SCHOOL FACTORS, STUDENTS ATTITUDE, AND STUDENTS PERFORMANCE AMONG THE KENYAN INTERNATIONAL SCHOOLS (A CASE STUDY OF RUSINGA SCHOOL)

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DECLARATION

I declare that this independent proposal is my own original work and has not been presented for an award of any degree in any other university.

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DEDICATION

I dedicate this project to the Almighty God for giving me the Grace and Strength to complete this project. To my lovely children Eleanor Wachuka Macharia and Tristan Manduku for just allowing me to study with ease.

I also dedicate it to my lovely parents who nurtured my education and encouraged me to study to the highest level if possible, to my siblings who really were supportive and to my very special friend Mr W. Kamau for his prayers and emotional support.

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ABSTRACT

The main purpose of this study was to determine the school factors on the students' attitude and the students' performance among the Kenya international schools a case study of Rusinga School, Kenya. School factors refer to facilities and provisions within the school surrounding that facilitate the teaching and learning process. The study was set out to investigate attitude of students enhanced by the school factors affecting the performance. The objective of the study is: To establish the relationship between the school factors and students' performance, to examine the mediating effects of the students attitude on the relationship between the school factors and performance and to establish the joint effects of the school factors and the students attitude on students' performance. The study adopted descriptive survey design. Questionnaires was to be used to gather information from teachers, head teacher and students .The findings of the study revealed that schools with adequate physical facilities, and instructional materials influence the

students attitude positively and hence the students' performance is greatly improved. Rusinga School has adequate facilities like all classes equipped with projectors, internet and goggle classroom used to facilitate learning via technology. This has resulted to students enjoying learning and always on the internet to research and find new answers as a results they perform very well in their exams. Students performance however for some students is affected by other factors that facilitate negative students attitude and poor students performance thereof. The study concluded that adequate facilities, qualified teachers, use of new teaching technology has greatly improved the students' performance and this is as a result of a positive student's attitude. School factor at Rusinga School has been found to influence teaching-learning process greatly. Family issues and background factors have affected the students' attitude and their challenges have greatly contributed to some students' poor performance. The researcher recommended that there should be more studies done to seal the gaps and weakness revealed at the Kenyan international school, in order to improve overall performance geared towards learning and teaching. The researcher recommended the improvements of school equipment and school facilities that greatly enhances students' attitude. Parents, guardians and teachers should improve their relationships with the students to promote a peaceful and conducive environment at international schools which otherwise would affect the students mental status creating a negative effect on the students hence affecting performance.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Financial resources is the key resources in education provision, Anghelache (2012) records that educational specialists are interested in issues related to the learning process. Studies done by both the psychologists and the teachers try to identify factors determining the learning process and possibility of relationships between elements related to quality of education , methodology of teaching in the classroom and the students' academic performance. The psychologists and the teachers attempted to demonstrate factors determining factors for students' academic performance. The learning achievements of the students is greatly influenced by the fact that they are not only cognitive individual but also social people with beliefs and emotions. According to Ajayi (2001), the school factors are issues that influence the learning process which includes peers, classrooms, laboratories', technical rooms, teachers' qualifications, methodology of teaching and variables that can affect the process of teaching and learning. Education creates opportunity for people, eradicating poverty and hence promotes development resulting into a stronger voice to society. Egunyomi (2006) asserts that education is the key to sustainable development and enhances human welfare and this is recognised universally.

According to UNESCO (2005), trained personnel who include teaching staff, support staff, adequate facilities such as a well-equipped library, laboratories, physical and financial resources are very significant in providing for a good education in a school. This are school factors influencing students' attitude and hence facilitate the overall students' performance academically. Jaap Schreens, Roel Bosker (1997), concluded that there are eight characteristics of effective ways that schools influence the students' performance. They included assessing the students' progress in class, students' achievement awards, parent/teachers involvement in the students' academic work, school creating a conducive and safe environment to study, head teachers leadership to ensure the curriculum is followed, co-working together as a community and time management at the school are significant in ensuring students' performance. The above factors are interrelated influencing school–based factors, the student's attitude and overall students' performance. School based factors may also affect performance and this includes lack

of instructional resources, reference books , poor communication and technological infrastructure, unskilled teachers , lack of motivating the teachers resulting to high turnover and this greatly affect students' general academic performance. Teachers make about classroom practices that greatly facilitate student learning. This is according to Wenglinsky (2001),teachers when overwhelmed by too much workload and many classes to teach , are unable to mark the assignments and this facilitates the student's attitude towards the subjects and hence the performance. Schools with poor or inadequate resources do not measure up in their academic performance and due to this, without school factors, performance is compromised. People of high social economic background earn a higher income and value education more than those of low socio-economic background, this is according to (Ezewu, 2005) .

1.2 Statement of the Problem

There are key conceptual issues that are very significant in the attitude and hence the overall performance of the students. The study by Kerr (2005) found that young peoples' academic achievements are greatly affected by different interrelated factors such as families, peers, school environment, community, teachers, parents and the entire education process. The students are also affected by socio-cultural and economic factors. There are 5 factors that affects school performance according to study done in Australia by Lamb (2004).They include attainment of students previous performance, students intake, size of the school, number of student per class and in the school, location of the school, and the type of school. {Catholic, public, private or international}.The study determined the contributions of the interrelated factors to the overall students' performance. To identify reliable measures to be implemented in order to improve the school factors, the students' attitude are considered and this enhance an overall performance at Rusinga. In the contextual aspect, the study was to determine whether an integrated perspective of the school factors, students' behaviour, attitude, and cognition as well as their social-contextual environment have to work in relation to enhancing student performance.

The school factors affecting students' performance have been researched on by Sereka (2006) where his research is based on a school in Marsabit and not an international school.The concepts are different from those of internatioanl school and hence can not be used to evaluate international schools.Joshua odhiambo did the same research based on Homabay where he was

investigating the school based factors that influence the performance of the students in KCSE. He wanted to find out the role of the head teachers , teacher qualifications and facilities within the school which influence the students performance.He recommended that TSC deploy trained teachers to those areas.Malupi (2011) also researched on the performance in relation to mathematics in western province.Students attitude on academic performance has also been studies but in regards to specific subjects like mathematics.Mulala (2015) recommended colleges to come up with programs to sensitize the students and to come up with mentorship programs for the students to motivate them to perform well in the subjects.

Performance has also been researched on by Ntitika (2014) whose report recommended that there is need for the parents to be involved when the students has improved performance in secondary schools in Kenya and also examining academic performnce influenced by socio economic factors of students in Kajiado county. Motanya (2011) researched on students performance in Mandera, a marginalized area where they have inadequate resources .International school research on both school factors and performance or student attitude on performance has not been studied. Ling Tan and Yan Bibby (2011) researched on a comparative study between an International Baccalaureate students and Non International Baccalaureate students and not Internatational schools.The researcher in this study identified a gap where there has been no study done on international schools in Kenya based on school factors , students attitude and students performance.

1.2.1 Students Factors

Students' factor is defined according to Katherine Bertolini, (2012) as the numerous factors which include their personal issues, their interaction with the community at and around the school, parents, school administration and their peers. Learning is in itself multidimensional, with different related factors that are beyond the academic knowledge. This contributes to both short and long term educational success that translates to academic performance. According to Kraft (2017), emotional and personality, as indicated by psychologists, influences the quality of the students thinking and how much they learn. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of

learners, according to M.S Farooq (2011). These variables are both internal and external around the school which contribute to the students' quality of academic performance. They are factors related to the students, families, school and peers. These include factors include sense of belonging, age, gender, ethnic background, socioeconomic status, parents' level of education, their profession, income by parents and religion.

1.2.2 Students Attitude

Lewy (1999), defines students' attitude as their feelings and expression towards the subjects, their affection and judgement, how favourable and unfavourable toward certain subjects, and their experiences and behaviour towards the school. Quality education and investments in the different dimensions that make the school is an important element for an effective character of students' positive attitude. Attitude as defined by Wittenbrink (2007) is a tendency that is expressed psychologically by evaluating a particular student with some degree of favouring or disfavouring them. Attitude mainly consists of the three components of affective/evaluative, cognitive/belief and behavioural/ action .Blooms educational taxonomy objectives consists of cognitive {knowledge}, Affective {attitude and feelings} and Psychomotor {doing}.

Felix L.C. Siu, Samuel K.W. (2011) however highlights that mainly research is concentrated on the cognitive aspects and rarely on the affective aspects. Students need to be motivated to learn by imparting a positive attitude through motivation .Negative attitude must be discouraged in order to realize full potential of students achievement. Teachers and counsellor's dealing with students' with negative attitudes towards academic achievements should establish factors that drive the students towards this negative attitudes. According to Peter Goss and Julie Sonnemann, (2017) they revealed that altering negative attitude towards the student learning process involves determining factors influencing the attitude and using the information to curb this attitude. This factors includes poor relationships with the teachers, complicated contents in education, failure to master certain subjects and lack of patience among the students.

1.2.3 Students Performance

Students' performance is also referred to as academic performance, academic achievement and learning outcomes. According to Yusuf, (2017), students' performance refers to different level of observable and measurable factors. Irfan Mushtaq (2012), wrote in his research that the most essential asserts for any educational institute are the students. The academic performance of the students are directly linked with the social and economic development of a country. The high quality of the graduates produced become great leaders and manpower to the country. The students' excellent performance create a platform for economic and social development within a country. This study therefore shows that the academic performance are greatly influenced by various factors that include parents education, socio -economic factors , gender differences , the level of the teachers education ,their teaching methodology and the class environment.

There are four factors that influence the students' academic performance which include family issues, guidance and counselling, students' communication skills and availability of the learning facilities. Quebec (2018) highlighted this factors as the parents' financial situation and their standards of living, their support and availability in the students' academic performance. Quebec as in other areas of the world, observed that students in socioeconomic disadvantaged areas get pretty lower marks. Students with severe learning disabilities are grouped together, those with problems associated with psychosocial disorder are integrated in special education class. The school ensure that there is a policy that pertains to admission requirements on entry selecting students on the basis of the previous academic performance and not admitting students indiscriminately.

1.3 Purpose of the Study

The purpose of the study was to identify the school factors, the students' attitude, and students' performance among Kenyan international schools case study Rusinga School, Kenya. The study was to find out whether the school factors influence students' attitudes and consequently the students' performance. The study would reveal other variables such as age, teaching experience,

class level, academic and professional qualifications that may have contributed to performance other than the school factors and the students' attitude.

1.4 Specific Objective

The main objective of this research is to examine the impact of school factors that have contributed to students' attitude and overall academic performance during international exams at Rusinga School.

i)   To establish and examine the relationship between the school factors and the students' Performance.

ii)   To examine the mediating effects of the students attitude on the relationship between the school factors and the performance.

iii)   To establish the joint effects of the school factors and the students attitude on students' performance.

1.5 Research Question

i)   Is there a significant relationship between school factors and students attitude at Rusinga School.

ii) What is the mediating factor between the school factors and students' performance at Rusinga School?

iii) Is there a significant relationship existing between school factors and students attitude influencing students' performance at the Rusinga School.

1.6 Significance of the Study

The study will be conducted in the context of an international school in a developing country Kenya, hence it can be used to study the school factors, students' attitude and students' performance in the developing countries as a reference source. Very few studies have been undertaken in developing countries on school factors, students' attitude and student performance in particular. Therefore, the main contribution of this research was to addresses the schools

factors affecting performance at Rusinga this area of research lacks theoretical and empirical studies. The research proposes a conceptual framework that integrates school factors and students' performance variables.

The study would contribute positively in the management policies where the school policies can be implemented to improve the school and the students' attitude and eventually improve on the students overall performance. The study would be used to further investigate the impact of school on the student attitude dimension, the impact of the students attitude on performance dimension and the how to improve the relationship between the school the students and the performance dimension. The study would give a clear picture of factors that would be addresses to achieve an effective teaching and learning community at Rusinga School and International school in developing countries at large.

1.7 Limitation of the Study

The researcher was to ensure that the respondents were as objective as possible. It might be difficult to ensure that the response was honest .It was very difficult to explore and measure attitude of the students because most students would want to create an image of a positive attitude hence overrating themselves. The respondent were not willing to fill in the questionnaires claiming it was cumbersome but the researcher had to use persuasive language to encourage them .The researcher preferred to use the interview method later due to the time factor.

There are very few studies that have been done targeting international schools in Kenya therefore the researcher would have to do the study without any reference to build on or compare. The researcher in this study may have to verify the questionnaires from other senior management team to ensure that the answers are not exaggerated or conduct a face to face interview with the respondents.

1.8 Delimitation of the Study

The study was delimited on the school factors, the students' attitude and the school performance among Kenyan international schools. Within Rusinga School a number of variables influence the students' attitude and performance and there are also other external factors that may have a direct impact on the students' performance, such as the family and socio-economic factors that were significant in the research. The study involved international schools in Kenya and Rusinga School, as the case study, provided the sample for the study.

1.9 Basic Assumption of the Study.

The assumption of this study was that the respondent would give the most accurate answers in the questionnaire and that all of the questionnaire would be answered and returned on time. It was also assumed that the school factor greatly influenced both the performance and the students' attitude at international schools. School with poor facilities would consequently affect the students' attitude and hence the performance would be equally poor. There was an assumption that all Kenyan international schools may have related issues as those found at Rusinga School.

1.10 Definition of Significant Terms

Academic Performance refers to the grades attained in the International examinations. Checkpoint exams {year 9}, IGCSE {Year 11} and A- level examinations {AS year 12 and A2 Year 13}

Attitudes: This is a latent or underlying variable that is assumed to guide or influence behaviour. (Fisbein, 1975)

Effective learning is the new experience of a learner after assimilation of new ideas .This new ideas are facilitated by the teacher.

Effective schools are those schools that are structured, organised with principles as instructional leaders, excellent teachers and a conducive environment for learning.

Students' attitude is the degree to predict academic performance .The motivational and emotional connection towards academic achievement. Students' mentality is analysed by their attitude.

Reinforcement can be either positive or negative and therefore positive reinforcement occurs after a behaviour to increase likelihood of the desirable behaviour to reoccur. Negative reinforcement is the removal of aversive condition example is detention after failing to do an assignment.

Reward is a way teachers motivates students to learn and participate very hard. To stimulate learning.

IB which is International Baccalaureate according to Wikipedia is the system of education that IB offers four educational programs. Diploma, career related, middle school year's program and primary years. There is need for schools to get authorization from International Baccalaureate organisation to teach the programs. They are based in Geneva.

British Curriculum is the British school foundation {BSF }curriculum that includes check point exams, GSCE , A level that are highly recognised internationally in all universities.

UNESCO   United Nations Educational, Scientific and Cultural Organization

ISK International School of Kenya

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Studies have been carried out by researchers to identify and analyse factors that influence the students' performance as a result of school factors and students attitude. The five key responsibility of the principle of shaping a vision of academics in students to attain high academic standards according to Michael S.K , Bradley S.P, (2010),include creating a climate hospitable to education to achieve safety , a cooperative spirit and other foundation of fruitful interaction to prevail; It also cultivate leadership in others so that the teachers can assume their place of realizing the schools vision; improving instructions to enable teachers to achieve their best in teaching as the students learn their utmost ;and also manage people data and foster school improvements.

An observation by Seashore L.K and Leithwood K(2010) asserted that if school is vibrant, innovative and child centred, and if the reputation of the school is excellent in teaching, and the students' performance is good, then the principle of management practices are the key success. The principle of the school management sets up the academic performance of the school.Eshiwani, (1993) highlights factors that may contribute to poor academic performance that include the school premises , the resources , leadership styles of the head teachers , teachers characteristics and students behaviours .Students emulates behaviour from others for instance the teachers who model their behaviour.

According to Schibeci R.A and Riley J.P,(1986, attitude can affect energy levels,imputs,perserverance and engagements in an activity.According to Boer (2002),students

achievements is influenced by favourable attitude towards oneself{ positive self concepts }as well as the subjects.He adds that students are reinforced further to continue performing well in the subjects possibly developing stronger favourable attitudes towards the subjects ,resulting to a vicious cycle.Study by Fishbein M, (1975), has shown that there is a relationship between attitude and achievements, but neither attitude nor achievements is depedant on the other ,rather they interact with each other in a complex and unpredictable way. Some of the variable that affect the students outside the school include parental influence and beliefs from ones culture .

The study will be at Rusinga school which was started in 1975 by a group of expatriates and local Christians. Rusinga School is a day Christian school offering the British National curriculum system of education. The school has excellent performance academically, it instils high level of discipline and found the students on its Christian values. The vision, interest and commitment of founder members provides high quality education based on a strong Christian background. The students who excel in their academics enrol in A level and later join world class universities of the world.

Rusinga School has both rich and poor average children and hence this may create different attitudes among the students. The average are usually sponsored or teachers' children and they may not be as advantaged as the rich who are the majority. Assignments are usually internet based and those who do not have the facilities at home are forced to stay back and do assignments as the rest go home. The school field trips are usually done abroad and some students may not afford to go, hence demoralizing them. Rusinga has been ranked among the highest in academic performance in Kenya international schools and this could be linked to the high Christian values that have been enforced in the schools. The researchers will review the school administration, the availability of the learning and teaching resources, the students' characteristics and their attitude towards learning, methods of teaching and how all this factors affect the academic performance in students.

2.2 Study Variables

A variable is described as a measurable characteristics that assumes different values among the subjects (Mugenda, 1999). Variables are classified in different categories which include

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dependent, independent, intervening, confounding and antecedent variables. The dependent variables in this study is school factor and the independent variables of importance when studying value is the academic performance among Kenyan international schools.

2.3 School Factors and Students Performance.

Schools factors contribute significantly to head teacher's approach of governance by creating conditions that influence student engagement in class and eventually in academic excellence. Improving school effectiveness project was a large-scale study of 80 primary and secondary schools. Macbeath P (2001), describes the project like a school and is a useful antidote to those who feel that writing a better school development plan, restructuring the senior management team or embracing the latest school improvement initiative, must be the answer to students' performance. The role of micro-politics, school culture, teaching and learning and school organization to school effectiveness and school improvement are dealt with thoroughly by the school administration.

There are other context within schools, emerging and this is the new problem confronting the respective roles of teachers and learners in a technology rich, computerized environment. Klier (2005), instructional resources are some of the school factors that aid the learner in understanding concepts or ideas presented to the learner in a learning environment or situation. Teachers facilitate learning using the aids and enhance students learning. There is a relationship between the school factors and the students' performance in the study .The students' attitude determines the students' character which influences the academic performance. Learners' participation in the class activities are enhanced by the teachers through the use of the teaching aids. According to a report by ISK (2016-2017), For the student to learn and to be creative and learn to solve problems as they act collaboratively , there is need to integrate technology in the international school in Kenya. This is facilitated by both the technology teachers and the subject teachers' .This is aligned by the set standards of International Society of Technology in Education {ISTE}. It is mandatory for middle school to use an I-Pad and use the well-equipped

computer labs available for class use. Use of computers for learning and teaching is in-cooperated in most International Schools.

The classes are fitted with projectors and internet to facilitate learning. Klier (2005), reviewed the relationship between input and output in nine developing countries (Chile, Congo, India, Kenya, Iran, Malaysia, Puerto Rico, Thailand and Tunisia). They concluded that school inputs have relatively weak impact on students' performance while home background and individual personality have a big impact. They however found out that in developing countries, teacher characteristics (especially training and motivation), textbooks and other reading materials have some reasonable impact on internal efficiency. School administration therefore contribute greatly in the eventual students' performance.

2.4 Students Related Attitude and Students Performance.

Those students who were keen to master classroom goals use more effective strategies and took on more challenging tasks because they had a more positive attitude in class .They believed that success followed one's effort. Carole Ames (1988) also concludes that those students who embraced performance goal as salient focused on their ability, evaluated their negative ability and attributing it to failure. Students' view on performance was related to how they responded, engaged and how they approached learning task and performance. Students' attitude toward homework is very crucial because it is a strong predictor of performance .Homework is beneficial, it allows the students to have a positive behaviour and attitude towards studies and learning and benefit indirectly   resulting to excellent exams performance. Susan Janssen ,Maureen O'Brien (2014), state that student's attitude reveals the relationship between learning , homework , students characters , where there are   effects on homework and performance examined   and analysed and used to explore correlations between   behaviour and attitude measures.

 Previous research on motivation according to Zimmerman (2008), states that self-regulated learning is a proactive process. Students acquire academic skills such as selecting and deploying

strategies, self-motivating, setting their own academic goals, monitoring ones' effectiveness and having a self-regulated learning .There are students who take the initiative to motivate themselves, by self-regulated learning which is related to students' motivational feeling and beliefs. The higher achievers generally are the self-regulated, more motivated students. Students discipline is very significant and cannot be divorced from education. This is because discipline enables students to concentrate on their studies and nurture certain values demanded by the society in which they live. Eshiwani (1993), describes discipline as a means to helps students to do those activities that enhance their education while limiting those behaviours that are self-defeating. Students' attitude towards learning will determine the grades they will acquire hence their performance at the end of the course.

2.4.1 School Factors, Students Attitude and Performance.

A positive attitude is a very significant factor for a student to succeed in his academic performance. Excellence in academic performance cannot be achieved if a student does not develop a genuine interest in his studies. A study by Heinemann S. P (1983), shows the dynamic processes, professional leadership, shared vision and goals, and teachers who motivate students are key factors of effective schools. The study also concludes that enough textbooks, well-resourced classrooms and other learning materials are key school- based variables. This greatly shows that the school factor that includes school leadership facilitate the students attitude toward academics and hence performance. Performance therefore is facilitated by both the students' attitude and the school factors. The study will enabled the researcher to assess whether the availability of resources in school are related to the student performance .A review in the literature indicates that the school related factors , the students attitude factor are related to the students' performance .

2.5 Theoretical Foundation of the Study

Newby (1993) records about learning theories. They provide instructional designers that have verified instructional strategies and facilities to facilitate learning .It also lay a foundation for

intelligent strategy selection. Motivation has been reported to have a positive influence on performance. Effective schools have a characteristics of assignments and homework and adequate time devoted for active teaching. Dwonretzky, (1986) asserts that this schools have systems in place to ensure teachers follow the intended practice of teaching , the teachers and students are motivated and strive to achieve excellent performance.

2.5.1 Cognitive-Constructivist Learning Theories

Cook (2013), states that cognitive constructivism theory of teaching and learning is based on Piaget's findings that human cannot be given information that they immediately understand and use. Humans build their own knowledge and meaning through experiences. Cognitive constructivism is stated in four parts as indicated by online resource guide of UC Berkeley. They are described as knowledge which is actively constructed by learners based on existing structures rather than socially constructed or as a response to environmental stimuli. Learning is the active assimilation and accommodation of new information on an individual basis rather than in knowledge community. Motivation is where learners set their own goals and motivate themselves to learn rather than relying on positive or negative reinforcement. Instruction is described as an environment that promotes discovery and assimilation/accommodation rather than rote instruction or group learning.

2.5.2 Operant Conditioning Theory

Operant conditioning according to the definition in Skinner (2007), is the kind of learning process where a response is more probable and frequent than reinforcement. There is no stimuli associated to it. Reinforcement is a form of conditioning where there is a tendency to evoke a response. There is a positive and a negative reinforcement, where the positive rewards and

praises and the negative is the removal of undesired behaviour. Students could have a voluntary response as a result of reinforcement for example individual study for exams. Cherry (2018), article on attitude and behaviour highlights that people are more likely to behave differently under certain conditions .In this study the researcher tends to find out attitudes as a results of students personal experience . A teacher who is a subject expert expects excellent performance in a student. The students may achieve or not achieve this excellent performance due to issues that may affect them either positively or negatively.

Mucelle (1996), states that resources such as the ratio between the teacher and the students and the quality of the teacher greatly have a significant influence on the level of academic performance .The conditioning is represented in the following domains:-

Cognitive Component entails your thoughts and beliefs about the subject. Affective Component this is the concept of how the object, person, issue, or event makes you feel. Behavioural Component is basically how the attitude influences your behaviour. Operant conditioning according to Thorndike (2011) is a form of learning which explains the relation of behaviours on certain rewards and consequences. The theory has been criticised because it only deals with expressible behaviours and not any internal mental thoughts and brain mechanisms, it doesn't account for new behaviours such as riding a bike.

2.5.3 Connectivism: a learning theory for digital age.

The learning trends of the 21st century has been reorganised by technology. Previously theories which included behavioural and cognitive-constructivist learning were utilized by instructional environments. Siemens, (2013) revealed an advanced theory which connected the learners with the 21st century learning. It was geared at linking the learners with technology, networks and the diminishing half-life of knowledge {the "half-life of knowledge" is the time span from when knowledge is gained to when it becomes obsolete} hence connecting them with the digital age.

Kerr B. (2007) identified the two main purposes for the development of the theories which included the need for replacing the older theories that had become inferior, and the need to have a new theory that builds on the the older theories without facing them out.There were new

developments that older theories did not accommodate.Connectivism theory has been criticised as unsubstantiated philosophising (Rita Kop ,Adrian Hill , 2008). They argue that this theory has nothing new to offer, it only explore a model of learning that reflects the network-like structure evident in online interactions, and this is not enough to formulate a new theory .The researcher tends to find out if the International school students who are learners in the 21st century have been connected to technology and knowledge gained is preserved in a digital platform such as the cloud on goggle drive.

2.6 Conceptual Model: Self-generated Model

H1

H2

H3
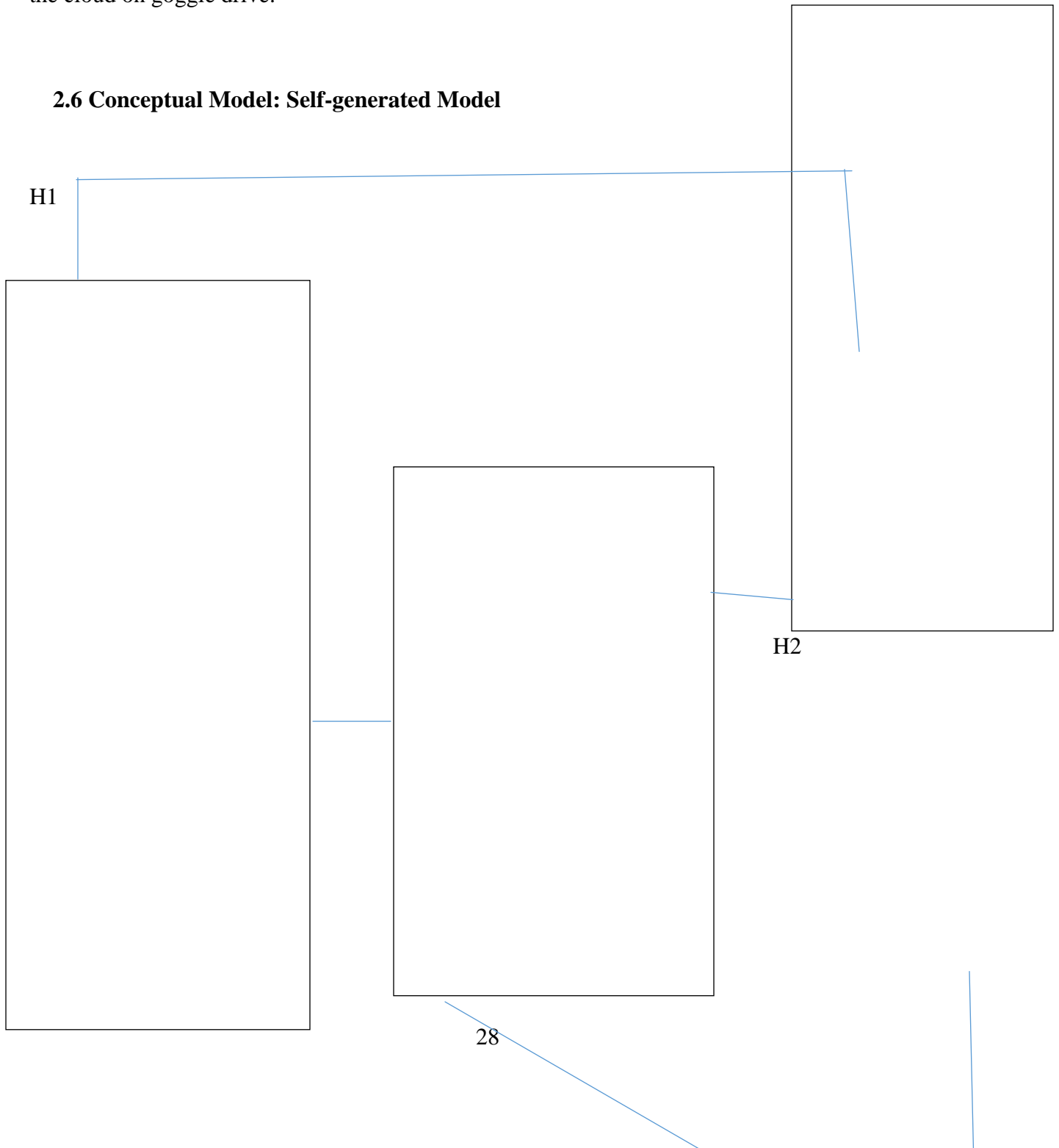
Figure 2.1: Relationship between various Variables

Figure 1 above describes the relationship between groups of variables and the output variables. School related factors which are interdependent factors include school facilities/ resources .This factors include libraries ,laboratory ,teachers characteristics ,the size of the school , time allocated for teaching ,technology, if the environment is conducive for teaching and learning .If the resources are availability , adequacy for use, regularly maintained and if they have the expertise. The school factors also include the head teacher their qualifications, experience and their supervision skills they acquire. Teachers' qualifications, experience, their number and their teaching methodology they employ to deliver to the students. The above mentioned variable have a significant effect on students' academic potentials.

Mediating variable or the mediating variables in this study includes the student attitude or students' behaviour. This may be implicit attitude and explicit attitude. The students peers may influence the attitude .If the students peers are lazy and do not focus on their studies the students' academic performance would reflect by failure to perform or achieve their academic excellence. If the students' peers are focused and are involved in group discussions and serious studies, the students' academic performance would reflect excellence. Discipline is very significant in a student in order to achieve excellent performance. Age appropriate method of teaching would either encourage or discourage a student from learning hence acquiring either a negative of a positive attitude. Parents' level of education facilitate the students' attitude. Middle class learned parents would encourage their children to learn while illiterate parents may not be keen to encourage their children to put more effort in their studies. Eventual performance attained reflect

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the parents' initiative in the involvement in the students' academic work. Environment greatly affect the students' attitude. If a student's comes from a hostile environment they may not concentrate in their studies hence resulting to poor performance.

Dependent variable in this study include students' performance which is displayed by the students' positive attitude towards studies that reflects in the grades during class continuous assessment report and the end of the exams. High grades in the International exams are evidence of students' academic performance. School factors therefore facilitate the students' attitude and eventual academic performance.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1   Introduction

This study was carried out in Nairobi, Kenya which has many international schools namely: - Brookhouse, Hillcrest, Breaburn, International school of Kenya, Nairobi International School and Rusinga school among others. Rusinga School was the researcher's case study to establish if the school factor and the students' attitude determine the academic performance in international schools. They offer IGCSE system of education {International General Certificate of Education} a British Curriculum system of education and the examining body is Cambridge hence Cambridge examinations. Some of the International schools offer International Baccalaureate IB.

3.2   Research Design

It was a descriptive survey project designed to deal with people's views and hence was relevant to the study area. Orodho (2003) defines research design as data collection method by gathering information through interview or administering a questionnaire to sample the individuals. It entails arrangements of data collection and data analysis. According to Anthony M. Graziano and Michael L. Raulin (2000), studying thinking and attitudes with specific students' aspects which could not be directly measured or observed but were inferred from certain cues which depicted the nature of the students' characteristics by using descriptive survey method of study. The researcher aimed at capturing some of the school factors and the students' attitudes facilitating the students' performance. The data was obtained through the teachers and the

students questionnaires that represented the various school factors and students' attitude variables and the eventual students' performance at Rusinga School which is a Kenyan international school. The students' response was organized and analysed both through qualitative and quantitative approaches then analysed in a descriptive manner according to the variable that were put in place.

3.3   Target Population

Target population was the population where the researcher wanted to acquire the results of the study according to (Orodho J. 2009), from which the researcher generalized the results of the study. It is also defined as using members of real hypothetical set of people, event, object to which the researcher wishes to study (D, Kombo , T Delno, 2006) . The target population for this study was 80 students from Rusinga and 40 teachers from Rusinga School, total of 120 respondents.

3.4 Sampling Procedure

The researcher sampled the 80 students out of 400 students and 40 teachers out of 100 which included the head teachers. The senior school students and the A level students were the best target sample to be used for the study. The researcher used random sampling technique to select the students and the teachers from senior school Rusinga. The use of 10% of the respondent as a representation of a large population according to Orodho J. (2005) is acceptable.

3.5 Data Collection

This was the instruments or tools used to collect data where the data collected was to yield to not only correct information but also that which was relevant to the study. They are measures of this relevance and correctness and this is according to (Olive Mugendi, Abel Mugendi, 1999). The following data collection methods was used .Interview, questionnaires and performance tests. Kothari, C.R , & Garg, G, (2001) defines interview method as one of the oldest method of data collection and involved oral presentation and oral verbal response. It could be through personal

interview or telephone interview. The researcher used this method of data collection so as to gain a thorough insight into the attitudes the students have developed towards academic performance.

Questionnaire is popular and especially when dealing with a big enquiry. This entailed a number of questions printed and typed out in an organised defined order and were presented to the respondents' to answer as stated by (Kothari, C.R , & Garg, G, 2001).The performance test was a behavioural measure of attitude. According to Fisbein (1975) behavioural observations can be used to measure a person's attitude. They add that observation concerning the performance, or non- performance of a particular individual with respect to a specific target, in a given situation, at a given point could be interpreted as the attitude. The resulting score would represent a person's attitude towards the activities in question. The skills considered for the performance test were based on repeated observations of the same simple act (assignments and continuous assessment test). According to Fisbein and Ajzen, repeated observation criteria represent generalizations across situations, or across time.

3.6 Reliability and Validity Test

Quality of data collection instruments is entirely dependent on the reliability and validity procedures or tests. This will enforce the instrument validation through conditioning a pre-test before reliability test.

3.6.1 Validity Test

Validity test refers to the accuracy and the meaningfulness of the collected data based on the research results according to (Mugenda, 1999). Validity is the phenomenon represented under study resulting from obtaining a degree of the actual data analysis. The researcher improved the previous research by obtaining current and more information on the subject of study. The supervisor helped the researcher to improve validity of the instrument. This was by helping to get the appropriate questionnaires for the students and teachers using relevant information guided by the study variables. To convey the same meaning from all the respondent, the researcher was to rephrase and adjust the questions to avoid extremely different responses which meant that there were different interpretations of the questions (Lena Dahlberg , Colin McCaig, 2010). Validity

was to be done by comparing and checking the responses guided by the objectives stated. The researcher, to achieve this, revisited the questionnaires against the objectives stated.

3.6.2 Reliability Test

Reliability test is a measurement degree to which the research instruments yields consistent results after repeated trial. There are four methods of testing reliability test according to a research done and this include the split half , internal consistency , test retest method and the equivalent methods of testing reliability . Churchill (1995) in his research defines it as a consistency of an instrument at different times yet yielding the same results.Churchill continue to add that validity enhances the reliability of a valid reflecting characteristics to be measured yielding similar results under the same conditions. The reseacher ensured that the instruments used in the study were reliable and would facilitate data collection required during the study .

3.7 Methods of Data Analysis

The data was validated and coded to determine how accurate the sample obtained was. The data was edited to search for errors, omissions, inadequacy, illegible and irrelevant responses. Descriptive statistics was used to analyse quantitative data. The study generated both qualitative data and quantitative data. The instruments of data collections to be used was interview, questionnaires and performance tests. Result from the mocks and the international examination were used to answer the research questions. The questions included whether there was a significant relationship between school factors and students attitude at Rusinga School, what were the mediating factor between the school factors and students' performance at Rusinga School and if there was a significant relationship existing between school factors and students attitude influence students' performance at the Rusinga School

3.8 Operation Definition of Variables

School factor are issues within the schools such the teaching staff and other support staff within the school, the school environment , resources available such as the books, internet facilities , libraries , special needs facilities that affects the students' academic performance. Students

attitude are ways of thinking about learning, personal involvement factors, purpose of the student in school. Students' performance is the achievement in terms of academic bench mark set by the international examining body in the case of this study. This is the achievement by the students, teachers and the institutions achieved during their short or long term educational goals. This was done by assessing the tests and exams set for the students.

3.9 Summary

The researcher obtained consent to carry out the research at the Rusinga School through the head teacher. The purpose and the significance of carrying out the study was explained to the head teacher and the respondent who would be the teachers and the students as well. They were assured of the confidentiality of the information in the questionnaire. The researcher needed assistance from the teachers at Rusinga to administer questionnaires so that students in order to cooperate and answer appropriately and ensure that the students were relaxed while answering. The teachers assured them that the questionnaire was not an exam but was only meant for the research. The assistant teachers also helped in selecting the right sample and in explaining or reading the instructions to the students so that they could know how to answer the questions appropriately.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the data analysis on school factors students' attitude that affects the students' performance case study was Rusinga School. The researcher collected data and analysed the school factors and students' attitude that affected the overall performance of the student .This involved the frequencies, percentages and mean.

4.2 Response Rate

Table 4.1 Questionnaire return rate

Responses	Number Respondent	Percentage received	Not received	Percentage Not received	Expected respondent
Teachers	25	65%	15	37.5%	40
Students	55	68.75%	25	31.25 %	80

It was difficult to get all the responses from both the teachers and the students' .Out of the 40 questionnaires given to the teachers, 25 were returned that is 65 % of the total amount .The students returned 55 questionnaires out of the 80 given which is 68.75 % of the total questionnaires distributed. Mugenda, (1999) asserts that fifty percent response of the questionnaire is adequate ,sixty percent is good and above seventy is very good.In this case my research is good. This responses are as a results to teachers being very busy to fill the questionnaires and the students attitude toward work that is not school related hence felt it was a waste of time.Most of the questionnaires were not received .Some of the questions were not complete.The reseacher then decided to interview the students and fill in the table in order to get the appropriate response for the study .Teachers and students were requested to assemble in the hall and interview questions were presented to them.This was done within a short time hence it was efficient in terms of time.Organising for this forum was challenging but fruitful in the end.The fourty teachers from the senior school and the eighty students from the senior school eventually presented themselves for a face to face interview with the researcher at the hall.

4.3 Background of the Respondent

In this section ,the respodent gender and age and for the teachers level of study and the years of experience were discussed. There displayed a significant relationship between the student performance and the teachers' age, teaching experience, academic qualification and the teachers' commitment to the academic work. Gender was also significant in the study because it allowed for all the gender groups to be equally represented.

Table 4.2 distribution of respondents by gender

Designation	Male	% of respondent	Female	% of the respondent	Total
Students	22	40%	33	60%	55
Teachers	12	48%	13	52%	25

Figure 4.1 Distribution of respondent both teachers and Student

Название диаграммы

(Chart showing distribution by gender. Male: Students 22, Teachers 12. Female: Students 33, Teachers 13. Legend: Students, Teachers)
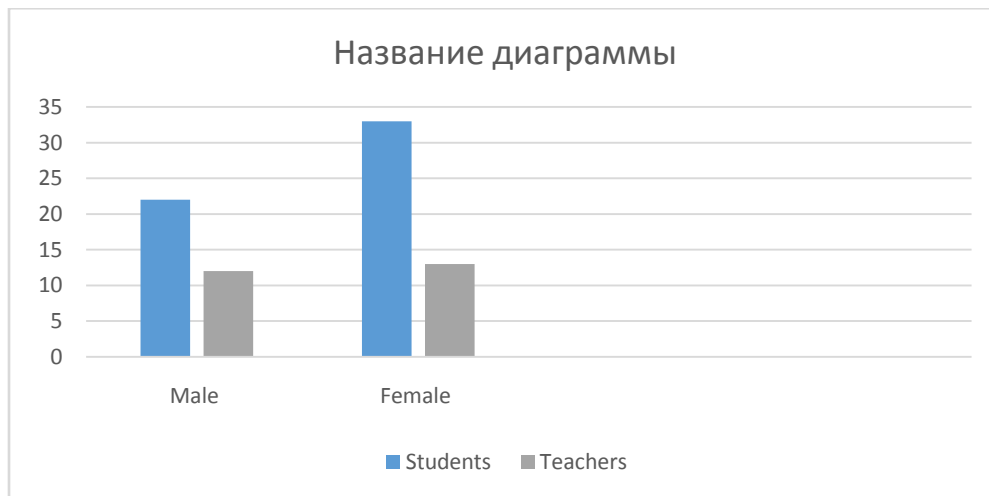
4.4 Distribution of the Teachers by Age

The researcher sought to determine the teachers by age. There are two distinct categories of the respondents that was the students and the teachers. Different ranges were used to capture their age. The findings are captured in chart 4.4.1 and 4.4.2.

Figure 4.2 Age distribution of the teachers

Age of teachers

- 0%
- 6%
- 45%
- 49%

Legend:
- 18-25
- 26-35
- 36-50
- above 50
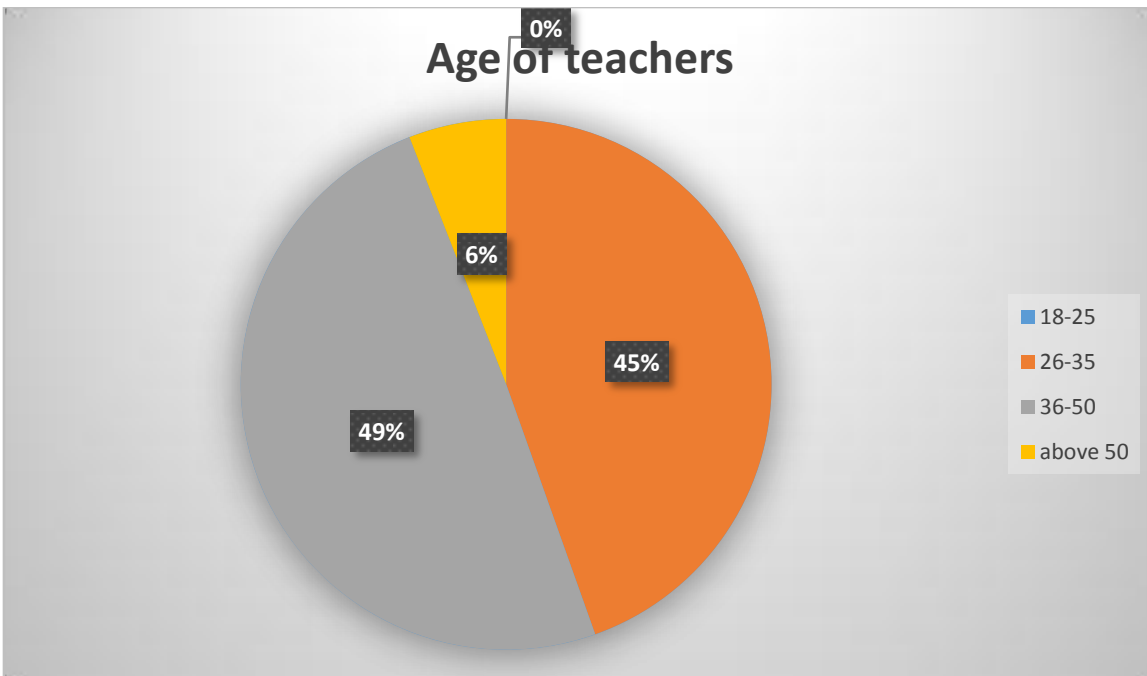
The findings revealed the different ages of the teachers who responded to the questionnaire .No teacher between ages 18-25 responded. The findings revealed that there are no teachers at Rusinga School who fall between the ages of below 25 years. Teachers who range between the ages of 26-35 had a 45% respondents, those between 36-50 years had a 49% respondent rate while above 50 years and above had only 6% because they are few in the school. The years of experience of the teachers as displayed in the table above and this was to reveal the quality of the teachers as professionals in the field as a school factor. The age of the teachers also revealed that they were aware of the students' needs and were able to influence the students' attitude by motivating them. This teachers have the skills and the capacity to encourage the students hence in the process the academic performance is enhanced.

Figure 4.3 Age distribution of the Student

Number of students

15% 0%
38%
47%

- 12 to 14{ grade 7-9}
- 16-17 { grade 9-11}
- 17 and above
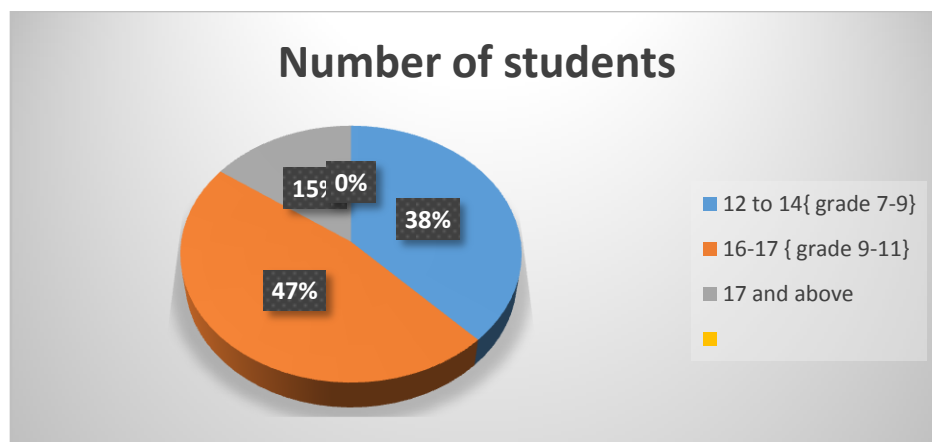
The findings revealed that the A levels who range between 17 years and above had a 15 % respondent rate while Grade 7-9 who range between ages 12 to 14 had a respondent level of 38 % and the grade 9 to 11 had a 47% response to the questionnaires . The students age group allowed the researcher to ensure all the ages, who are in different classes gave their response according to their understanding .Different age groups gave different answers, this is because students view issues differently at different ages .Older teenagers year 10 to 11 were more critical in answering questions but the younger teenagers year 7 to 9 consulted hence giving the same answers.

4.4.1 Distribution of the Years of the Teachers Experience

Figure 4.4 Teachers years of experience

Number of teachers
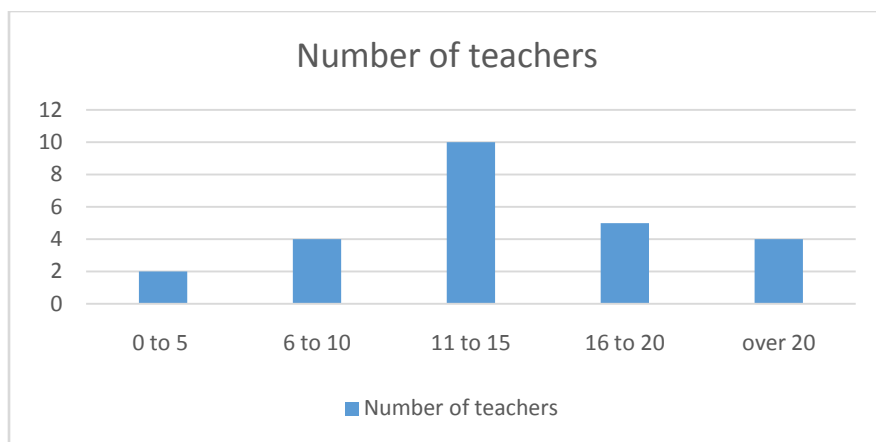
Table 4.3 Years of Teachers Experience

Years of teaching experience	Frequency	%
0-5	2	8
6-10	4	16
11-15	10	40
16-20	5	20
Over 20	4	16
Total	25	100

The findings revealed that the all the teachers have a teaching experience. 8% of the teachers have at least 0 to 5 years of experience .16 % of the teachers have 6 to 10 years' experience in the teaching field. Majority of the teachers who ranked 40 % have 11 to 15 years of teaching experience .There were also those who have taught for over 16 to 20 years and those above 20 years who range at 20 % and 16% respectively. The findings revealed that most teachers have a number of teaching experience and hence they are competent enough to influence the students attitude and hence performance.

4.4.2 Distribution of the Teachers Level of Education

Table 4.4 Teachers level of education.

Level of education	Frequency	%
Diploma	4	16
Degree	14	56
Masters	5	20
Others	2	8
Total	25	100

The researcher sought to determine the academic qualifications of the teachers as a school factor. The results as tabulated in the table 4.5 above .The academic qualifications of the teachers is very significant in influencing the students attitude towards academic performance. The findings showed that 16 % of the teachers have diploma at Rusinga School that was a representation of all the international schools.56 % of the teachers have degrees .This is the representation of the majority of the teachers 20 % of the teachers have masters and the rest of the 8 % have other certificates and papers that are approved for teaching .The study showed that the teachers at international schools in Kenya are highly educated and have hence a high professional standard of teaching.

4.4.3 Distribution of the Teaching Subjects

The researcher sought to determine if the teachers are evenly distributed as per the subjects' distribution and hence striking the balance among subjects being taught within the schools. The table below shows the subject distribution of the teachers.

Table 4.6 Distribution of the teachers teaching different subjects

Teachers teaching	Frequency	%
Languages	6	24
Humanities	5	20
Sciences	6	24
Technical {Drama ,Art}	4	16
Mathematics	4	16
Total	25	100

The subject teachers are evenly distributed and the findings revealed that all subjects are almost equally represented by the teachers .24% of the teachers teach languages, 20% teach humanities, 24 % teach sciences, 16 % teach technical and mathematics respectively. This tabulation indicates that there is no subject that has more teachers than the other hence there is a balance in distribution of teachers at international schools. All subjects are given equal prominence.

4.5 Distribution of the Average Number of Students in the Class

According to the findings 100% to the respondent revealed that all the classes have an average of 11- 20 students per class. There is an evenly distribution of the students in the class and therefore the teachers have the same workload.

4.6 Adequacy of the Physical Facilities: Questionnaires for Teachers and Students on School Facilities/ Resources.

The researcher combined both the teachers and the students to answer the following questions. There were 120 respondents in total to answer the interview questions. The interview revealed the school factors that affects the students and the teachers alike in ensuring there is ease in teaching and learning.

Table 4.7 Adequacy of the Physical Facilities

Interview for {Teachers and Students} on School Facilities/ Resources.

School Facilities/ Resources	1-SA Strongly Agree	2 A – Agree -	3 D – Disagree -	SD- Strongly disagree
Rusinga School has ensured that there are all the facilities {Laboratories', Libraries, classes with projectors/internet, Dinning} required to enhance teaching and learning.	67%	25 %	8%	0%
The teachers and students adequately use the resources availed to them diligently.	37%	36%	20%	8%
The resources available are well maintained and serviced regularly to facilitate their use.	53%	17%	13%	18%
There are expertise employed to ensure the facilities are well utilised and services offered are excellent.	67%	29%	3%	2%

Figure 4.5: Adequacy of the Physical Facilities

Название диаграммы

has ensured that there are adequate facilities (laptops, projectors/internet, Dinning} required to enhance teaching and learning ... excellent.

Legend: ■ 1-SA Strongly   ■ 2 A –Agree -   ■ 3 D –Disagree   ■ SD-Strongly
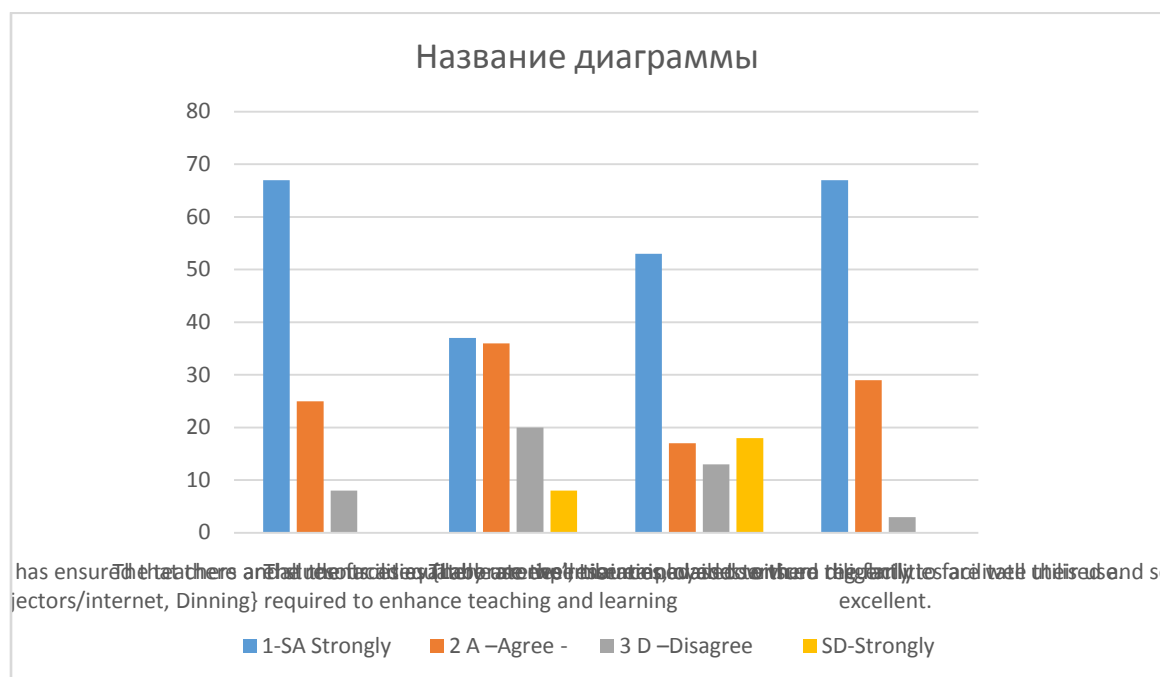
The findings revealed that Rusinga School has ensured that there is adequate facilities to enhance teaching and learning. 67% of the respondent strongly agreed that the facilities were in place. 25% of the respondent agree that Rusinga had ensured all facilities that facilitate teaching and learning were in place Rusinga school have international standard classes fitted with projectors and internet to ensure that technology is embraced in teaching and that learning is as interesting as possible for the students to visualize the content being taught.8 % of the respondent disagreed and suggested that there is need to have better facilities to ensure smooth running of the international schools. The resources were adequately in use and therefore the teachers and the students had access to the facilities provided for them. This enhanced learning. The study revealed, according to the 37% and 36% respondents who strongly agreed and agreed respectively that the facilities, were adequately used to facilitate learning. Only 8 % of the respondent disagreed that the facilities were not adequately used.

The resources availed for learning use were also maintained by having regular servicing and ensuring they were operational.53% of the total respondent strongly agreed that the maintenance

of the facilities was excellent 17% agreed with them .There was a 13% and 18 % of the respondent who disagreed and strongly disagreed that the facilities were not maintained as per the international schools standards. Rusinga School, like the other international schools employ skilled personnel who are experts in running this facilities to support learning in the schools. They have lab technicians who are educated to serve in the labs , Information technology technicians' who have up to a degree level of education , to ensure the technology/internet related issues were up to date and operational at all time . 67% of the respondent strongly agreed that only trained and skilled personnel were employed to ensure that the services offered were managed by experts in the fields,29% agreed with them although there were those who disagreed that the facilities were not managed by experts .They were 3% of those respondent who disagreed and 2 % who disagreed strongly respectively.

Table 4.8: Teachers responses' on adequacy on specific facilities at Rusinga School

This facilities are excellent	1-SA Strongly Agree		2-2 A – Agree		3 D – Disagree		SD- Strongly disagree	
	F	%	F	%	F	%	F	%
Library	0	0	5	12.5	30	75	5	12.5
Laboratory	10	25	20	50	8	20	2	5
Classes	30	75	8	20	2	5	0	0
Dinning	8	20	5	12.5	23	57.5	4	10

Figure 4.6 Adequacy on physical facilities at Rusinga School
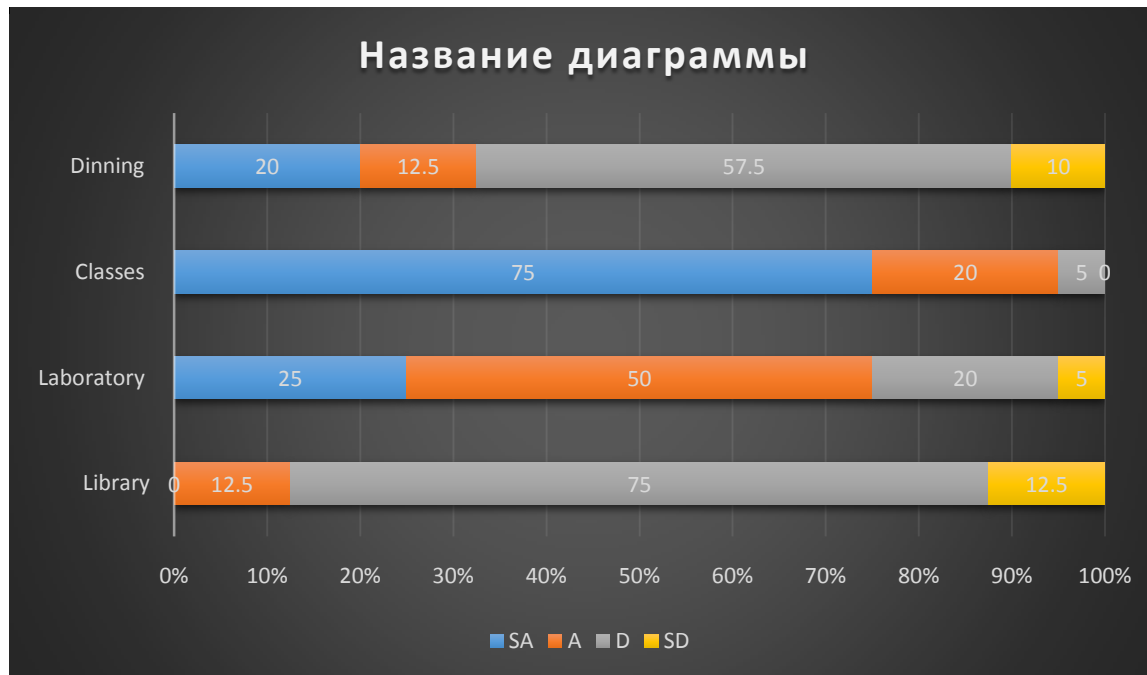
SA Strongly agree A –Agree D –Disagree SD Strongly disagree

The researcher sought to determine if the facilities are adequate to facilitate a positive attitude among the students and hence enhance performance at the Rusinga School. The percentage bar graph represented whether the resources indicated were excellent. Library facilities according to the 75% of the respondent indicated that the library was not up to the required standards of international schools. It was poorly equipped while 12.5% indicated it was agreed it was equipped and 12.5% of the respondent strongly disagreed that the library was excellent. 50% of the respondent agreed that the laboratory is excellent while 20% of them disagreed. Classes at Rusinga school according to the 75% of the respondent strongly agreed that the classes were excellent 20 % of them agreed hence revealing that the classes are international standard classes.

Table 4.9: Teachers interviewed on questions related to school factors, students' attitude and performance among Kenyan International schools.

Teachers View	1-SA Strongly agree		2 A – Agree		3- Disagree		4- SD Strongly disagree	
	F	%	F	%	F	%	F	%
Turnover at Rusinga is high	5	12.5	20	50	13	32.5	2	5
Teachers are rewarded for good performance	0	0	0	0	30	75	10	25
Assessment tests and exams are regularly set to measure students' performance	33	82.5	7	17.5	0	0	0	0
Teachers in Rusinga are over worked	28	70	9	22.5	2	5	1	2.5
Technology at Rusinga is Excellent	30	75	10	25	0	0	0	0
Technology in Rusinga has positively affected students.	36	90	4	10	0	0	0	0
Technology changed the role of the teacher in the methodology hence affecting the students' attitude and performance.	28	70	5	12.5	5	12.5	2	5
Rusinga school leadership has influenced the students' attitude and students' performance.	37	92.5	2	5	1	2.5	0	0
Family Issues have greatly	21	52.5	2	5	15	37.5	2	5

contributed to students performance than school factors							
Student personality contributed to performance more than the school factors	85 34	4	10 2	5 0	0		

Figure 4.7 Questions related to school factors, students' attitude and performance among Kenyan International schools.
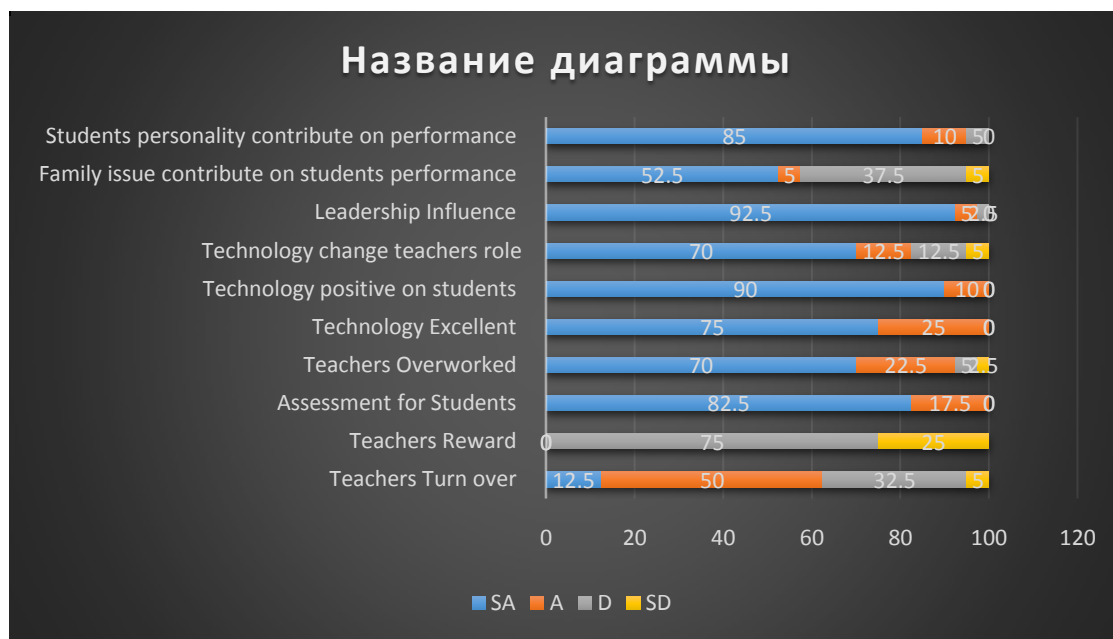
The percentage bar graph clearly reveals how the respondents viewed schools factors students' attitude on performance.85 % of the respondents strongly agreed that the students' personality contributed in their student attitude and performance.52.5% of the respondent strongly agreed that family issues contribute to the students' attitude and performance while 5% of them strongly disagreed. Leadership according to the 92.5 % of the respondent strongly agreed that leadership is very significant in influencing the students' attitude and academic performance.

Technology has really been emphasized because 70% of the respondent revealed it had changed their roles as teachers and improved their teaching methodology, 90 % of the respondent

revealed it has influenced the students positively in attitude and in performance and 75% claimed that Rusinga school technology is excellent.82.5 % of the respondents shows that there is regular assessment for student to measure attitude and performance .Teachers worked hard in Rusinga as well as in Kenyan international school but they are hardly rewarded 75% of the respondent revealed that teachers are not rewarded. There is therefore a high turnover according to the 50 % of the respondent who indicated it, although 32.5 % of the respondent disagreed that claim.

Table 4.10: Teachers interviewed on several school factors, students' attitude that affect academic performance.

1-SA Strongly agree 2- A –Agree 3- D –Disagree 4-SD Strongly disagree

	Teachers interview		1-SA Strongly agree	2 A – Agree	**3-** D Disagree	4- SD Strongly disagree
1	When a student is disciplined and has a positive attitude while doing their assignment he /she will perform well in the international exams.		100%	0	0	0
2	A teachers plays a significant role in ensuring that the student has a positive attitude towards studies.		50%	25%	20%	5%
3	Lazy students will most likely fail in the final international exams.		95%	-	2.5%	2.5%
4	The Students grades in mocks and continuous tests will predict the final performance of the student during the final international exam.		67.5%	27.5%	5%	0%
5	Tests and mocks prepares the students to assess themselves and contributes in changing the students' behaviour		45%	30%	17.5%	7.5%

6	Students who walk closely with their teachers often change their attitude and hence improve in their performance during the international examinations.	57.5%	22.5%	20%	0%

Figure 4.8 Teachers interviewed on several school factors, students' attitude that affect academic performance.
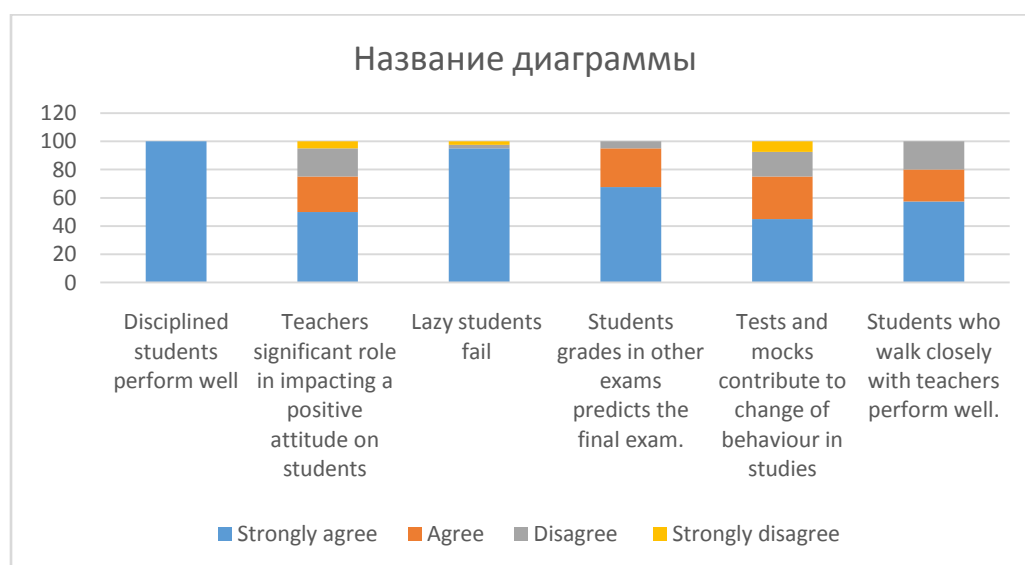
100% of the teachers in their response strongly agreed that students with a positive attitude towards academic studies and was keen on doing assignments would have excellent performance. Those who are weak would improve on their grades and those who are good in academics would excel in the final international exams. The teachers played a significant role in impacting a positive attitude on the students towards academic performce.50% of the teachers strongly agreed and the 25% agreed although 20% of the teachers thought that other factors apart from the teachers motivate the students, and 5% of the rest strongly disagrees that the teachers play a significant role in the motivating the students to achieve in academic performance. It is true that students with a lazy attitude academically would automatically fail. This was supported

by 95% of the teachers who strongly agreed that lazy students fail although 2.5% {1 teacher} disagreed and 2.5 %{ 1 teachers} strongly disagreed respectively.

Grades in mocks and in other test predicts the students final performance and this was true according to the revelation of the findings where 67.5 %{ 27 of the 40} of the teachers strongly agreed, 27.5% of the teachers { 11 out of the 40} agreed while only 5 % { only 2 }of the teachers disagreed that fact. Test and mocks exams facilitates the change of behaviour towards studies among the students. Students work towards maintaining their grades while those who fail work towards improving their grades.45% of the teachers strongly agreed that tests and mocks contributes in the change of behaviour in order to improve the students' academic performance.30% of the other teachers agreed it was true tests and mocks contribute in change of behaviour while 17% of the teachers disagreed claiming there were other factors that contributed in the students' academic performance.7.5 % of the teachers strongly disagreed with that fact that tests and mocks contributed in the students change of behaviour towards academics.

57.5% of the teachers strongly agreed that students who walk closely with the teachers change their attitude towards studies positively and they improve in performance during the final international exams.9 % of the teachers agreed to this but 8 % of the teachers disagreed that walking with the teachers does not affect the students attitude towards studies and hence eventual performance of the international examination.

Table 4.11: Students interviewed on several school factors, students' attitude that affect academic performance.

Students View	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Are you rewarded for good performance	53	66.25	20	25	7	8.75	0	0
Technology has positively affected students' attitude towards education.	67	83.75	12	15	0	0	1	1.25

Statement		SA		A		D		SD
School related factors greatly affect students' attitude towards your academic performance.	54	67.5	6	7.5	18	22.5	2	2.5
Has Family issues influenced students attitude and academic performance	10	12.5	4	5	53	66.25	13	16.25
Has Rusinga school Christian values influence students attitudes and students' performance	20	25	37	46.25	33	41.25	0	0

SA Strongly agree A –Agree D –Disagree   SD-Strongly disagree

Figure 4.9 Students interviewed on several school factors, students' attitude that affect academic performance.
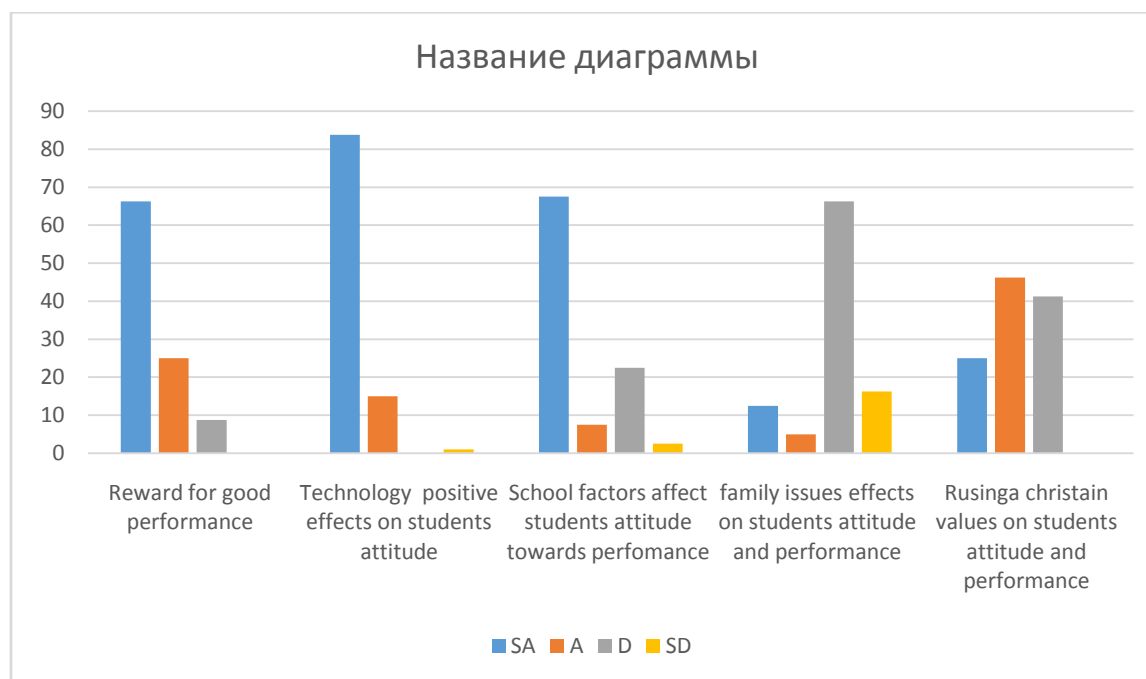
The bar graph reveals form the investigations of the study that students are rewarded for good performance .This according to the 66.25% of the respondent who are students .Technology has greatly influenced the students attitude in studies and hence the performance thereafter .This is according to the 83.75% of the respondent who were interviewed in the study .The students

agreed with the teachers that the school factor is very significant in the students attitude and performance, 67.5% of the respondent clearly indicated this in their interview. Family issues does not affect the students attitude and performance as shown by the 66.25% who disagreed that family issues have great effects on the students attitude in school and hence the performance. Rusinga Christian values may influence or may not influence that attitude and performance.46.25% agreed the Christian values affect while 41.25% refuted and disagreed that they had an influence on the students' attitude in school and the eventual performance.

Table 4.12: Independent variables   on school factors affecting students' attitude

Students interview	1-SD Strongly agree	2- A – Agree	3- D – Disagree	4- SD- Strongly disagree
The Head teacher is qualified to lead Rusinga School and has leadership skills to run the school.	91%	9%	0%	0%
The head teacher understands the teachers and is an experienced teacher as well.	100%	0%	0%	0%
The head teacher supervises the teachers and ensures that the teaching is done according to the International standards put in place.	80%	19%	1%%	0%
Teachers at Rusinga school are highly qualified	85%	11%	1%	3%
Most of the teachers are highly qualified in terms of academic education	71%	6%	1%	4%
Rusinga School teachers use unique techniques of teaching, making teaching and learning enjoyable.	79%	20%	1%	0%
Teachers at Rusinga school ensure the	50%	29%	14%	8%

	students have a positive attitude toward learning to promote an excellent performance at the school during the international examinations.				

91% of the students strongly agreed that the head teacher who is a graduate and an experienced teacher had the leadership skills to lead Rusinga School .Internationals' school head teachers have both leadership qualifications as well as teaching experience.9% of the agreed that the head teacher was qualified to led the Rusinga school and had the leadership skills. 100% of the students strongly agreed that the head teacher being an experienced teacher, understands the teachers.80% of the students strongly agreed that the head teacher supervises the teachers and ensures that the teaching in Rusinga is done according to the International standards put in place.19 % of the students' agreed that the head teacher supervises the teachers to maintain the international standards put in place.1% of the student disagreed. 85 % of the students strongly agreed that teachers at Rusinga School are highly qualified, 11% agreed but 17% of the students disagreed and 3% disagreed strongly.71% of the students' strongly agreed that teachers are highly qualified in terms of academic education. They have professional qualifications to teach the students.6% of the students agreed that the teachers are qualifies in terms of their academic qualification .They are proffesionals.1% disagreed and 4% strongly disagreed that the teachers in Rusinga are highly trained to teach since they are professionals in the field .

Rusinga School teachers use unique techniques of teaching, making teaching and learning enjoyable.79% of the students strongly agreed that the teaching methodology at Rusinga School is unique and interesting.20 % of the students agreed but only 1% disagreed.50 % of the students strongly agreed that teachers at Rusinga school ensure the students have a positive attitude toward learning to promote an excellent performance at the school during the international examinations.29% agreed that it was true ,14% disagreed that teachers at Rusinga School ensure the students have a positive attitude toward learning to promote an excellent performance at the school during the international examinations, while 8% strongly disagreed .The findings revealed

that the school factors that included the head teachers and the teachers contributed to the students attitude and performance during the final international examinations.

Table 4.13 Intermediate Variables on school factors affecting students' attitude.

	Students Interview	1-SA Strongly agree	2- A – Agree	3- D – Disagree	4- SD- Strongly disagree
1	Do peers influence your performance in school?	79%	4%	14%	4%
2	Is discipline significant in the excellent performance of the student	78%	13%	9%	1%
3	Age changes ones attitude towards education.	5%	29%	48%	19%
4	Parents' level of education plays a significant role in the students' performance.	21%	14%	29%	36%
5	Socio- economic factors greatly affects the students' performance	26%	24%	29%	21%
6	Students psychological factors have a great effect on the student academic performance	23%	26%	25%	14%

There are other factors that affected the students' attitude and eventual performance .79% of the students strongly agreed that peers influence the students' performance greatly.4% agreed that peers influence student performance but 14% disagreed and 4% strongly disagreed on this.78 % of the students strongly agreed that discipline is very significant in the excellent performance of the student.13 % agreed that discipline is significant although 9% of the student disagreed and 1% strongly disagreed.5% of the students strongly agreed that age is important in changing the

students attitude towards education, 29% agreed although 48 of the students disagreed and 19% of the students strongly disagreed.21 % of the students strongly agreed that Parents' level of education plays a significant role in the students' performance,14% agreed but 29% disagreed and 36% strongly disagreed that parents had a great influence on students' academic performance. The socio- economic factors greatly affects the students' performance, this was strongly agreed by 26% and agreed by 24 % but 29% disagreed and 21% disagreed strongly. Students' psychological factors have a great effect on the student academic performance and this is true according to 23% who strongly agreed and 26% who also agreed but there were those who refuted .25% disagreed that students psychological factors have a great effect on the student academic performance and 14% strongly disagreed .The findings revealed that there are other factors, other than the school factor that influenced the students attitude towards academic performance.

CHAPTER FIVE: SUMMARY OF FINDINGS CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study aimed at investigating school factors, student's attitude, and students' performance among the Kenyan International Schools (a case study of Rusinga School). This chapter highlights the summary of the study conclusion and recommendations and suggestions for further researcher studies. The gaps are also identified for future studies in the Kenyan international school. The school and student attitude related factors significantly influenced the students overall performance at Kenyan international schools. This is followed by the students' attitude factors and the availability, adequacy and utilization of the School resources.

5.2 Summary of Study Findings

The study was guided by three objectives; to establish the relationship between the school factors and students' performance; to examine the mediating effects of the students' attitude on the relationship between the school factors and performance; to establish the joint effects of the school factors and the students' attitude on students' performance.

The significance of the study was from findings, information used as reference to school institutions, stakeholders to institutions on relationships between school factors and students' performance, and school factors affecting students' attitude and hence resulting to students' performance at Kenyan international schools. Policy makers may use the findings to formulate educational policies on actions to enhance students' attitude and performance at schools in Kenya.

5.3 Discussions of the Findings

The teachers and the students were the main respondent of the study and hence the finding was based on their view. The study sought to analyse the effects of resources at school, age, gender, parents and teachers support to facilitate a positive attitude on the students and the effects towards academic performance.

5.3.1 To establish the relationship between the school factors and students' performance

The study investigated schools factors within international schools circles, case study Rusinga School that would have a relationship with the students' performance. The school factors included school leadership. Strong leaders ensure that they provide directions and set standards to ensure curriculum delivery. Leaders make available both human and support material. This strong leadership come up with ideas on how to improve the students' performance. Physical facilities, the teachers' age, experience, curbing a turnover rate, parents/ teachers consultations or students/ teachers consultations and rewarding both the teachers and the students can facilitate students' performance in a great and a positive way. The school factors also include the teachers teaching just the subjects they have been trained to teach and teaching without overloading them so that they may have time to research on new topics within the subjects , mark and have time to consult with the students .This would also give them time to assess each of the students' and performance and have adequate time to prepare for the lessons .The teachers at the Rusinga school can have time to identify gaps and help to put measures and address any issues affecting the students .This factors would ensure the students perform well in the final international exams. In the 21st century technology and learning is a very significant while teaching and learning, all international school are required to have classes fitted with internet and projectors to be used as teaching resources. This school factor has been used to boost performance in schools. Rusinga School has such a strong leadership in the head teacher who will ensure everything is done to motivate the students to have positive attitude towards school and excellence in their performance as shown in appendices 2.

5.3.2 To examine the mediating effects of the students' attitude on the relationship between the school factors and performance.

The study has found there is a significant relationship on the mediating effects of the students' attitude on school factors and performance. The teachers teaching methodology that is in most cases characterised by the working experience and the professional training may determine whether the student develop a positive attitude towards certain subjects or not .According to

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Fraser B.J And Kahle J.B, (2007) , they conclude that despite the importance of teachers instructional methods as a significant predictor of attitude , it cannot be overemphasized the effect of positive statement that builds the self belief among students .The class environment , the individual personality where some students are disciplined and can motivate themselves to study while others have to be pushed despite the availability of the resources and this greatly affect the students individual performance.The study agreed that school inputs have relatively weak impact on students' performance while home background and individual personality have a big impact.The parents involvement in motivating the students is a mediating factor , the size of the family plays a big role because small families ensures that the parents can create time to supervise their childrens work and guide on the way forward hence cultivating the students attitude.Homes with domestic issues affects the students attitudes and hence performance despite the availability of physical resources by the school.

5.3.3 To establish the joint effects of the school factors and the students' attitude on students' performance.

The study has found that there is a significant joint effect of the school factors and students attitude on students' performance. Collaboration between the school and the parents ensuring that the students' performance is very key. The school and the parents have to work together to motivate the students in order to encourage them to have a positive attitude towards studies which helps to boost their performance .This can be done by rewarding the students and counselling both at home and at school. The results revealed that the joint effort of the school and the students attitude boost the performance at the Rusinga School and International school at large. It highlighted the main effects of parental support and encouragement of the attitudes.

5.4 Recommendation of the Study

 The study established various factors that need to be considered to boost the students' performance at Kenyan International schools. This include:-

i)   The school to improve the school physical facilities that include the library which allows the students to improve on their reading skills and to get informational resources for the

studies, the laboratories , the classes and the dinning should be improved to facilitate the students attitude and hence the performance.

ii) The school leadership should come up with incentives to encourage the teachers to remain in the school and this would curb the issue of the teachers turn over which affect the students morale in the subjects and hence creating a negative attitude and eventual poor performance in the international examinations.

iii) The schools should motivate the students by having international university fun fairs which would help the students to focus on the best universities by working extra hard hence encouraging them to improve on performance.

iv) Scholarship for the excellent students should be awarded to the best students in the international examinations and the best improved students overall .This would encourage those who require to improve and those who require to improve and excel as well.

v) School should put measures to ensure that the teachers are not overworked and the students' assessment are regular. This is to ensure the students get individual attention from the teachers and necessary help is given to ensure improved performance for all students.

5.5 Suggestions for Further Studies

The following issues were revealed during the research and were suggested for further investigations.

i) There are very few studies on international schools in Kenya and hence there is need to research on them in the future.

ii) Students as respondent should be encouraged to be cooperative in helping in research studies .The researcher struggled to get the questionnaires because of the students' negative attitude. More researches would encourage them to freely volunteer information that could be useful in the future studies that would benefit other institutions and students as well.

iii) Studies should be carried out to come up with measures to improve the students attitude in Kenya international schools and the schools should come together and brainstorm on how to deal with issues that may affect them.

iv) There is need to come up with ways of motivating the teachers to ensure they feel rewarded and they remain in the schools without hopping from one school to other looking for better package and incentives .

v) The result of the present study give a foundation to the development of further research that seeks to characterize and understand different variables which may influence students' performance in Kenyan international schools .It would be useful at international schools institutions , within schools in relations to families in order to enhance positive attitude towards students while performing academically.

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APPENDICES

Appendix I:

Questionnaire for the Students

Dear Head Teacher

I am a Post Graduate student at the University of Nairobi, undertaking research on school factors students attitude and students' performance among Kenyan International schools case study Rusinga School. I kindly request you to assist by filling the questionnaire .Please answer the questions given as honestly as possible to reflect Rusinga School as an International school. Your response will strictly be confidential and will be used for the purposes of this research. It is optional to write your name on the questionnaire.

Eva Macharia

Post Graduate Diploma in Education Student

Reg No L40/5590/2017

Appendices II

Appendix A: Interviews for both Students and teachers

A research study focusing on school factors, students attitude, and students' performance among the Kenyan international schools (a case study of Rusinga School).You are kindly requested to participate in the study by providing the required information .This information will be treated with total confidentiality. Kindly respond to the following questions as faithfully and honestly as possible.

Thanks in advance.

Appendix B: Questionnaires for Teachers and Students

Section A

Part One: School Facilities/ Resources

Independent Variables

School Facilities/ Resources	1-SA Strongly	2 A – Agree -	3 D – Disagree -	SD- Strongly disagree
Rusinga School has ensured that there are all the facilities {Laboratories', Libraries, classes with projectors/internet, Dinning} required to enhance teaching and learning.				
The teachers and students adequately use the resources availed to them diligently.				
The resources available are well maintained and serviced regularly to facilitate their use.				
There are expertise employed to ensure the facilities are well utilised and services offered are excellent.				

Section B

Part One

Questionnaire for the Teachers

In this section, you are provided with a range of statements concerning your views about students' attitude, and students' performance among the Kenyan international schools in an international school, Rusinga School. You are supposed to answer by ticking the appropriate box.

Please fill in:

BACKGROUND INFORMATION

1. Age:

18-25	
26-35	
36-50	
Above 50	

2. Gender:

Male	
Female	

3. Academic Qualifications

Diploma	
Degree	

Masters	
Others	

4. Years of experience:

0-5 years	
6-10 years	
11-15 years	
16-20 years	
Over 20	

5. Teaching Subjects

Languages	
Humanities	
Sciences	
Technical subjects	
Others	

The Physical facilities at Rusinga School are excellent	1-SA Strongly	2 A – Agree -	3 D – Disagree -	SD- Strongly disagree
Library				
Laboratory				
Classes				
Dinning				

	Teachers Questionnaire	1-SA Strongly	2 A – Agree -	3 D – Disagree -	SD- Strongly disagree
1	Turnover at Rusinga is high				
2	Teachers are rewarded for good performance				
3	Assessment tests and exams are regularly set to measure students' performance				
4	Teachers in Rusinga are over worked				
5	Technology at Rusinga is Excellent				
6	Technology in Rusinga has positively affected students.				
7	Technology changed the role of the teacher in the methodology hence affecting the students' attitude and performance.				
8.	Rusinga school leadership has influenced the students' attitude and students' performance.				
9	Family Issues have greatly contributed to students performance than school factors				
10	Student personality contributed to performance more than the school factors				

Part Two: Interviews for teachers

Dependent Variables

	Teachers interview	1.SA Strongly agree	2. A – Agree	3. D – Disagree	4. SD- Strongly disagree
1	When a student is disciplined and has a positive attitude while doing their assignment he /she will perform well in the international exams.				
2	A teachers plays a significant role in ensuring that the student has a positive attitude towards studies.				
3	Lazy students will most likely fail in the final international exams.				
4	The Students grades in mocks and continuous tests will predict the final performance of the student during the final international exam.				
5	Tests and mocks prepares the students to assess themselves and contributes in changing the students' behaviour towards studies.				
6	Students who walk closely with their teachers often change their attitude and hence improve in their performance during the international examinations.				

Part One

Section A

Questionnaire for Student

Please answer the following questions giving the right response as possible. The answers will be confidential and will be used for the purposes of this research. You are supposed to answer by ticking the appropriate box.

1. SA Strongly agree 2. A –Agree 3. D –Disagree 4. SD-Strongly disagree

Age: _____

Gender: _____

Grade _____

Students questionnaires	1.SA Strongly agree		2.A – Agree		3. D – Disagree		4. SD- Strongly disagree		Total
1. Are you rewarded for good performance									
2. Technology has positively affected students' attitude towards education.									
3. School related factors greatly affect students' attitude towards your academic performance.									
4. Has Family issues influenced									

students attitude and academic performance										
5. Has Rusinga school Christian values influence students attitudes and students' performance										

Part Two: Interviews for Students

Independent Variables

	Students interview	SA	A	D	SD	Total
8.	The Head teacher is qualified to lead Rusinga School and has leadership skills to run the school.					
9.	The head teacher understands the teachers and is an experienced teacher as well.					
10.	The head teacher supervises the teachers and ensures that the teaching is done according to the International standards put in place.					
11.	Teachers at Rusinga school are highly qualified					
12.	Most of the teachers are highly qualified in terms of academic education					
13.	Rusinga School teachers use unique techniques of teaching making teaching and learning enjoyable.					
14.	Teachers at Rusinga school ensure the students have a positive attitude toward					

		SA	A	D	SD	
	learning to promote an excellent performance at the school during the international examinations.					

Intermediate Variables

	Students Interview	SA	A	D	SD	Total
1	Do peers influence your performance in school?					
2	Is discipline significant in the excellent performance of the student					
3	Age changes ones attitude towards education.					
4	Parents' level of education plays a significant role in the students' performance.					
5	Socio- economic factors greatly affects the students' performance					
6	Students psychological factors have a great effect on the student academic performance					

Appendices III

Rusinga School academic Performance: - Checkpoint {Year 9}. IGCSE mock {Year 11} and A level {AS Year 12 and A2 Year 13} results.

IGCSE 2017 MOCK EXAMINATION RESULTS ANALYSIS												
Subject	A*	A	B	C	D	E	F	G	U	A*- B%	A*-C%	A*-G%	Entry
Art & Design	0	1	1	6	2	2	0	0	0	16.7	66.7	100.0	12
Biology	0	3	10	11	8	7	0	0	7	28.3	52.2	84.8	46
B/Studies	0	5	9	7	5	5	0	0	3	41.2	61.8	91.2	34
Computer Science	1	3	3	4	1	1	0	0	0	53.8	84.6	100.0	13
Chemistry	0	1	5	10	9	10	0	0	8	14.0	37.2	81.4	43
Economics	0	0	0	1	6	1	0	0	2	0.0	10.0	80.0	10
English	0	0	16	27	14	1	0	0	0	27.6	74.1	100.0	58
French	0	3	3	1	4	1	0	0	1	46.2	53.8	92.3	13
Geography	0	0	3	5	8	2	0	0	4	13.6	36.4	81.8	22
German	0	2	1	4	1	0	0	0	0	37.5	87.5	100.0	8
History	0	0	6	7	3	1	0	0	1	33.3	72.2	94.4	18
ICT	0	1	6	3	5	2	0	0	1	38.9	55.6	94.4	18
Literature	0	0	4	12	25	8	0	0	9	6.9	27.6	84.5	58
Mandarin	0	1	2	1	1	1	0	0	0	50.0	66.7	100.0	6
Additional Math	0	1	0	0	4	0	0	0	3	12.5	12.5	62.5	8
Mathematics	0	7	3	9	12	13	0	0	14	17.2	32.8	75.9	58
Music	0	0	3	4	1	0	0	0	0	37.5	87.5	100.0	8
Physical Education	0	1	7	5	9	3	0	0	3	28.6	46.4	89.3	28
Physics	0	0	5	7	7	6	0	0	2	18.5	44.4	92.6	27
Religious Studies	0	0	2	4	3	1	0	0	0	20.0	60.0	100.0	10
Swahili	0	1	3	2	1	2	0	0	3	33.3	50.0	75.0	12
GRADE DIST.2017	1	30	92	130	129	67	0	0	61	27.4	53.3	89.5	
GRADE DIST. 2016	11	40	93	130	112	54	0	0	45	30.3	54.7	84.2	

ANALYSIS OF GCE AS LEVEL MOCK RESULTS-MARCH 2016

		A	B	C	D	E	U	A-C%	A-E%	ENTRY
B/Studies		3	2	1	3	1	0	60.0	100.0	10
Biology		0	1	1	3	1	1	28.6	85.7	7
Chemistry		0	2	0	3	4	2	18.2	81.8	11
Economics		0	0	0	4	1	0	0.0	100.0	5
English		0	0	0	1	0	0	0.0	100.0	1
Geography		0	0	3	3	2	2	30.0	80.0	10
History		0	0	0	3	2	0	0.0	100.0	5
ICT		2	1	0	1	7	0	27.3	100.0	11
Law		0	0	1	0	0	0	100.0	100.0	1
Literature		0	0	0	4	2	0	0.0	100.0	6
Math		3	2	3	2	2	7	42.1	63.2	19
PE		0	2	0	1	0	1	50.0	75.0	4
Physics		0	0	1	2	4	7	7.1	50.0	14
Psychology		1	0	2	1	4	3	27.3	72.7	11
Sociology		0	0	2	0	0	0	100.0	100.0	2
GRADE TOTAL COUNT		9	10	14	31	30	23	32.7	87.2	

ANALYSIS OF GCE A2 LEVEL MOCK RESULTS MARCH 2016

	A*	A	B	C	D	E	U	A*-C%	A*-E%	ENTRY
Art & Design	0	0	1	1	0	0	0	100.0	100.0	2
Biology	0	0	0	0	1	2	5	0.0	37.5	8
Business Studies	0	0	3	0	0	0	0	100.0	100.0	3
Chemistry	0	0	0	2	3	3	4	16.7	66.7	12
Economics	0	0	0	1	0	0	0	100.0	100.0	1
English	0	0	0	1	0	0	0	100.0	100.0	1
Geography	0	0	1	1	3	1	0	33.3	100.0	6
History	0	0	1	0	0	0	0	100.0	100.0	1
ICT	0	1	3	1	2	1	0	62.5	100.0	8
Law	0	0	0	4	0	0	0	100.0	100.0	4
Literature	0	0	0	0	2	1	1	0.0	75.0	4
Mathematics	2	3	2	2	2	4	3	50.0	83.3	18
Physics	0	0	3	2	2	1	5	38.5	61.5	13
Psychology	0	1	0	0	1	0	0	50.0	100.0	2
Sociology	0	0	0	0	1	0	0	0.0	100.0	1
GRADE TOTAL COUNT	2	5	14	15	17	13	18	56.7	88.3	