poor performance in K.C.S.E examinations could be pre-determined, certain preventive measures will be adopted. Such factors as lack of learning/teaching resources, inadequate staffing, entry grades, home environments which can be blamed will be studied.

Descriptive research design was also used because it was suitable for the research aims, which played a key role to provide a general understanding of the research purpose. This design adopted a descriptive design which involved collection, recording, collating, analysis and interpretation of data in relation to the variables. The key reason why this method was employed is because the current issues under the study had already occurred.

### **3.2 Scope of the study**

The study was carried out in Bungoma County. It is located in the Western region of Kenya. It has nine sub-counties and the study will major on one constituency which is Mount Elgon. The researcher chose to carry out the study in this area because of the very many complaints from parents presented in the local media of poor performance in the area.

### **3.3 Target Population**

Target Population refers to a group of individual, objects or items from which samples are taken for measurement.

It refers to a large group from which the sample is taken (Orodho, 2016).

This study targets fifteen public secondary schools and their principals', 190 teachers and 1001 students. The principals and teachers are targeted because they are the most experienced when it comes to administrative work.

### **4.4 Sampling techniques**

The study to be carried out will employ simple random technique and stratified technique where schools will be divided into three states, county, Extra County and National schools. From there, simple random technique will be used to sample these schools.

### **3.5 Sample size**

The study will utilise 20% of schools as the sample which will be 8 public secondary schools, 8 principals ,40 teachers and 304 students basing on Mugenda and Mugenda (2015) who suggest that a sample of 20% to 50% as a good representative of the population.

### **3.6 Measurement of variables**

The study had independent and dependent variables which were measured through the following ways; physical facilities were measured through determining of facilities against the number of students, teaching and learning resources were also measured through determining the number of materials available versus the number of students, adequacy of teachers was measured through the ratio that is the number of students to be handled by a particular teacher, while teachers motivation was measured in terms of salaries they are given ,welfare ,allowances, involvement in extra co-curricular activities and also through gifts.

### **3.7 Research Instruments**

This study involved the use of three instruments. This included a 3-part questionnaire, interview guide and observation schedule. Questionnaire involved both closed and open ended questions. Open ended questions was administered to the focused group since they aimed at facilitating the respondents to give a free response in their own terms. Closed questions were administered to individuals; that is principals or deputy and the nurse so as to make clear comparisons across groups in the sample.

### **3.8 Pre-testing**

The researcher used respondent debriefing technique or Pre-testing where the respondent from the area where the research was carried out were interviewed and their feedback helped to determine whether there were sensitive questions which were difficult. It also helped to determine the impression of the respondent to the survey. Pre-testing was carried out in three schools which was not involved in the study.

### **3.9 Validity and reliability of instruments**

Orodho (2012) says that reliability is the measure of the degree to which a research instrument yields consistent results after repeated attempts. To confirm and check instruments reliability, a pilot study was conducted before the actual research took place. In this case, which are not Part of these sampled for the study, it was used to validate the findings. The same questionnaire was used in the pilot study. This involved the use of test-retest technique. This involved administering the same instruments twice to the same group of respondents at two separate time intervals. This was done after every two weeks.

Reliability is coined as the degree to which items within a test relate to each other. This shows that the information must measure what it is purposed to measure. In this study, Cronbach's coefficient alpha was employed to compute for reliability.

The coefficient alpha is the average inter-item correlation of all items constituting a scale perhaps representing the best estimate full scale reliability. The reliability coefficient varies between values of 0.00 and 1.00. The closer the value approaches +1.0, the more consistent a test is and the free of error of variance.

### **3.10 Data collection techniques**

The researcher obtained an introductory letter from the university and took the research permit from national commission for science and technology which is under the ministry of education. Afterward was recruited to get an introductory letter to the various schools sampled which was issued by from the DEO. Having all these documents the researcher was free to carry out the study and collect data through giving out questionnaire and interviewing sampled population.

### **3.11 Data Analysis and presentation**

The data that was collected was coded and entered in the computer for analysis using the statistical package known as (SPSS). Data analysis procedures used included both qualitative and quantitative. Qualitative data was analysed using content analysis which involved grouping the key themes of respondents and presenting them using descriptive techniques. Quantitative data employed use of frequency tables for both frequency distributions and percentages and was finally presented using pie charts and bar charts for easier interpretation.

### **3.12 Logistical and ethical consideration**

The researcher briefed the respondent on the type of information he was collecting. The researcher also informed the participants that it will just be out of their choices to participate in the study. Furthermore, the researcher highlighted the purpose of the study to the respondents with the main aim being academic purpose. Nevertheless, the researcher assured the respondents confidentiality of information that they had to give.



## **CHAPTER FOUR: FINDINGS AND DISCUSSION**

### **Introduction**

This chapter highlights the findings of the study based on the data collected from respondents. The chapter is organized under some sections guided by research questions. Section one deals with the administration of the questionnaire, section two deals with demographic information, extent to which school administration influence students' performance in Mt. Elgon constituency, Bungoma county. What influence do students' behaviour have in students' performance at Kenya Certificate of Secondary Education examination and to what extent do teachers' attitude influence students' performance at Kenya Certificate of Secondary Education constituency. The analysed research findings were presented in frequency tables, percentages, pie charts and bar charts.

#### 4.1 Questionnaire Return Rate

Respondents were given questionnaires which they filled and returned to the researcher. The questionnaire return rate is as presented on Table 4.1

**Table 4.1: Questionnaire Return Rate**

Category of Respondents	Sample	Questionnaire	Percentage
		Returned	Return Rate
Principals	10	8	80
Teachers	50	16	53.3
Students	100	30	64.4

Table 4.1 Indicates that the response rate achieved for the three sets of questionnaires was 80% for principals', 60% for student's questionnaire and 53.3% for teacher's questionnaires. The average 64.4% return rate was considered adequate in providing valid and reliable presentation of the targeted population. This was attributed to the fact that the researcher administered the questionnaires personally.

#### 4.2 Demographic Information of Respondents

The section included the respondent's gender, age, academic qualification and teaching experience. This was necessary in order to understand our informants and ascertain whether they would be effective for the study.

#### 4.2.1 Secondary School Principals and Teachers Demographic Information

Secondary school principals and teachers provided demographic information on their academic qualification.

**Table 4.2: Principal & Teacher qualification**

	Master of education		Under-Graduate		Diploma	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Principal	8	100	0	0	0	0
Teachers	2	12.5	12	75	0	12.5

Table 4.2 above shows that 100% of the sampled principals in Mt.Elgon constituency were Masters holders, while 12.5% of the sampled teachers were masters holders,75% were undergraduate and 12.5% were diploma holders. The findings are indication that majority of teachers had a minimum academic qualification to teach in their respective schools. The findings indicate that students in Mt. Elgon constituency are taught by people who are well informed and have required knowledge and skills which are instrumental in the management and teaching in the secondary schools sampled for the study.

#### 4.2.2 Students Demographic Information

Students' demographic information included type of school and age.

**Table 4.3: Category of Schools**

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<b>Type of School</b>	<b>Frequency</b>	<b>Percent</b>
Boys only	6	40
Girls only	2	13.3
Mixed	7	46.7
<b>Total</b>	<b>15</b>	<b>100</b>

---

Table 4.3 The findings shows that most schools sampled for the study were mixed public day secondary schools accounting for 46.7% as compared to boys only school category that accounted for 40% of the schools, the girls only secondary school were least accounting for 13.3%. The findings show that most of public secondary schools in Mt. Elgon constituency are public mixed secondary schools.

### 4.2.3 Information on Students' Age

Figure 4.2 Distribution of Students Age

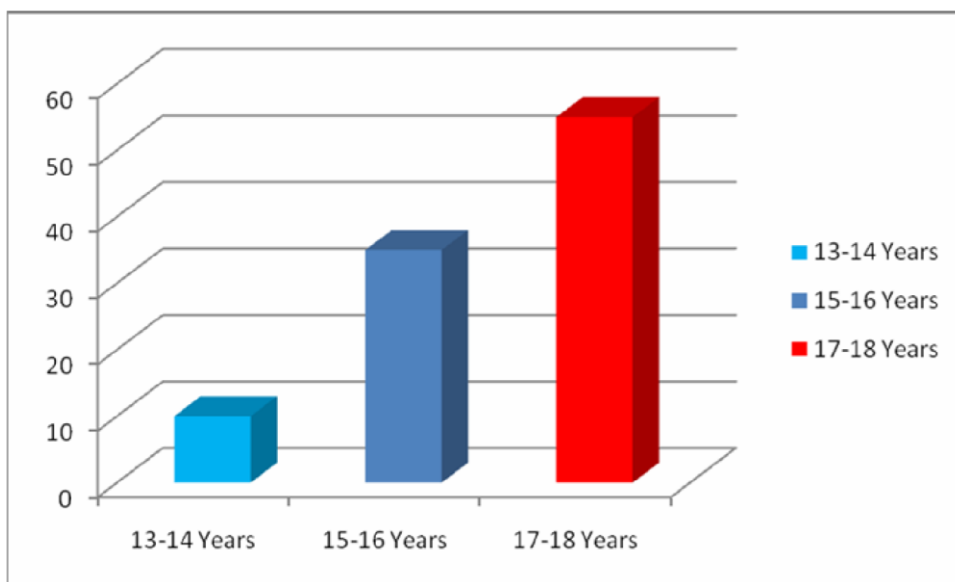


Figure 4.2 indicates that most of students sampled for the study accounting for 55% were aged between 17-18 years, followed by students who were aged between 15-16 years accounting for 35% and the least were students aged between 17-18 years , The findings show that most of the students involved in the study were within the age bracket of 17-18 years age which means that they are either in form four and therefore possesses enough information about factors that affect school performance and they are of the right age to be in form four.

#### 4.2.4 Information on Education Level of Teacher

**Table 4.4 Teachers Education Levels**

Job Level	Frequency	Percent
Masters	2	12.5
Under-graduate	12	75
Diploma	2	12.5
<b>Total</b>	<b>16</b>	<b>100</b>

The study found it necessary to determine the respondent's level of education in order to ascertain if they were in a position to respond to queries. From the study findings, majority accounting for 75% of the respondent indicated that they had university first degree, followed by 12.5% of staff who indicated that they had Diplomas, 12.5% of the respondent were masters holders. This finding indicates that most of the respondent had above average education and therefore were competent enough to handle secondary school content.

**Table 4.5 Principals Academic Levels**

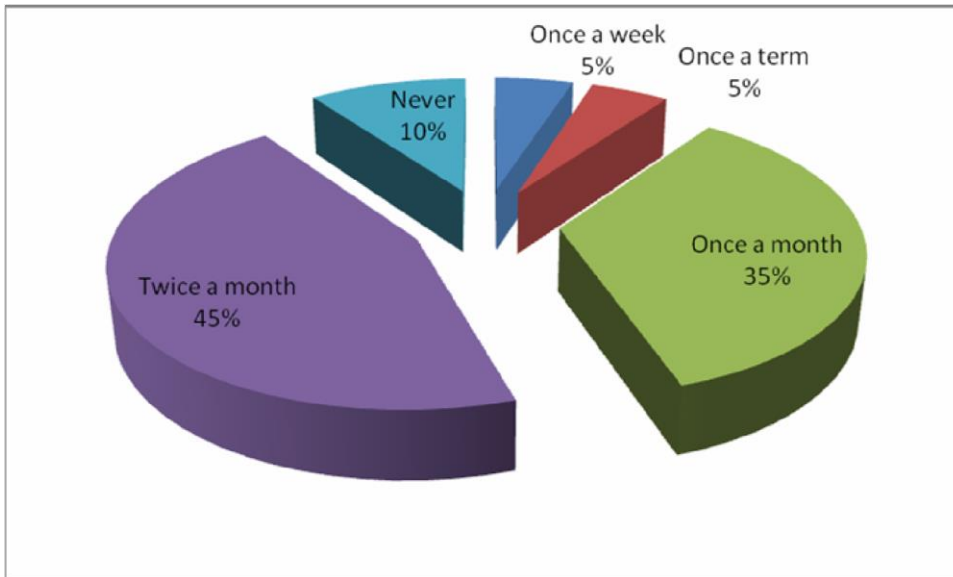
Response	Frequency	Percentage
Masters	8	100
Degree B.ED	0	0
<b>Total</b>	<b>6</b>	<b>100</b>

The findings on Table 4.5 indicate that all sampled principals were masters' holders accounting for 100%, and there was no other education level occupied by principals. The findings area clear indication that majority of teachers had adequate academic qualification to administer secondary schools. The findings indicate that taught by people with knowledge and skills which are instrumental in the management and teaching in secondary schools.

### 4.3 School Administration Influence on Students Performance

#### 4.3.1 Head teachers Evaluating Teachers

Figure 4.3 Frequency of Evaluation



Findings of the study in Figure 4.3 reveals that most head teachers in Mt. Elgon constituency held inadequate evaluation of teachers as indicated that the most frequent evaluation was done twice a month with 45% of teachers. Followed by those who perform evaluation once a month, others hold evaluation once a term, and the least hold evaluation once a week and only 5% never hold evaluation for teachers. From the figure it can be deduced that most head teachers in Mt. Elgon constituency are not playing their supervisory

role adequately which could affect students' performance The head teachers should be on the frontline in supervising their teachers as well as their teaching and learning methodologies and making necessary interventions as far as academic performance is concerned.

### 4.3.3 School Administration and Students Performance

**Table 4.6 Influence of Schools Administration**

Category	Frequency	Percentage (%)
Very Great Extent	10	40
Great Extent	6	24
Minimal Extent	4	16
No Extent	5	20
<b>Total</b>	<b>25</b>	<b>100</b>

Table 4.6 above shows that majority of teachers accounting 40% to a very great extent believes that the school administration influences performance of students at Mt.Elgon constituency, another 24% of teachers also indicated to a great extent the principals influences students' performance in Mt.Elgon constituency. Table 4.4 had indicated there was lack of adequate teachers supervision and evaluation of teachers by principals. Principals were found not to supervise scheme of work, lessons plan, progress report as adequately as would be expected. This could be one of negatively affect quality teaching which would in turn leads to poor academic performance in the constituency. This is because quality teaching begins with a teacher's formal education, but it grows through a



process of continuous improvement achieved. It is also important for head teacher to evaluate scheme of work which is a guideline that defines the structure and content of a course. It maps out clearly how resources will be utilized by the teachers, from the scheme of work the teacher develops the Lesson plans, or unit plans in order to optimize the classroom resources for teaching needs. The only way for *teachers* and schools to identify which students can demonstrate proficiency on state content standards is also to utilize students' progress report.

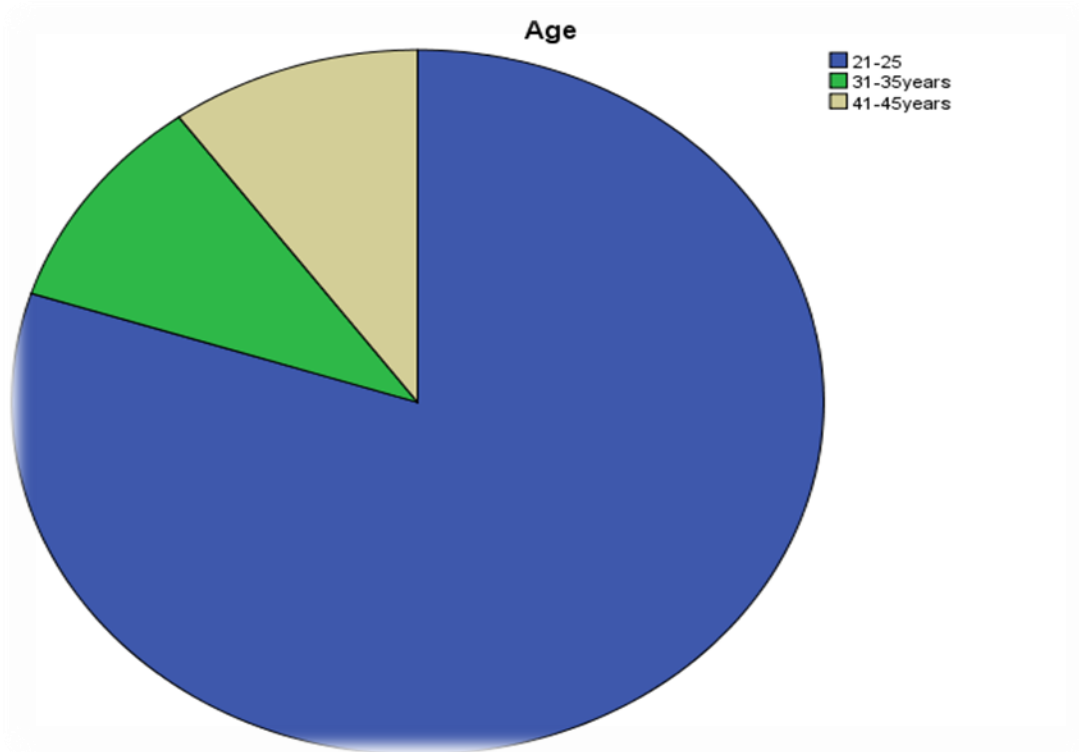
## **4.5 Extent to Which Teachers Attitudes Influence Students Performance**

### **4.5.1 Effect of Age Distribution of Teachers**

The study sought to establish whether teachers age influence students performance at

KCSE in Mt. Elgon constituency

**Figure 4.5.1 Effect of Age Distribution of Teachers**

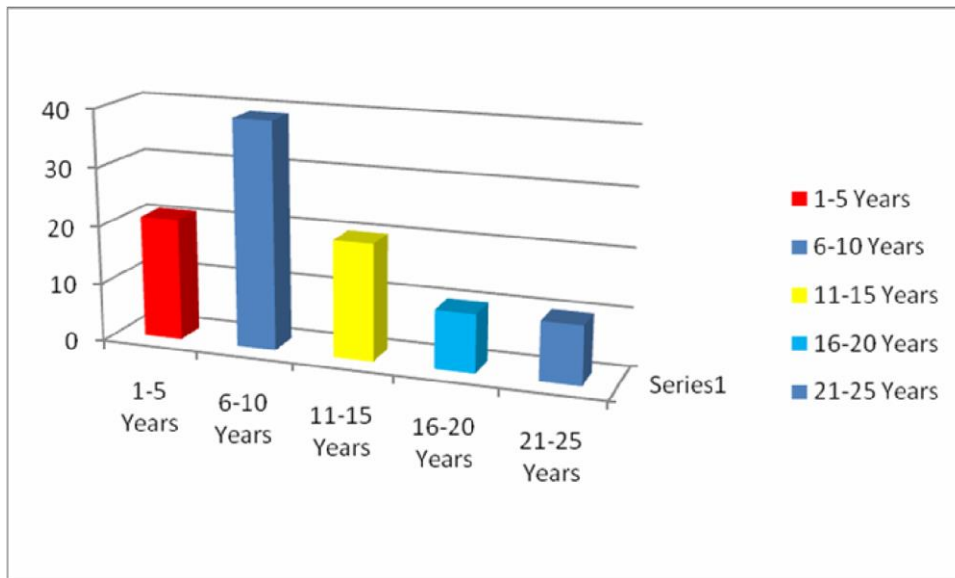


It was necessary to ascertain teachers' age distribution so that it may form a basis of understanding whether it is a determinant factors affecting students' performance. The findings in Figure 4.5 indicates that majority of the teachers were at the age bracket of 20 – 25 years, followed by 31 – 35 years bracket, the rest were in the age bracket of 41 -45years. The findings show that most of the secondary school teachers are young people who are energetic and fresh from college. Their age is instrumental to the teaching and learning

Process, Most of the teachers were relatively young as only the minority was above thirty-five years old.

## 4.5.2 Effect of Teachers Experience

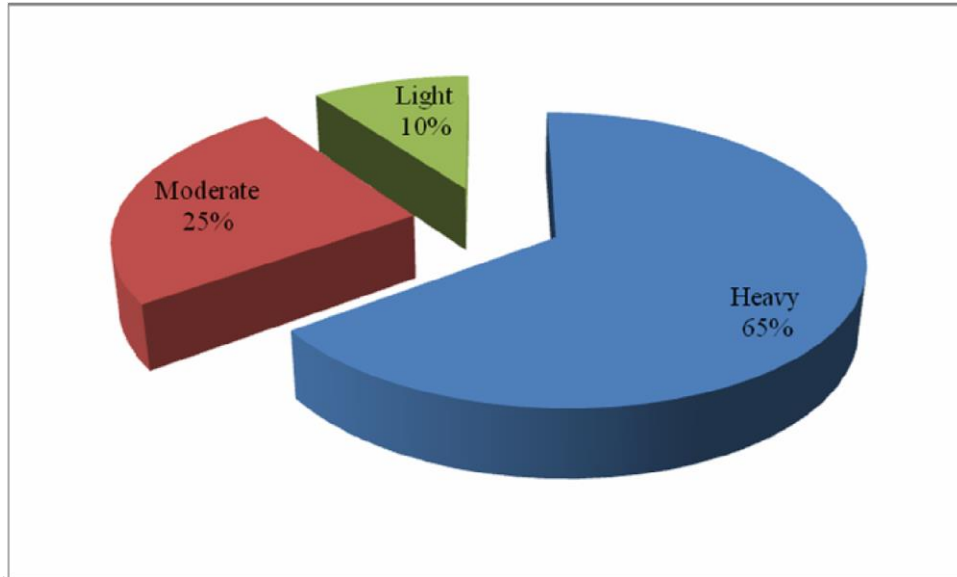
Figure 4.5.2 Teachers Experience



From Figure 4.5.2 above majority of the respondents 34% had worked as teachers for over 8years, followed by age 6-10 years, those with experience of less than 1 year are the minority accounting for 9%. The study has established that most of teachers in Mt.Elgon constituency have experience level below 10 years. This may be attributed to the fact that most of teachers with more experience have sought transfers to other regions beyond Mt. Elgon constituency. Many regions considered arid or semi-arid areas are considered by many civil servants as harsh with little opportunities for career growth and also the security and other needs. To mitigate this problem government may consider giving such teachers extra hardship allowances.

#### 4.5.4 Teaching Load

Figure 4.6 Teaching Load

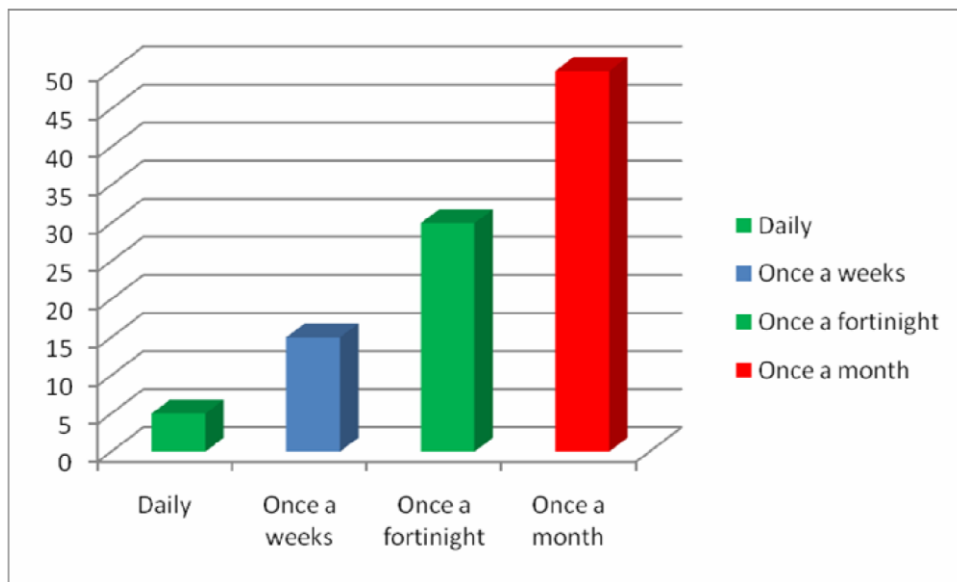


Findings of the study revealed that the school –based factors which affected performance were teaching load. The Figure 4.8 indicate that most teachers in Mt. Elgin constituency describe their teaching load as heavy accounting for 65% of teachers, 25% of teachers indicate that the workload was moderate and only 10% indicate that the workload was light. The government should provide teachers to schools so that the teaching load could be minimized hence enabling teachers to perform effectively.

#### 4.5.5 Effect of Teaching Workload

The study sought to find out whether the teachers workload was affecting the students' performance in Mt.Elgon constituency

**Figure 4.7 Excessive Workload on Teachers**



Another school based factors affecting secondary schools performance in Mt.Elgon constituency was teachers' workload .As indicated by Figure 4.7 indicates that they are only able to examine and marks their students' continuous assessments tests once in a month, followed by once in a fortnight, the least they are tested are once in a week and on daily basis. Working with unions, principals and Teachers service commission, the government sought to identify positive ways to tackle teachers' excessive workload.

#### 4.5.6 Teachers Availability

**Figure 4.8 Teachers Adequacy**

The study aimed at establishing whether adequacy of teachers affected students' performance at KCSE in Mt. Elgon constituency.

Cases of teachers being transferred from the schools without replacement led to inadequate teachers which affected teaching and learning and ultimately affecting performance. Teachers gave assignments often but were not able to mark the assignments due to much work load and many classes to teach. The study revealed that most of the schools had inadequate physical facilities like the libraries, laboratories, classrooms and dormitories

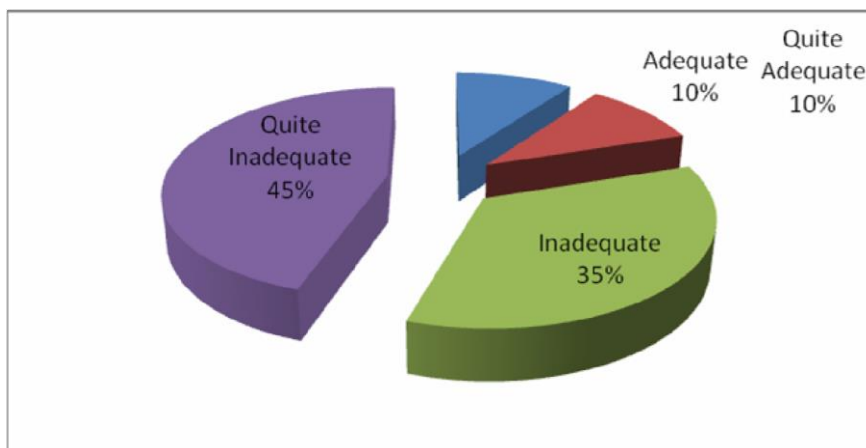


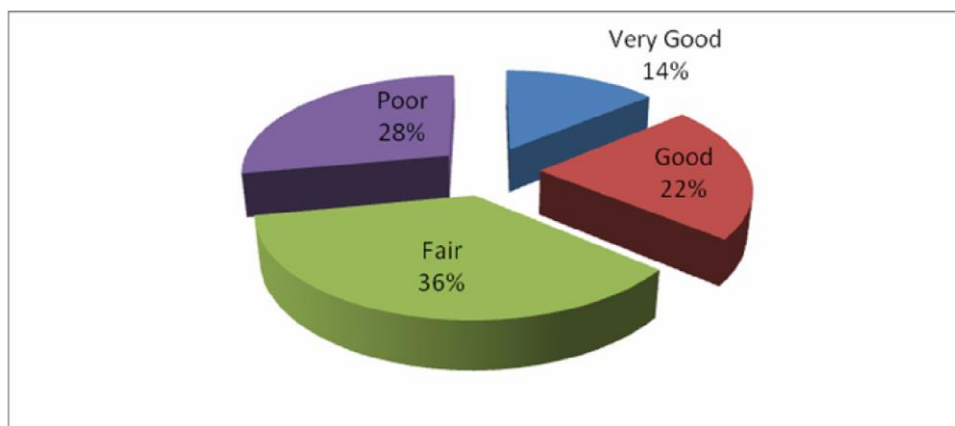
Figure 4.8 indicates that public secondary schools in Mt.Elgon constituency do not have adequate teaching staff, this is as indicate by 60% of respondents who indicated teachers that most schools have inadequate teachers, only 40% indicated that they are adequate. This inadequacy of staff in the region could be caused by the fact that many teachers posted seek transfers because of the hardship in the region as well as other ASAL regions in Kenya. This inadequate of teaching staffs could be affecting school performance in the region.

## 4.6 Students' Attitudes and School Performance

### 4.6.1 Students Attitude

**Figure 4.9 Students Attitudes towards Academic Performance**

Another student based factors that was necessary to ascertain whether it was influencing students' performance in Mt. Elgon constituency was students Attitudes towards Academic performance

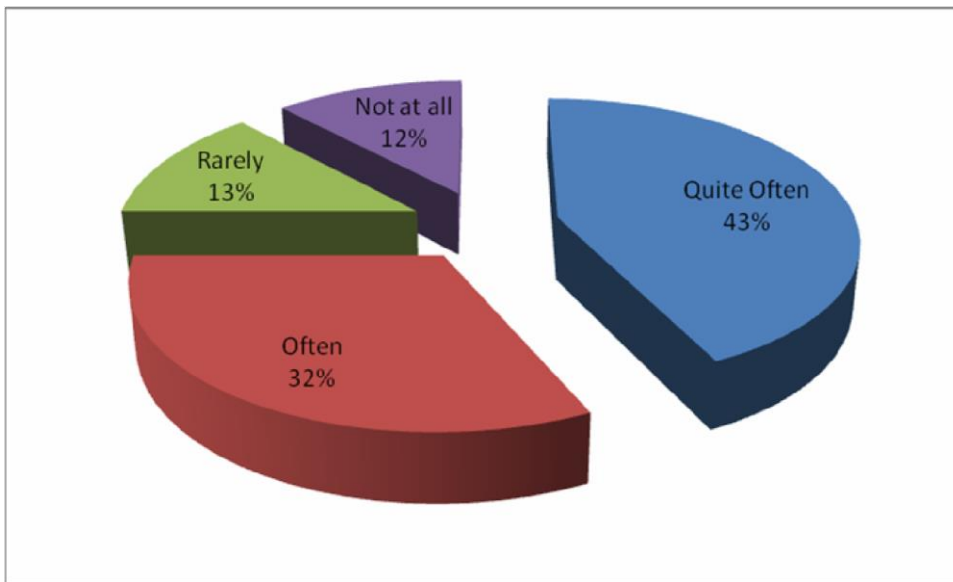


On the students factors affecting secondary schools performance the study examined the students attitudes or discipline and established that generally most teachers indicated by Figure 4.9 that the behavior was fair accounting for 36% as well as another 28% of teachers indicating that the discipline was poor, on the other hand, those who indicated that the behavior was either good or very good combined accounted for 36% of all teachers in Mt. Elgin constituency. This implies that the discipline matters could be considered to be affecting the student performance.

#### 4.6.2 Effect of Teachers School Transfer

**Figure 4.10 School Transfers**

The study sought to establish whether frequent school transfers was a factor affecting student performance in KCSE in Mt. Elgon constituency



As shown in Fig 4.10 the rate of teachers transfer of teachers was affecting students at Mt.Elgon constituency, as illustrated in the figure many students that teachers were transferred very regularly accounting for 43% and another 32% who also indicated that the transfer was often,

Cases of teachers being transferred from the schools without replacement led to inadequate teachers which affected teaching and learning and ultimately affecting academic performance



**Figure 4.11 Effect of School Transfer as Indicated by Students**

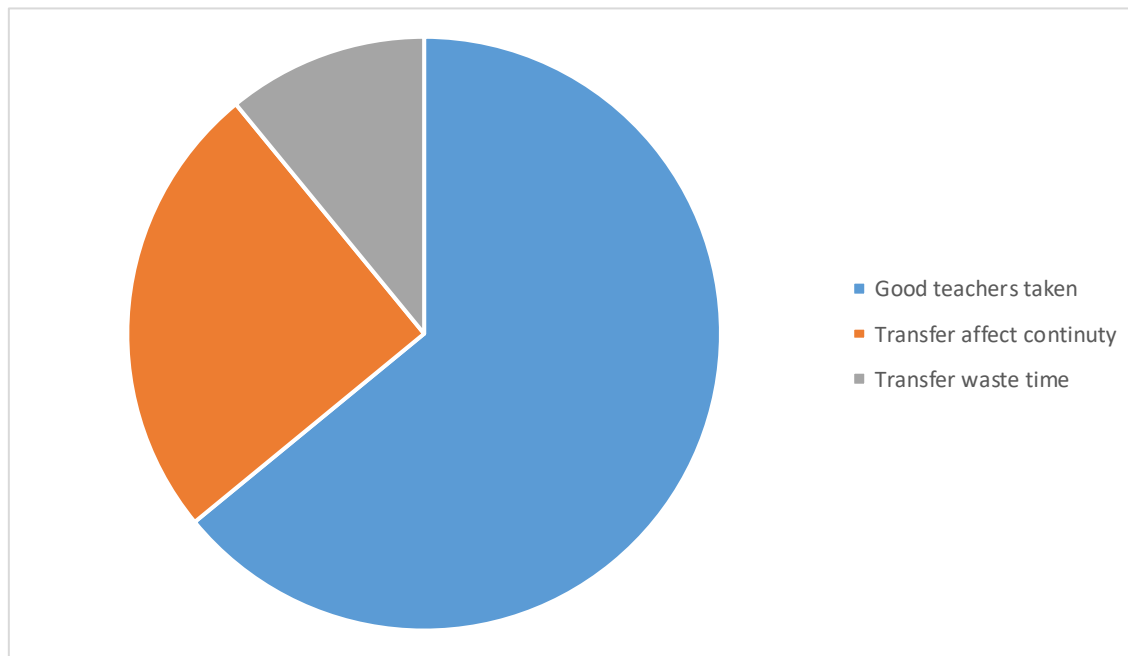
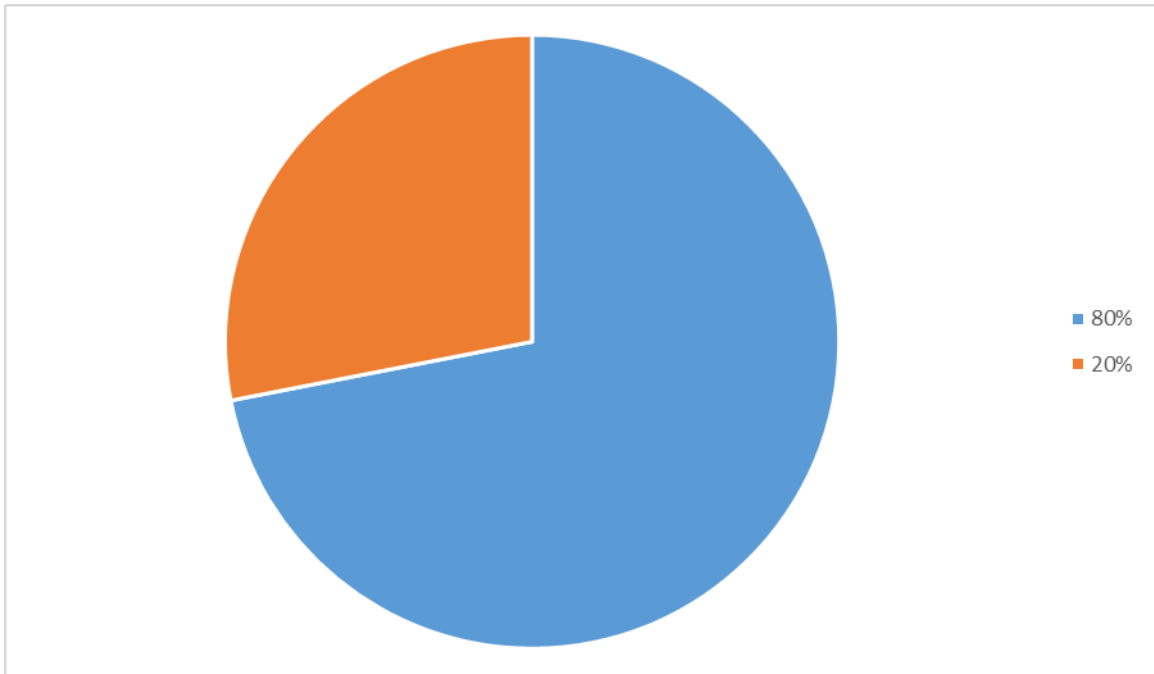


Figure 4.11 indicates that the many students felt that school's transfers was highly affecting their academic performance in that the transfer was associated in wasting time for students as indicated by 64% of students, 66% of students lamented that school transfer affect continuity and 76% indicating that in most cases the transfer was taking away their best teachers. Teachers are normally transferred for various reasons, sometimes for personal reasons and other as either administrative or discipline reasons. The study indicates that the frequency of teachers transfer was affecting students' performance in Mt. Elgon constituency. The frequent transfer may be attributed to the hardship in the region for teachers just any other civil servants may prefer to move to region where there are less hardship. The government may mitigate this by providing adequate accommodation and allowances.

### 4.6.3 In-Service Training

**Figure 4.12 Extent of In-service Training for Teachers**

The study sought to establish whether on in service training undertaken by teachers a factor was influencing student's performance in Mt. Elgon constituency



The study revealed that many teachers felt that they are not getting adequate in-service training as revealed by 60% of teachers while 40% of teachers have undergone in-service training as indicated by figure 4.12. In service training are very important extra training programs which equip teachers with extra skills which help in building capacity to teachers. The continuous curriculum changes and teaching pedagogy and methodology is one of reasons why it is important for teachers to undergo extra in service training. The revealed that teachers in Mt. Elgon constituency were found to be having inadequate opportunity for in-service training could be a factor influencing students' performance

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides a brief summary of the study, conclusions and recommendations. Chapter one to four presented research problems and research questions, the related literature review, and research methodology and findings

#### **5.2 Summary of the Study**

The study adopted exploratory approach using a descriptive survey design. Complaints about the poor performance in Kenya certificate of secondary Education examinations from parents, teachers and stakeholders made this area of study one of interest to the researcher. The study targeted the 15 public secondary schools and their principals' 100 teachers and 500 students'. The principals and the teachers are targeted because they are the most experienced in school in terms of administrative work.

#### **5.3 Summary of Findings**

##### **5.3.1 School Administration Influence on Students Performance**

The study established that, the principals play a significant role in school administration and that the performance of the school relies on administration style of the head teachers. The study in particular recorded that many principals in Mt. Elgon constituency partially involve themselves in school administration, many citing that they are overwhelmed by responsibilities than others secondary schools in other regions. Most head teachers indicated that they work under difficult circumstances including travelling long distances to schools since the schools

are dispersed, also they mentioned that they deals with teachers who lack motivation because of workload and job satisfaction, other head teachers indicated that most of time they also teach to supplement teachers who are not available and also citing they work overtime as well as dealing with communities which have negative attitudes towards education.

Cases of teachers being transferred from the schools without replacement led to inadequate teachers which affected teaching and learning and ultimately affecting performance. Teachers gave assignments often but were not able to mark the assignments due to much work load and many classes to teach. The study revealed that most of the schools had inadequate physical facilities like the libraries, laboratories and classrooms. Findings of the study revealed that the school –based factors which affected performance was inadequate instructional materials and other related resources such reference books and guides for teachers. Some of the schools in the district did not have adequate teachers.

#### **5.3.4 Extent to which Teachers Attitude Influence Students Performance**

The study established that age of teachers is instrumental to the teaching and learning process. Findings of the study revealed that the school –based factors which influence students’ performance apart from inadequate of instructional and resources like laboratories and classroom was that most of schools in the district did not have adequate teachers. Cases of teachers being transferred from the schools without replacement led to inadequate teachers which affected teaching and learning and ultimately affecting performance.

Teachers gave assignments often but were not able to mark the assignments due to much work load and many classes to teach. The study revealed that most of the schools had inadequate

physical facilities like the libraries, laboratories and classrooms. The study also established that there are few opportunities for in service training for many teachers in Mt. Elgon constituency which further undermine teachers' performance.

### **5.3.5 Extent to Which Students Attitude Influence Students Performance**

The study established that most secondary school students were performing poorly both academically and on co-curricular activities at schools. The findings further that many students attend schools rarely many citing that they do not value education because many people in the society or community's values livestock. Many schools available had more boys than girls promoting a needs on sensitization on management of sex maturation and transforming the school to be a gender responsive in terms of teaching and learning environment as well as implementing programme sensitization of teachers on methodology and pedagogy with and finally the study found that there is very little on sensitization of the parents on importance of the education on gender programmes

## **5.4 Conclusions**

The study made the following conclusions.

To begin with the study established that there are several schools based factors influencing secondary schools performance in Mt. Elgon constituency.

To begin with the study came into conclusion that school administration influence students' performance in Mt. Elgon constituency. Many schools administrators have not been adequately supervising their teachers in terms of teaching methodology, preparation of scheme of work, lesson plans and students progressive reports. Many of the principals have been very

permissive and using a detached administration style in school administration thereby affecting students' performance. Another conclusion was that the availability of physical resources like classrooms, laboratories and dormitories were also affecting students' performance in Mt. Elgon constituency, they are very few schools with such facilities which was disadvantaging students as compared to other regions in the country. Another conclusion was that students attitudes towards education and these also affected by their cultural and social economic background was also affecting students' performance in Mt. Elgon constituency and finally teachers attitudes which has been found to be influenced by several factors including the teacher workload which has been caused by inadequate teaching staffs, high rate of absenteeism and transfers by teachers was also affecting students' performance in Mt. Elgon constituency.

## **5.5 Recommendations**

Based on the findings, the study made recommendations to arrest the school based factors which affect performance. The recommendations were as follows:

There is a serious teacher's shortage in arid and semi-arid areas and because of this teacher - student ratios among the highest in the country. Because of this the available teachers are overloaded by responsibilities therefore the government through the Ministry of education and teachers service commission should come up with strategies to mitigate this challenges, for example building enough schools, providing teachers with allowances that commensurate with the hardship they face in the regions. Schools should be provided with learning resources by the government and parents to facilitate learning hence improves the academic performance thus the government and parents could assist in the provision of the required resources. The social-cultural background of the people in Mt. Elgon are pastoralists who move from places to new

places with their cattle for these reason it become a challenge to provide enough infrastructures for learners, therefore the researcher recommend introduction of a mobile libraries or laboratories to schools.

Teachers should be encouraged to undergoes professional growth of will help them to have skills to be able to cope with the challenges facing semi-arid schools environment. The principals should be on the frontline in supervising their teachers then teaching-learning processes and making necessary interventions as far as academic performance is concerned.

### **5.5 Suggestions for Further Studies**

1.0 Examine the effect of social cultural factors on school performance at Kenya Certificate of Secondary Education in Mt. Elgon constituency. This will be important because the culture of the region seems to affect indirectly the students' attitudes towards learning

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## **Appendix I: Letter of introduction to the respondents**

Chemiat Wamalabe Isaac

Gretsa University,

P.O. Box 3-01000,

THIKA

Dear Respondent,

**RE: EDUCATIONAL RESEARCH WORK**

I am an undergraduate student at Gretsa University, pursuing degree in Education. Am conducting a study on the school based factors influencing students' performance in KCSE in public secondary schools in Mt.Elgon Constituency and your school has been selected to participate in the study. I therefore, request for your assistance and cooperation when collecting information regarding this study. Please comply and give your honest and accurate information required by the questions.

Thank you in advance.

Yours Sincerely,

Chemiat Wamalabe Isaac

## Appendix II: Questionnaire

This questionnaire is designed to gather data about yourself and your school to be used in the study of school based factors influencing the Performance in KCSE in public Secondary Schools in Mt.Elgon Constituency. You are kindly requested to tick (✓) the appropriate response or respond as indicated

### SECTION A

1. What is your gender?

Male ..... Female....

2. What is your age?

Any other specify .....

3. For how long have you been a head teacher in your teaching career?

4. Have you ever attended an in-service course?

Yes ..... No.....

6. What is the size of your school?

### SECTION B: Factors Influencing Performance

7. Do you have enough teachers in your school?

Yes .....No

8. What is the average teacher student ratio in your school?

.....

9. (a) What is the average teaching load of your teachers per week?

(b) How do you rate this work lo

(a) What effect do you think the teaching load has on the performance of students?

.....  
12 (a) Are teachers able to correct all the assignments given at the intended time?

No.....yes.....

13. (a) Do you receive complaints of students not completing their  
Assignments/home work as required?

Yes ..... No.....

Thank you for your cooperation

### Appendix III: Questionnaire for teachers

You are kindly requested to tick (✓) the appropriate response or respond as indicated.

#### SECTION A

1. What is your gender?

Male  Female

2. What is your age?

3. What is your highest professional qualification?

4. For how long have you been a teacher in this particular school?

0 – 4 years  5 – 8 years  9 – 14years  15– 18 years  20 - 24 y

#### SECTION B: Factors influencing performance

5. Are there enough teachers in your school?

Yes  No

6. (a) What is average teaching load per teacher per week?

.... Beow 20 lessons .....20 –24 lessons..... 25 – 30 lessons..... More than 30 lesson.

7. How often do teachers give pupils assignments/homework to their students?

8. (a) Do teachers correct all the assignments at the intended time?

Yes..... No

Thank you for your cooperation

#### **Appendix IV: Questionnaire for students**

You are kindly requested to tick (✓) the appropriate response or respond as indicated.

Please respond to all items.

1. What is your gender?

Male  Female

2. What is your age? .....

#### **SECTION B: Factors influencing performance**

3. Are at times left without teachers in your classrooms?

Yes.... No.....

4. (a) Are there cases of teachers transferred from your school?

Yes ..... No.....

(ii) When transferred, how often are they replaced?

Quite often  Often  Rarely  Not at all

(iii) How do the transfers affect performance of students in KCSE exams?