

**INSTITUTIONAL FACTORS CONTRIBUTING TO POOR STUDENT  
ACADEMIC PERFORMANCE AMONG STUDENTS IN PUBLIC  
SECONDARY SCHOOLS IN KISAUNI SUB-COUNTY, MOMBASA COUNTY,  
KENYA**

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## DECLARATION

This Project is my original work and has not been presented for award of a degree or for any similar purpose in any other institution

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## ABSTRACT

The study sought to investigate factors contributing to poor academic performance in public secondary school in Kisauni sub-county in Mombasa county. The study was guided by the following research objectives; To determine the extent to which the size of school contributes to poor students' academic performance in KCSE in Kisauni sub-county, Mombasa county, to establish the extent to which teaching and learning resources contributes to poor students' academic performance in KCSE in public secondary schools in Kisauni sub-county, Mombasa county Kenya and to access how the indiscipline of students contributes to poor students' academic performance in KCSE in public secondary schools in Kisauni sub-county, Mombasa county. The study employed descriptive survey research design. Human capital theory was used developed by Adam Smith in the 18<sup>th</sup> century and John Stuart Mill in the 19<sup>th</sup> century which holds that the wellbeing of the society is a function of the knowledge and skills of individuals. The study used a targeted 500 students, 60 teachers and 8 principals in public secondary in Kisauni sub-county in Mombasa county. Simple random sampling was used to select schools, students and principals were purposively selected. The research used questionnaires and interviews as the research instruments. The study used Statistical Package for Social Sciences (SPSS) Version 23. Tables and figures were be used to present the analyzed data. The study established that The number of students in class affects the academic performance. There are no adequate books in the schools which affects students' performance. Teachers used teaching aids to complement the teaching process to allow better understanding of concepts during their lessons. The study recommends that school heads should ensure their schools have adequate learning materials to allow them have adequate access and utilization of learning materials.



## **ABBREVIATION OF ACRONMYS**

DFID	: Department of National Development
KCSE	: Kenya Certificate of Secondary Education
KICD	: Kenya Institute of Curriculum Development
SDGS	: Sustainable Development Goals
MOE	: Ministry of Education
SPSS	: Statistical Package for Social Science
UNDP	: United Nations Development Programme
UNESCO	: United Nations Educational Scientific and Cultural Organization.
UNICEF	: United Nations International Children Educational Fund
UN	: United Nations
TLM	: Teaching and Learning Materials

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Introduction**

In this chapter we will discuss the background to the study, the research problem, the purpose of the study, the conceptual framework, the research objectives, the research questions, the hypotheses of the study, the significance of the study, the limitations and the delimitations of the study.

### **1.1 Background To The Study**

There are number of institutional factors that contribute to poor academic performance of the students some of these factors are size of the school, teaching and learning resources and students indiscipline. Research has shown that clean air, good light and a quiet, comfortable and safe learning environment are important for academic achievement (Schneider ,2002). Effective instructional leadership has been shown to result in improvement and effectiveness (Lezotte,2010). Teachers are the most important human resource and remain the backbone of any educational system (UNDP, 2003)

The significance of education in national development as well as individual is indisputable this simply because highly educated person contributes to national development, individuals have used education as a ladder to climb a desired social and economic levels. Education is also viewed as a tool for social economic changes. country spends most to enhance the educational process and improve academic achievements of students, education is essential for development of the society if more people are educated in the society are well disciplined the society might be.

High student's academic performances reflects attainment of educational goals, policies, objectives and projections therefore educational planners cannot be

disassociated from the school academic results. A report by the UN on the achievement of the millennium development goals (MDGs) notes that number of people living in poverty has reduced by half due to high number of educated people. Government has embarked in on expanding access to public secondary school through free day secondary school education.

According to UNESCO (2015) number of students in secondary school has increased significantly. The republican of Kenyan constitutional (2010) decries that basic education includes secondary education and is a fundamental human right for every Kenyan child. Examinations have been used to judge student's ability and means of selecting educational advancement and employment. Many of students do not perform well in national examinations in Kenya, this poor student academic performance has raised concern and efforts has been made to find reason contributing to poor academic performance. And this poor student academic performance has been contributed by some institutional factors such as size of population, teaching and learning resources, teacher characteristics and students' characteristics.

Access to school has improved rapidly since 1990, learning outcomes have lagged behind (UN,2015). One question that has preoccupied researchers for decades is why some public schools consistently perform well in national examinations while others consistently perform poorly. Scheerens and Bosker (1997), Lezotte, Skaifer and Hoslstead, (2002) and Dagget (2005) demonstrated that public secondary schools can make a difference even if their student body comprised of students whose families had disadvantaged backgrounds.

In Kenya, for example in 2011, of the 357,488 candidates who sat for national examination 27 % students attain mean grade of c+ which is minimum university entry

(Kigotho,2012) and also 2013 candidates 123,365, 27.465% attained c+ minimum university entry. The Kenyan education system places a minimum grade c+ which student must have obtained before getting admitted to Kenya University. Scrutiny of education statistics between 2011 -2014 shows that most schools had their students stacked in the lower end of the KCSE individual ranking (Soft Kenya, 2015).

The study will be carried out in Kisauni sub-county of Mombasa county where statistic from Kisauni sub-county shows that some schools performed well while others performed poorly, what are not clear are the factors that has enabled a few schools to perform well while other perform poorly in KCSE. The research will be done on the six sub counties in Mombasa that is Mvita, Likoni, Chagamwe, Jomvu, Nyali and kisauni.

The table below shows the performance by mean score;

**Table 1: Public Secondary Schools KCSE Performance in Mombasa County**

Year	Number of Candidates	Mean Score
2013	2,338	4.45
2014	2,373	4.14
2015	2,360	4.23
2016	3,107	3.474
2017	3,422	3.24
2018	3,521	3.42
2019	3,481	3.37

In 2013, only 20% of the students who sat for KCSE qualified for admission for degree programs. This is a very negligible number of secondary school graduate qualifying for university admission in Mombasa County. Thus, poor performance in KCSE hinders a large number of students in the county from joining higher institutions of learning and training.

It is worth noting that there exist studies on the influence of other factors such as discipline and leadership among others, on KCSE performance. Notwithstanding, few or no examinations have delved into the subject of influence of school culture on performance in Mombasa county. The current study therefore, examines the influence of school culture on students' performance in KCSE in Public Secondary Schools in Mombasa County, Kenya.

## **1.2 Statement of Research Problem**

Research shows that a combination of family, school, teacher and student factors exert significant influences on educational aspiration and academic achievement of students, (Kimani, Kars and Njagi (2013). These influences can contribute to poor academic performance in public secondary schools. The data provided by kisauni sub –county educational officer indicates that kisauni sub county has hardly attained a mean score of 5.0 for period of three years and thus been a concern for this study, the mean score from 2013 to 2019 was as follows 3.67, 4.38 ,3.56 ,3.76, 3.56, 3.46 and 3.68 respectively. Good academic performance is obviously as a result of number of factors, it is therefore important to investigate and expose factors which are contributing to poor academic performance in kisauni sub –county in Mombasa. The study tries to identify the factors that contribute to students' poor academic performance in kisauni sub county in Mombasa. The study therefore tried to identify whether institutional based factors such as size of the school, teaching and learning resources and students indiscipline are contributing to poor academic performance in kisauni sub-county in Mombasa, since good performance is characterized by student attaining the set mean grade. The aim of researcher was to investigate institutional factors contributing to poor academic performance in kisauni sub-county in Mombasa.

### 1.3 Purpose of the Study

The study sought to assess how institutional factors contribute to poor academic performance among students in public secondary schools in Kisauni sub-county, Mombasa county.

### 1.4 Conceptual Framework

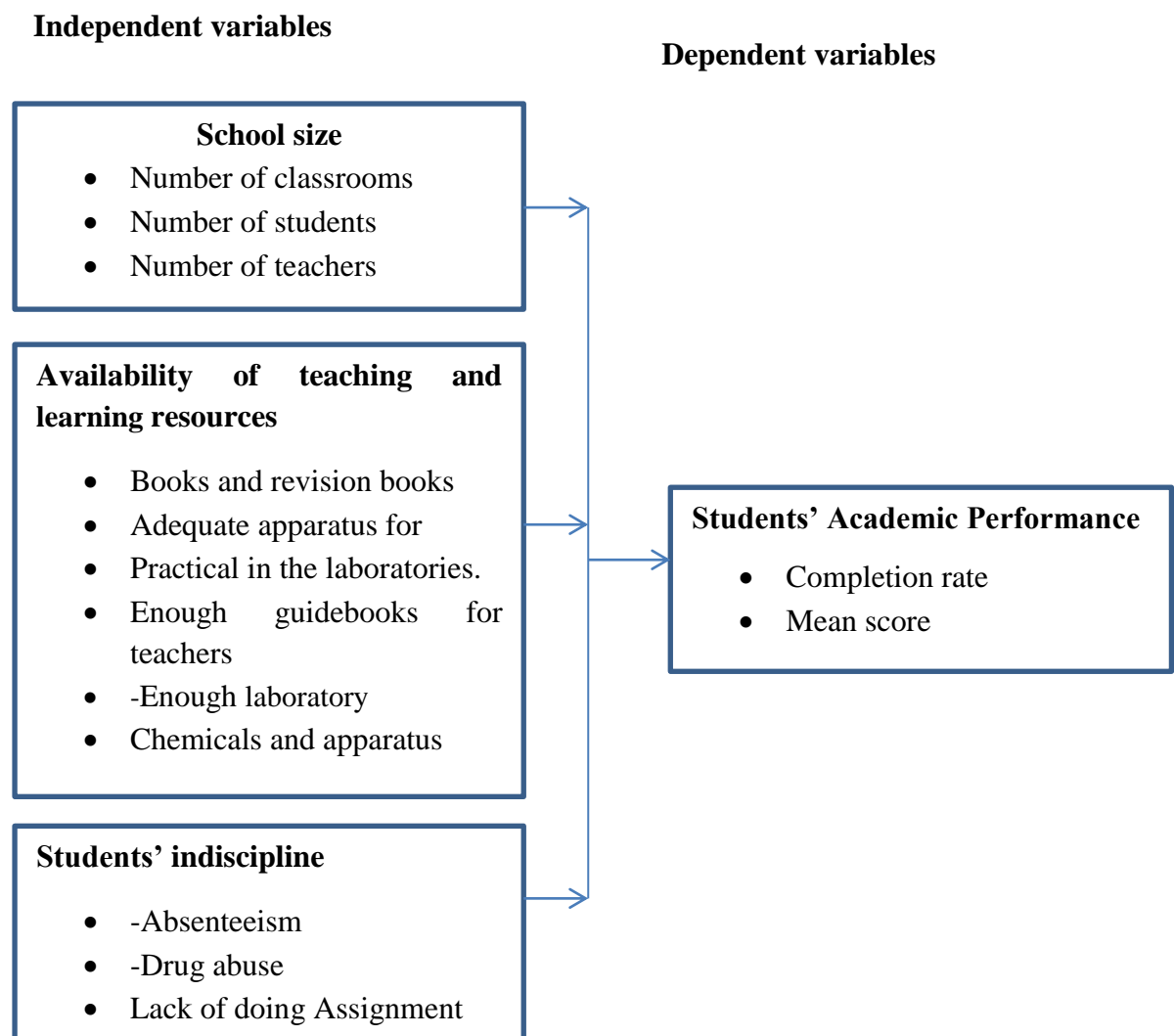


Figure 1: Conceptual Framework

### Relationship Between the Institutional Factors and Students' Performance

The conceptual framework shows the institutional factors influencing students' performance in KCSE which include the school size, teaching resources, teacher

adequacy and the indiscipline of the students themselves. If the teaching resources; teacher reference books and guides and the student course books, teaching aids, laboratory chemicals and apparatus are provided then the students' academic performance in KCSE will be high. On the other hand, if they are not provided, the performance in KCSE will be low. In addition, if the teachers are adequate and enough classrooms to accommodate the number of students so as to make learning effectively as per the curriculum requirements the academic performance will be high but if they are insufficient, the performance in KCSE will be low. Likewise, if the students are disciplined; being punctual in class and always attending lessons and do away with drug abuse then the performance of students' in KCSE will be high and the vice versa is true.

## **1.5 Research Objectives**

### **1.5.1 General Objectives**

The study sought to access how institutional factors contribute to poor academic performance among student in public secondary schools in Kisauni sub-county, Mombasa county, Kenya

### **1.5.2 Specific Objectives**

- i. To determine the extent to which the size of school contributes to poor students' academic performance in KCSE in Kisauni sub-county, Mombasa county.
- ii. To establish the extent to which teaching and learning resources contributes to students' academic performance in KCSE in public secondary schools in Kisauni sub-county, Mombasa county Kenya.

- iii. To assess how the indiscipline of students contributes to poor students' academic performance in KCSE in public secondary schools in Kisauni sub-county, Mombasa county.

### **1.6 Research Questions**

- i. How does the size of school contribute to poor academic performance among students in public secondary schools in Kisauni sub-county, Mombasa county?
- ii. To what extent do teaching and learning resources contributes to poor students' academic performance in public secondary schools in Kisauni, Mombasa county?
- iii. How does the students' indiscipline contribute to poor academic performance among students in public secondary schools in Kisauni sub-county, Mombasa county?

### **1.7 Hypotheses of the Study**

- i. There is no relationship between the size of the school and students' academic performance.
- ii. There is no relationship between teaching and learning resources and students' academic performance.
- iii. There is no relationship between students' indiscipline and students' academic performance.

### **1.8 Significance of the Study**

This information might be useful to county government of Mombasa by policy makers, planners of education and educational stakeholders to utilize available resources in



education and measures that they will use to improve the students' academic performance in Mombasa county Kenya.

The study may be possibly used for formulation of policies and improvement of already set policies towards achievement of students' academic performance in public secondary school in Kisauni sub-county, Mombasa county Kenya.

The findings might be helpful to the ministry of education to help address shortage of teaching and learning resources, size of population, students' characteristics, the physical resources and the characteristics of teachers to the newly established government public schools in Mombasa county in Kenya.

Since ministry of education are planners and policy makers the data will possibly help them to allocate more funds in public secondary school which will help board of management in school to hire more teachers, buy more teaching and learning resources hence improve more performance. It will be possibly also helps to modify school curriculum in Mombasa county. The data may be possibly help researcher or scholars who are doing research in the same field. In our current society the information is useful in adding knowledge and skills in the education management in county government of Mombasa.

### **1.9 Limitations of the Study**

Most teachers were having a busy schedule thus find it difficult to fill the questionnaires thus the researcher left the questionnaires for the teachers to fill in when they have sufficient time however this elongated the study period but the researcher encouraged them to take the shortest time possible.

The negative attitude of the respondents toward responding to the research instruments, in encountering this limitation then the researchers was explain to the respondents the importance of the study so as to reduce negative attitudes.

The respondents feared being victimized in case they give negative feedback of the school but the researchers assured them of confidentiality of information and that it was only for the purpose of study. In addition, the researchers was ethical throughout the study.

### **1.10 Delimitation of the Study**

The study was conducted in Kisauni sub-county, Mombasa county and was delimited to public secondary schools which sat for KCSE examination between 2013 and 2019 and no private secondary schools were considered. The study findings was not representative for total information of all schools in Mombasa county but a sample of the total targeted population. The study only concentrated at the institutional factors affecting students' performance but there are also other factors that affect the performance of students such as political factors, cultural factors or even home based factors. This study under normal circumstances could have been carried out in the entire republic.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter presents a review of literature related to the study. It consists of the introduction, the concept of institutional factors affecting students' performance in KCSE, the size of the school of students and students' performance in KCSE, the teaching and learning resources and students' performance in KCSE, the students' indiscipline and their performance in KCSE theoretical framework and a summary of the literature review.

### **2.2 The Concept of Institutional Factors Influencing Students' Performance**

Poor performance in most secondary schools has been attributed to a number of factors ranging from the institutional factors, students' performance in key subjects, government related factors, students' related factors and also the status of teaching force.

Adigun, (2001) and Ordo (2013) says that poor academic results in education are connected to the teaching and learning resources allocated to it. This indicates that the extent to which a school meets its objectives directly depends on the availability of teaching and learning resources in the school. UNUCEF (2000), learning can take place anywhere but the positive outcomes sought by educational systems happens only in conducive learning environments.

### **2.3 Size of the School and Student's Performance in KCSE**

The number of student and teacher in an institution play a role in academic performance of the students. Overcrowding in school is a problem in Kenya that needs to be addressed.

(krueger,2002) notes that the smaller the classes the easier it is for teacher to pay more attention to the needs of each learner. This also reduces the time needed to deal with any disruption. According to (Adam 2014) a class with population range of 20-30 students performed better than in standardized tests. Reducing class size is viewed as letting the teacher concentrate more on learners and having time to deal with disruption. Reducing the class size depends with on opportunities available in the school as these comes with economic problem. Reducing the class means the school will need more rooms to accommodate all the students and also more teachers to serve more classes. Researchers has found out that reduced class size narrows the achievement probability since the cost of reforms prevents establishments of smaller classes(Adams,2014) having larger classrooms accommodating more than 30 students might reduce the effectiveness of content delivery by the teacher and class management in case of disruption might take longer than usual. Smaller student – teacher ratio might mean more investment but might lead to better academic performance by the students. Narrowing the size of the class to improve student achievement should be considered.

#### **2.4 Effects of Teaching and Learning Resources on Academic Performance of Students in KCSE**

The success of teaching and learning resources is greatly influenced by how the available learning resources are managed (UNESCO,2005). The education policy in Kenya vision 2030 emphasizes on providing quality education that will be competitive globally. Thus by offering training to new citizens for national development. Teaching and learning resources are contributors to the provision of quality education. Quality education involves an environment that provides adequate resources and facilities to ensure smooth learning process according to united nations children fund (2000). The head or the school has the responsibility of mobilizing and ensuring that there is the

required delivery of education. This is by making sure that the available resources are put in maximum utilization. Instructional material also plays vital role in the quality of education that will be offered. The ministry of education, MOE. (2005) recommended a textbook to student ratio at 1:1. according to department of national development (DFID) in DFID practices paper,2007 researches shows that the most consistent characteristic in improving student performance are the availability of textbook and supplementary teaching and learning materials(TLM). The researchers also explain that most African countries like Malawi and Zimbabwe continues with monopolistic state primary textbook provision.in Kenya government is using the Kenya institute of curriculum development(KICD) as an educational publishing parastatal and now providing school with textbooks enough to serve 1:1 ration. Availability of TLR enhances effectiveness of school as they are the basic resources that bring about good academic performance in the students. TRL help improve access and educational outcomes since students are less likely to be absent from school that provide interesting, meaningful and relevant experience to them.

### **2.5 Students' Indiscipline and Students' Academic Performance in KCSE**

Discipline is an important ingredient that plays a crucial role in the school system(Azizi,2009). School discipline is the system of rules, punishments and strategies appropriate to the regulation of students and maintaining order in schools. These strategies aim at creating conducive learning environment (Robert 2003). Very serious discipline problems such as substance abuse threaten the physical well-being of students thus interfering with the conducive learning environments (Robert 2003). Such school indiscipline cases are the major causes of school strikes and even burning of school properties (Amado and Freire 2009). The country has lost much in terms of

human resources and even properties due to unrest in schools. Quality education as a result is also undermined.

Nancee (2008) explains the reason for all this as being the age at which students are in secondary school that is puberty. It is a stage of growth that introduces an individual to confusion of priorities and depression through environmental occurrences. One of the discipline issues in secondary schools is attending classes where some fail to attend. This has been shown to lower academic performance (Enamiroro, 2010). The level of discipline of secondary school students in Kenya is very low and mostly techniques used to discipline students include suspension followed by manual work, guidance and counseling and sometimes caning (Kindiki 2009). The government of Kenya as a way of curbing this indiscipline has banned corporal punishment and introduced guidance and counseling units in all secondary schools(MEOST,2005). Discipline is the key to academic best performance hence schools with very best performances associate their performances to good discipline of the students.

## **2.6 Theoretical Frame Work**

This study is going to base on the human capital development theory. This theory states that the wellbeing of a society is of the knowledge and skills of individual, it predicts that increase in skills and knowledge will yield better economic results for both individual and society. Education is the key idea of human capital theory because it is viewed as the primary means of developing skills and knowledge; the grades achieved by students have an effect on the economy and also their access to higher level of education. The grades that are achieved in secondary school are determinant of one's admission to universities or colleges where an individual benefit. Researching the determiners of students' academic performance is thus the key to understanding the

relationship of education to human capital development specifically, this study concentrates on human capital theory as a conventional model of educational resources as input and the students' academic performance as an outcome. It examines education resources allocation as inputs while the educational attainment and achievement as outcomes. The theory is applicable in the study because all the theoretical the students' academic performance, using this theory therefore the study will seek to investigate the factors affecting the desired output in public secondary school in Kisauni sub-county, Mombasa county.

## **2.7 Summary of Related Literature Reviewed**

From literature reviewed there are several institutional factors affecting students' academic performance in public secondary school in Kisauni sub-county, Mombasa county. several studies have been done concerning this problem and many studies shows that whenever the school environment is not conducive for learning then it may lead to poor performance (Chimombe 2011) united nation educational, scientific and cultural organization (2008) argues that the success of teaching and learning is mostly influenced by the resources available for this process and how the resources are managed .This therefore indicates that school without adequate teachers and enough learning materials may not be able to produce students with quality grades. The literature confirms that different institutional factors influences students' academic performance in various counties. This study thus gives a base in carrying out more studies in different regions because each regions has their own conditions. This study aimed at putting three instructional factors together to establish their influence on pupils' performance. These studies were also carried out in other areas and did not put the factors together. This study aims at filling the gap.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter helps to give clear overview of research methods used in this study and its presented under the following: research design, study area, target population, sampling techniques, sample size and measurement of variables, research instruments, validity of measurement, reliability of measurement, data collection techniques, data analysis and logistical and ethical consideration.

### **3.2 Research Design**

This study used a descriptive survey research design. This is because it is capable of facilitating collection of data that describes specific characteristics of phenomena in order to determine the status of population with respect to one or more variables. This design assisted in finding the answers to the questions generated from the problem statement. Descriptive research design assisted in finding the answers to question that related to the institutional factors influencing student's academic performance in KCSE in Kisauni sub-county, Mombasa county.

### **3.3 Study Area**

This study was done in Kisauni sub-county, Mombasa County in Kenya. This is because for the past few years the researchers noticed that other sub-counties in Mombasa County are performing well but when it comes to this sub-county the large number of the public secondary schools register low mean grades in the KCSE. This situation therefore gave the researchers the curiosity to know why this happens.

### **3.4 Target Population**

The researcher's target population is 60 teachers, 300 students and 8 principals from the public secondary schools in Kisauni sub county, Mombasa county Kenya.



### **3.5 Sampling Techniques**

The sampling techniques that was used is simple sampling and purposive sampling, The researchers choose to use these sampling techniques because most of the teachers and principals might be having a tight schedule therefore this study will sample them purposively and select them randomly to give purposive information and avoid wasting time to print questions, this will be done in order to get focused information and useful to reduce cost and time.

### **3.6 Sample Size**

Sampling as defined by Orodho (2004) is the process of selecting a subset of cases in order to draw conclusions about the entire set. A sample size representative of the study population was selected using simple random and purposive sampling. A representative sample according to Gall and others (1996) gives results that can be generalized to the study population, the sample was select from three categories that is the principals, teachers and the students. Teachers are selected because they are directly concerned with the academic achievements of students and they know how students perform in classes. Students are also selected because they are directly affected by institutional factors while heads of schools are sampled because they are particularly responsible for both student's academic performance as well as the responsibility of resourcing schools for better learning.

The sample selection of this study was used of probability sampling techniques such as the simple random sampling and purposive sampling. This is because the teachers might be having a very busy schedule and therefore this study sampled them purposively to avoid spending more on printing the research questions. Four out of eight schools are going to be selected randomly. Four principals, one hundred teachers and two hundred and fifty students were randomly selected to be used in the study.

### **3.7 Research Instruments**

Research instruments are the researchers' tools that are used in data collection in the study. In the study the researchers used two research instruments that is the use of questionnaire and interviews. In the questionnaires the items written were be both for the teachers and students where the researchers gott the quantitative data. The researchers also conducted a face to face interview with the principals so as to get direct feedbacks and hence obtaining qualitative data, this helped to capture information not provided by the questionnaire Kothari (2004) chose this method because of its reliability and ability to provide new ideas on the subject.

### **3.8 Validity of Research Instruments**

Mugenda and Mugenda (2003), defines validity as the accuracy and meaningfulness of inferences which are based on the research results. The University supervisors who are experts in the field scrutinized the instruments for logical content, validity of the instruments and to help improve on clarity and items of how effective they sampled significant aspects of the purpose of the study. A questionnaire is said to be valid if it actually measures the intended parameters. In this research, validity was taken to mean the extent to which the instrument covers the objectives. To enhance the content validity of the research instrument, the researcher carried out a pilot study. The essence of piloting was to remove any ambiguity in the instrument so as to ascertain that it elicited what it was intended for.

### **3.9 Reliability of Measurements**

Reliability is the measure of the degree to which to which a research instrument yields consistent as per Mugenda and Magenda (2003). In this study the researchers used the test-retest reliability method where the same test is administered to the respondents on

two different occasions so as to evaluate the test for stability over time. The data obtained then was coded and entered in R programme.

### **3.10 Data Collection Techniques**

Before administering the questionnaires and conducting the interview the researchers will seek permission from the county director of education, Mombasa County to be permitted to carry out the research. Clearance and introduction letter were obtained from the sub-county director of education. The researcher collected the questionnaires immediately when they were filled. The researchers then visited the participating schools to familiarize with the schools and agreed on when to administer the research items. The questionnaires were issued to the respondents and were encouraged to return them when they complete and after being assured of confidentiality

### **3.11 Data Analysis**

The data obtained from the field was edited, coded and interpreted according to themes which emanate from the research objectives and questions. Mugenda and Mugenda (2003) say that such data must be cleansed, coded, key punched into a computer and analysed. Both qualitative and quantitative approaches of data analysis were used for the study. Quantitative approach of data analysis was done by organizing data into themes corresponding to study objectives which were analysed using Statistics Package for Social Sciences (SPSS) which was used to generate frequencies, percentages and descriptive statistics that will were used to answer the research questions. Qualitative data was sorted and transcribed to identify the themes using the research questions. Inferential analysis was used to test hypothesis at a confidence level of 95%.

### **3.12 Logistical and Ethical Considerations**

The following ethical considerations shall be put in place; the researchers will ensure equitable selection of subjects, the researchers will also obtain informed consent from any subjects who will participate in the study and ensure they all participate voluntarily. Respondents will be made to understand the nature of the study and confidentiality and anonymity of respondents will be maintained.

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

### **4.1 Introduction**

This chapter reports the findings of the study based on the methods discussed in the previous chapter. Here we analyze the variables independent variables involved in the study. Data from the respondents was collected and analyzed using SPSS to investigate institutional factors contributing to students' poor performance in Kenya Certificate of Secondary education examination in public secondary schools in Kisauni sub county. We collected both qualitative and quantitative data which involved the use of frequencies, percentages and mean. Data was presented by use of tables and bar graphs.

The study objectives were as follows

- i. To determine the extent to which the size of school contributes to poor students' academic performance in KCSE in Kisauni sub-county, Mombasa county
- ii. To establish the extent to which teaching and learning resources contributes to students' academic performance in KCSE in public secondary schools in Kisauni sub-county, Mombasa county Kenya.
- iii. To assess how the indiscipline of students contributes to poor students' academic performance in KCSE in public secondary schools in Kisauni sub-county, Mombasa county.

### **4.2 Questionnaire Return Rate**

Questionnaire return rate is the proportion of the questionnaires returned after they have been issued to the respondents (Baruch, 1999). Table 4.1 indicates the questionnaire return rate after Data collection.

Table 2: Questionnaire Return Rate

Category of Respondents	Questionnaires Issued	Returned Questionnaires	Return Rate(%)
School Heads	10	8	80
Teachers	40	40	100
Students	150	150	100
<b>Total</b>	200	198	

A total of 150 questionnaires were given out to students, 40 were given out to teachers while 10 to head teachers which was the unit of analysis. Out of these 150 questionnaires were returned by students, 40 by teachers while 8 were returned by head of schools. This gave return rates of 100%, 100% and 80% respectively as shown in table 4.1.

Mugenda and Mugenda (1999) states that a 50% response rate is adequate, 60% good and above 70% rated very good. Therefore based on this assertion; the response rate in our case of is 99% which makes our response rate very good. The return rates were all above or at 80% and hence deemed adequate for data analysis. Baruch (1999), states that a response rate of above 80% is adequate for social sciences studies.

### 4.3 Demographic Information of Respondents

In effort to achieve the purpose of this study, we sought to find out the demographic information of the study's respondents. The demographic information of the head of schools included: gender, age, location, highest profession, position and duration in their current positions.

It was necessary to get the demographic information of the respondents so that the study samples the experiences respondents who understand the real situation in their schools regarding institutional factors contributing to students' poor performance at

Kenya Certificate of Secondary Education. The results we found are presented and analyzed on table 4.2 below.

**Table 3: Demographic Information of Teachers and Head of Schools**

<b>Demographic Information of teachers and school heads</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>		
Male	34	71%
Female	14	29%
<b>Total</b>	<b>48</b>	<b>100%</b>
<b>Age</b>		
25-35years	18	37.5%
35-45 years	20	41.7%
45-55years	10	20.8%
<b>Total</b>	<b>48</b>	<b>100%</b>
<b>Respondents position</b>		
Head masters	6	12.5%
Head mistresses	2	4.2%
Heads of departments(HODs)	23	47.9%
Teachers	17	35.4%
<b>Total</b>	<b>48</b>	<b>100%</b>
<b>Respondents location</b>		
Rural	23	47.9%
Urban	25	52.1%
<b>Total</b>	<b>48</b>	<b>100%</b>
<b>Respondents years in current</b>		

<b>position</b>		
Below 4 years	10	20.8%
4-7years	24	50.0%
7-12years	8	41.7%
Above 12years	6	12.5%
<b>Total</b>	<b>48</b>	<b>100%</b>

The demographic information of the studied respondents is shown below as a variable in order to determine the differences in experiences and professionalism of the teachers and the head of schools.

#### **4.3.1 Gender**

Following our analyses as indicated on table 4.2 above, the study found that majority 34 (71%) of Kisauni sub county public secondary schools teachers and head of schools were male and 14 (29%) were female. This pales in comparison to others countries with regard to achieving gender equality in terms of women taking over management and leadership roles in various public sectors, Kisauni sub county has indicated a lesser failure in women inclusion in service delivery.

#### **4.3.2 Age**

From table 4.2 above, the demographic analysis indicated that majority 20 (41.7%) of the teachers and head of schools were aged between 35-45 years while 18 (37.5%) of teachers and school heads were aged 25-35 years. Age being the key informant for experience can inform on how much one can do or deliver. We found out in this study that a big proportion of teaching staff are in the age group 35-45 years and thus it is not entirely their failure for the poor results posted but the institutional factors themselves that the study seeks to know.



#### **4.3.2 Respondents' position**

The study sought to find out the positions held by the respondents. This variable measured the number of professionals in Kisauni sub county of which Head masters were more than head mistresses. In addition the study found out that a large number of teachers headed various departments which contributed to the quality of our data as they better understand the students in individual subjects.

#### **4.3.4 Respondents' location**

Regarding respondents location, the study findings revealed that fairly the same proportion of teachers were from urban and rural areas with a difference of 4.2%. Kisauni sub county is a semi urban area thus the majority 25 (52.1%) of teachers were from urban areas.

#### **4.3.5 Respondents' Years in the Current Position**

We found out that a majority 24 (50%) of teachers and heads of schools had an experience of work between 4-7 years. This variable was used in this study to measure personal responsibility in their positions in line with positive delivery of quality education to available students.

According to this study it is therefore enough for the research to say that Heads in Kisauni sub county public schools have not been at their work for a period of time to have at least three KCSE candidates sit for the examinations and leave therefore the study recommends the ministry of education to evaluate the possibility of recruiting more experienced Heads.

According to this study's findings few 6 (12.5%) Heads of schools had stayed in their current positions for or more than 12 years, but 8 (41.7%) of them had been in the

position in between 4-7 years. This variable was trying to bring out the bridge between years in current position and heads profession.

In this tabulation on table 4.2 we clearly found out what we had anticipated from the respondents regarding their age and years of experience as it turned negative since there were few teachers who had experience of teaching few classes till the students have completed their KCSE. Since KCSE is sat after an academic period of four years nationally, for a head to have a good experience with students performance he/she must have lead students from the first year to the fourth year and may be for at least 8 years.

#### 4.4 size of School and Students' Academic Performance

Table 4: Student's Response on Effect of School Size on Performance

	SA		A		N		D		SD		Mean	Std. Deviation
	F	%	f	%	f	%	f	%	f	%		
The smaller the number of students in a class the better the performance	56	37.3%	64	42.7%	9	6.0%	12	8.0%	9	6.0%	2.0267	1.14074
Class size has an impact on students participation in class	47	31.3%	70	46.7%	4	2.7%	18	12.0%	11	7.3%	2.1733	1.20817
The higher the teachers students ratio the better the performance	51	34.0%	73	48.7%	3	2.0%	17	11.3%	6	4.0%	2.0267	1.08650
The higher the number of classrooms in a school the better the performance	39	26.0%	53	35.3%	10	6.7%	36	24.0%	12	8.0%	2.5267	1.31943

Table 4 shows that most of the students agreed with that the smaller the number of students in a class the better the performance with a mean of 2.0267. On the statement Class size has an impact on students' participation in class a mean of 2.1733 was generated revealing that most of the respondents were in agreement on the issue. A

mean of 2.0267 was observed on the statement that the higher the teachers students ratio the better the performance. Finally a mean of 2.5267 was observed on the on the statement that higher the number of classrooms in a school the better the performance.

**Table 5: Response on Effect of School Size on Performance**

	SA		A		N		D		SD		Mean	St Dev
	f	%	f	%	f	%	f	%	f	%		
The smaller the number of students in a class the better the performance	15	37.5%	17	42.5%	1	2.5%	5	12.5%	2	5.0%	2.0500	1.17561
Class size has an impact on students participation in class	14	35.0%	19	47.5%	2	5.0%	4	10.0%	1	2.5%	1.9750	1.02501
The higher the teachers students ratio the better the performance	11	27.5%	23	57.5%	0	0.0%	5	12.5%	1	2.5%	2.0500	1.01147
The higher the number of classrooms in a school the better the performance	4	10.0%	7	17.5%	5	12.5%	18	45.0%	6	15.0%	3.3750	1.23387

Key Strongly Agree=SA, Agree =A, Neutral =N, Disagree = D, Strongly Agree =SA

Table 5 indicates that most of the teachers were in agreement with the statement that The smaller the number of students in a class the better the performance with a mean of 2.05. On the statement that Class size has an impact on students participation in class it was observed that majority of teachers were in agreement with the statement. Most of the teachers agreed that the higher the teachers students ratio the better the performance with a mean of 2.0500. Finally on the statement that the higher the number of classrooms in a school the better the performance most of the teaches disagreed with the statement with a mean of 3.375 being observed.

#### 4.5 Teaching and learning Resources and Students' Academic Performance

Here we focused our study on both teachers and students. This variable sought out to explain how learning and teaching resources have an impact on students' academic performance. Both responses of the variables were analyzed descriptively and each of the items interpreted independently.

**Table 6: Students Responses on Teaching and learning Resources and Students' Academic performance**

	SA		A		N		D		SD		Mean	Std dev
	f	%	f	%	f	%	f	%	F	%		
Adequate Books are available in school	0	0.0%	8	5.3%	5	3.3%	90	60.0%	47	31.3%	4.1733	.73042
There are adequate Apparatus in the school laboratory	0	0.0%	1	0.7%	7	4.7%	95	63.3%	47	31.3%	4.2533	.56978
Teachers sometimes use teaching aids in their lessons	32	21.3%	67	44.7%	3	2.0%	45	30.0%	3	2.0%	2.4667	1.18529
There are enough classrooms in the school	14	9.3%	40	26.7%	3	2.0%	62	41.3%	31	20.7%	3.3733	1.32375

The study revealed that there were no adequate books in the schools with a mean of 4.1733. There was also scarcity of laboratory equipment as a mean of 4.2533 was generated from the issue. Majority of students agreed that teachers used teaching aids in their lessons that was represented by a mean of 2.467. Most of the students were in disagreement with the statement of availability of enough classrooms in schools where a mean of 3.3733 represented the analysis.

**Table 7: Teachers Response on Teaching and Learning Resources**

	SA		A		N		D		SD		Mean	Std Dev
	f	%	f	%	f	%	f	%	f	%		
Adequate Books are available in school	7	17.5%	12	30.0%	3	7.5%	14	35.0%	4	10.0%	2.9000	1.33589

There are adequate apparatus in the school laboratory	6	15.0%	9	22.5%	4	10.0%	18	45.0%	3	7.5%	3.0750	1.26871
Teachers sometimes use teaching aids in their lessons	23	57.5%	17	42.5%	0	0.0%	0	0.0%	0	0.0%	1.4250	.50064
There are enough classrooms in the school	4	10.0%	7	17.5%	3	7.5%	20	50.0%	6	15.0%	3.4250	1.23802

Table 7 above shows that Teachers had varies opinion on availability of books in the schools. This shows the disparity in availability of learning materials in Kisauni Sub County with a mean 2.9. A mean of 3.07 was recorded for the in regards to adequacy of apparatus in the school laboratory an indication that most schools did not have adequate laboratory equipments. Majority of teachers indicated that sometimes teachers used teaching aids for their lessons represented by a mean of 1.425. On availability of enough classes it was established that majority of teachers were of the view that there was scarcity of classrooms in schools which was represented by a mean of 3.4250.

Hunter (2006) in his research study found that lack of science labs and other facilities, affected the health and learning as well as the morale of students and the staff. This study therefore suggests that, for a better performance especially for practical sciences, schools should provide students with at least one well equipped laboratory.

There is great need to construct adequate classrooms to avoid congestions and provide conducive environment for study and teacher interaction. This is necessary as the teacher will be able to reach each student and assist in solving problems thus providing individual attention to struggling students. A large number of school heads went ahead to indicate that their schools had fewer facilities such as textbooks, teaching materials, funds to increase number of classrooms Lackney (1999a) indicated that school size and class size, and the building condition had an impact on the teaching and learning process.

#### 4.6 indiscipline of Students and Students' Academic Performance

**Table 8: Students' View on Indiscipline and Performance**

	SA		A		N		D		SD		Mean	Std Dev
	f	%	f	%	f	%	f	%	F	%		
Absenteeism leads to poor academic performance	42	28.0%	73	48.7%	15	10.0%	12	8.0%	8	5.3%	2.1400	1.08083
Drug abuse leads to poor academic performance	46	30.7%	70	46.7%	6	4.0%	16	10.7%	12	8.0%	2.1867	1.21172
Lack of doing assignment leads to poor performance	34	22.7%	65	43.3%	7	4.7%	28	18.7%	16	10.7%	2.5133	1.31454
Low class attendance leads to poor performance	39	26.0%	71	47.3%	6	4.0%	29	19.3%	5	3.3%	2.2667	1.14497

Table 6 shows that majority of students agreed that absenteeism leads to poor academic performance with a mean of 2.14 generated. Majority of respondents indicated that Drug abuse leads to poor academic performance with a mean of 2.1887. On the statement that lack of doing assignment leads to poor performance majority of respondents, the mean was 2.5133. Majority of respondents agreed that class attendance leads to poor performance agree, mean was 2.2667.

**Table 9: Teachers Response on Students' Indiscipline**

	SA		A		N		D		SD		Mean	Std Dev
	f	%	f	%	f	%	f	%	f	%		
Absenteeism leads to poor academic performance	16	40.0%	24	60.0%	0	0.0%	0	0.0%	0	0.0%	2.0500	1.17561
Drug abuse leads to poor academic performance	26	65.0%	14	35.0%	0	0.0%	0	0.0%	0	0.0%	1.9750	1.02501
Lack of doing assignment leads to poor performance	10	25.0%	21	52.5%	5	12.5%	4	10.0%	0	0.0%	2.0500	1.01147
Low class attendance leads to poor performance	14	35.0%	21	52.5%	1	2.5%	3	7.5%	1	2.5%	2.2184	1.23387

All teachers agree that absenteeism leads to poor academic performance with a mean of 2.0500. On the statement that drug abuse leads to poor academic performance majority

of respondents were in agreement with a mean of 1.9750. A mean of 2.05 was generated from teachers response on the statement that Lack of doing assignment leads to poor performance. Majority of Teachers 87.5% agreed that Low class attendance leads to poor academic performance.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION**

### **5.1 Introduction**

This chapter entails the summary, conclusion and recommendation drawn from the study that sought to establish institutional factors contributing to poor academic performance among students in public secondary schools.

#### **5.1.1 Demographic Information of Respondents**

Almost three quarters of Kisauni sub county public secondary schools teachers and head of schools were male and almost a third were female. Slightly more than two fifths of the teachers and head of schools were aged between 35-45 years while more than a third of teachers and school heads were aged 25-35 years. The study established that that a big proportion of teaching staff are in the age group 35-45 years and thus it is not entirely their failure for the poor results posted but the institutional factors themselves that the study seeks to know.

Half of teachers and heads of schools had an experience of work between 4-7 years. More than a tenth of Heads of schools had stayed in their current positions for or more than 12 years, but two fifths of them had been in the position in between 4-7 years.

#### **5.1.2 Size of School and Students' Performance**

Two thirds of the students agreed that the smaller the number of students in a class the better the performance with a mean of 2.0267. On the statement Class size has an impact on students' participation in class a mean of 2.1733 was generated revealing that most of the respondents were in agreement on the issue. A mean of 2.0267 was observed on the statement that the higher the teachers students ratio the better the performance.



Most of the teachers were in agreement with the statement that the smaller the number of students in a class the better the performance with a mean of 2.05. On the statement that Class size has an impact on students participation in class it was observed that majority of teachers were in agreement with the statement. Most of the teachers agreed that the higher the teachers students ratio the better the performance with a mean of 2.0500. Finally on the statement that the higher the number of classrooms in a school the better the performance most of the teaches disagreed with the statement with a mean of 3.375 being observed.

### **5.1.3 Teaching and Learning Resources and Students' Academic Performance**

The study revealed that there were no adequate books in the schools with a mean of 4.1733. There was also scarcity of laboratory equipment as a mean of 4.2533 was generated from the issue. Majority of students agreed that teachers used teaching aids in their lessons that was represented by a mean of 2.467. Most of the students were in disagreement with the statement of availability of enough classrooms in schools where a mean of 3.3733 represented the analysis.

Teachers had varies opinion on availability of books in the schools. This shows the disparity in availability of learning materials in Kisauni Sub County with a mean 2.9. A mean of 3.07 was recorded for the in regards to adequacy of apparatus in the school laboratory an indication that most schools did not have adequate laboratory equipments. Majority of teachers indicated that sometimes teachers used teaching aids for their lessons represented by a mean of 1.425. On availability of enough classes it was established that majority of teachers were of the view that there was scarcity of classrooms in schools which was represented by a mean of 3.4250.

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#### **5.1.4 Indiscipline and Students' Performance**

Majority of students agreed that absenteeism leads to poor academic performance with a mean of 2.14 generated. Majority of respondents indicated that Drug abuse leads to poor academic performance with a mean of 2.1887. On the statement that lack of doing assignment leads to poor performance majority of respondents, the mean was 2.5133. Majority of respondents agreed that class attendance

All teachers agree that absenteeism leads to poor academic performance. On the statement that drug abuse leads to poor academic performance three quarters of respondents were in agreement. A mean of 2.05 was generated from teachers response on the statement that Lack of doing assignment leads to poor performance. More than three quarters of teachers agreed that Low class attendance leads to poor academic performance.

#### **5.3 Conclusion**

The number of students in class affects the academic performance. This is greatly attributed to the teacher student ratio as teachers are able to monitor students' progress when the class has a manageable size.

There are no adequate books in the schools which affects students' performance. This is because when books are limited students have little time to peruse through the content. Scarcity of laboratory equipment was a hindrance to academic performance due to limited practical exposure time hence affecting the confidence level while handling and carrying out experiments. Teachers used teaching aids to complement the teaching process to allow better understanding of concepts during their lessons. This has a positive effect on students performance..

Absenteeism led to poor academic performance. This was due to missing out lessons hence affecting uptake of information due to skipping of critical bits of information that a teacher gives to student without putting them down Drug abuse leads to poor academic performance as drug abuse has negative side effects among them dizziness, lack of attention and absent mind.

#### **5.4 Recommendations**

This study recommends that

- i. The government of Kenya to invest in school facility (infrastructure) to reduce congestion and provide conducive environment for learners to improve academic performance.
- ii. School heads should ensure their schools have adequate learning materials to allow them have adequate access and utilization of learning materials.
- iii. Schools should equip the guiding and counselling department to facilitate students guidance to enable them reduce indiscipline assess hence good performance.

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## APPENDIX

### QUESTIONNAIRE FOR STUDENTS

Please answer appropriate answers also by ticking (√)

#### Section a: teaching and learning

1. Class

2. How do your teachers portray their skill on your academic performance Poorly

fairly

average

good

very good

3. How effective do you think provision of learning and teaching resources on your performance are?

Less effective

effective

Very effective

4. Do you have enough textbooks

If yes how many students per textbook

5. Is your lab science well  
equipped? Yes

no

6. How often do you do experiment?

7. Do you always have enough materials for experiments?

8. If yes above how do you agree with the  
effectiveness of it Strongly disagree

disagree

agree

strongly disagree



**Section b: School facilities**

9. Do you think your school have enough school facilities to effectively influence your exam performance

Yes no

10. Kindly indicate some of the stated facilities in your school and how many are they

**Facility**

**Availability**

**Amount** Library

Laboratory Classrooms

11. How effective do you think the school facilities influence your performance

12. Less effective effective very effective

## HEADMASTERS INTERVIEW SCHEDULE

Sex..... Age.....

Location: Rural..... / Urban.....

Highest qualification..... Professional status.....

Position.....

Number of years you in current position.....

1. Do you think the use of control to affect teachers' instructional practices has an effect to students performance.....

2. How effective do you think this is.....

3. Do you consider inspecting students class performance .....

4. How do you manage to effectively make the teachers reach the required grade of the students .....

5. Which is the highest level of education of your teachers .....

6. Which is the lowest level .....

7. Does level teachers pose a threat to your students performance according to your professionalism .....

8. According to you do you confirm that students are involved in all practices of teaching in your school .....

9. Do you think the schools holds the required facilities for effective performance.....

10. Kindly state for me all the available facilities that you think effectively boosts performance of your students .....

11. Many have been said on the performance of Morogoro schools do you agree with the statement that they perform poorly compared with other schools in Africa.....

12. What makes you think students perform poorly.....

Thank you for your responses and cooperation.

## QUESTIONNAIRE FOR TEACHERS

1. Sex..... Age.....
  
2. Location: Rural..... / Urban.....
  
3. Professional status (Trained or untrained).....
  
4. Position.....
  
5. Number of years you in the current position    below 5yrs 5-10yrs  
  
10-15yr    15-20    above 20yrs
  
6. Your highest level of education.....
  
7. Years of experience (kindly indicate).....
  
8. What do you think should be done to improve students performance in Kisauni sub county.....
  
9. How many lessons do you attend to in a week (kindly indicate your exact lessons).....
  
10. How many hours do you think you spend teaching in a day  
.....
  
11. Do you have problems with your students.....
  
12. Does        language        trigger        a        failure        in        students  
.....
  
13. Do you think your teachers having certification qualifies you to improve students' participation?

Yes

no

If yes what makes you think so

.....

If no what makes you think so or what should be done

.....

14. What is your favorite subject that you teach.....

15. Do you love teaching the subject.....

16. To what extent do you make the students love and pass the exam

By i) .....

ii) .....

iii) .....

iv) .....

other (Specify) .....

17. By which techniques do you make students learning easier and understandable (kindly indicate some of the techniques used)

.....

.....

18. How do you agree with that if a teacher have passion with teaching improves students performance Strongly disagree disagree neutral

Agree strongly agree

19. What is the commonly used language in teaching here in Kisauni sub county

.....

20. Do you think there is a way the language can be changed to improve this performance.....

21. Which subjects do you teach.....

22. What would you say on your schools' teaching and learning resources

.....

Thank you for your cooperation.