

**ASSESSMENT OF FACTORS CONTRIBUTING TO STUDENT'S POOR  
PERFORMANCE IN ENGLISH LANGUAGE AT KENYA CERTIFICATE OF  
SECONDARY EDUCATION IN BOMET EAST SUB-COUNTY, BOMET COUNTY,  
KENYA**

**BY**

**KIRINYET GILBERT**

**EDU-G-4- 0136-16**

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION,  
HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE  
REQUIREMENT FOR THE AWARD OF THE DEGREE OF BACHELOR OF  
EDUCATION OF GREYSA UNIVERSITY**

**NOVEMBER 2020**

## **DECLARATION**

Student's declaration

This research project is my original work and has not been presented for award of a Bachelor degree in any other institution

Signature\_\_\_\_\_ Date\_\_\_\_\_

KIRINYET GILBERT

## **SUPERVISOR'S DECLARATION**

This project has been submitted with my approval as University supervisor

Signature\_\_\_\_\_ Date\_\_\_\_\_

SHEILA TALLAM

Department: Education, Humanities and Social Sciences.

GRETSA UNIVERSITY.

## **DEDICATION**

This research project is dedicated to my sisters Caren, Betty and my brother Bernie for their moral support during the writing period. Their contribution toward the success of this project is invaluable.

## **ACKNOWLEDGEMENT**

I wish to give gratitude to my parents Mr. Richard Cheres and Mrs. Rachael Cheres for moral and financial support during the writing period. Many thanks also to my supervisor Ms. Sheila Tallam for the guidance she gave me during the writing process. Thank you all.

**LIST OF FIGURES**

Figure 1: Conceptual Framework..... 4

## **LIST OF ABBREVIATIONS**

K.C.S.E- Kenya Certificate of Secondary Education

D.E.O- District Education Officer

E.S.L - English as the Second Language

KICD - Kenya Institute of Curriculum Development

E.F.L -English as a Foreign Language

E SOL-English for speakers of other Language

L1- First language

L2- Second Language

## **OPERATIONAL DEFINITIONS OF TERMS**

**Teacher;** is a person who helps students to acquire knowledge, competence or virtue.

**Student;** is a learner or someone who attends an educational institution, one devoted to the study of any subject.

**Performance;** how well a student does a piece of work.

**Curriculum;** is a set of courses offered by an educational institution that are required to complete an area of specialization.

**Data;** facts and statistics collected together for reference or analysis.

## TABLE OF CONTENTS

DECLARATION .....	ii
SUPERVISOR'S DECLARATION .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
LIST OF FIGURES.....	v
LIST OF ABBREVIATIONS .....	vi
OPERATIONAL DEFINITIONS OF TERMS.....	vii
ABSTRACT.....	xi
CHAPTER ONE: INTRODUCTION .....	1
1.1 Background to the study.....	1
1.2 Statement of the problem .....	3
1.3 purpose of the study .....	3
1.4 Conceptual framework.....	4
1.5 Objectives of the study.....	6
1.5.1 General objective .....	6
1.5.2 Specific objectives .....	6
1.6 Research questions.....	6
1.7 Significance of the study .....	6
1.8 Delimitations of the study .....	7
1.9 Limitation of the study .....	7
CHAPTER TWO: LITERATURE REVIEW .....	8
2.1 Introduction .....	8
2.2 Students 'attitude and performance in English .....	8
2.3 Professional qualification of teachers and performance in English.....	8
2.4 Availability of teaching and learning resources in relation to performance in English .....	9
2.5 Summary of the literature review. ....	10
2.6Theoretical Framework.....	10
CHAPTER THREE: RESEARCH METHODOLOGY .....	11
Introduction.....	11
3.1 Research Design .....	11
3.2 Study area.....	11



3.3 Target Population.....	11
3.4 Sampling Technique .....	11
3.5 Sample size.....	12
3.6 Research Instruments .....	12
3.7 Pre-testing .....	12
3.8 Validity and Reliability of the Research Instruments. ....	12
3.8.1 Validity of the research instruments.....	12
3.8.2 Reliability of the research instruments. ....	13
3.9 Data collection techniques .....	13
3.10 Data Analysis.....	13
3.11 Logistical and Ethical considerations.....	14
CHAPTER 4: FINDINGS AND DISCUSSION.....	15
4.1 Introduction. ....	15
4.2 Response rate.....	15
4.3 Background Information. ....	15
4.3.1 Gender distribution of the respondents .....	15
4.3.2 Ages of the students .....	17
4.3.3 Teacher's and student's categories of schools. ....	18
4.3.4 Classes of the students.....	19
4.3.5 Teachers experience .....	19
4.3.6 Teachers professional level.....	20
4.3.7 Student's attitude .....	21
4.3.8 Availability of teaching and learning resources .....	22
4.3.9 Teachers view on the availability of equipped library and teaching and learning resources ...	23
CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS. ....	24
5.1 Introduction. ....	24
5.2 Summary of the study. ....	24
5.3 Conclusion.....	25
5.4 Recommendations of the study.....	26
5.5 Suggestions for further studies .....	26
REFERENCES.....	28

APPENDICES .....	29
Appendix 1: Teacher's questionnaire.....	29
Appendix 2: Students' questionnaire .....	29
Appendix 3: Public schools in Bomet East Sub-county .....	30

## **ABSTRACT**

Since the introduction of 8.4.4 system of education in Kenya in 1985, the performance of English in K.C.S.E has not been to the satisfactory. This has raised a lot of concern among teachers of English, parents, students, Ministry of Education and other education stakeholders. This study therefore is intended to assess factors contributing to Student's poor performance in English language in Bomet East sub-county, Bomet County. The target population were 5000 students and 100 teachers of English from the 13 schools in the sub-county. This study adopted descriptive survey design. Descriptive analysis was used to analyzed the data collected to prove or disapprove the factors stated for the poor performance in English in the sub-county i.e. Student's attitude, teacher's professional qualification and availability of teaching and learning resources. The researcher found out the student's attitude toward the subject affect performance since most of the students and teachers responded in support of it, teachers education level also was found to affect performance as many students and teachers show the need to give teachers in-service training and lastly availability of subject resource also was found to affect the performance in the subject since most of the students and teachers emphasized the need to have well-furnished library with the subject resource. Recommendation was made from the findings on how to improve the English performance in the sub-county. The study therefore recommends that in order to improve the performance in English the government should provide in- service training to teachers so as to improve their teaching methodology. This will enhance their approach to the subject and enabled them tackle it well. Board of Management should also have availed teaching and learning material for teachers and students to have varieties of reference materials. Students should also be encouraged to develop a positive attitude toward English so as to improve their performance. Schools should also develop a language policy so as to make students practice speaking in English which boost their performance.

## CHAPTER ONE: INTRODUCTION

### 1.1 Background to the study

English language is spoken in most part of the world. ESL is a case where English language is use by speakers with different first languages. Language education for people learning English may be known as ESL, EFL or ESOL. The process where ES L is learned is known as teaching English as a foreign Language.

In Kenya like in most part of the world, English is a second language. Learning methods of English are different depending on learner's level of English competency and the way they are taught, which may be in classes or one's study at home. In some programs education materials consist of lectures and assignments are given in a mixture of English and the student's first language. In other programs education materials are always in English but the vocabulary and context may be changed to be more comprehended by students with different levels of understanding (Wright, 2010)

The English language has great reach and influence. English is learned in many part of the world. In countries where English is not a first language, there are two different ways for teaching English; educational programs for learners who want to go to English -speaking countries and other programs for learners who want to comprehend English language with the objectives of gaining education, enjoyment and conducting international business. Kenyan education seem to be inclined to the latter. Learning of English in Kenya can be either to pass exams as a necessary part of one's education or for career progression while one works for organization or business with an international focus.

English language is used for communication between people around the world with different tradition. It is also the Language of gadgets such as computers and cellphones that help to communicate with the people in the world through technology. (Zeen, 2012)

Teaching of Language majorly depict that many of the challenges that students undergo when learning English are as a result of degree to which their first language vary from English ( contrastive analysis approach). Learners of Language mainly have problems of syntax, vocabulary and articulation of words thought to be the effect of first language interference, such as mapping its grammatical patterns incorrectly on to the L2, articulating some sounds wrongly and confusing some vocabulary items.

In Kenya, English and literature were not taught and examined as two different subjects from 1970- 1985. However, with the introduction of the 8.4.4 system of education in 1985 English language and Literature were integrated into one subject refer to as Integrated English. When the English syllabus was revised in 2006, a lot of emphasis shifted to the teaching of listening and speaking skills.

The English language has four components; composition, comprehension, grammar and summary while literature section is comprised of play, novel, oral literature, and short stories at total of nine sections. Paper one is marked out of 60 percent, paper two is marked out of 80 percent and paper three is marked out of 60 percent. Introduction of 8.4.4 make a teacher who has trained to teach Language to teach Literature too. This study focuses on assessment of factors contributing to poor performance in English Language i.e. student's attitude, teacher's professional qualification, availability of learning and teaching resources The researcher pick

Bomet East sub-county due to its dismal academic performance in English in the recent past. That was for the period between 2013 - 2018.

### **1.2 Statement of the problem**

English performance in K.C.S.E had been very disappointing over the years, a fact that has raised a lot of concern from the Ministry of Education, curriculum experts, principals, teachers, parents and students.

In Bomet East sub-county, the performance of English has not been to the satisfactory with the District Education Officer, teachers and parents trying to come up with solution to the problem but in vain.

There have been a number of research carried out on the performance of English for example Misati Jeremiah (2009) found out that integration of English language and Literature is the root cause of the poor performance in the subject.

Nyaswabu (2013) found out that school-based factors such as student's attitude, instructional methods and teacher's professional qualification are causes of the poor performance which is similar to the current study but aimed at different locations.

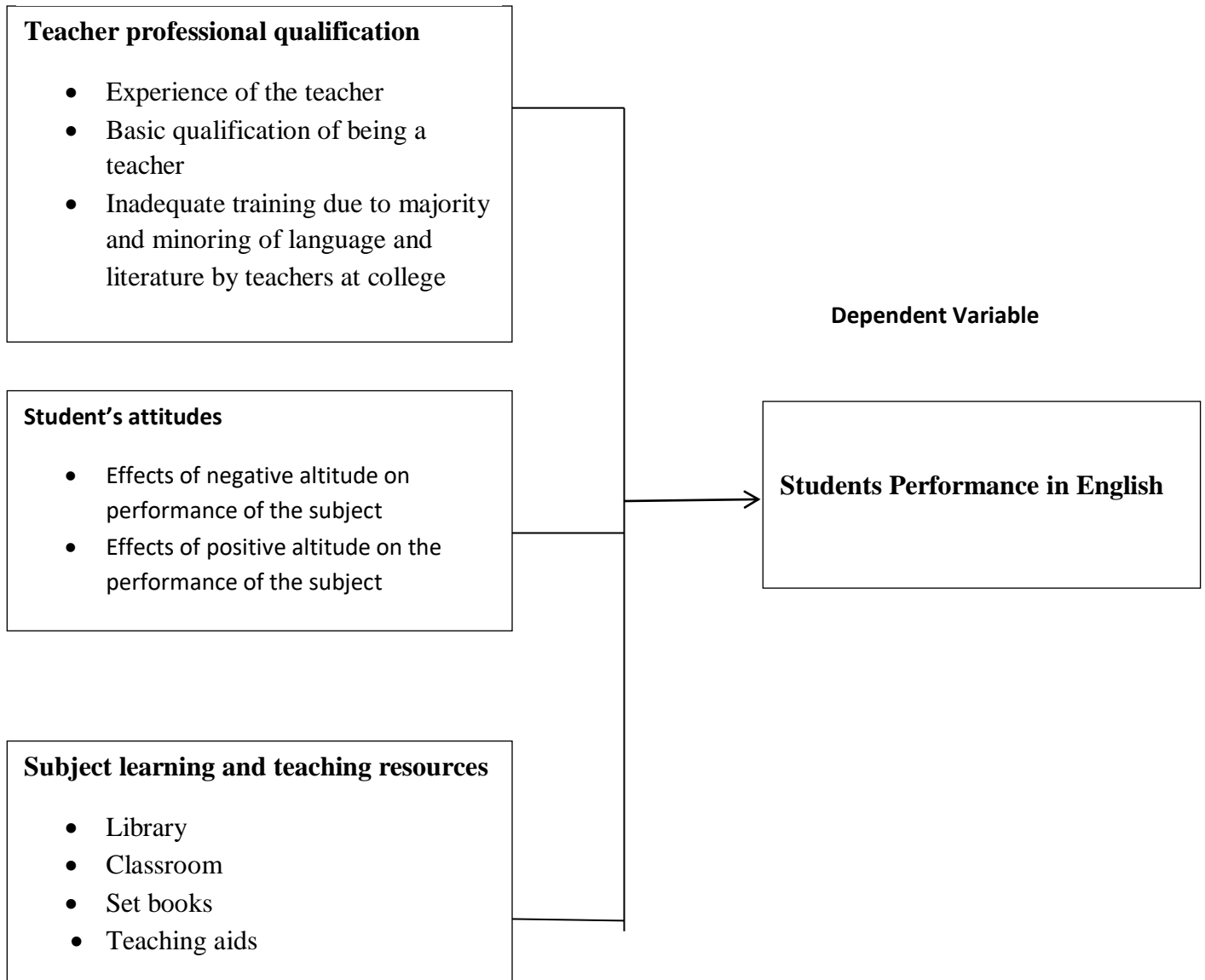
The researcher therefore focuses on carrying out a study on factors that are contributing to the poor students performances in English in Bomet East sub-county, Bomet County.

### **1.3 purpose of the study**

The study sought to investigate factors contributing to poor performance in English language at Kenya Certificate of Secondary Education in Bomet East sub county, Bomet county Kenya

#### 1.4 Conceptual framework

**Independent variables**



**Figure 1: Conceptual Framework**

The researcher concludes that performance in English in Bomet east sub-county are contributed by students attitudes towards the subject , inadequate teaching and learning materials/ resources and incompetency among the English teachers. The researcher used an average of 50% which is C+ as good performance and below it as poor performance.





## **1.5 Objectives of the study**

### **1.5.1 General objective**

To find out factors contributing to poor students performance in English language at K.C.S.E in Bomet East sub-county.

### **1.5.2 Specific objectives**

- ii To find out the influence of student's attitude on their performance in English
- iii To establish how teachers' professional qualification affect the performance in English
- iiii To determine how teaching and learning resources influence the performce of English

## **1.6 Research questions**

- ii What is the influence of students' attitude on their performance in English?
- iii What is the influence of teachers' professional qualification on the students' performance in English?
- iiii What is the influence of teaching and learning resources on students' performance in English?

## **1.7 Significance of the study**

This research findings may be useful to the school Board of Management, teachers of English, parents, students, Ministry of Education. The B.O.M found study useful in making decision in what material for teaching and learning to be avail in schools in order to improve performance in the subject. The education ministry heavily benefited from the study because it enabled planning well for effective training of teachers, recruitment of quality teachers and selection of appropriate teaching and learning resources. Students benefited as it enabled them to know the importance of positive attitude toward English so as to strengthen its performance in the subject. Parents were helped by the findings of the research on what learning materials they should purchase for their children in order to enhance their performance in the subject.

### **1.8 Delimitations of the study**

The study was conducted in Bomet East sub-county, Bomet County. It covered one administrative sub-county and therefore may not portray the problems of other areas. This study was restricted to the public secondary schools which sat for K.C.S.E English examination for the last five years and no private secondary school was considered. It was only administered to form three and four who are assumed to be more equipped to fill the questionnaires.

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

The research depended on the cooperation of the respondent for the provisions of the data for the study and therefore some of the responses may not really portray honesty and accuracy. The researcher also was face with time limit of the study and recommend that in future a bigger duration be given to allow the researcher get enough responses from the respondents.

The study focused on public schools in Bomet East sub-county which is just a small portion of the entire population of secondary school in Kenya and therefore recommendation majorly applicable to the area.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter focuses on the literature available for factors contributing to students' poor performance in English at K.C.S.E in Bomet East sub-county, Bomet County. It is organized as follows: Effects of students' attitude, the professional qualification of teachers, availability of teaching and learning resources, summary of the literature review and theoretical framework.

### **2.2 Students 'attitude and performance in English**

Oxford dictionary [2018] define attitude as a settled opinion or way of thinking.

Anastasi [2013] defined attitude as a way of reacting negativity or positively towards an existing class of stimuli such as a national or racial group, a custom or an institution.

Awang, Jindal-snape and Barber [2013] pointed out that there is a strong relationship between one's attitude toward education and their academic performance commitment. They went on to say that students who have negative attitudes toward education activities are found to show challenging behavior.

Osakwe [2006] pointed out that depiction of positive or negative attitudes toward a language show various impression. He further went on to say that this might be language ease or difficulty of learning, degree of importance elegance or social status of language and therefore the importance of enforcing positive attitudes on students by teachers and parents.

### **2.3 Professional qualification of teachers and performance in English**

Usman [2012] defined a qualified teacher as the one who have a teaching certificate and he/she is certified by the government and owns at least a bachelor's degree in his /her area of specialization.

Adeyemi [2005] pointed out that teachers play an important role in depicting the students' academic performance.

Murunga et al [2005] established that there is necessity to investigate the traits of teachers of secondary school in terms of competency, experience and technique of teaching in order to ensure that a quality education is given to the students. He continue to say that teachers should be given in-service where gaps are identified to enable them cope with the requirement of the changing curriculum.

Aaronson et al [2007] established that the main vital school-based determining factor of the student's achievement is the quality of the teachers.

Gordon, Kane and Staiger pointed out that students who were taught by effective teachers would likely to perform more than those who were taught by an ineffective teachers.

Nyaswabu [2013] in his study in Kaplamai division in Trans Nzoia County found out that indeed teachers' professional qualification contribute a lot to students' performance in English.

#### **2.4 Availability of teaching and learning resources in relation to performance in English**

Atkinson (2000) pointed out that teaching and learning resources include textbook, chart, maps, erasers chalk exercise book, rule, class readers and classrooms.

Adeogun (2001) found out that there is a very strong association between resources for teaching and learning and performance in academic. He went on to say that schools with enough teaching and learning and teaching excel more in examination than schools with not enough materials for teaching and learning.

Ministry of education, science and technology, moest [2005] stated that there is importance of ensuring that there are enough and right facilities for teaching and learning for educational programmes to be done effectively. Gogo (2002) in his study on Rachuogo district in Kenya found out that the best education has not been achieved due not enough teaching and learning

materials. Mutai (2006) established that learning is improved when there is adequate materials for teaching and learning such as books, textbooks and exercise books. A similar research study to this was done by Nyaswabu (2013) in Kaplamai division, Trans Nzoia County who found out indeed inadequate teaching resources such as textbook, teachers guide and set book greatly influence performance in English.

### **2.5 Summary of the literature review.**

This section has pointed on factors contributing to poor performance in English. It can therefore be concluded that performance of student in English is influenced by factors such as professional qualification of teachers, student attitude toward English and availability of teaching and learning resources

### **2.6 Theoretical Framework**

This study was guided by behaviourist theory by Skinner [1988] where students' attitude on learning is motivate by operant conditioning. It focused on a behavior for example if a teacher compliment a student for good comment made during discussion there is more of a chance that the teacher will here from the next lesson hence positive attitude is developed from the study.

Another theory is the constructivism theory by John Dewey (1938-1998). He stated that if student learn primarily by building their own knowledge, teachers should adjust the curriculum to fit student prior knowledge and hence the need for the teacher to change their instructional knowledge or teachers to be trained in colleges to fit the theory of constructivism.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **Introduction**

This chapter focuses on methodology that was used in the study. These include: Research design, Study area, target population, sampling techniques, sample size, measurement of variables, research instruments, Pre-testing, Validity and Reliability, Data collection techniques, Data analysis and Logistical and Ethical considerations.

### **3.1 Research Design**

This study used descriptive survey design. Orodho (2003) defined descriptive survey as a method of acquiring information using questionnaires and interviewing.

This research design was appropriate for the study because the research got various responses from the teachers and students through questionnaires on factors contributing to Student's poor performance in English.

### **3.2 Study area**

The area of the study was 13 Bomet East sub-county; Bomet county. The researcher chose the location because of its dismal performance in English for the last five years.

### **3.3 Target Population**

The target population of this Study were 5000 students and 100 teachers of English in Bomet East Sub-county Secondary Schools. The respondents were teachers of English and form three and four students. The researcher chose form three and four students because at their level English examination is a standard one.

### **3.4 Sampling Technique**

The researcher adopted stratified sampling technique to obtain a representative sample (Kothari, 2004)

Stratified sampling technique enabled the researcher group the respondents based on their positions in schools i.e. teachers of English and students

### **3.5 Sample size**

The researcher selected the sample of the study from teachers of English and students from the secondary schools in the sub-county. The random sampling method was used to select the respondents for questionnaires. A total of 30 students were selected out of the 5000 students based on their position and 10 teachers were selected out of 100 teachers in the constituency from the 5 sample schools in the Sub-county. Borg and Gall (2003) established that at least 30% of the total population is representative. Therefore 30% of population was enough for this study.

### **3.6 Research Instruments**

The research instruments that was use in this study are questionnaires and interviews. The questionnaires were used because it is less costly when dealing with a large group. The questionnaires were administered to teachers of English and students and were used to get information concerning qualification of teachers and students' attitude.

### **3.7 Pre-testing**

A pilot study was conducted in at least two schools to measure the validity of the instruments. Mugenda & Mugenda (2003) established that a pre-test can be between 1%and 10% of the sample size which the two schools represented in this study. The schools used will not participate in the main study.

### **3.8 Validity and Reliability of the Research Instruments.**

#### **3.8.1 Validity of the research instruments.**

Mugenda (2003) defined validity as the degree to which the results acquired from the data analysis approximately represent the variables under Study. The validity of the instrument is the degree to which it measure what it is supposed to be measured. The research instruments i.e.

questionnaires were validated in terms of content validity which is if the instrument for example questionnaires used give a complete measure of all the reasons or factors contributing to poor performance in English.

### **3.8.2 Reliability of the research instruments.**

Blumberg et al. (2005) defined reliability as the measurement that avails nearly equal results with equal values. The researcher measured the reliability of the questionnaire to deter its consistency in testing factors that are contributing to the poor performance in the sub-county. Test-retest technique was use to gauge the reliability of the questionnaires which involve giving the same questionnaires to sample of selected population to see if there is consistency in their responses.

### **3.9 Data collection techniques**

The researcher sought to conduct data collection in two steps. The first step involved the researcher seeking a letter from the University department stating the intention to carry out a study and requesting those concern to grant the researcher permission to conduct the study. The Second step was the researcher seeking permission from the D.E.O who heads education in the sub-county to conduct a research. The authorization letter was collected by the researcher before administering the questionnaires.

The researcher then administered personally the questionnaires to the respondents. The researcher sought assistance from the local authorities and explain the purpose of the research.

### **3.10 Data Analysis**

The researcher analyzed and present data using percentage, graphs and tables after collecting. Qualitative data that was generated from open ended questions such as on students' attitude were grouped as themes and reported in narrative forms. Quantitative data that was obtain from the



principal's interviews such as on availability of teaching and learning resources were coded and presented in graphs and tables.

### **3.11 Logistical and Ethical considerations**

The researcher explained to the respondents the purpose of the study as that of academics only.

The respondents were inform that participation is willingly and that no one would be force or coerce to participate. The researcher promised the respondents that their information were not be leaked to anybody.

## **CHAPTER 4: FINDINGS AND DISCUSSION**

### **4.1 Introduction.**

This chapter presents the findings of the study on the factors contributing to Student's poor performance in English at K.C.S.E in Bomet East sub-county, Bomet County, Kenya. The analysis looked at teacher's professional qualification, student's attitude towards English and availability of teaching and learning resources in public secondary schools in Bomet East sub-county.

The findings were presented starting with response rate, background information of the respondents, then descriptive analysis as per every variable. This was done in tables and bar graphs followed by discussion below each.

### **4.2 Response rate.**

A total of 30 questionnaires were distributed to the form 3 and form 4 students in the 5 Sample schools. All were filled and returned which is 100% response rate among the students. 10 questionnaires were also distributed to teachers of English and all filled and returned.

### **4.3 Background Information.**

This section gives information on the teachers and students gender distribution, student's ages, Student's and teacher's category of school, student's class and teacher's experience in teaching.

#### **4.3.1 Gender distribution of the respondents**

The researcher sought information on the student's and teacher's gender distribution in the sample schools.

**Figure 4.1 Gender distributions of the students among the schools.**

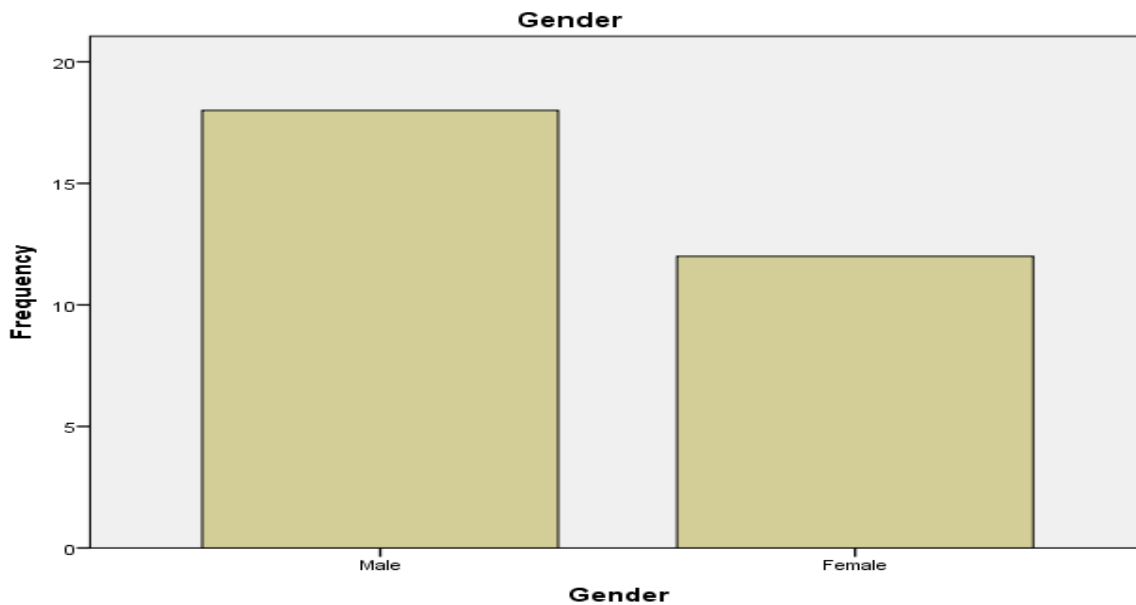
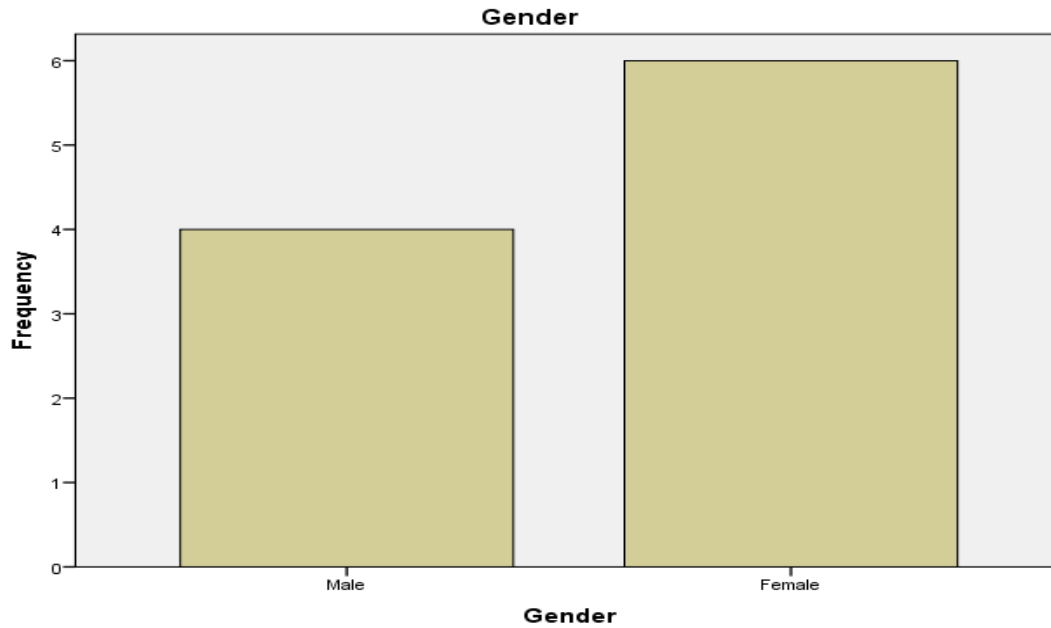


Figure 4.1 shows that there are more male students than female in Bomet East Sub-county. This implies that gender parity is relatively small with male students being slightly many while female follow closely. This shows that the government is almost achieving 50-50 gender balance in secondary schools.

#### **4.3.1.1 Distribution of Teachers by gender**

Figure 4.2 below indicates that there are more female teachers of English in Bomet East sub-county than male teachers. This shows that most secondary schools in the sub-county have more female teachers creating a big gap in the gender balancing aspect which should ensure that both

sexes have equal representation in teaching.



### 4.3.2 Ages of the students

Table 4.1 the distribution of the ages of the students

	Frequency	Percent	Valid Percent	Cumulative Percentage
<b>Below 16 Years</b>	9	30.0	30.0	30.0
<b>Above 16 Years</b>	21	70.0	70.0	100.0
<b>Total</b>	30	100.0	100.0	

**Table 4.1**

Table 4.1 shows that only 30% of the students are below 16 years while in form 3 and form 4 and 70% are above 16 years. This is an implication that the students have acquired the right age and could effectively participate in the study without any difficulty.

### 4.3.3 Teacher's and student's categories of schools.

The researcher sought to investigate the categories of schools in Bomet East Sub-county.

**Table 4.2 Categories of schools for students.**

	<b>Frequency</b>	<b>Percentage</b>	<b>Valid Percentage</b>	<b>Cumulative Percentage</b>
<b>Sub-County</b>	12	40.0	40.0	40.0
<b>County</b>	12	40.0	40.0	80.0
<b>Extra-County</b>	6	20.0	20.0	100.0
	30	100.0	100.0	

Table 4.2 indicate that there are equal percentage (40%) each of sub-county level school and County level. Extra- county leveled Schools take only 20% with no national school. This implies that most schools in Bomet East sub- County majorly take students from Bomet County.

**Table 4.3 category of school for teachers**

	<b>Frequency</b>	<b>Percentage</b>	<b>Valid Percentage</b>	<b>Cumulative Percentage</b>
<b>Sub-County</b>	4	40.0	40.0	40.0
<b>County</b>	4	40.0	40.0	80.0
<b>Extra-County</b>	2	20.0	20.0	100.0
	10	100.0	100.0	

Table 4 .3 indicate that equal percentages of teachers 40% each are of Sub-County and county leveled Schools with only 20% of teachers teaching in the extra county schools. This implies that most schools in Bomet East sub-county are of county and Sub-county level.

#### 4.3.4 Classes of the students.

The researcher carried out investigation on the class most learners we're and it was presented in figure 4.3.

**Figure 4.3 Distribution of classes of the students.**

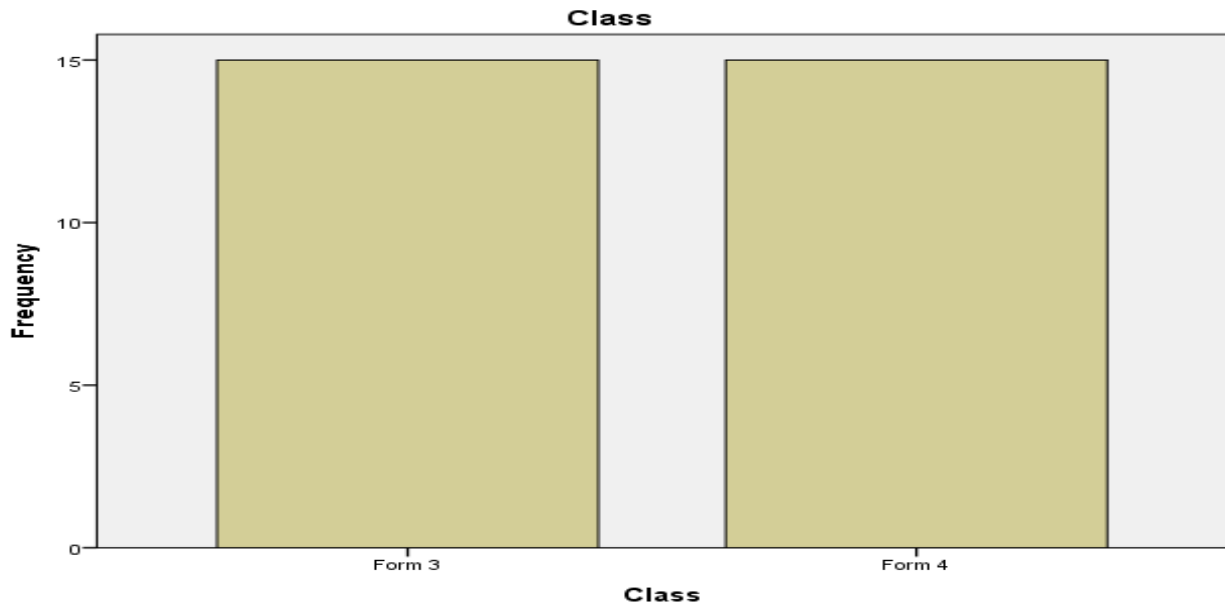


Figure 4.3 indicate that there were equal number of form 3 and form 4 student implying that at both level the student have acquired the knowledge and could participate in the research without any difficulty.

#### 4.3.5 Teachers experience

##### 4.3.5 Teacher's level of experience

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Below 5 years	7	70.0	70.0	70.0
Above 5 years	3	30.0	30.0	100.0

<b>Total</b>	10	100.0	100.0
--------------	----	-------	-------

Table 4.4 indicates that 70% of the teachers have an experience of 5years and below while only 30% have an experience of 5years and above. This implies that teachers may not be well informed in the subject area which may be contributing to poor performance in the sub-county in English.

#### 4.3.6 Teachers professional level

The researcher sought information on the teacher's education level and the response is presented in table 4.5.

**Table 4.5 teacher's education level**

	<b>Frequency</b>	<b>Percentage</b>	<b>Valid Percentage</b>	<b>Cumulative Percentage</b>
<b>Diploma</b>	1	10.0	10.0	10.0
<b>Degree</b>	8	80.0	80.0	90.0
<b>Masters</b>	1	10.0	10.0	100.0
<b>total</b>	10	100.0	100.0	

Table 4.5 indicates that teachers of English in Bomet East sub-county have acquired the most important qualification as teachers of English. Teachers with bachelor degree lead with 80% and those with master's degree and diploma are 10% each. This implies that the teachers of English in this sub-county are adequately trained to handle and effectively take students through English lessons.

#### 4.3.7 Student's attitude

Students have to develop an interest in English for them to do well. The researcher investigates the student's attitude and their average results in their continuous assessment test. Those below 50% which is a C+ are considered by the researcher as having failed or performed poorly. Table 4.6 gives a feedback on student on their attitude towards English.

**Table 4.6 Bad attitude towards the subject**

	<b>Frequency</b>	<b>Percentage</b>	<b>Valid Percentage</b>	<b>Cumulative Percentage</b>
<b>Strongly disagree</b>	3	10.0	10.0	10.0
<b>Disagree</b>	4	13.3	13.3	23.3
<b>Agree</b>	11	36.7	36.7	60.0
<b>Strongly agree</b>	12	40.0	40.0	100.0
<b>Total</b>	30	100.0	100.0	

Table 4.6 indicate that the highest percentage of students (40%) strongly agree that they have a negative attitude towards English follow by (36.7%) for those who agree and then small percentages 13.3% and 10% for those who disagree and strongly disagree respectfully. The students with negative attitude also indicated that their average marks in the subject is below 50% which according to the researcher is poor performance while those with positive attitude indicated that they scored an average marks of 50% and above which according to the researcher are good performance. This implies that students having negative attitude towards English have contributed to the poor performance in the Sub- County.



### Teacher's opinion on student's attitude

The researcher sought the teacher's opinion on student's attitude towards English. The response was presented in table 4 .7

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Strongly Disagree</b>	1	10.0	10.0	10.0
<b>Disagree</b>	1	10.0	10.0	20.0
<b>Agree</b>	1	10.0	10.0	30.0
<b>Strongly Agree</b>	7	70.0	70.0	100.0
<b>Total</b>	10	100.0	100.0	

Table 4.7 indicates that the highest percentage of teachers 70% strongly agree that students lack interest in the subject followed by 10% each for those that agree, disagree and strongly disagree. The implication of this results is that lack of interest from students in English is a factor contributing to the poor performance in the subject in Bomet East sub-county

### 4.3.8 Availability of teaching and learning resources

The researcher sought to establish whether there were well equipped libraries in secondary schools in Bomet East Sub-county. Table 4.8 shows the student responses on the availability of learning resources.

**Table 4.8 Lack of Library equipment**

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Strongly disagree</b>	1	10.0	10.0	10.0
<b>Disagree</b>	1	10.0	10.0	20.0
<b>Agree</b>	2	20.0	20.0	40.0
<b>Strongly agree</b>	6	60.0	60.0	100.0
<b>Total</b>	10	100.0	100.0	

Table 4.8 indicate that the highest percentage of students 40% agree that they lack well equipped library, they are followed by those who strongly agree 36.7% then those who strongly disagree 13.3% and 10% for those who disagree. This depicts that lack of equipped library which leads to inadequate teaching and learning resources is one of factors contributing to poor performance in English in the Sub- County

#### **4.3.9 Teachers view on the availability of equipped library and teaching and learning resources**

**Table 4.9 Lack of Library equipment**

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Strongly disagree</b>	1	10.0	10.0	10.0
<b>Disagree</b>	1	10.0	10.0	20.0
<b>Agree</b>	2	20.0	20.0	40.0
<b>Strongly agree</b>	6	60.0	60.0	100.0
<b>Total</b>	10	100.0	100.0	

According to table 4.9 60% of teachers strongly agree that there is lack of well-equipped library in their Schools follow by 20% of teachers agreeing the same while only 10% each disagree and strongly disagree on the unavailability of equipped library in their Schools. It is clear that most teachers were of the view that unavailability of teaching and learning resources is a factor contributing to poor performance in English in the Sub-county.

## **CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.**

### **5.1 Introduction.**

This chapter presents the findings on the factors contributing to Student's poor performance in English at K.C.S.E in Bomet East sub-county. The summary has been highlight starting with the influence of teacher's professional qualification, student's attitude towards English and the influence of teaching and learning resources.

### **5.2 Summary of the study.**

The summary of the study as per the objectives are as follows:

The study established that majority of the teachers of English in the sub-county which is 80% have acquired the most important qualification, bachelor's degree and 10% each for both diploma and master degree. The professional qualification of teachers is important to performance of the students in the subject because teachers who are well-trained understand the concepts well and tackle it well with the students. Qualified teachers also have the ability to assess the abilities of the students which will enable them to deal with their strength and weakness.

The study also found out that most students have negative attitude towards English with teachers also agreeing that students lack interest in the subject. This according to teachers is a major setback in trying to raise the students' performance. Teachers emphasize the need for students to have a good attitude towards English by the students since it is also used as a medium of instruction in other subjects except Kiswahili.

The researcher also established from the study that there were inadequate teaching and learning resources.40% of the students agree that they lack a well-equipped library and 36% strongly agree about the same.

Teachers of English also concurred with the students with 60% of them strongly agreeing that there are inadequate teaching and learning resources. This indicate why there poor performance trend in the sub-county since lack of teaching and learning resources mean teachers will not be able to carry their teaching effectively and students will not be exposed to varieties of learning materials.

### **5.3 Conclusion.**

The study came up with various conclusions on factors contributing to poor performance in English at K.C.S.E in Bomet East sub-county, Kenya as a result of the study findings.

The study concluded that teacher's professional qualification and experience have a significant influence on the performance. Professional qualification is important because it mean that teachers have attain the required training necessary for them to tackle the concepts about the subject well. Experience of teachers of English enable them to fully grasp the concepts which make them handle it well with the students.

Secondly, the study concluded that Student's attitude influence performance in secondary schools in Bomet East sub-county. The findings indicates that highest percentage of students strongly agree that they have negative attitude towards English with teachers of English also concurring with them. This depicts that negative attitude toward the subject is one of the factor contributing to poor performance in the sub-county.

Thirdly, the study concluded that inadequate teaching and learning resources influence performance in secondary schools in the sub-county. The study findings indicates that majority of the students strongly agree that they lack well equipped library. Majority of teachers of English in the sub-county also strongly agree that their Schools lack a well-equipped library to enable them have access to variety of teaching resources. This shows that inadequate teaching

and learning resources is one of the factors contributing to poor performance in English at K.C.S.E in the Sub-county.

The study therefore concluded that teacher's professional qualification and experience, student's attitude and availability of teaching and learning resources influence performance of English in secondary schools in Bomet East sub-county and thus performance in the subject will be greatly enhance through improving all these factors.

#### **5.4 Recommendations of the study.**

The researcher came up with the following recommendation from the study findings.

The researcher would recommend that the Education Ministry provide more training for teachers to enable them improve their teaching methods. Provision of in-service training also will enhance teacher's experience in teaching. This will enable teachers of English to tackle the subject with their students well.

The researcher also would recommend the schools administration, teachers and parents should work together to ensure that students develop positive attitudes towards learning of English. Positive attitude English will greatly determine their success in other subjects since English is a medium of instruction to all subjects except Kiswahili.

The researcher would also recommend that the schools Board of Management provide a well-equipped library with varieties of teaching and learning resources. The study findings indicates that most students and teachers show a great concern on the availability of teaching and learning materials. The performance of English and even other subjects will be greatly be enhance by availing enough resources for teaching and learning.

#### **5.5 Suggestions for further studies**

The researcher recommends further studies in the following areas:

- a. The effects of schools language policy on the performance of English in secondary schools in Kenya.
- b. The effects of teacher's teaching methods on the student's performance in English.
- c. How to improve student's attitude to enhance their performance in English language.

## REFERENCES

- Borg, W.R & Gall M.D (2003). Educational Research: An Introduction (Fifth ed) New York: Longman.
- Gogo (2002). A study on availability of Teaching and learning resources in Rachuigo District. (Unpublished m.Ed Research project) University of Nairobi.
- Kombo, D. K. and Tromp, D. L. (2006). Proposal and Thesis writing. Nairobi: Pauliness publication Africa.
- Kothari, C. R. (2004). Research Methodology. Methods and Techniques.2nd, New Delhi: New Age International publishers.
- Mugenda. O. M. and Mugenda, A.G. (1999). Research Methods: Quantitative and Qualitative Approaches Nairobi Acts press.
- Mutua W.R. and Namaswa, G. (1992). Educational planning. Nairobi: Paulines publication Africa.
- Nyawasabu. (2013). School based factors influencing performance in English in Kaplamai Division, TransNzoi county. (Unpublished m.Ed, Reseacher project) University of Nairobi.
- Ogula, P.A (2005) Research Methods. Nairobi: CUEA publications
- Orodho, A.J (2003) Essentials of Education and Social Sciences Research Method Nairobi: Masola publishers.
- Oso, Y.W and One, D (2005).A General Guide to Research Proposal and Report. A Handbook for Beginning Researchers. Kisumu: Options printers and publishers. Oxford Advanced Learner's Dictionary 9th Edition.

## APPENDICES

### Appendix 1: Teacher's questionnaire

1. Please indicate your gender. Male ( ) Female ( )
2. How long have you been teaching English? Below 5years ( ) Above 5years ( )
3. Tick the category of your school. Sub-county ( ) County ( ) Extra county ( ) National ( )
4. Indicate your highest professional qualification. Diploma ( ) Bachelors ( ) Masters ( )
5. Your students lack interest in the subject. Strongly disagree (1) Disagree (2) Agree (3) strongly agree (4)
6. Your school lack a well-equipped library. Strongly disagree (1), Disagree (2) Agree (3) strongly agree (4)

Thank you very much.

### Appendix 2: Students' questionnaire

1. Please indicate you gender. Male ( ) Female ( )
2. Age (years). 15 years and below ( ) above 16 years ( )
3. Do you like English? Yes ( ) No ( )
4. Category of the school you are Sub-county ( ) County ( ) Extra County ( ) National ( )
5. Class. Form 3 ( ) Form 4 ( )
6. Your attitude toward English and results of English is negative and below average. Strongly disagree (1) Disagree (2) Agree (3) strongly agree (4)
7. Your school lack a well-equipped library. Strongly disagree (1) Disagree (2) Agree (3) strongly agree (4).

Thank you very much.



### **Appendix 3: Public schools in Bomet East Sub-county**

No.	Schools
1.	Longisa High school.
2.	Mogoma secondary School.
3.	Kongotik secondary School.
4.	Mulot secondary School.
5.	Bukunye mixed secondary School.
6.	Mulot secondary School.
7.	Merigi secondary School.
8.	Koibeyon secondary School.
9.	Kakimirai mixed secondary school.
10.	Chemaner secondary school.
11.	Kimuchul secondary School.
12.	Lelkatet secondary School.
13.	Kipyosit secondary School.