

**FACTORS LEADING TO CONTINUED DISMAL PERFORMANCE IN KENYA  
CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (K.C.S.E) IN DAY  
PUBLIC SECONDARY SCHOOLS IN TIMBOROA ZONE, TARAKWA SUB-COUNTY,  
UASIN GISHU COUNTY, KENYA**

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**REG NO: EDU-G-4-0063-16**

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A  
DEGREE IN EDUCATION ARTS OF GRE TSA UNIVERSITY, THIKA**

**NOVEMBER 2020**

**DECLARATION**

I Mary Ngugi do hereby declare that this project is my original work and has never been presented in any other college or university for the award of diploma or degree.

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## **DEDICATION**

I dedicate this research to my lovely parents, Mr. / Mrs. Ngugi and my beloved sisters for their moral and financial support when I was undertaking this work.

## **ACKNOWLEDGEMENT**

Much appreciation goes to my supervisor Madam Sheillah Tallam and colleagues at Greta University who helped me go through my research work.

## **ABSTRACT**

In Kenya, most of the citizens are accessed to education due to the government commitment and establishment of free education in secondary schools. Despite of all the effort, the sector of education continues to face many challenges, especially the declining performance of students in Kenya Certificate of Secondary Education (KCSE) in day public secondary School. Timboroa zone in Tarakwa sub-county is among the many observing poor performance in KCSE in the past four years. So, the intentions of this study is to determine the factors or determinants resulting to dismal performance in national examination (KCSE) in Timboroa zone with specific focus on all public day Schools. The goals of the study examine the influence of; financial challenges, the student's discipline and the distance from home to school on academic performance at Timboroa zone. The design of research used was descriptive. The target population comprised of: schools' principals, teachers, and the students of public day secondary schools in Timboroa zone, Uasin Gishu County. Interviews and questionnaires guides helped to collect data. Statistical Package for Social Sciences (SPSS) was used to compute data and it was presented and analyzed in percentage, frequency and bar graph.

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## CHAPTER ONE

### **Introduction**

This chapter entailed the study background, the problem of statement, objectives of the research, purpose of the research, significant of the study, Delimitations of the study, limitations of the study, Assumptions of the research and hypothesis of the study and conceptual framework.

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

Learning is describe as a process in which learners acquire new information or builds on information previously learnt. On the other hand, Performance is an accomplishment of a task. The major instructions goal in classroom or in the field is to equip the students with the knowledge and skills that are required. The instruction goal is to help bring about learning, where it should be cause at some point after learning instruction. However learning can be defer from academic performance, in the sense of what can be measured and observed during the training or instructions.

Various ways are learned by various people; a few of them may prefer a particular post of teaching and learning. Peter Scales (2008) students arise and become much operative when their range of learning experiences and style as extended. In the process of Distinguishing between learning and Performance early research show that even when there is no discernible changes in performance are observed, learning can occur. According to earlier researchers' literature implies that learning considerably occur nicely after performance one learns after performing a certain task. For example, in a learning organization, people learn on the job training.

It is demonstrated in early research that without changes in performance learning could occur. On the other hand, performance of a task does not mean the performer has learnt anything.

This is because a learner can accomplish a task but after evaluation one records poor performance. An example of this is where a teacher completes the syllabus but the student has not learnt anything. This could be further explained in the following clear distinctions about learning and performance. This process continues widely in the life of humans as long as there is motivation and desire to learn.

mastering new skills, is all about Learning and acquiring a bigger understanding about not known things to us and also about our surrounding making a better sense of it. We develop and grow mentally by the assistance of this process of learning as our brain or mind develops to its full ability. Peter Scales (2008) observed that there are main learning theories namely Behaviorism, Humanism cognitivist, Learning Styles brain -based learning, situated learning and Adult Learning. He however adds that these theories there are none that provides the answer which are correct to how people learn.

### **1:2 statement of the problem**

Generally, performance of the public day secondary schools is below expectations. Academic performances in Timboroa zone have been the issue of concern to the stakeholders of Tarakwa Sub County following the declining of the academic performance in (KCSE). These schools have the government support and they are endowed with physical facilities but they are continuing to perform dismally in national examinations. Therefore this study is determining the factors behind the continued dismal of academic performance in the area with a review to providing along lasting solutions to the problems.

### **1.3 Purpose of the study**

The research sought to establish some of the factors leading to continued dismal performance of these public schools in National examinations in spite of the fact they are best secondary schools in terms of resources and physical facilities in Tarakwa sub-county, Uasin Gishu County.

### **1.4 Objectives of the study**

The following are the objectives:

#### **1.4.1 General objectives**

To analyze factors leading to dismal performance in secondary public day schools in Tarakwa sub-county.

#### **1.4.2 Specific objectives**

- i) To establish the influence of financial challenges on the academic performance at Kenya Certificate of Secondary Education (KCSE) in Tarakwa ward.
- ii) To establish the influence of students discipline in academic performance in public secondary Schools in Timboroa ward.
- iii) To investigate if the distance from the school affect the academic performance in public schools.

### **1.5 Research Questions**

The following seek to answer research questions.

1. Do the financial challenges contribute to the dismal performance of national exam in Tarakwa sub County?
2. In which ways does student's discipline affect the achievement of academic performance in public day secondary schools in Timboroa Zone?
3. Does the distance from the school affect the performance?

## **1.6 Significance of the Study**

The study was of importance because it documented the factors affecting performance of the students among the Kenyan Secondary public Schools, thus adding to knowledge in the area of students' performance.

This added to the existence of knowledge in the area of secondary school student's performance which will enable the government and interested organizations to make informed decisions on how to improve performance of the students. This in effect will contribute to achieving good performance and increased productivity by teachers.

The study also aim at providing information in what manner various features within schools set up influence students' performance in public secondary schools. The research findings will be intended to benefit the learner in the following ways: Curriculum developers can use the information for reference when revising the syllabus in order to make it more learners friendly. The research findings will be also helpful to school administrators and education policy makers, guiding to improve, formulate and implement policies that are conducive for improvement of performance in secondary public schools. This is because, related decisions to the subject should base on happenings and facts in schools.

## **1.7 The study delimitations**

The research was limited to public day schools in Timboroa zone, Tarakwa Sub County, Uasin Gishu County. It will have the following objectives: find out the influence of finances challenges, establish the students discipline and the distance from home to school.

## **1.8 Limitations of the study**

This study was limited by time, for the time of study was quite short. The study was carried during rainy season and the schools of study were far from each other. Therefore, accessing them was quite difficult.

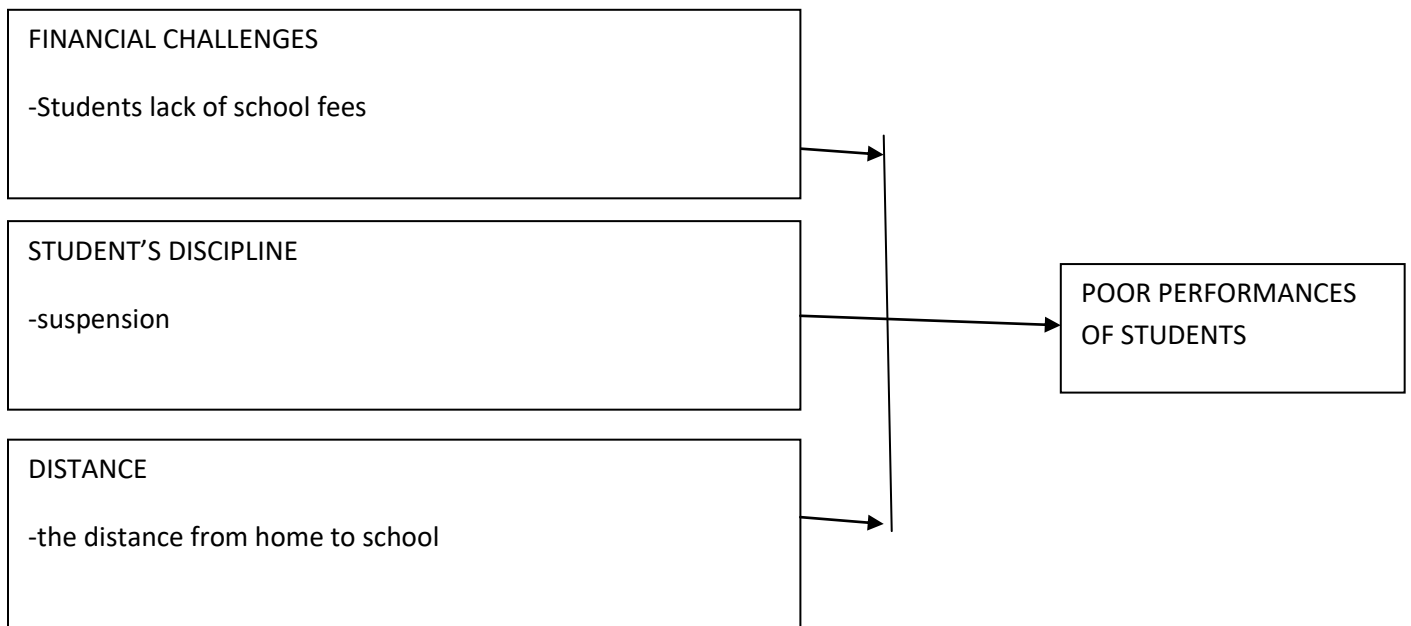
### 1.9 Assumptions of the study

It was assumed that the respondent freely will fill the questionnaire without fear of anyone. It also assumed that the researcher will get all the support required from relevant sources in getting information needed. Also the researcher will assume that the respondents would give all the information required in an accurate manner.

### 1.10 Conceptual Framework

#### Independent Variables

#### Dependent variable



## **CHAPTER TWO: LITERATURE REVIEW**

### **Introduction**

This chapter highlights the gaps that appear to be hindering good performance in Uasin Gishu County. It consist of; financial challenges, the distance from school, student's discipline and theoretical framework.

### **2.1 Financial Challenges**

Due to lack of school fees, many students find themselves being out of school mostly because they are sent home to come back with the amount needed. Most of them are not able to clear fees on time making it difficult for learning. While they are at home the teachers are forced not to continue with the syllabus and they are not being able to finish it on time thus this affects the students' performance in national examination where when they sit for this exam they find questions being difficult because they didn't cover it. Due to continued rise of debts, most of the students are under greatest pressure to meet make ends and others at the greatest expense for performance pursuits. Most of the parents are not able to offer money to buy books and notes needed in learning for their children. According to Van der Warf (2001) parents should requires budget because it is cheaper and useful. So you find most of these students find it hard to find the books and they are not able to write down what they are being taught hence they prefer cramming which at the end they find themselves forgetting quickly and finally they end up failing the national examination. Due to financial challenges, most of the students go to school while hungry due to lack of food which mostly affects student's concentration in class. Children from the family of low socioeconomic background would find it hard to cope without these basic necessities which results to poor performance even though not in all cases.

## **2.2 Students Discipline**

School administration has continued with maintaining conducive environment by ensuring the operation of discipline in school for academic performance. Contrary to this, most students remain unruly with indiscipline cases. It has also been realized as that student's in secondary schools indiscipline in Timboroa zone, Uasin Gishu county have become a destructive force that deeply has eaten into the moral up bring of the students. Learners have become incontrollable and mostly disrespectful to teachers, parents and to society at large. Ebontane (2006) reported that insubordinate and violence to teachers, students and others it is assault to them. Students various types of indiscipline, among it includes; boycotting lessons, alcohol consumption, lateness to school and destruction of properties. This occurs as a result of students riots hence they are suspended out of school and come later to do the national examinations and this may be challenge to these students because they will not be able to attend classes and rely on their own research which is not enough thus leading to poor performance. Gakure( 2012) documented absenteeism and dishonesty as the mostly discipline issues influencing academic performance in Timboroa Zone.

## **2.3 The Distance from Home to School**

Academic poor performance is been connected with secondary schools location in Tarakwa sub-county. Many studies show that the study is connected with learner's academic poor performance with the walking distances which they commute to reach in schools. Engelbrencht (1996), a study that investigate the location of this schools, it shows that the amount of space being travelled by the student from school to home related unconditional the academic performance of learners. The long footing of students to school less organizes their focus in class. Some arrive in school while stressed and supreme tiresome both psychologically and physically where it affects

their academic performance. When the students leave from home to school they come across to many stuffs and disturbances which disturb them, and they fail to get in school on time thus the studies is being affected. Also due to unfriendly weather for example the heavy rainfall they found themselves not able to reach in school on time hence they misses most of the lessons. Also in this long distance from school there is time wastage in traveling where they miss the preps and when they get to school they don't have time to read for themselves hence they rely on what they are taught.

## **2.4 Theoretical Framework**

This study was guided by Skinners (2007) theory of motivation. The learners performance is conveyed by the teachers, parents and students. The key motivators are teachers in the classroom (Skinners 2007). The teacher must know which ways learners can be 'conveyed' and 'motivated' for successful performance. Even so, part of the features that determine learner's poor performance is: financial challenges, student's discipline and the distance they travel from home to school. Motivated Learners do their work better and obtain a higher level of performance. To skinners (2007) key principles of efficient school are effective principles, though school success manipulated by other features. Principals play important role. Also Skinners (2007) believes that, positive reinforcement is based in learning. Therefore the students to establish successful academic performance, teachers and students effort should be coordinated by school so as to get the performance they need.



## **2.5 Summary of Literature Review**

This research tended to investigate the factors leading to dismal performance in national examinations in secondary schools. These features include: The financial challenges, student's discipline and the distance from school. Various researchers have gone through the same study on same topic getting different results. The literature review indicates that financial challenges, students discipline and distance have influence on students' performance negatively. The study therefore is expected to improve the review literature on factors leading to dismal performance. Also is based on day secondaryschools in Timboroa zone what has not occurred earlier.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **Introduction**

In this chapter it highlighted the research design, population of study, research instruments, and measurements of variables, validity of measures, reliability of the measures, data analysis and the pre testing.

### **3.1 Research Design**

The study utilized descriptive design to establish features leading to continued dismal performance of Kenya Certificate of Secondary School (KCSE) in Timboroa zone, Uasin Gishu County. Descriptive design is a process of gathering information using questionnaire or interviewing (Orodho2008). Descriptive research design is interested with specific prediction, with the act of recounting actions, facts and features interested by individual or group (Kothari 2004). This research design was chosen because of the advantages it has over the other designs. Also it's preferred since it is clearly designed to make sure the complete description of the situation, ensuring that there is lowest limit of prejudice in collection of data and to minimize errors in explaining the data collected.

### **3.2 Population of the Study**

Targeted population is the element of individuals from which samples are taken for measurements. According to Orodho(2004) it refers to a large group from which the sample is taken. The target of the study is; fifty (50) day secondary schools but out of this 5 schools who has the lowest grades will be used purposefully for this research.15 principals, because they have

a direct role to play. 225 teachers but will focus on then twenty three (23) of them and 1010 students but will focus on 101 students from these five (5) schools. Students and the teachers are mostly targeted because they are most experienced in schools in terms of administration work.

### **3.3 Sampling Techniques**

Simple random sampling was used where principals, teachers and students gave out the information from their schools and gave the details concerning the factors been investigated.

### **3.4 Sample size**

The researcher used the Mugenda and Mugenda techniques of ten percent 10%. Out of fifty (50) public day secondary schools the researchers focused on five (5) schools and out of two hundred and twenty five (225) teachers the 10% of them which is 23 teachers were examined. Also out of one thousand and ten (1010) students, only one hundred and one (101) were surveyed.

### **3.5 Research Instruments**

The study involved two instruments; a questionnaire and observation schedule. Questionnaire used specifically for principals, teachers and students. Most of the populations being studied have knowledge in literature and since it is large number, the formed questionnaire is a favorable tool for the study. Also the questionnaire is appropriate method as it is suitable for the population studied.

### **3.6 Validity of Measures**

Degree to which several measures of the concept are accurately is known as validity. Validity also is concerned with finding if the questionnaire content is weighing what are supposed to measure. The concept content of validity was determined through expert judgment by the supervisor.

### **3.7 Reliability of Measures**

The degree to which a research instruments within a session relate to each other this called reliability. This implies that the instruments must evaluate what it is meant to measure. So the significance of the reliability was to estimate the style of the questionnaires article found to be insufficient to enhance the excellent of the research instruments.

### **3.8 Data Collection Methods and Instruments**

Survey Method: The researcher will use survey method in which a Questionnaire will be used as the tool to elicit the requisite information. A questionnaire is a device that brings out the answers from a respondent or actions to questions pre -arranged and presented in a special order.

In the context of the present study, questionnaires will be used to tap Information regarding factors affecting performance. The researcher will send out 10 questionnaires as a pilot study. Piloting is where one sends some questionnaires to respondents in order to check any errors or ambiguity in them. The investigator at this stage will send out the improved version of the questionnaires to the respondents and then follow them up in order to reduce the number of non-despondence. Care will be taken so as to make sure the questionnaire objects are sufficient and accurately structured. Questionnaires will be very specific hence generalized responses from the respondents will be largely avoided. More specifically, the questionnaire will elicit information on variables affecting students learning and performance among the selected zones publicsecondary Schools-Case Study Timboroa zone.

### **3.9 Data Analysis**

The researcher used the SPSS computer package once the data is collected. SPSS is a package being used to analyze data in the mode of frequency table and bar graphs. Levels are attached to

variables which are as stated in the questionnaires. The data collected will be presented in forms of tables and graphs to depict certain information used in the inquiry of data.

### **3.10 Reporting**

The researcher ensured that the respondent's identity was not revealed.

## CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

### 4.1 Introduction

The analysis data in this chapter was purposed at discourse what the study aimed at, which was to examine the factors that contributed to learner's poor performance in Kenya Certificate of Secondary Education (KCSE) examination in public secondary schools in Tarakwa Sub County, Uasin Gishu County.

### 4.2 RESPONSE RATE

The information regarding the factors were procreated through a few questionnaires that we're regulated to; 5 principals, 101 students and 23 teachers. The questionnaires were returned. The data then was analyzed in tables, frequencies and presented in percentages.

### 4.3 DEMOGRAPHIC INFORMATION

Demographic information of principals and teachers

The principals and teachers were requested to point out their age, gender and academic qualifications.

#### *4.3.1 Principal's response on age and gender*

The principals were requested to state their age and gender. Below are the findings and are in the tables presented below:

**Table 1**

<b>gender</b>		
<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	4	80.0
Female	1	20.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

<b>Age</b>		
<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
40-45	4	80.0
50 and above	1	20.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

Table 2

The findings showed that among the 5 respondents, 4 were male principals while the other one was a female. This suggests that male principals govern the headship of most schools. About the age, it revealed that the higher percentage of principals' tie between the age of 40-45years and it implies that due to age the principals have gained the enough experience in school.

#### 4.3.2 Principals Academic Qualifications

Table 3;

<b>academic qualifications</b>		
<b>Education</b>	<b>Frequency</b>	<b>Percent</b>
Masters	1	20.0
Degree	4	80.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

The findings showed that four male principals have Degree in education and one has a master degree in education. This suggests that the principals in Timboroa Zone are academically qualified.

4.0Part examines the chosen Factors contributing to learner's poor academic performance in National examination (K.C.S.E) in Timboroa Zone.

The financial challenges and performance in KCSE is looking up to the habit of the payment of fees: the principals, teachers and students were requested to indicate if parents discharge their role in the; payment of fees and purchasing learning materials. The importance of choosing this study question was based on adopting that the punctuality fees payment reduces wastage of time in fees collections. Below are the responses

#### 4.4.1 Responses from the principals on parent’s economic roles and performance

**Table 4; do parents discharge their economic roles**

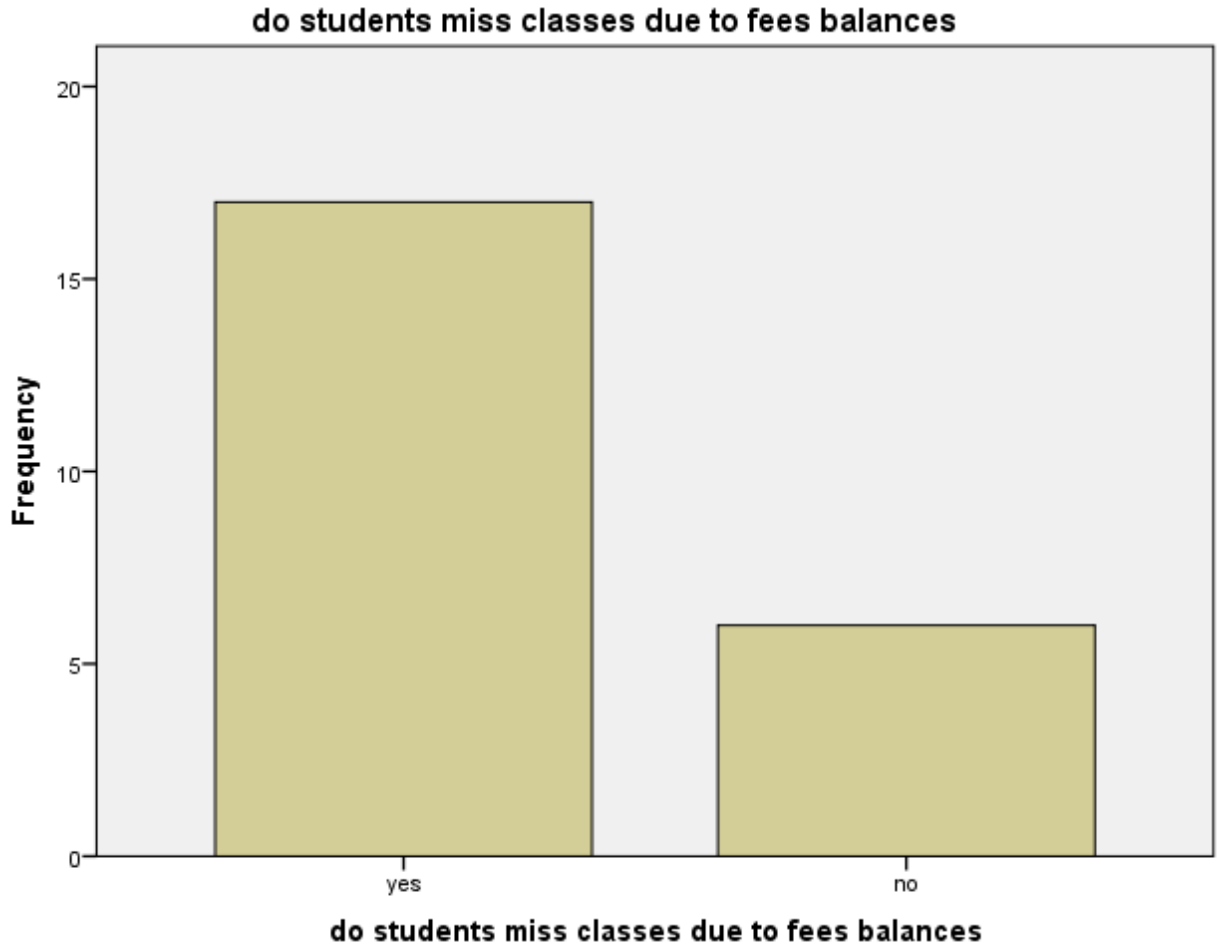
<b>Economic</b>	<b>Frequency</b>	<b>Percent</b>
Yes	1	20.0
No	4	80.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

The findings showed that 80% of the parents don’t play their socio economic role of paying school fees and purchasing the learning materials for their children, while 20% of the parents proportionate pay the school fees. This indicates that most of the parents do not meet their roles particularly on the fees payment. Based on this finding, it is concluded that parent’s recklessness to discharge their roles of socio economic adequately has contributed to learner’s poor academic performance in KCSE.



#### 4.4.2 Teacher's responses on students missing classes due to fee balances and the performance

Fig 1



The findings revealed that 17 respondents shows that most of the students miss classes due to lack school fees where they are sent home to collect the balances needed. Most teachers said that at most cases they are forced not to continue with the syllabus when a large number of students are out of school. While 6 respondents revealed that a few number of the students are affected because the teachers cannot continue teaching while others are out of school.

According to this finding, it is revealed that most of the students came from a humble background where the parents have difficulties to clear fees for their children hence this contribute to the poor performances of this leaners in KCSE.

#### 4.4.3 Student’s responses on payment of school fees on time

Table 5

<b>do your parents pay fees on time</b>		
<b>Fees</b>	<b>Frequency</b>	<b>Percent</b>
Yes	20	19.8
No	81	80.2
<b>Total</b>	<b>101</b>	<b>100.0</b>

From the findings, students revealed that 80.2% of the parents do not pay the school fees on time. They said that due to late payment of fees, they find themselves mostly out of classes because the school management cannot allow them to stay in school without completing fees on time. While a small percentage of 19.8% said that they manage to clear fees on time because they get support from the government funds. Base on the above study, it clearly noted that most of the students do not pay fees on time thus it affects their academic performances.

#### 4.5 Indiscipline cases in schools

##### 4.5.1 Responses on the mechanism used to solve 4.5.1 Principal’s indiscipline cases

Table 6                      mechanism used to solve indiscipline cases

<b>Mechanism</b>	<b>Frequency</b>	<b>Percent</b>
Punishment	1	20.0

Suspension	3	60.0
Dialogue	1	20.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

The study revealed that 60% of the mechanism used to curb indiscipline cases is suspension. It implies that most of the schools have had the indiscipline problems like alcohol consumptions and boycotting lessons and it makes the school to give suspensions to the students found with indiscipline cases. Therefore according to this finding, it easily noted that indiscipline cases have an impact on student’s performances in national examinations among the public day secondary schools in Timboroa Zone.

#### 4.5.2 Student’s responses on indiscipline cases

Responses of students on been suspended out of school

**Table 7**  
**have been suspended out of school due to indiscipline cases**

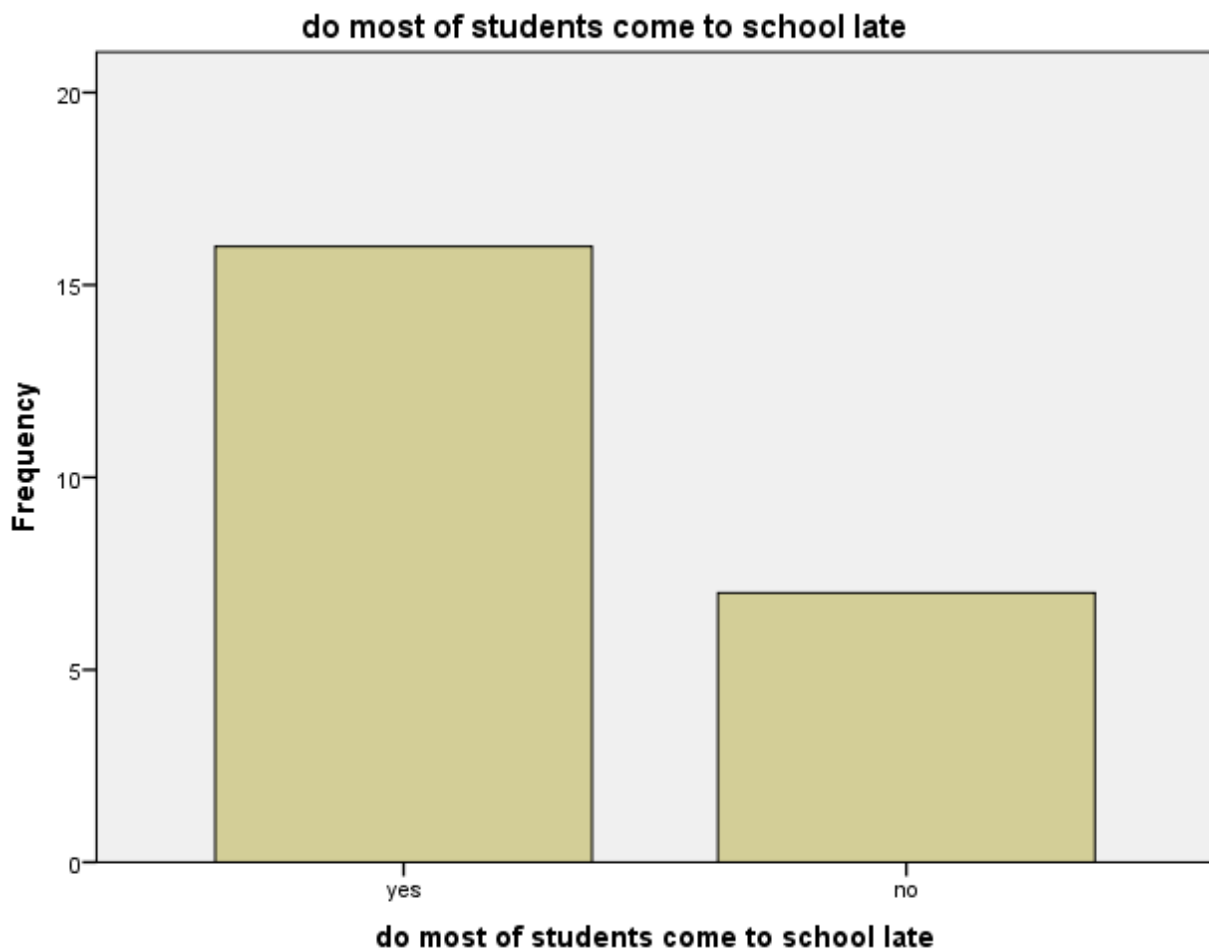
<b>Suspension</b>	<b>Frequency</b>	<b>Percent</b>
Yes	81	80.2
No	20	19.8
<b>Total</b>	<b>101</b>	<b>100.0</b>

The study revealed that a high percentage 80.2% of students have been away from school due to indiscipline cases. While 19.8% have not been involved in any indiscipline cases. Based on the findings above, it is clear that most of the students are involved in indiscipline cases and are mostly been suspended out of school hence it affects their academic performances negatively.

## 4.6 Distance from home to school

### 4.6.1 Teacher's responses on student's lateness

Fig 2



The study revealed that a higher number (73%) of the students came to school late. This is because the location of the school is quite far from home, while few (27%) shows that other students arrive to school on time. This implies that a higher percentage of students came from far

and that's why they arrive to school late. Base on the findings, it shows that the distance from home to school has contributed to students poor performances in Timborea zone.

#### 4.6.2 Student's responses on the distance from home to school and performances

Table 8

<b>how far do you walk from home to school</b>		
<b>Distance</b>	<b>Frequency</b>	<b>Percent</b>
4 kilometers	79	78.2
5 kilometers	22	21.8
<b>Total</b>	<b>101</b>	<b>100.0</b>

The findings revealed that 78.2% of the students walk for 4kilometres from home to school daily. Due to this long distance the students walk, it make them to arrive to school late and misses some lessons, While 21.8% walk for more than 5kilometres from home to school. Hence from the above findings, it can be noted that the distance the students walk have an impact to their studies. For instance, the students get distracted on their way to school by many things and even when there is unfavorable weather. Also they arrive to school while they are tired and their concentration is low. Hence this is could have a negative influence on their KCSE performances.

## **CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter covers the summary of findings, conclusion and the recommendations.

### **5.2 SUMMARY OF FINDINGS**

The following are the findings obtained from the research:

- a. The effects of financial challenges, in terms of the fees payments on performance in Kenya certificate of secondary education (K.C.S.E). The research discovered that almost all parents are not been able to perform their financial role of paying school fees and purchasing books, pens and other learning materials.
- b. . Indiscipline cases in schools. The research discovered that most of the schools had problems of indiscipline. A certain number of these indiscipline problems are worked out through the conversations, punishments and suspensions. Nevertheless, indiscipline cases causes the continued dismal of performance since when unrest take place in the school, definitely learners are sent back home, which means no teaching or learning goes on for the time they are at home. Teachers hence may not be able to revise for exams and finish their syllabus on time. Also this lowers the teaching morale.
- c. Effect of the distance from home to school on the academic performances shows that the long walking from home to school affected the students' academic performances. In those schools studied, most of the students trek for more than five kilometers daily. The long distance cause fatigue and late coming as the day commence which kills student's concentrations.

### **5.3 CONCLUSION**

- Lack or poor payments of fees has led to poor academic performance, this suggest that there should be an increment of bursaries by the government to distinct day public secondary schools in Timboroa zone, to assist the bright and the needy students whose studies are interrupted when they are sent home for fees. Hence this motive of increasing the bursaries should be urgently addressed and implemented if the performance of the students has to be increased.

- Causes of indiscipline; Urgently, students need to be highly disciplined, this suggest that parents should help while the learners are at home to make sure that the kind of behavior the learners convey while they are at home is awaited of them. If excellent academic performance is to be obtained, then also the disciplining the leaners ought not to be the work of teachers alone but it should be a collective obligation among parents, teachers and the community at large.

- The distance which students walk from home to school will continue affecting the performance of these students if there is no any effort done to improve the provision of this day secondary schools in Timboroa zone. To curb this government should build more schools to reduce the distance and also the schools should be provided with school buses to overcome the problem of late coming and tiredness of the students.

### **5.4 RECOMMENDATIONS**

Lack of fees was established as a factor contributing to poor academic performance in Timboroa area. However, to curb this imperil, the government shouldto increase the bursaries to thisvarious public day secondary schools in Tarakwa sub county so as to help a great number of bright but needy students of whom leaning is interrupted when they are sent home to get the fees.

Since the abolishment of corporal castigation like caning of the students by the government, then the government should furnish the schools with teachers who have been educated in in guidance and counseling in order to mold arrant learners because the indiscipline cases has been quoted as one of the determinant that has led to poor academic performance in K.C.S.E examinations in Timboroa zone.

Schools of any type must be easily accessible for students' health consideration. The government should put more efforts to construct new schools in Timboroa zone to reduce the distance covered by the students. Also there should be the school buses to convey the students to and from schools to overcome the challenge of the tiredness and late coming on the part of students hence enhancing their academic achievements.

### **5.5 Recommendation for further studies**

Investigate why some of public secondary schools perform better in KCSE than others.

Also a study is required on the determinants that lead to students' indiscipline cases in secondary schools in Timboroa Zone, Uasin Gishu County.

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## **APPENDICES**

### **Appendix I: The letter of introduction to the respondent**

To the respondents,

I am an undergraduate student at Grets University, undertaking research on the features leading to dismal performance in [KCSE] Timboroa zone. I kindly request you to assist by filling in this

questionnaire. Answer the questions given as honestly as possible please to reflect the situation in your school following the instructions given. Your responses will only be used for purposes of this study and it will be strictly be confidential. You are not required to write the name of school or your name on the questionnaire.

Thanks for your cooperation.

Name: Mary Ngugi

B.Ed. student

Reg No.EDU-G-4-0063-16

## **SECTION A: BACKGROUND INFORMATION**

### **Appendix 11: Questionnaires for the principal**

1. What is your gender?

MALE [ ] FEMALE [ ]

2. What is your age?

a) 35-40 years [ ]

b) 40-45years [ ]

c) 45-50 years [ ]

d) 50 years and above [ ]

3. What is your academic qualification?

a) Masters

b) Degree

c) Diploma

**SECTION B: Factors influencing performance**

1. Do parents discharge their socio economic role?

a) Yes

b) No

If yes which kind of social economic role do they play?.....

.....

If No why do you think they don't play their role?.....

.....

2. What mechanisms do you use to solve Indi spline cases?

a Dialogue

b Suspension

c Punishment

**APPENDIX 111: QUESTIONNAIRE FOR TEACHERS**

1. Do most students miss classes due to fee balances?

a Yes

b No

2. What are some of indiscipline cases have you encountered?

.....

3. Do most of students come to school late?

a. Yes

b. No

If Yes what do you think makes them to come late?

**APPENDIX IV: QUESTIONNAIRES FOR STUDENTS**

1. Do your parents pay school fees on time?

a Yes

b No

2. Have you ever been suspended out of school due to indiscipline cases?

a. Yes

b. No

If yes which kind of indiscipline cases?

.....

3. How far do you walk from home to school?

.....

6. Which indiscipline cases do most of students show?

.....