

**INSTITUTIONAL RELATED FACTORS INFLUENCING STUDENTS'
PERFORMANCE IN KCSE IN PUBLIC DAY SECONDARY
SCHOOLS IN KANGUNDO SUB-COUNTY, MACHAKOS COUNTY,
KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirement
of the Award of the Degree of Master of Education in Administration of
Education of the University of Nairobi**

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DECLARATION

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

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DEDICATION

This work is dedicated to my husband Rev. Joseph K. Muya, my sons Josephat Kilonzo, (Pretoria University, South Africa Centre for Human Rights and Democratization in Africa), Joshua Kilonzo, Kisii University and my daughter, Deborah Kilonzo, Masai Mara University, who have been too supportive and a pillar of my strength and encouragement.

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ABBREVIATIONS AND ACRONYMS

CDF	Community Development Fund
FDSE	Free Day Secondary Education
GDP	Gross Domestic Product
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NESP	National Education Support Program
SPSS	Statistical Package for Social Sciences

ABSTRACT

The purpose of the study was to investigate the influence of institutional related factors on students' performance in public day secondary schools in Kangundo Sub County. The Objectives of the Study were to establish the extent to which administrative practices influences students' performance, to assess the influence of physical facilities on students' performance, to investigate the influence of teachers' qualification on students' performance and to identify the influence of teaching and learning materials on students' performance in public day secondary schools in Kenya. Non experimental descriptive survey design was used to establish institutional related factors and students' performance in public day secondary schools in Kangundo Sub County. The target population is principals, teachers and students' in public day secondary schools in Kangundo Sub-county. This comprises of 19 public day secondary schools, 19 Principals, 139 teachers and 4871 Students. This study chose two schools for piloting and chose 50% of 17 remaining schools which are 9 schools and their principals for the major study. The study chose 20% of 139 teachers who are 28 teachers. The study used systematic random technique for students, whereby 10% of 4871 students which is 488 students were used. Data collection instruments were questionnaires and observation. The pilot study was done in two schools. Descriptive statistics using statistical package for social sciences (SPSS) programme such as percentages, frequencies, tables, pie charts and bar graphs distribution will be used to analyze the quantitative data. Qualitative data was placed under themes consistent with the research objectives and conclusions will be based on trends and patterns of responses. The analysis shows that the administrators in day secondary schools were not sufficiently carrying their work of supervising teachers in classroom, checking teachers' schemes of work and checking lesson preparation for teachers. Based on the research findings the researcher recommends that the principals should be encouraged to carry out more effectively the practices that would improve performance such as close supervision of teachers to make sure that they perform their work to enhance performance. The principals should also be committed to creating a good environment and reading culture in these schools by encouraging good relations among all the parties. The government should also facilitate the availability of all the required materials and adequate teachers such that these schools will have all that which is needed for the students to perform. The principals should also work with the community parents and all stake holders to construct the necessary facilities in the school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The Kenyan administration since independence has tried to address the difficulties confronting the education sector through a scope of activities. One of the real initiatives was the presentation of Free Primary Education. This was to change in 1988 when the cost sharing strategy was presented in Education Republic of Kenya (1988). The cost sharing strategy required cost sharing through association between NGOs, religious associations, improvement networks, and individual private segment inside the financing approach structure MOE, (2014)Sessional paper (2012).

In the year 2008, Kenyan government introduced Free Day Secondary Education and bursaries for example Constituency Development Fund. Essentially, Article 43 (b) of constitution (2010) makes education a right, while Article 53 makes basic education free and compulsory for every child. The Government of Kenya continues to invest heavily in the education sector, committing 7.2% of GDP to sector MOE (2014) NESP, (2015). Despite the investment in Free Day Secondary Education, commensurate efforts on quality education and performance in national examinations are yet to be realized. Overloaded curricula, lack of teaching materials, poor teaching approaches, poor or lack of adequate supervision, low morale of teachers are among the factors cited for poor quality of education (Angelina, 2004).

Specifically, examination concerning the impact of administrative practices, physical facilities, staff skill, teaching and learning materials on students' performance in the public day secondary schools in Kangundo Sub-county, Machakos County is fundamental simply like somewhere else in Kenya. The improvement of the scholarly accomplishment of the Kenyan student has continued to engage the attention of the government of Kenya, educational practitioners and policymakers. The present examination explores institutional factors as indicators of students' scholarly performance in public day secondary schools in Kangundo sub-county Kenya.

The current study was be guided by the following objectives: to establish the extent to which administrative practices influence students' performance in public day secondary schools in Kangundo sub county, to assess the influence of physical facilities on students' performance in public day secondary schools in Kangundo sub county, to determine influence of teachers qualifications on students' performance in public day secondary school in Kangundo sub-county and to identify the influence of provision of teaching and learning materials on students' performance in public day secondary schools in Kangundo sub county, Students' academic performance in Kangundo sub county is poor compared to the neighbouring sub-counties such as Matungulu, Kathiani, Mwala, Yatta and Masinga. The question is: Does institutional factors have any effect on students' performance in Kangundo Sub County?

The following data presented in the Table 1 indicates the performance of secondary schools in the sub counties in between 2013 and 2017. The mean

scores per year indicates Yatta Sub County, Matungulu sub county, Kathiani sub county and Mwala sub county are performing well compared to Kangundo sub county.

Table 1. 1 Performance of secondary schools in the counties in between 2013 and 2017

Name of Sub-County	2013	2014	2015	2016	2017
Yatta Sub-County	4.57	4.47	4.94	4.56	4.33
Matungulu sub-county	4.45	4.80	4.74	3.40	3.53
Mwala sub county	4.13	4.44	4.36	3.47	3.21
Kathiani sub county	4.52	4.75	4.87	3.72	3.49
Kangundo sub-county	4.07	4.43	4.12	3.49	2.72

Source: (Machakos County Education office, 2018)

1.2 Statement of the Problem

The Government of Kenya introduced FDSE in 2008. According to the table 1.1 performance of secondary school in Kangundo sub county for the last five years the trend in students' academic performance has been on decline, (Machakos county education, 2018). In the light of the mean scores discussed, the current study will establish the influence of institutional related factors on students' performance in public day secondary schools in Kangundo sub county, Machakos county, therefore the current study investigated the course of declining in students' performance by establishing influence of administrative practices, physical facilities, teachers' qualifications, teaching

and learning materials on students' performance in public day secondary schools in Kangundo sub county, Kenya.

1.3 Purpose of the Study

The purpose of the study is to investigate the influence of institutional related factors on students' performance in public day secondary schools in Kangundo sub county, Machakos County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i) To establish the extent to which administrative practices influences students' performance in Public Day Secondary Schools in Kangundo Sub-County, Machakos County, Kenya.
- ii) To assess the influence of physical facilities on students' performance in Public Day Secondary schools in Kangundo Sub-County, Machakos County, Kenya.
- iii) To investigate influence of teachers' qualification on students 'performance in public day secondary school in Kangundo Sub-county, Machakos county, Kenya.
- iv) To identify the influence of teaching and learning materials on students' performance in public day secondary schools in Kangundo Sub-County, Machakos county, Kenya.

1.5 Research Questions

The study was guided by the following research questions based on the objectives of this study:

- i) To what extent does administrative practices influence students' performance in public day secondary schools in Kangundo Sub-County?
- ii) To what extent does physical facilities influence students' performance in public day secondary schools in Kangundo Sub-County?
- iii) To what extent does teachers' qualifications influence students' performance in public day secondary school in Kangundo Sub-County?
- iv) To what extent does teaching and learning materials influence students' performance in public Day Secondary schools in Kangundo Sub-County?

1.6 Significance of the Study

It is expected that the findings of the study will assist the education Policy makers in formulating policies that will improve the student's performance. It is expected that the study would help the ministry of education to improve practices that would inform education managers of what will be required in improvement of students' performance as well as justify the investment in education sector.

1.7 Limitations of the Study

The study was restricted to public day secondary schools in Kangundo Sub-County, Machakos County. Only sampled students, teachers and principals were used because of limited time. Due to remoteness of some schools and the

poor conditions of the roads the researcher travelled long distances to access sampled schools.

1.8 Delimitations of the Study

The study was confined only to investigating influence of institutional related factors on students' performance in Public Day Secondary schools in Kangundo Sub-County. The study was conducted through descriptive research design. The sampled size was taken from 19 public day Secondary Schools and data collected by use of questionnaires.

1.9 Assumption of the Study

The assumptions were that all the respondents were to co-operate and give true and accurate information. It was also assumed that the sampled schools taken of 10% population would represent the whole population (Mugenda & Mugenda, 2003). All the respondents were to be present during data collection.

1.10 Definition of Significant Terms

Institutional factors refer to those aspects that are within the boundaries of the selected institutions that are assumed influencing the academic performance of students.

Influence refers to an action of driving to positive achievement of secondary students.

Student's performance refers to how well a student meets standards set out by government and the institution itself.

Physical facilities refers to school planned facilities, school planned projects, school buildings, common school facilities and the ground.

Teaching and learning resources refers to the facilities, equipment and materials available for education.

1.11 Organization of the Study

This project is organized in three sections. Section one is introduction to the study which consist of the background of the study, statement of the study (problem), the purpose of the study, research objectives of the study, the research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study and definitions of significant terms as used in the study. Section two is literature review of related study done in respect to administrative practices, physical facilities, teachers' qualifications and teaching and learning materials. Theoretical framework and conceptual framework is also addressed and summary of literature review. Section three has details of the proposed research methodology, introduction, the research design, target population, sample size and sampling procedure, research instruments and its validity and reliability, procedure of data collection, data analysis and ethical consideration.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This literature review contains various scholarly works that have been reviewed for the purpose of the study. It focuses on the influence of administrative practices, physical facilities, teachers' qualifications, and teaching and learning materials on students' performance.

2.2 Institutional factors versus students' performance in KCSE

Students' performance refers to how well a student meets standards set out by government and the institution itself. Studies carried out by Onwioduokit, (1996) and Olarewaju, (1997) showed that insufficient man power, lack of commitment and motivation to work, lack of equipment, poor attitudes of students, poor understanding of concepts, inability to study well, neglect of assignments and pleasure seeking attitude contribute to low academic achievement. The current study will establish institutional related factors: administrative practices, physical facilities, teachers' qualifications, teaching and learning materials on students' performance in KCSE in Kangundo sub-county.

2.3 Administrative practices on students' performance in KCSE

According to Koskei, (2004) training is very important since it equips managers with management skills hence a great deal of efficiency and effectiveness. According to Iravo, (2002) and Wekhuyi, (2014) support that

training positively influences principal's competence in management of human resources. Challenges fall under various school managements task areas which according to Okumbe, (2001) include management of staff personnel, pupils, school finance, physical materials, resources and curriculum. According to Olembo and Cameroon, (1986) indicates that school principals face increasing administrative difficulties, for inadequate and badly constructed building, shortage of books and equipment, lack of proper school furniture particularly desks, poor or non-existent maintenance and repair, untrained and half trained teachers who seldom stay long, overcrowded classrooms, poor communications, and few supporting services especially health services. As a result the administration of the schools has become one of the most tasking jobs in the whole education system, Olembo and Cameroon, (1986).

Research carried out by Evans, (2001) observed that the greatest influence on teacher morale, job satisfaction and motivation are school leadership and management. These studies were done in other sub counties and not in Kangundo sub county, therefore the current study intends to fill this knowledge gap by investigating the effect of administrative practices on students' performance in KCSE in public day secondary schools in Kangundo Sub County

2.4 Physical Facilities on students' performance in KCSE

According to MOEST, (2005) physical facilities like classrooms, desks, chairs, libraries and toilets are important factors in achievement of quality

education. According to Ayoo, (2000) it is generally agreed that facilities have direct bearing on good performance among students in developing countries.

According to Oladele, (1985) observed that the quality, quantity and use of physical facilities could influence teaching effectiveness. According to Udoh, (1990), Fabiyi and Cagbamiye, (2001) state that physical and material resources contribute significantly to students' academic achievements. These findings are also in line with that of Ayodele, (1999), who states that inadequate resources for teaching and learning may lead to low students' academic achievement

Inadequate facilities have a negative influence on the attitudes and academic performance/achievement. According to Shiundu and Omulando, (1992). These studies were carried out in other counties and other countries and not in Kangundo Sub-county. Therefore the current study intends to fill this knowledge gap by investigating the influence of physical facilities on students' performance in KCSE in public day secondary schools in Kangundo sub-county.

2.5 Teachers' qualification on student performance in KCSE

Lukas, (2002) asserts that teachers' education has to be the main pillar of any established system of education. This implies that teachers who are highly educated have effect on learners' performance. According to Brown and Duguid, (2003) found that highly skilled personnel enhance production of high quality outcomes and effective improvement in an enterprise. It has been stated that the quality of an education system will not exceed the quality of its

teachers hence with about 80% of learning directly influenced by the quality of teaching; improving quality will have a significant impact on learning MOE, (2014) NESP (2013-2018).

Teacher professional development is a critical and effective strategy to providing quality of education, MOE, (2014) NESP (2013-2018). This means that education and training initiatives must be geared towards the development of skills, knowledge, attitudes and values in the development of teaching abilities to effectively cater for the learning of the Kenyan child.

According to Huha, (2003) high qualifications develop self-confidence in the teacher who in turn serves as a source of inspiration to the students. Study carried out by Abagi & Odipo, (1997) revealed that the teachers' attitude towards their work and students, their classroom management and their interactions with the students has great impact on students' academic performance. Osarenren, (1988) observed that teachers don't prepare their lessons well. As a result of inadequacy in preparation of subject matter, students may loiter along the school compound looking for an opportunity to leave school, these compromises students' performance. Howard, (1995) carried study and found that instructional effectiveness and co-operative/competitive condition affect academic achievement. According to Oni, (1992) stated that the presence of unqualified teachers in school system has the tendency to cause low students' performance since qualified teacher have been seen as drivers of active education system. These studies were carried out in other regions and countries and not in Kangundo sub-county. This study then

intends to fill this knowledge gap by investigating the teachers' qualification influence on students' performance in public day secondary schools in Kangundo sub-county.

2.6 Teaching and Learning Materials on students' performance in KCSE

As per Isola, (2010) instructional materials are articles or gadgets, which assist the instructor with making an exercise much clearer to the student. Study completed by Nicholls, (2000) uncovers that to make educating and learning process fascinating the educator needs to utilize instructional guides. As per Momoh, (2010) instructional materials in the educating and learning process, encourage the learning of dynamic ideas and thoughts, keeps understudies occupied and dynamic, this improves understudies' interest in the exercise. This spares educators vitality of talking excessively. This demoralizes repetition learning and help to invigorate and inspire students Momoh, (2010).

Falade, (2006) stated that teaching can only be effective when adequate and relevant instructional materials are used. According to Hassan, (2000) when instructional materials and resources are lacking or inadequate, education is compromised and this is reflected in low academic achievement, high dropout rates, problem behaviour, poor teacher motivation and unmet educational goals. All these studies were done in other regions and not done in Kangundo sub-county. This current study will fill this knowledge gap by investigating teaching and learning materials on students' performance in public day secondary schools in Kangundo sub-county.

2.7 Summary of Related Review of Literature

Many studies have been done in Kenya on the influence of institutional factors for instance in Mvita Sub-county, Murang'a Sub-county to mention a few, however none has been carried out in Kangundo Sub-county. Therefore, the current study seeks to fill these gaps. Also to the best of my knowledge none of the above studies have addressed the four variables that this study has narrowed on. As such it is prudent to look into influence of institutional factors particularly on students' performance in public day secondary schools in Kangundo Sub-county. The current study will fill these knowledge gaps by investigating the influence of administrative practices, physical facilities, teachers' qualification and teaching and learning materials on students' performance in public day secondary schools in Kangundo sub-county.

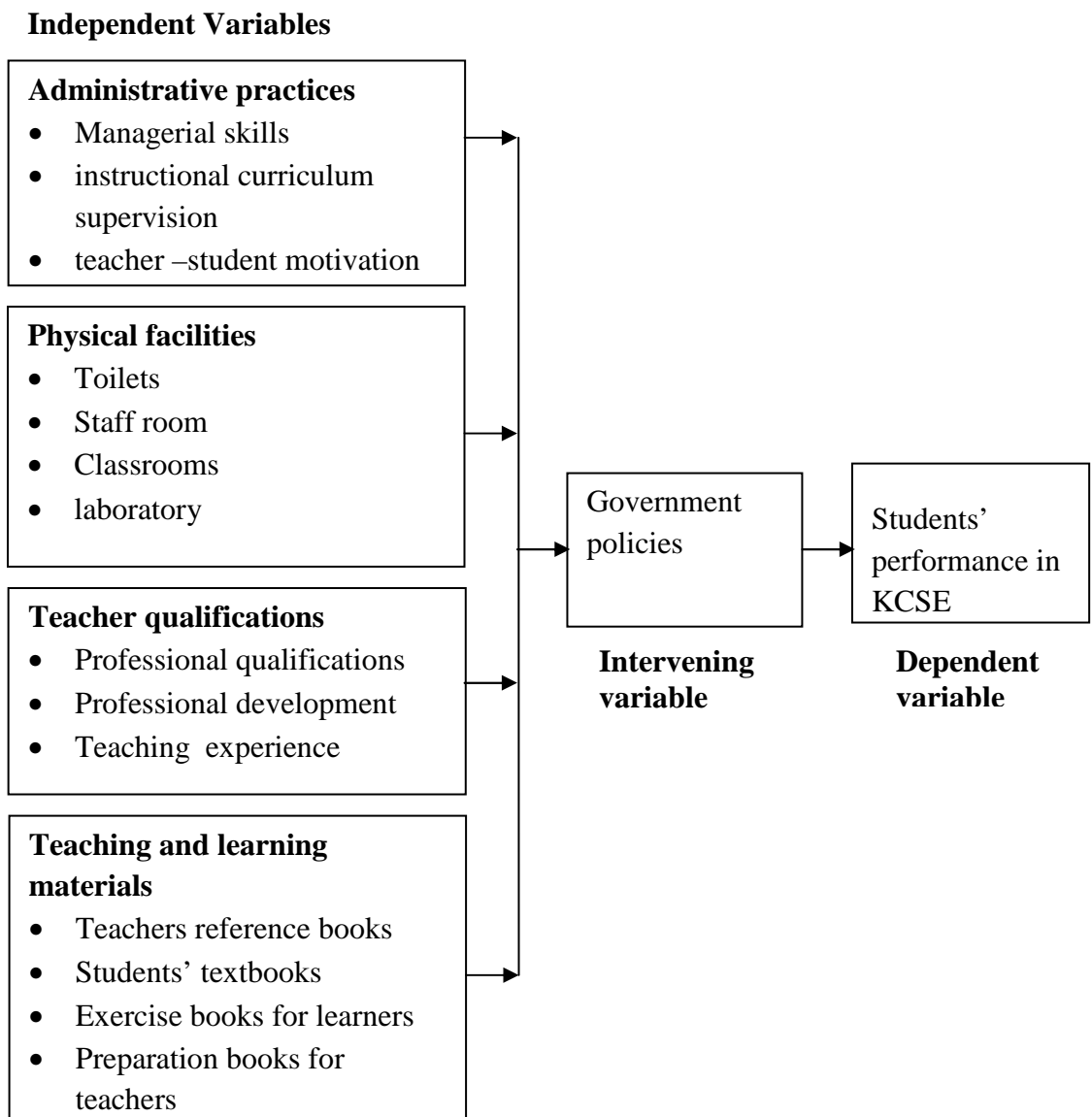
2.8 Theoretical Framework

The research outline work depends on the frameworks hypothesis input-yield show created by Ludwig von Bertalanffy (1956). As indicated by Koontz and Weihrich (1988) proposes that a sorted out big business does not exist in a vacuum it relies upon its built up condition. As utilized in flow investigate inputs (understudies) are conceded, auxiliary schools with various imprints, from various foundations and schools. At the point when the students get into auxiliary school instruction framework students, the administration of the school changes them through a procedure of educating and adapting then the students' yield is seen through the scholarly performance. As per Robbin, (1980) the info the processors and the generators should work well so as to accomplish the ideal result (students' performance). As indicated by Saleemi, (1997) and Robbin, (1980) concur and ask that all frameworks must work incongruity so as to accomplish the general objectives (school objectives) as per Oso and Onen, (2005), the interrelationships among parts of a framework host to be comprehended by all parties included.

2.9 Conceptual Framework

Conceptual framework according to Orodho, (2009) is a diagrammatic relationship between the dependent and independent variables of a study. The conceptual framework presented on Figure 1.1 show various determinants of institutional related factors influencing students 'performance in KCSE in public day secondary schools. The framework shows that the variables are inter-linked: administrative practices, physical facilities, teachers' experience,

teaching and learning materials serve to determine the influence of students' performance in KCSE in public day secondary schools.



Source: Adapted from system theory

Figure 2. 1 Conceptual framework: institutional factors

Four independent variables

A learning environment is a setting that is influenced by variety of variables such as teaching and learning resources, perception towards learning, instructional and revision strategies among others. The study will be restricted to administrative practices, physical facilities, teachers' qualification,

teaching, and learning materials. This is because they are main factors responsible for students' performance.

The independent variables are administrative practices, physical facilities, teachers' qualifications, and teaching, learning materials. Administrative practices includes: managerial skills, instructional curriculum supervision, and teacher-student motivation. Physical facilities include toilets, staffroom, classrooms, and laboratory. These also influence students' performance. Teachers' qualification includes Professional qualifications, professional development and teaching experience. Teaching and learning materials include teachers' reference books, students' textbooks, teaching aids, exercise books for learners and teachers' preparation books. These are the main variables responsible for teaching and learning environment which in turn result to students' performance in public day secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology part discusses the study design that was used, target population, sample and sampling strategies, data collection instruments validity and reliability of instruments, data collection procedure, data analysis technique and ethical considerations.

3.2 Research Design

Research design refers to the procedures selected by a researcher for studying a particular set of questions or hypothesis. These includes the researchers choice of qualitative or quantitative methodology, and how, if there casual relationship between variables or phenomena are explored, Orodho (2009). Non experimental descriptive survey design was used to establish institutional related factors and students' performance in public day secondary schools in Kangundo Sub County. According to Mugenda and Mugenda (2003) a survey is a method of collecting information by interviewing or ministering a questionnaire to a sample of individuals. The current study aimed at collecting opinions from 9 principals, 28teachers' and 488 students from public day secondary schools in Kangundo sub county on influence of institutional related factors on student's performance in KCSE.

3.3 Target Population

Target population is a set of people or objects the researcher wants to generalize the results of the research, Mugenda (2003). The target population is principals, teachers and students' in public day secondary schools in Kangundo Sub-county. This comprises of 19 public day secondary schools, 19 Principals, 139 teachers and 4871 Students (Sub-county education office, 2018).

3.4 Sample and Sampling Procedures

A sample is a representative proportion of the target population. The sample size must be able to accurately represent population characteristic which is under investigation, Mugenda & Mugenda, (2003). According to Mugenda and Mugenda 10% - 60% of accessible population is enough to represent population characteristic. This study chose two schools for piloting and chose 50% of 17 remaining schools which are 9 schools and their principals for the major study. The study chose 20% of 139 teachers who are 28 teachers. The study used systematic random technique for students, whereby 10% of 4871 students which is 488 students were used.

Table 3.1 Target Population and Sample Size for Study

Respondent	Target Population	Sample Size	Percentage
Principal	19	9	50%
Teachers	139	28	20%
Students	4871	488	10%

3.5 Research Instruments

The instruments used by the researcher to collect data from the sampled respondents in the study are questionnaires for principals, teachers and students. The questionnaire included open and closed ended items. According to Orodho, (2009) the closed ended items are used because they are easy to fill and are easy to be tabulated.

3.6 Validity of Research Instruments

According to Mugenda & Mugenda, (1999) validity is the accuracy and meaningfulness of inference, which are based on researchers results. A pilot study was conducted in 2 public day secondary schools. These schools were not involved in the major study in collecting data. The 2 schools are, according to Mulusa (1990) who says that piloting should involve 10% of the total sample. The piloting helped the researcher to do away with ambiguity in the research instruments. The researcher reviewed literature to come up with relevant questionnaires that were fitting the current study to give out required information as per topic.

3.7 Reliability of Research Instrument

Reliability is the measure of degree to which research instruments yields to consistent results after repeated trials, Mugenda and Mugenda, (1999). An instrument that yields consisted results overtime is said to be reliable Wiersman, (1985). Test-retest method was used to test reliability and validity of the instruments. The techniques require administering the same instrument

twice to the same group within two weeks' time. Reliability correlation coefficient (R.C.C.) was calculated using spear man's rank order: -

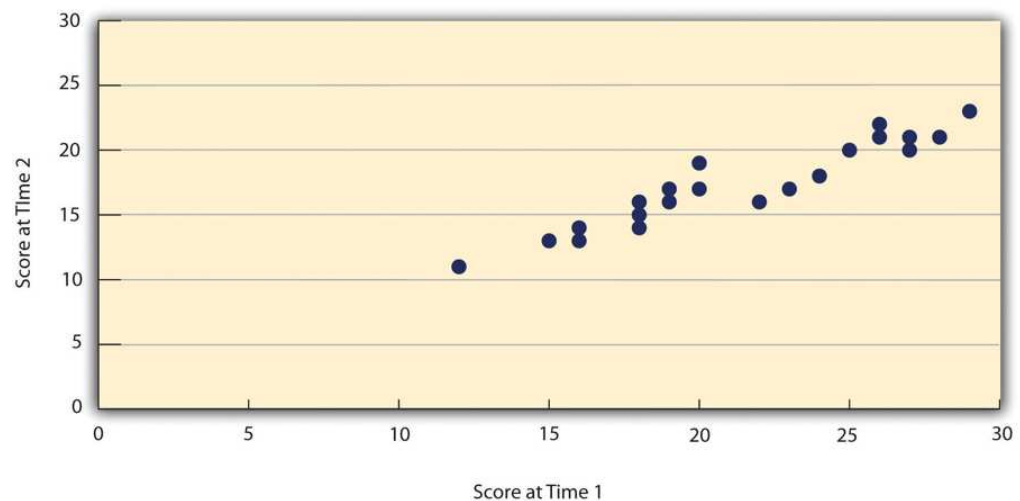
$$P=1-(6\sum d^2/n(n^2-1)$$

Where

r= spearman's coefficient of correlation

d=difference between ranks of pairs of variables

n= the number of pairs of observation. Orodho, (2009) reliability coefficient



Test-Retest correlation between two sets of SCORES of principals, teachers and student of two schools given two times a two weeks apart

0.75., the researcher considered 70 and above test-retest correlation between the two sets of scores

3.8 Data Collection Procedures

The researcher got introduction letter from Nairobi University and a researcher permit from the ministry of Education Science and Technology. Lastly the researcher sought permission from Kangundo sub-county director of education to get the information from the sampled schools in the sub-county. The

researcher booked appointments with sampled schools through the principals to visit and administer questionnaires. The respondents were instructed by the researcher on how to fill the questionnaires and were assured of confidentiality in dealing with their responses in each instrument. The researcher gave enough time to respondents to fill in questionnaires.

3.9 Data Analysis Procedure

Data analysis refers to examining of what has been collected in a survey of experiment in making deductions and inferences according to Kombo and Tromp, (2006). It involves scrutinizing the acquired information and making of inferences. Data collected from sampled schools was coded and entered into computer for analysis quantitatively using statistical package for social science (SPSS). The computed data was analyzed using descriptive statistics. The statistics calculated includes frequencies, mean and percentages. The data was then presented in frequency tables, bar graphs and pie charts.

3.10 Ethical Considerations

Social Research Association, (2003) ethical guidelines enable researchers to make individual ethical judgments and decisions that comply with principles or research. The respondents were assured of the confidentiality of their responses by researcher.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter discusses the techniques applied to analyse and present research findings, the data analysed was obtained from the questionnaires, which were earlier issued to the respondents in the target population. The analysis of the response rate was made where actual number respondents who participated in the study was determined. The questionnaire that addressed each research objective were analysed separately in quantitative analysis, qualitative techniques were applied to ensure that the study findings were reliable and contributed towards establishment of the research topic. The analysis was done separately for principals, teachers and students from which a summary of the analysis was made and conclusions made from the analysis.

4.1 Principals and Teachers Data Analysis

4.1.0 Response Rate

Nine questionnaires were issued to the nine principals, twenty eight to teachers and 488 to students targeted as respondents to the study. Out this sample, nine questionnaires from the principals, 27 from teachers and 480 from students were received, thus attaining a 99% response rate. The table below represents this information.

Table 4. 1: Response Rate

	Issued questionnaires	Returned questionnaires	Response rate
Principals	9	9	100
Teachers	28	27	96
Students	488	480	98
Total	522	516	99

Source: (Author 2018)

This response is adequate for the study for the respondents will give the required information.

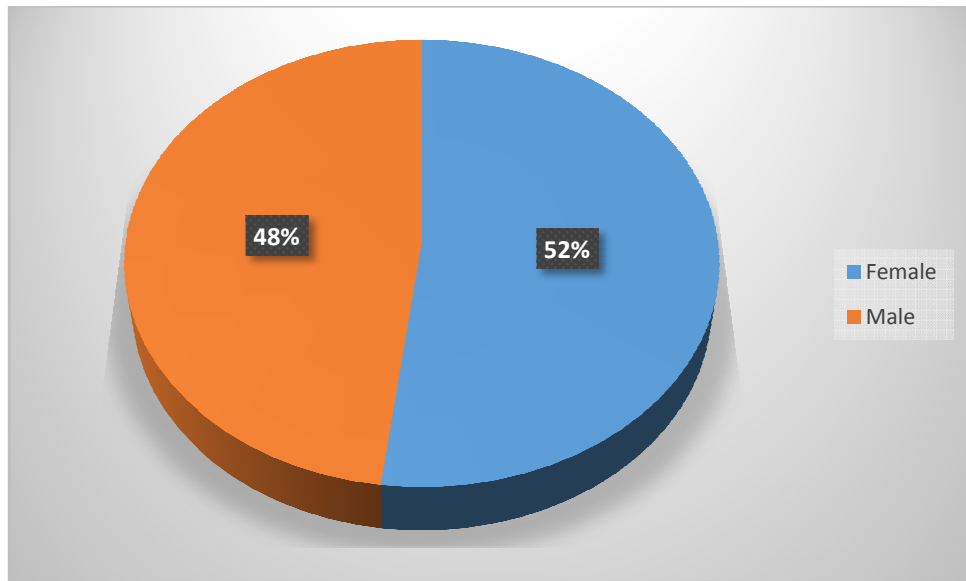
4.1.1 Gender

Out of the nine principals 8 were male and one female, the teachers were represented by 12 female teachers and 15 male teachers and the students were 253 female, 227 male as shown in the table below. This representation shows a balanced gender and therefore the research was not gender biased.

Table 4. 2: Respondents Gender

Gender	Principals	Teachers	Students	Total	Percentage
Female	1	12	253	266	52
Male	8	15	227	250	48
Total	9	27	480	516	

Source: (Author 2018)



4.1.2 Age

The principals' age was varying from one principal to the other but all were above 40 years but below 60 years while the teachers also had varying age groups.

4.1.3 Type of school

Eight schools were mixed schools while one was a boy's school. The schools had a population ranging between 200-300 students.

4.1.4 Number of teachers in school

The schools under study had 124 teachers in total from where 70 were female and 54 were male. The average number of teachers in the schools was 13.7

Table 4. 3: Number of teachers

Teachers gender	Frequency	Percentage
Female	70	56.5
Male	54	43.5
Total	124	100

Source: (Author 2018)

Considering the number of subjects per class from form one to form four, this average teachers in school is inadequate to facilitate efficient learning in this schools.

4.1.4 Principals and teachers qualification

All the principals had an undergraduate degree in education except one who has a master's degree in education. Thirty one teachers had an undergraduate degree while 5 had a master's degree.

Table 4. 4: Principals and teachers qualifications

	Undergraduate	Masters
Principals	8	1
Teachers	31	5
Total	39	6

Source: (Author 2018)

All the teachers had the necessary professional qualifications to teach in secondary schools.

4.1.5 Years as a teacher

Of all the principals one has been in teaching for duration of 16-20 years, three have been teachers for 21-25 years and 5 have been in the profession for over 26 years. The teachers interviewed, three have been in the profession for duration of 1-5 years, 16 teachers for a period of 6-10 years and 11 for 11-15 years. This is shown in the table below.

Table 4. 5: Number of years as a teacher

Years range	Principals	Teachers
1-5	0	3
6-10	0	16
11-15	0	11
16-20	1	6
21-25	3	0
26 and above	5	0
Total	9	36

Source: (Author 2018)

The principals and teachers had experience in terms of the years they have been teaching and therefore it is expected that they were able to deliver.

4.1.6 Administrative practices influence

The respondents were asked to indicate to what extent they agree with statements below on how the principal of the school performs the activities listed as far as administrative work is concerned. The ratings where: 1, no extent, 2 to a smaller extent, 3 not sure, 4 to some extent and 5 to a greater extent. The responses are tabulated in the table below.

Table 4. 6: Administrative practices

Ratings	1	2	3	4	5
a) Administrative practices by the principal					
i) Supervision of teachers in classroom	3	12	1	11	9
ii) Checking teachers' schemes of work.	2	16	3	12	3
iii) Checking lesson preparation for teachers	4	10	1	9	12
iv) Check marking of students assignments	3	8	0	16	9
v) Lessons taught daily confirmation.	4	7	6	9	10
vi) Motivating teachers and students to play their roles.	2	6	2	16	10
vii) Smooth relationship within teachers and students	4	12	1	11	8
viii) Smooth relationship between students and students	2	13	1	16	4
ix) Smooth relationship between teachers and teachers.	1	11	2	12	10

Source: (Author 2018)

Based on this information to some extent and to a lesser extent the administrative duties were performed by the principals in the various schools under study. This indicates that the administrators were not sufficiently carrying their work as is required.

This information is further represented in the figure below

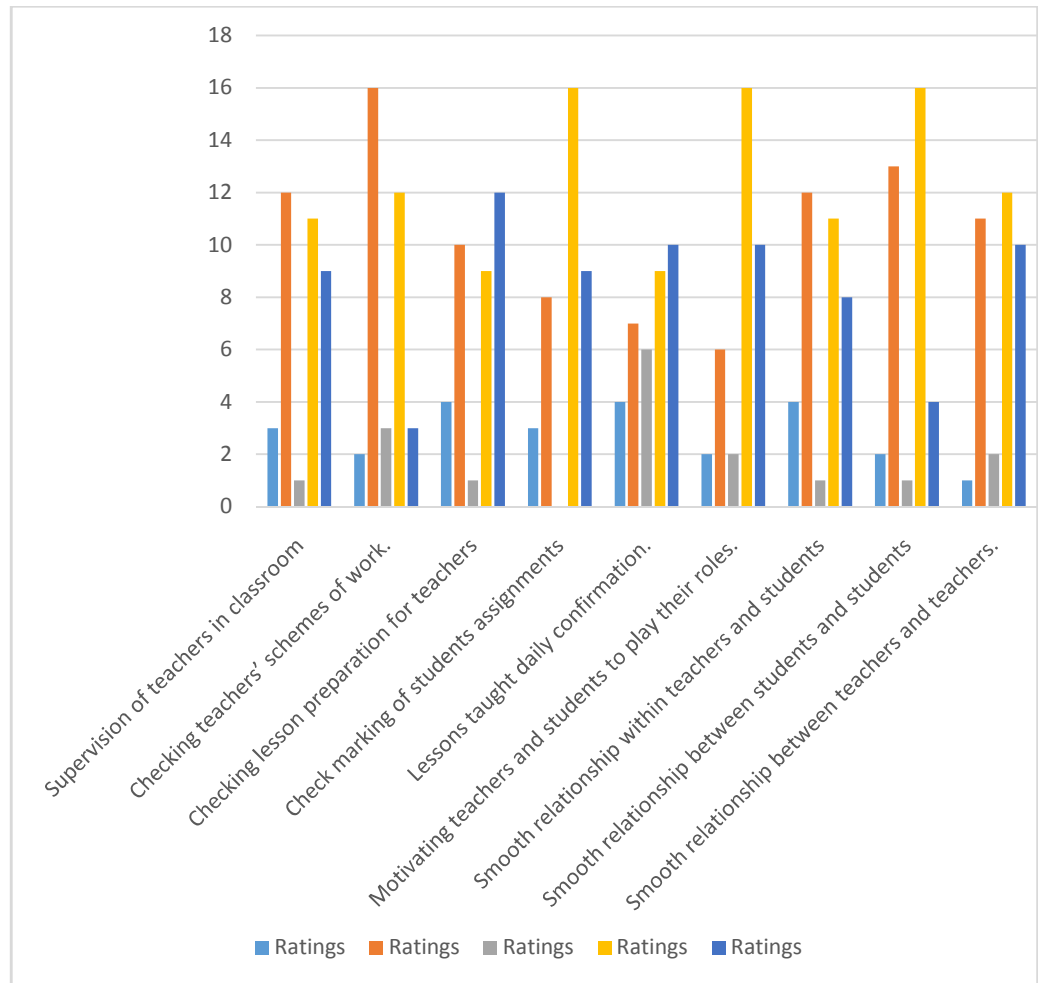


Figure 4. 1 Administrative practices

4.1.7 Physical facilities influence

The respondents were requested to respond as to extent they agree on the availability of some physical facilities in their schools which are likely to affect the learning of students. The ratings were from 1-5 indicating to what extent they agree with the following statements. The ratings were: 1, no extent, 2 to a smaller extent, 3 not sure, 4 to some extent and 5 to a greater extent. The responses are tabulated in the table below.

The table below shows the respondents ratings.

Table 4. 7: Physical facilities influence

Ratings	1	2	3	4	5
b) Physical facilities influence					
i) Adequate classrooms	4	12	2	16	2
ii) Overcrowded classrooms	2	15	1	13	6
iii) Enough toilets/ latrines	1	8	2	14	11
iv) Library availability	14	6	2	6	8
v) Well-equipped library	14	11	1	9	1
vi) Playing ground available	1	13	0	16	6
vii) Windows with shutters	4	12	1	15	4
viii) Enough administration offices	3	16	1	13	3
ix) Enough chalk and dusters	2	10	2	16	6
x) Well ventilated classrooms	2	15	0	6	13
xi) Well-furnished staffroom	4	14	1	10	7
xii) Cemented classrooms	1	12	0	14	9
xiii) Enough Toilets/ latrines for teachers	1	16	0	13	6
xiv) Well lighted Classrooms	4	14	2	12	4

Source: (Author 2018)

Majority of the respondents agreed to a lesser extent and to some extent availability and adequacy of physical facilities in the schools. This means that

this facilities are not enough and adequately available as required in schools to facilitate smooth learning and performance of students.

This information can be represented as in the figure below

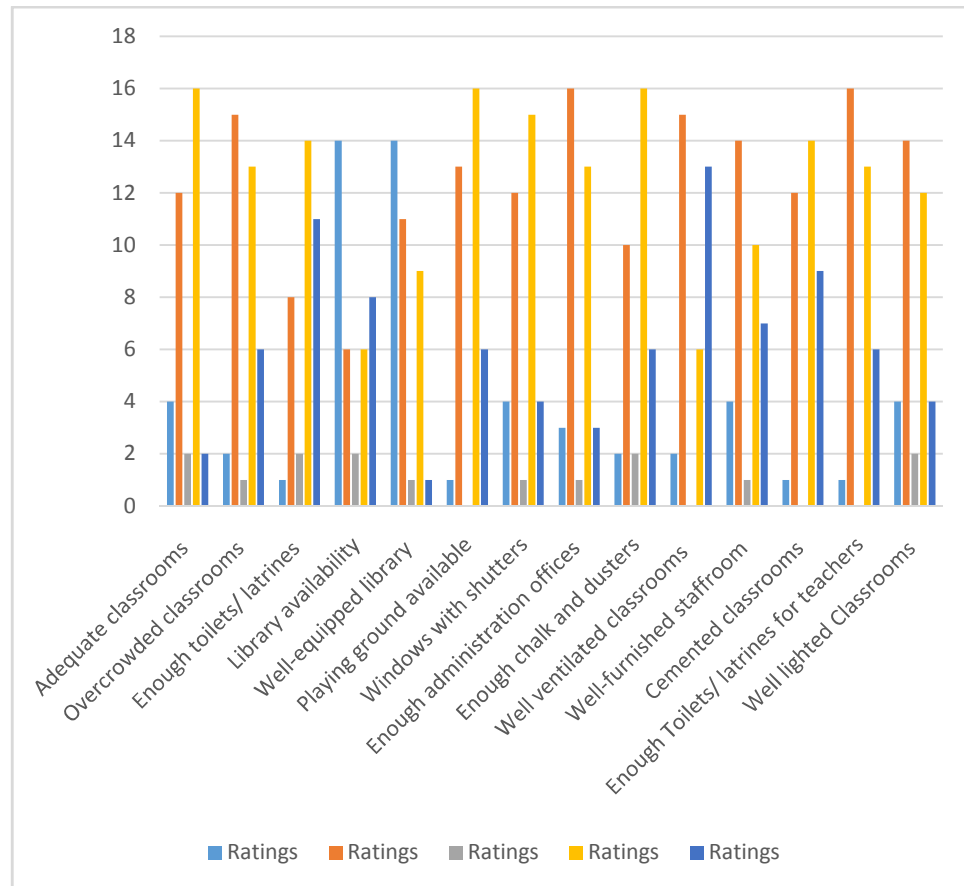


Figure 4. 2: Physical facilities influence

Source: (Author 2018)

4.1.8 Teachers qualification influence

Teacher’s qualification is a factor that may influence students learning. The researcher therefore asked the respondents to rate the following aspects relating to teachers indicating to what extent they agree with the statements. The ratings were between 1-5 to the extent to which they agree or disagree.

The ratings where: 1, no extent, 2 to a smaller extent, 3 not sure, 4 to some extent and 5 to a greater extent. The table below shows their responses.

Table 4. 8: Teachers qualification influence

Ratings	1	2	3	4	5
c)Teachers qualification					
i) Teachers attend refresher courses	3	13	2	9	9
ii) Enough teachers for all subjects	8	14	0	12	2
iii) syllabus covered before exam	8	14	3	11	0
iv) Further studies necessary	6	3	6	12	8
v) Adequate teacher experience	2	5	0	16	13
vi) Teachers committed	0	7	0	11	18
vii) Teachers involved in students welfare	2	9	1	14	10

Source: (Author 2018)

The data indicates that teachers are committed to their work; they are qualified and have the experience required. However many respondents indicated that that there are no enough teachers in their respective schools.

The information can further be represented in the figure below

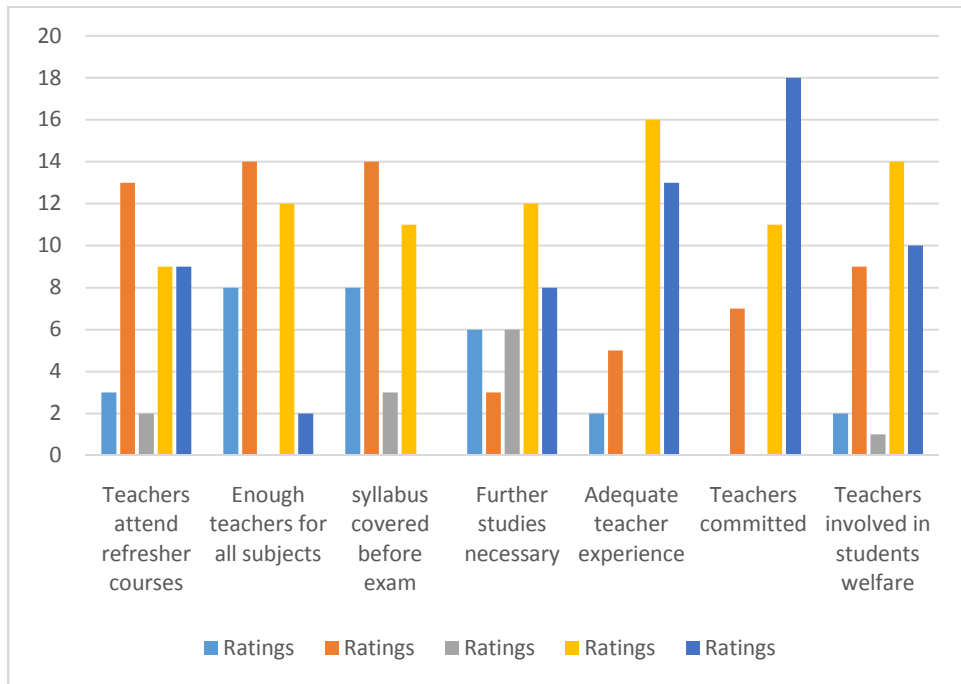


Figure 4. 3 Teachers qualification influence

4.1.9 Teaching and learning materials influence

The respondents were asked to rate to what extent they agree on the adequacy or availability of some of the learning materials in their schools. The ratings where: 1, no extent, 2 to a smaller extent, 3 not sure, 4 to some extent and 5 to a greater extent. The table below indicates the respondent's ratings.

Table 4. 9: Teaching and learning materials

Ratings	1	2	3	4	5
d)Teaching and learning materials					
i) Adequate reference books	9	12	1	11	3
ii) 1:1 ration of books	12	8	2	10	4
iii) Adequate Teaching and learning aids	14	12	0	8	2
iv) Adequate preparation books for teachers	12	11	1	10	2
v) Adequate writing materials for teachers	11	16	2	7	0
vi) Adequate Textbooks for students	13	11	4	6	2
vii) Adequate exercise books for students	13	12	0	8	3
viii) There is a laboratory in school	11	9	0	8	8
ix) Adequate Laboratory equipment and chemicals	16	11	1	5	3
x) Adequate chalk, dusters and registers	3	12	0	17	4
xi) Teachers prepare teaching and learning aids	7	13	3	10	3
xii) Learning and teaching aids displayed	11	17	0	7	1

The information gathered indicates that most of the respondents to no extent do they agree on the availability of teaching and learning materials in their schools. This is expected to affect learning in the schools.

The information is represented as shown in the figure below.

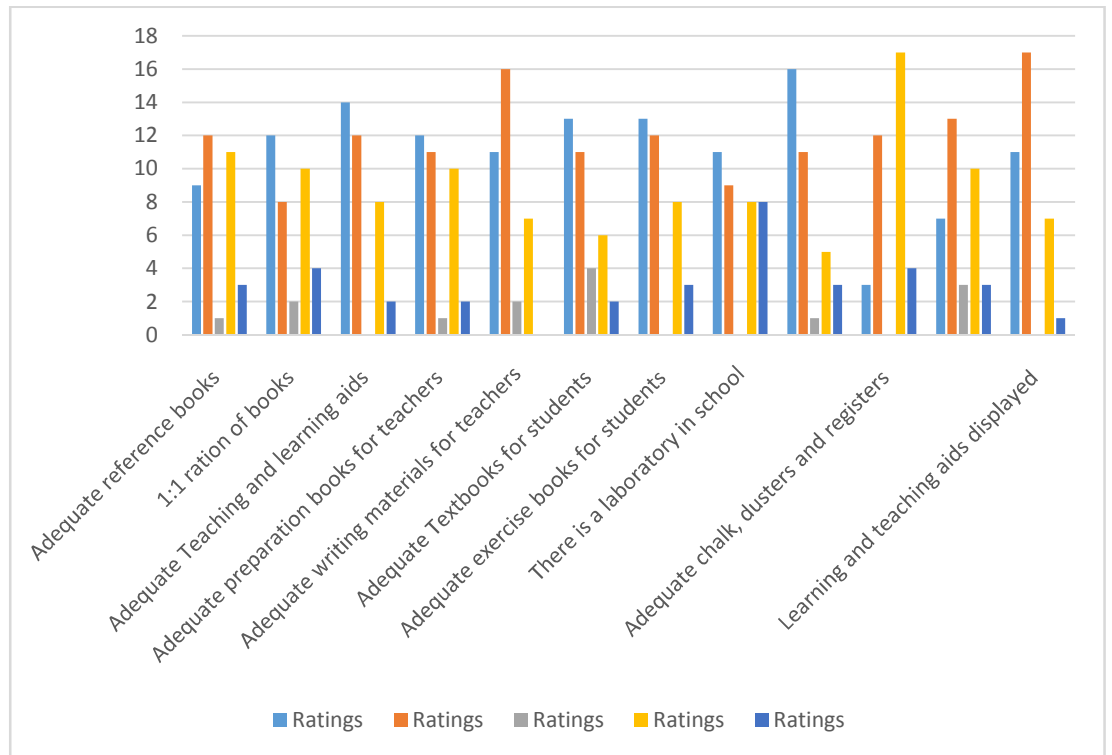


Figure 4. 4 Teaching and learning materials

4.1.10 Students' performance

The researcher wanted to know how the performance of these schools has been and therefore asked the respondents to rate to what extent they agree with the following statements related to the schools performance. The ratings where: 1, no extent, 2 to a smaller extent, 3 not sure, 4 to some extent and 5 to a greater extent. The responses are tabulated in the table below.

Table 4. 10 Students' performance

Ratings	1	2	3	4	5
e) Students' performance					
i) Improvement performance	8	15	5	7	1
ii) Low dropout rates	6	12	6	8	4
iii) Poor performance in KCSE	15	13	0	6	2
iv) Increased enrolments in classes	8	14	2	10	2
v) High number of students joining universities	16	8	0	8	4

Respondents rated improved performance of this schools as to no extent and that the number of students joining university is low.

This information is represented in the figure below.

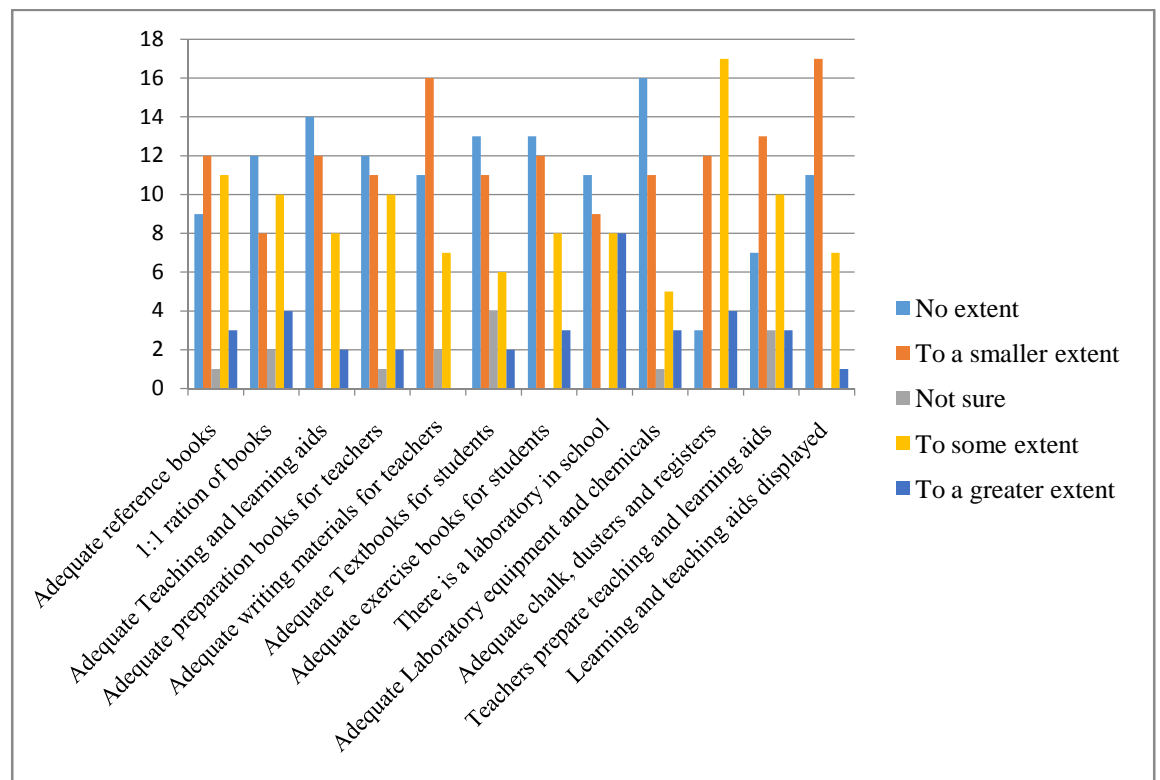


Figure 4. 5 Students' performance

4.2 Students data analysis

Majority of the students used for this study were in form three and form four.

The information gathered is therefore relevant because the students have been in the schools for some time. The table below represents this information.

4.2.1 Students classes

Table 4. 11 Students classes

Students class	Frequency
Form 1	31
Form 2	67
Form 3	160
Form 4	222

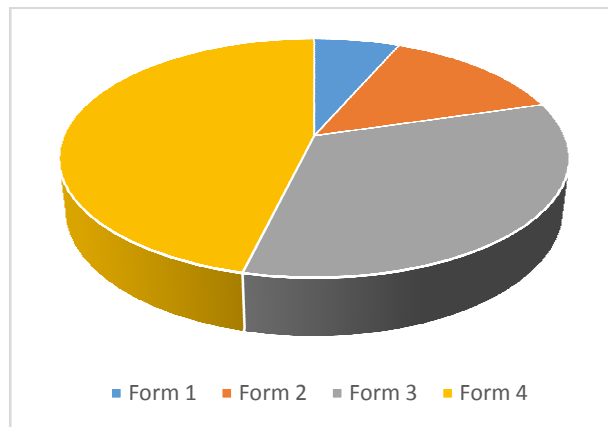


Figure 4. 6 Students classes

4.2.2 Students Experience

The students were requested to tick yes or no as far as the following statements regarding their experience in school is concerned. The table below shows their responses.

The information indicates that the students are taught all the subjects including the practical ones, there are libraries, they are given assignments and sit for exams on regular bases. However few indicated that they are rewarded for passing in exams in their schools.

Questions	Response	
	Yes	No
Are you taught all the subjects?	476	4
Do you have a playing ground in your school	377	103
Do you have library in your school?	112	368
Are you taught practical subjects?	468	12
Are you given assignments?	471	9
Do you sit for exams?	473	7
Are you awarded after exams?	33	447

The information is presented in the figure below

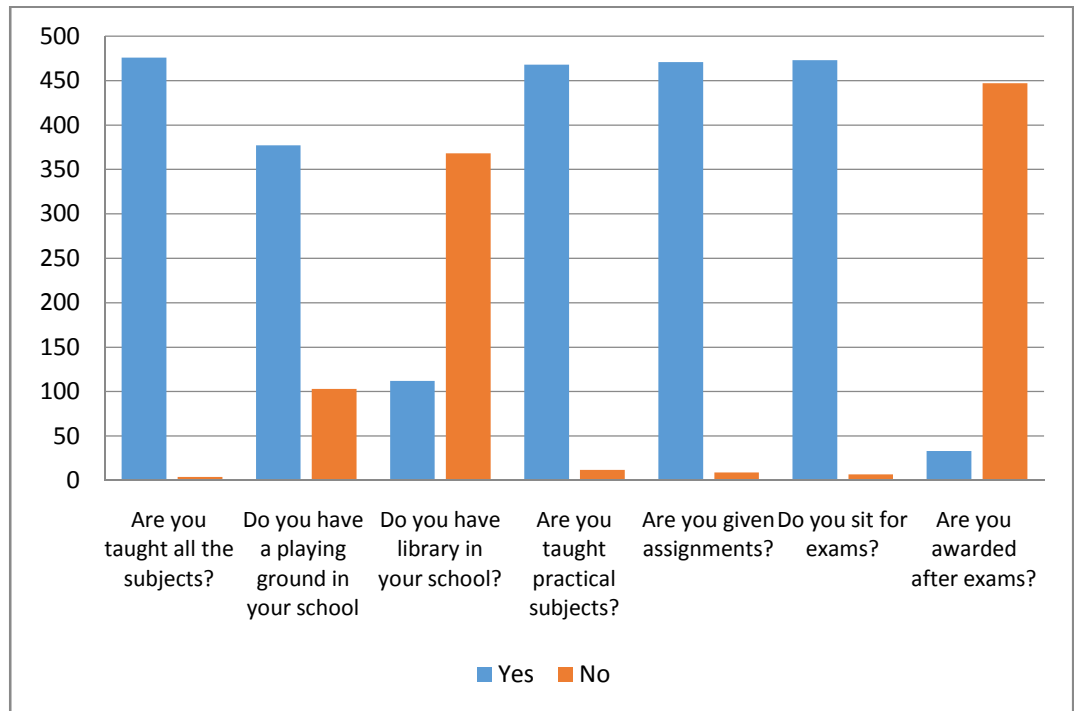


Figure 4. 7 students experience

4.2.3 Text books sharing ratio

The following table indicates how students share text books of the main subjects.

Table 4. 12 Text books sharing ratio

Text book	Students sharing Ratio		
	1:1	1:2	1:3
English	11	214	255
Kiswahili	19	230	231
Mathematics	21	201	258

Greater number of students in this schools share books on the ratio of 1:2 and 1:3. This is not healthy for learning in schools and therefore affects their learning.

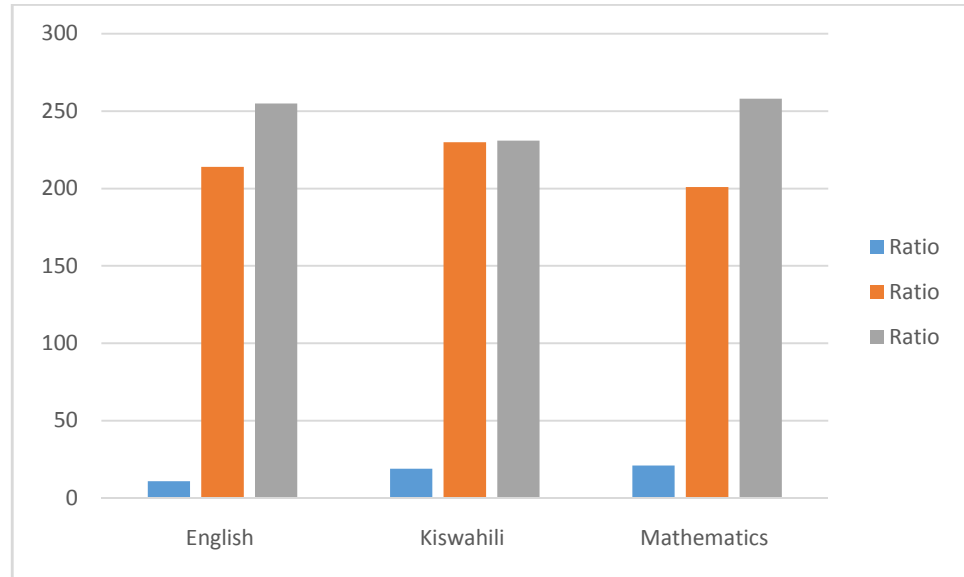


Figure 4. 8 Text books sharing ratio

4.3 Qualitative analysis

4.3.1 Challenges faced

The principals and teachers highlighted the following challenges among others faced by day secondary schools that affect students' performance; drug abuse by students, early pregnancy, high school drop-outs, absenteeism, poor school payment, low esteem among students, negative attitude towards education, language problem and indiscipline.

4.3.2 Suggested solutions to the challenges

They gave the following as solutions to the challenges faced to improve the performance of the students; drug abuse awareness creation in the society,

parents involvement in students' performance monitoring, guidance and counselling. Encouraging and motivating students and all stakeholders involvement in the performance of these schools.

4.4 Summary

Nine questionnaires were issued to the nine principals, twenty eight to teachers and 488 to students targeted as respondents to the study. From the questionnaires issued the researcher attaining a 99% response rate. The respondents had a balanced gender and therefore the research was not gender biased. Eight schools were mixed schools while one was a boy's school with 13.7 average number of teachers. All the teachers had the necessary professional qualifications to teach in secondary schools. The principals and teachers had experience in terms of the years they have been teaching and therefore it is expected that they were able to deliver.

The data collected indicated that the administrators were not sufficiently carrying their work as is required, that the facilities are not enough and adequately available as required in schools to facilitate smooth learning and performance of students.

The data indicated that teachers are committed to their work, they are qualified and have the experience required. However many respondents indicated that that there are no enough teachers in their respective schools.

The information gathered indicates that there is inadequate availability of teaching and learning materials schools which is expected to affect learning

there is low improved performance of this schools and that the number of students joining university is low.

The information indicates that the students are taught all the subjects including the practical ones, there are libraries, they are given assignments and sit for exams on regular bases. However few indicated that they are rewarded for passing in exams in their schools. Greater number of students in this schools share books on the ratio of 1:2 and 1:3. This is not healthy for learning in schools and therefore affects their learning.

CHAPTER FIVE

SUMMARY OF FINDINGS; CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents discussions of the key findings presented in chapter four, conclusions based on those findings and recommendations there to

5.2 Summary of the study findings

The purpose of the study is to investigate the influence of institutional related factors on students' performance in public day secondary schools in Kangundo Sub County. The Objectives of the Study were to establish the extent to which administrative practices influences students' performance, to assess the influence of physical facilities on students' performance, to investigate the influence of teachers' qualification on students' performance and to identify the influence of teaching and learning materials on students' performance in public day secondary schools in Kenya.

The analysis shows that the administrators in day secondary schools were not sufficiently carrying their work of supervising teachers in classroom, checking teachers' schemes of work and checking lesson preparation for teachers. The results indicate that they are not good in checking marking of students' assignments and lessons taught daily confirmation. However they motivate teachers and students to play their roles and encourage smooth relationship within teachers and students, students/ students and teachers/ teachers. The

basic administrative practices that promote student performance are rated lowly and therefore affecting performance in day schools

In addition the findings shows that the facilities are not enough and adequately available as required in schools to facilitate smooth learning and performance of students. Facilities such classrooms, libraries and laboratories were rated as inadequate or even lacking in some schools. The libraries and laboratories are not well equipped. These facilities are important in learning and therefore lack or inadequate facilities could facilitate the poor performance in these schools.

Further the study shows that teachers are committed to their work, they are qualified and have the experience required. However the study shows that the teachers rarely attend refresher courses and that in these schools there are not enough teachers for all the subjects. Teachers also don't cover the syllabus before exam though they involved in students welfare. Teacher inadequacy despite their commitment could be a course why these schools are not performing. Also these schools experience inadequate availability of teaching and learning materials hence low performance and therefore the number of students joining university is low.

5.3 Conclusions

The analysis shows that the administrators in day secondary schools were not sufficiently carrying their work as is required, that the facilities are not enough and adequately available as required in schools to facilitate smooth learning and performance of students. However the information shows that teachers are

committed to their work, they are qualified and have the experience required though they are not enough.

In addition these schools experience inadequate availability of teaching and learning materials schools and that there is low performance and therefore the number of students joining university is low. Students are taught all the subjects including the practical ones, there are libraries, students are given assignments and sit for exams on regular bases. However students are not rewarded for passing in exams in their schools. Students share books on the ratio of 1:2 and 1:3 which is not healthy for learning in schools.

5.4 Recommendations

Based on the research findings the researcher recommends that the principals should be encouraged to carry out more effectively the practices that would improve performance such as close supervision of teachers to make sure that they perform their work to enhance performance. The principals should also be committed to creating a good environment and reading culture in this schools by encouraging good relations among all the parties.

The government should also facilitate the availability of all the required materials and adequate teachers such that these schools will have all that which is needed for the students to perform. The principals should also work with the community parents and all stake holders to construct the necessary facilities in the school.

5.5 Suggestions for further study

The researcher suggests that other researches can be carried on other aspects relating to school performance in boarding schools. Research can also be carried to identify other factors contributing to schools performance besides the ones discussed under this study.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

KILONZO S. THERESIA

University of Nairobi

P.O. BOX 3019700100,

NAIROBI.

Dear Sir/ Madam

**RE: INSTITUTIONAL RELATED FACTORS INFLUENCING
STUDENTS PERFORMANCE IN KCSE KANGUNDO SUB COUNTY,
MACHAKOS COUNTY, KENYA**

I am a postgraduate student at university of Nairobi pursuing a course on master of education in administration of education. In order to meet the requirements for an award of master's Degree in Educational Administration, it is mandatory that student undertakes a research study. My research in line with this requirement is entitled 'institutional related factors influencing student's performance in KCSE Kangundo sub county, Machakos County, Kenya'.

Your school has been selected to take part in this study and kindly request you to give me assistance in this endeavor. The information given is purely going to be used for the purpose of this research only and respondents will be treated in confidence.

A copy of the final report will be made available to you upon request of it.

Your assistance and co-operation will be highly appreciated.

Yours faithfully,

Kilonzo S. Theresia.

APPENDIX II: PRINCIPAL'S QUESTIONNAIRE

Dear respondent,

The purpose of this questionnaire will be used to collect information on the influence of Free Day Secondary Education on quality of education in Public Day Secondary Schools in Kangundo Sub-county, Machakos County, Kenya. The study is carried out for a partial fulfillment of the master of education degree at Nairobi University. The information in this questionnaire will be treated with confidentiality and your name will not be mentioned in this research. Your assistance in facilitating in the research will be greatly appreciated.

Instructions

Fill in all questions by providing the information required by either ticking (√) or explain where necessary.

Demographic Data

1. What is your gender? Male () Female ()
2. What is your age? _____
3. State the type of your school? Girls () Boys () Mixed ()
4. How many students are in your school? Boys () Girls ()
5. How many teachers are in your school? Female () Male ()
6. What are your qualifications? DIPLOMA () BED () MED () any other, specify ()

7. How many years have you been teaching?

1-5 years () 6-10 years () 11-15 years () 16-20 years ()

21-25 years () 26 years and above ()

8. How many years have you been a principal?

1-5 years () 6-10 years () 11-15 years () 16-20 years ()

21 and above ()

To what extent do you agree on the following statements? Tick the extent to which you agree 5: To a greater extent, 4: To some extent, 3: Not sure, 2: To a smaller extent, 1: No extent

9. Rate the following statements	1	2	3	4	5
a) Administrative practices					
x) I supervise teachers while teaching in classroom					
xi) I check teachers' schemes of work.					
xii) I check lesson preparation for teachers					
xiii) I check whether students assignments are marked					
xiv) I see to it that all lessons are taught daily.					
xv) I motivate teachers and students to play their roles.					
xvi) I monitor smooth relationship within teachers and students					
xvii) I monitor smooth relationship between students and students					
xviii) I ensure smooth relationship between teachers and teachers.					

To what extent do you agree on the following statements? Tick the extent to which you agree 5: To a greater extent, 4: To some extent, 3: Not sure, 2: To a smaller extent, 1: No extent

10. Rate the following statements	1	2	3	4	5
b) Physical facilities influence					
i) There are adequate classrooms for students					
ii) The classrooms are overcrowded					
iii) There are toilets/ latrines enough for students					
iv) The school has a library					
v) The library is well equipped					
vi) There is a playing ground for the school					
vii) The windows have shutters					
viii) There are enough offices for the administrators					
ix) School has enough chalks and dusters					
x) The classrooms are well ventilated					
xi) The staffroom is well furnished					
xii) The classrooms are cemented					
xiii) There are toilets/ latrines enough for teachers					
xiv) Classrooms are well lighted					

To what extent do you agree on the following statements? Tick the extent to which you agree 5: To a greater extent, 4: To some extent, 3: Not sure, 2: To a smaller extent, 1: No extent

11. Rate the following statements	1	2	3	4	5
c)Teachers qualification					
i) Teachers attend refresher courses					
ii) There enough teachers to teach all subjects					
iii) You cover syllabus before students sit for the KCSE exam					
iv) It is necessary to pursue further studies					
v) Teachers have adequate experience in teaching					
vi) Teachers are committed to their profession					
vii) Teachers are involved in the students welfare					

To what extent do you agree on the following statements? Tick the extent to which you agree 5: To a greater extent, 4: To some extent,3: Not sure, 2: To a smaller extent, 1: No extent

12. Rate the following statements	1	2	3	4	5
d)Teaching and learning materials					
i) The number of reference books in school are adequate					
ii) The ration of books is 1:1					
iii) Teaching and learning aids are adequate					
iv) preparation books for teachers are adequate					

v) Teachers are issued with adequate writing materials					
vi) Textbooks for students are adequate					
vii) Issued exercise books for students are adequate					
viii) There is a laboratory in school					
ix) Laboratory equipment and chemicals are adequate					
x) There are adequate chalk, dusters and registers are adequate					
xi) Teachers prepare teaching and learning aids adequately					
xii) Learning and teaching aids are displayed adequately					

To what extent do you agree on the following statements? Tick the extent to which you agree 5: To a greater extent, 4: To some extent, 3: Not sure, 2: To a smaller extent, 1: No extent

13. Rate the following statements	1	2	3	4	5
e) Students' performance					
i) There is improvement in KCSE performance					
ii) Low dropout rates are present					
iii) There has been poor performance in KCSE					
iv) There is increased enrolments in all classes					
v) High number of students joining universities from our school					

14. What has been the KCSE mean score trend in your school since 2013 – 2017?

YEAR	2013	2014	2015	2016	2017
MEAN SCORE					

15. What challenges do you face in your administration? Give two challenges.

a) _____

b) _____

16. How do these challenges affect students' performance in KCSE?

a) _____

b) _____

17. What are solutions for the two challenges?

a) _____

b) _____

Thank you for your co-operation

APPENDIX III: TEACHER'S QUESTIONNAIRE

Dear respondent,

The purpose of this questionnaire will be used to collect information on the influence of Free Day Secondary Education on quality of education in Public Day Secondary Schools in Kangundo Sub-county, Machakos County, Kenya. The study is carried out for a partial fulfillment of the master of education degree at Nairobi University. The information in this questionnaire will be treated with confidentiality and your name will not be mentioned in this research. Your assistance in facilitating in the research will be greatly appreciated.

Instructions

Fill in all questions by providing the information required by either ticking (√) or explain where necessary.

Demographic Data

1. What is your gender? Male () Female ()
2. What is your age? _____
3. What are your qualifications? DIPLOMA () BED () MED () any other, specify ()
4. State the type of your school? Girls () Boys () Mixed ()
5. How many teachers are in your school? Male () female ()
6. How many students are in your school? Boys () female ()

7. How many years have you been a teacher? 1-5 years () 6-10 years ()
 11-15 years () 16-20 years () 21 and above ()
8. Your experience in the following capacity in terms of number of years
 (a) Class teacher () Head Of Departments ()
 Deputy principal ()

To what extent do you agree on the following statements? Tick the extent to which you agree 5: To a greater extent, 4: To some extent, 3: Not sure, 2: To a smaller extent, 1: No extent

9. Rate the following statements	1	2	3	4	5
a) administrative practices					
i) The principal supervises teachers while teaching in classroom					
ii) The principal checks teachers' schemes of work.					
iii) The principal checks lesson preparation for teachers					
iv) The principal checks whether students assignments are marked					
v) The principal sees to it that all lessons are taught daily.					
vi) The principal motivates teachers and students to play their roles.					
vii) The principal monitors smooth relationship within teachers and students					
viii) The principal monitors smooth relationship between students and students					

ix) The principal ensures smooth relationship between teachers and teachers.					
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To what extent do you agree on the following statements? Tick the extent to which you agree 5: To a greater extent, 4: To some extent, 3: Not sure, 2: To a smaller extent, 1: No extent

10. Rate the following statements	1	2	3	4	5
b) Physical facilities					
i) The number of classrooms are adequate for students					
ii) The classrooms are overcrowded					
iii) There are enough desks for students					
iv) The school has a library					
v) The library has enough reading materials					
vi) There is a playing ground for the school					
vii) The size of the play ground is adequate for the number of students in school					
viii) The water supply to the school is reliable					
ix) The windows have shutters					
x) There are enough offices for the administrators					
xi) School has enough chinks and dusters					
xii) The classrooms are well ventilated					
xiii) The staffroom is well furnished					
xiv) The classrooms are cemented					

To what extent do you agree on the following statements? Tick the extent to which you agree 5: To a greater extent, 4: To some extent, 3: Not sure, 2: To a smaller extent, 1: No extent

11. Rate the following statements	1	2	3	4	5
c)Teachers qualifications					
i) Teachers attend refresher courses					
ii) There enough teachers to teach all subjects					
iii) You cover syllabus before students sit for the KCSE exam					
iv) It is necessary to pursue further studies					
v) Teachers have adequate experience in teaching					
vi) Teachers are committed to their profession					
vii) Teachers are involved in the students welfare					

To what extent do you agree on the following statements? Tick the extent to which you agree 5: To a greater extent, 4: To some extent, 3: Not sure, 2: To a smaller extent, 1: No extent

12. Rate the following statements	1	2	3	4	5
d)Teaching and learning materials					
i) The number of reference books in school are adequate					
ii) The ration of books is 1:1					
iii) Teaching and learning aids are adequate					
iv) preparation books for teachers are adequate					

v) Teachers are issued with adequate writing materials					
vi) Textbooks for students are adequate					
vii) Issued exercise books for students are adequate					
viii) There is a laboratory in school					
ix) Laboratory equipment and chemicals are adequate					
x) There are adequate chalk, dusters and registers are adequate					
xi) Teachers prepare teaching and learning aids adequately					
xii) Learning and teaching aids are displayed adequately					

To what extent do you agree on the following statements? Tick the extent to which you agree 5: To a greater extent, 4: To some extent, 3: Not sure, 2: To a smaller extent, 1: No extent

13. Rate the following statements	1	2	3	4	5
e) Students' performance					
i) There is improvement in KCSE performance					
ii) Low dropout rates are present					
iii) There has been poor performance in KCSE					
iv) There is increased enrolments in all classes					
v) High number of students joining universities from our school					

14. What challenges do you face in your teaching profession? Give two

challenges

a) _____

b) _____

15. How do these challenges affect students' performance in KCSE?

c) _____

d) _____

16. What are the solutions for the two challenges?

a) _____

b) _____

Thank for your assistance.

APPENDIX IV: STUDENT'S QUESTIONNAIRE

Dear Respondents,

The purpose of this questionnaire will be used to collect information on the influence of Free Day Secondary Education on quality of education in Public Day Secondary Schools in Kangundo Sub-county, Machakos County, Kenya. The study is carried out for a partial fulfillment of the master of education degree at Nairobi University. The information in this questionnaire will be treated with confidentiality and your name will not be mentioned in this research. Your assistance in facilitating in the research will be greatly appreciated.

Instructions

Fill in all questions by providing the information required by either ticking (√) or explain where necessary.

Demographic Data

1. Indicate your gender? Boy () Girls ()
2. What is your age? 13-14 () 15-16 () 17-18 () 18 and above ()
3. What class are you? Form 1 () Form 2 () Form 3 () Form 4 ()
4. What type is your school? Boy () Girls () Mixed school ()
5. Are you taught all the subjects? Yes () No ()
6. How many are you in your class? _____
7. How many students share one text book in the following? Tick (√) where applicable.

Text books	Ratio
English	1:1 () 1:2 () 1:3 ()
Kiswahili	1:1 () 1:2 () 1:3 ()
Mathematics	1:1 () 1:2 () 1:3 ()

8. Do you have a playing ground in your school Yes () No ()

If no where do you play your games?

9. Do you have library in your school? Yes () No ()

If yes is it equipped? Yes () No ()

10. Are you taught practical subjects? Yes () No ()

If no, tick (√) the answer.

a) There is no laboratory ()

b) There are no teachers to teach ()

c) There are no chemicals and apparatus ()

11. Are you given assignments? Yes () No ()

If yes how often? Tick (√) where necessary.

a) Always marked ()

b) Not always marked ()

12. Do you sit for exams? Yes () No ()

If yes how often? Tick (√) where necessary.

a) Once per month ()

b) End of the term ()

c) No exams given ()

13. Are you awarded after exams? Yes () No ()

If yes which award?

a) Exercise books ()

b) Money ()

c) No award ()

Thank you for assistance.

APPENDIX V: SUB COUNTY RESEARCH AUTHORIZATION

MINISTRY OF EDUCATION

Telegrams: "SCHOOLING" KANGUNDO
Telephone: 044-621382
020- 233895
FAX: 044-621382
Email: deokangundo11@yahoo.com
edukangundo@yahoo.com



SUB-COUNTY EDUCATION OFFICE
P.O. BOX 1273 - 90115
KANGUNDO.

When replying please quote

DATE: 12 /11/ 2018

Your Ref. No/UON/CEES/SOE/A&P/1/4

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION

KILONZO S. THERESIA-REG NO.E55/80387/2015

Following your application for authority to carry out research on "***Institution Related Factors Influencing Students***" We are happy to inform you that you have been authorized to undertake the research in Kangundo Sub-County Education Office.

Director / District Education Officer
Kangundo District
P. O. Box 1273 - 90115, Kangundo

WANJAU H.M
Sub-County Director Of Education
KANGUNDO.

APPENDIX VI: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471.
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/96999/26967**

Date: **12th December, 2018**

Theresia Syongwa Kilonzo
University of Nairobi
P. O Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Institutional related factors influencing students’ performance in KCSE in Public Day Secondary Schools in Kangundo Sub-County, Machakos County, Kenya*” I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for the period ending **12th December, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Machakos County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

APPENDIX VII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. THERESIA SYONGWA KILONZO
of UNIVERSITY OF NAIROBI , 1165-90115
KANGUNDO,has been permitted to
conduct research in Machakos County
on the topic: INSTITUTIONAL RELATED
FACTORS INFLUENCING STUDENTS'
PERFORMANCE IN KCSE IN PUBLIC DAY
SECONDARY SCHOOLS IN KANGUNDO
SUB-COUNTY, MACHAKOS COUNTY,
KENYA

Permit No : NACOSTI/P/18/96999/26967
Date Of Issue : 12th December,2018
Fee Received :Ksh 1000

for the period ending:
12th December,2019

Theresia Kilonzo
Applicant's
Signature



Gladys Gachagua
Director General
National Commission for Science,
Technology & Innovation


THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.


CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
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TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation
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CONDITIONS: see back page