

**SCHOOL BASED FACTORS INFLUENCING STUDENTS' PERFORMANCE
AT KENYA CERTIFICATE OF SECONDARY EDUCATION IN NAROK –
NORTH DISTRICT, KENYA**

MUMASI WANYAMA

**RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF
THEREQUIREMENTS OF DEGREE IN MASTER OF EDUCATION IN
EDUCATIONAL ADMINISTRATION UNIVERSITY OF NAIROBI**

2013

DECLARATION

This research project is my original work and has not been presented for a degree in any other University.

Mumasi Wanyama

E55/8690/2003

This research project has been submitted for examination with our approval as university supervisors.

Prof. Genevieve Wanjala

Associate Professor in the school of education,

University of Nairobi

Dr. Matula Daisy

Lecturer school of education,

University of Nairobi

DEDICATION

This work is dedicated to Entire family members, Relatives, Parents, Siblings

ACKNOWLEDGEMENT

Without the knowledge and inspirations accorded to me by the Almighty God who has given me the knowledge, strength and the ability this project could not have been carried out. I owe special gratitude to my supervisors Prof. Genevieve Wanjala and Dr Matula Daisy, for accepting to supervise this study and encouraging as well as guiding me on how to make this project. I thank UON for providing us with lecturers who are committed in their work and who encourage students and support them throughout the course. May God bless them all.

TABLE OF CONTENTS

CHAPTER ONE

INTRODUCTION

1.1	Background to the study.....	1
1.2	Statement of the problem.	4
1.3	Purpose of the study.....	5
1.5	Research Questions.	7
1.6	Significance of the study.....	7
1.7	Limitation of the study.....	8
1.8	Delimitations of the study.	8
1.9	Assumptions of the study.....	9
1.10	Operational Definition of significant terms.....	9
1.11	Organization of the Study.....	11

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1	Introduction.....	12
2.2	School Administration and Academic Performance.....	12
2.3	Teaching and Learning Resources and Academic Performance.....	14
2.4	Students' Attitude and Academic Performance.....	18
2.5	Teachers' Attitudes and Academic Performance.....	19
2.6	Theoretical Framework.....	21
2.7	Summary of Literature Review.....	23
2.8	Conceptual Framework.....	24

CHAPTER THREE

RESEARCH METHODOLOGY

3.0	Introduction.....	26
3.1	Research Design.....	26
3.2	Target Population.....	27

3.3 Sampling Design and Sampling Procedure.....	27
3.4 Research Instruments	27
3.5 Validity and Reliability of Instruments.....	28
3.8 Data Analysis and Presentation	29

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Questionnaire Return Rate.....	30
4.2 Demographic Information of Respondents	31
4.3 School Administration Influence on Students Performance.....	36
4.4 Availability of Physical Resources	39
4.5 Extent to Which Teachers Characteristics Influence Students Performance.....	43
4.6 Students’ Attitudes and School Performance	49

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	54
5.2 Summary of the Study	54
5.3 Summary of Findings.....	54
5.4 Conclusions.....	58
5.5 Recommendations.....	59
5.5 Suggestions for Further Studies	60

Appendices

Appendix I: Letter of introduction to the respondents.....	63
Appendix II: Questionnaire for head teachers.....	64
Appendix III: Questionnaire for class teachers.....	69
Appendix IV: Questionnaire for students.....	75
Appendix V: Interview Schedule.....	79
Appendix Vi: Research Authorization.....	80
Appendix Vii : Research Permit.....	81

LIST OF ABBREVIATIONS AND ACRONYMS

APEP	Asian Pacific Educational Programs
KCPE	Kenya Certificate of primary Education
KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
KIE	Kenya Institute Education
KNEC	Kenya National Examination Council
NARC	National Alliance Rainbow Coalition
TIQET	Total integrated quality Educational
UNICEF	United Nation Children Education firm

LIST OF TABLES

Table 4.1 K.C.S.E Performance.....	5
Table 4.2 Questionnaire Return Rate.....	31
Table 4.3 Principal and Teachers Qualifications	32
Table 4.4 Categories of Schools	33
Table 4.5 Teachers Education Levels	35
Table 4.6 HeadTeachers Academic Levels.....	35
Table 4.7 Methods of Supervisions	37
Table 4.8 Influence of Schools Administration	38
Table 4.9 Physical Resources	39
Table 4.10 Teachers Preparedness	53

LIST OF FIGURES

Figure 4.1 Teachers' Responses	34
Figure 4.2 Teachers Qualifications	36
Figure 4.3 Teachers Experience	41
Figure 4.4 Teachers Qualification	42
Figure 4.5 Head Teachers Qualification	43
Figure 4.6 Teaching Workload	44
Figure 4.8 Teachers Adequacy	46
Figure 4.9 Students Attitudes	47
Figure 4.10 Schools Transfers	48
Figure 4.11 Teachers Tasks	49
Figure 4.12 Inservice Training	50
Figure 4.13 Teachers Level of Responsibilities	51
Figure 4.14 Effect on Performance	52

ABSTRACT

The provision of quality education and subsequent high performance in school is inevitable for the realization of millennium development goals and the vision 2030. The purpose of the study was to investigate the school based factors influencing students performance at Kenya Certificate of Secondary Education (KCSE) examination in public secondary school in Narok North District. The study adopted a descriptive survey design. Complaints about the poor performance in Kenya certificate of secondary Education examinations from parents, teachers and stakeholders made this area of study one of interest to the researcher. The target population comprised of 19 public secondary schools with a total population of 901 form four students, 240 teachers and 19 principals. The study, further used stratified sampling to select 201 students', simple random sampling to select 48 teachers, 6 principals were selected using purposive sampling technique. Findings of the study revealed that the school –based factors which influence students performance were inadequate instructional materials. Some of the schools in the district did not have adequate teachers.

Cases of teachers being transferred from the schools without replacement led to inadequate teachers which affected teaching and learning and ultimately affecting performance. Teachers gave assignments often but were not able to mark the assignments due to much work load and many classes to teach. The study revealed that most of the schools had inadequate physical facilities like the libraries, laboratories, classrooms and dormitories. Based on the findings, the study made recommendations to arrest the school based factors which affect performance. The recommendations were as follows: The government should provide teachers to schools so that the teaching load could be minimized hence enabling teachers to perform effectively. School should be provided with learning resources by the government and parents to facilitate learning hence improves the academic performance thus the government and parents could assist in the provision of the required resources. Teachers should be provided with the opportunities for more exposure through in service programs. All these suggestions are geared towards improving academic performance of Public Secondary Schools in Narok North District. The study is therefore significant in that it is expected to contribute to the advancement of knowledge about school based factors that influence public secondary school performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education system in Kenya has been stressing on performance as integral part of quality education emphasized in the Sessional Paper No.1 of 2005. The provision of quality education and subsequent high performance in school is inevitable for the realization of millennium development goals and the vision 2030. The value of performance was envisaged to lead to white collar jobs immediately after independence (Republic of Kenya, 1964). This is the time when the contribution of education to individual development was increasingly recognized, especially in trained man power. Hence, priority was accorded to the higher academic performance economic growth and development.

It is worthy noting that, over the years, many commissions and committees have been formed to review the education. It is in this, respect that the Government of Kenya in conjunction with United Nation Education for children Fund (UNICEF)and other international organization have introduced several peer education programs to scale up the provision of quality education through seminars and workshop for the purpose of improving students' performance at all levels of education cycle in the country, according to total integrated quality Education and Training (TIQET)(Ministry of Education),The government reviewed the curriculum in terms of content, teaching methods, education strategies and administration structures in order to enhance schools performance in Kenya certificate of secondary Education(KCSE). It is in this regard that the Koech commission (1999) recommended the establishment and

installation of an effective democratic and community based infrastructure for the management and monitoring students' performance in Kenya certificate of secondary Education or secondary schools level. Further, the introduction of free day secondary Education fund by the National Rainbow coalition (NARC) government in 2001 and the establishment of national secondary schools as centers of excellence in each constituency in Kenya was a move to enhance students' performance.

The government funding in secondary schools is also intended to improve infrastructure, teaching and learning and subsequently performance in national examinations. In 2002, the government of Kenya through Kenya Institute of Education (KIE) from eight to seven and at the same time students were given a variety of optional subjects for the purpose of excellent performance in all subjects (KCSE). However, despite interventions by the government, international organizations and community, students' performance at Kenya certificate of secondary education (KCSE) still remains a problem. A lot of concern to teachers, parents, community, stakeholders, educationist and politicians which has led to the critical question and what are the school based factors influencing students' performance at KCSE Narok North District, Narok County; It is against this background that confirms the need for students' performance in society especially at secondary school level.

This study therefore intended to investigate the extent to which school based factors such as, physical facilities, teaching and learning resources, school administration, teachers attitudes and students' attitudes influence performance in Kenya certificate of secondary Education in Narok North District. Various studies has backed the

performance situations at different levels education cycles; A study of Lowe (2009), on school improvement strategies in United Kingdom found that, the underperforming schools should strategize to empower students' performance in the failing schools. It is hoped that good academic strategies yields better students' performance in a school. According to the study of Nannyonjo (2007) on factors influencing learning achievement in Uganda, the study found that, head teachers characteristics such as; qualifications, in-service training, age, experience and duration in a station do influence students' achievement together with supervision strategies and administration style employed by the principal. In the same vein, the study of Twoli (2006) on factors that influence poor performance in KCSE in Mwingi District found that poor performance was influenced by students' attitudes, lack of teaching staff and students' indiscipline. The study also established that poor support from the local community in provision of teaching and learning facilities influence students' performance at KCSE. Further the study found that lack of physical facilities such as; Land, School buildings, Laboratory, Library, Equipment, Vehicles, Desks, Textbooks and stationeries are other significant factors influencing students' performance.

Hence, the study in school based factors influencing students' performance in Kenya certificate of secondary Education is imperative since good performance in KCSE examinations is vital for admission in to competitive and lucrative courses at the university. On the other hand poor performance in KCSE leads to high wastage rate or secondary school level.

1.2 Statement of the problem.

Introduction of free day secondary Education fund by the National Rainbow coalition (NARC) government in 2007 and the establishment of national secondary schools as centers of excellence in each constituency in Kenya was a move to enhance students' performance. The government funding in secondary schools was also intended to improve infrastructure, teaching and learning and subsequently performance in national examinations. However, despite interventions by the government, international organizations and community, students' performance at Kenya certificate of secondary education (KCSE) still remains a problem. A lot of concern to teachers, parents, community, stakeholders, educationist and politicians which has led to the critical question and what are the school based factors inhibiting students' performance In Public Secondary Schools. The central problem in this study is that critical factors influencing students' performance at Kenya Certificates of Secondary Education (KCSE) at Narok North District are not well understood. Yet the persistent students' dismal performance is causing concern among parents, teachers, stakeholders, politicians and students.

Despite relentless efforts put by the government through workshops seminars and funding to improve teaching and learning for better results, the schools still record low performance at KCSE examinations. This study will therefore investigate school based factors influencing students' performance in Narok North District. Kenya National Examination results for Narok North District has been dwindling on dismal performance mean score of between 4.27 in 2007 and 4.48 in 2011 for the last five

years as tabulated in Table 1.1.as compared to the National Mean Score for the same period of time.

Table 1 K.C.S.E Performance

YEAR	MEAN SCORE	NATIONAL MEAN
2011	4.4814	5.654
2010	4.2338	5.3452
2009	4.4908	5.543
2008	4.4153	5.321
2007	4.2705	5.901
Overall mean score	4.384(D+)	5.321 C-

Source: DEO'S office Narok North District and KNEC Library

The table indicate that Narok North District average performance is lower than the National Performance despite the fact that the region receive similar subsidies just like others region in the country. The study sought to find out the underlying school factors influencing the performance of KCSE in the District

1.3 Purpose of the study

The purpose of the study was to investigate the school based factors influencing students performance at Kenya Certificate of Secondary Education (KCSE)examination in public secondary school in Narok North District.

1.4 Objectives of the Study.

To investigate the school based factors influencing students' performance at Kenya Certificate of Secondary Education (KCSE) examination in public secondary school in Narok North District.

1.4.1 Specific Objectives

- i. To investigate the extent to which school administration influence students' performance at Kenya Certificate of Secondary Education examinations in Narok North District.
- ii. To assess the extent to which availability and adequacy of teaching- learning influence students' performance at Kenya Certificate of Secondary Education examination in Narok North District.
- iii. To establish the influence of students attitudes on their performance at Kenya Certificate of Secondary Education in Narok North District
- (iv) To establish To examine extent to which teachers' attitude influence students' Performance at Kenya Certificate of Secondary Education examinations in Narok North District.

1.5 Research Questions.

To achieve the stated objectives, the study attempted to answer the following Questions:

- i. To what extent does school administration influence students' performance in Narok North District?
- ii. How does the availability of physical resources influence students' performance at Kenya Certificate of Secondary Education Examinations in Narok North District?
- iii. What influence does students' attitudes have on their performance at Kenya Certificate of Secondary Education Examinations in Narok North District?
- iv. To what extent does teachers' attitude influence students' performance at Kenya Certificate of Secondary Education Examination in Narok North District?

1.6 Significance of the study.

It was envisaged that the findings of this study would have both theoretical and practical implications for future of performance trend in Kenya. The research will provide the basic understanding of theory and practical of education regarding evaluation. In view of this, this current study will be significant in the following ways:

First the study is expected to contribute to the advancement of knowledge about performance enhancement in Kenya. It also highlighted the factors influencing students' performance at KCSE examinations.

Secondly, the finding of study is expected to be of great significance to the practicing teachers, teacher educator and administrator who may need to understand the current strategies for students Education examinations. Thirdly, the study further outlined factors causing dismal performance in Kenya certificate of secondary Education examination in secondary schools in Kenya. The research findings will be of great value in school, administrator, stakeholder and teachers who will train their personnel on factors that influence students' performance in KCSE examinations. Finally, the study will be of benefit to the ministry of education and school administration who shall have gained intervention measures for pursuing KCSE performance in secondary schools.

1.7 Limitation of the study

The study was carried out under the following limitations:

- (i) The sample size and scope would further affect the generalization of the findings of the study.
- (ii) The researcher would not be able to control the attitudes of the respondents as they respond to the instruments and this may lead to biasness.
- (iii) The study was limited by the poor terrain in the region especially during the rainy period.

1.8 Delimitations of the study.

The following were the delimitations of the study: First, the study was limited to 21 public secondary schools taking Kenya Certificate of Secondary Education (KCSE) in Narok North District only. Secondly, the study involved teachers, principals and Education officers in Narok North District. Private schools and teachers in private schools were not included in the study.

1.9 Assumptions of the study

For the purpose of this study the following assumptions were made by the researcher:

- (i) That all principals, teachers, students and education managers involved in the this study will provide accurate information
- (ii) That all Public Secondary Schools in Narok had facilities and resource materials for teaching and learning.
- (iii) That education managers provide the necessary support to teachers for effective implementation teaching.

1.10 Operational Definition of significant terms

a) Free Primary Education

UNESCO (2005) define

Universal education means, no payment of school fees, the government provides learning materials, teachers and buildings among others. So the students attends school without paying anything or paying subsidized rates.

b) Implementation

Fullan (2002) defines the word implementation as the process of putting into practice an idea, programme or set of activities new to the people attempting to bring about the change. In this study, the word implementation will be used to refer to the process of putting into practice the programme of Free Subsidized Secondary Education.

c) Curriculum Implementation

According to Fullan, (2002), the term curriculum implementation refers to the actual use of a curriculum or syllabus or what it consists of in practice. It is a critical phase in the cycle of planning and using a curriculum.

d) Curriculum

According to Fullan (2002), curriculum includes the objective, organizational structures, learning materials, teaching strategies, pupils' experiences and assessment of learning outcomes in schools. In this study this definition is adopted with particular reference to Secondary education programme.

e) Attitude

According to Oxford Advanced Learner's Dictionary, attitude is defined as the way one thinks and feels about something or somebody.

f) Supervision

According to Fullan (2002), supervision is an attempt through second party intervention to ascertain, maintain and improve the quality of work done in schools. In Kenya it also refers to the work that inspectors of schools do. The definition was adopted in this study.

1.11 Organization of the Study.

The project is organized in five chapters. Chapter one provides details about the background of the study, objectives of the study, research questions, limitations of the study, delimitations of the study, basic assumptions and definition of significant terms in the study and finally the organization of the study. Chapter two presents interactive review of publications on school- based factors influencing students' performance in KCSE. Chapter three consists of the research design and methodology, target population, sample size and sampling procedure, research instruments, validity, reliability, data collection procedure and data analysis. Chapter four presents data analysis, interpretation and discussions. Finally, Chapter five deals with the summary of the study, research findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is concerned with review of literature in school- based factors influencing students' performance in Kenya Certificate of Secondary Education (KCSE) in Public Secondary Schools. The first sub – heading of the study deals with School administration, teaching and learning resources, students' characteristics and teaching characteristics.

2.2 School Administration and Academic Performance

The study of Sushila (2004) on the role of head teachers in schools asserts that ,the head teachers plays a significant role in school administration and that the performance of the school depends on administration study of the head teacher. The study further found that, the head teacher is the decision maker and a think tank of the school. The head teachers who employ teamwork as a working strategy is bound to obtain a high academic achievement. It is therefore realized that, the performance of a school is appraised against the performance of the head teacher. It is in this context that Ndunda (2004) remarked that the students' performance depends on the head teacher of the school since they are the focal system of a school through which all important functions rests and are therefore the controller of all resources that may influence students' performance in a school. A study by Nannyonjo (2007) on analysis of factor influencing learning achievement in Public Secondary Schools in Uganda found out school performance is influenced by head teachers' characteristics such as ; qualification, in – service training, age, experience and tenure of service in the school.

The study further revealed that good supervision strategy and administration styles were other significant factors influencing learning achievements' in Kenya Certificate of Secondary of Education (KCSE) examination. The finding of this study concurs with the findings of another study by Sushila (2004) on the role of head teacher in influencing school performance in Kuria District. According to the study a good school administrator should have adequate professional training and administrative experience. The study found that Academic performance of students' in KCSE is largely affected by the availability of teachers, lack of teachers affect students' performance hence, teaching force is assumed to be a factor that affect students performances in Kenya Certificate of Secondary Education(KCSE)examinations.

Muchele (1996), in his thesis about attitudes of secondary schools head teachers towards the involvement of students in administration mentions several factors which seems to influence the extent that a head teacher can allow students to participate in governance. He defines the term attitude as an organized predisposition to think, feel, perceive and behave toward a referent or cognitive object. He further say that it is a learned predisposition to respond in a consistently favourable or unfavorable manner with respect to a given object While individual factors clearly contribute to students participation in governance, individual attitudes and behaviours may be shaped by various settings or context in which student's lives. This perspective is important because there are some factors which are beyond head teacher's attitudes. Example smaller schools may allow a teacher to participate more with students.

This is structural characteristics which may accounts for the differences in the approach of leadership of the head teachers. The third type of differences in leadership characteristics concerns school resources. Resources in particular students/teachers ratios and teacher quality appear to influence the level of participative governance even after controlling head teachers personal characteristics. These schools factors contribute significantly to head teacher approach of governance; one way is indirectly by creating conditions that influence student engagement. Another way is directly through explicit policies and conscious decisions by school personnel that cause the students to volunteer to participate in decision making because of the prevailing school climate.

2.3 Teaching and Learning Resources and Academic Performance

The term instructional materials, teaching resources, audio visuals aids have the same meaning. Instructional resources refer to those materials that support or aid the learner in understanding of the concepts or ideas presented to the learner in a learning environment or situation. These are the materials that teachers use to assist learning and also increase interest in learning. Teachers use resources to enhance learner's participation in class activities for effective learning (Klier, 2005).

According to Agosiobo (2007), the use of teaching resources is important because they motivate learners to learn as they offer stimulus variation and assist in sustaining learners' attention through out the lesson. Learning resources clarify information, sometimes a concept may be complex and words alone cannot offer a clean

explanation. Instructional materials stimulate lively class discussion after watching a film in a class or listening to a radio. They also challenge independent thinking especially when used individually in an assignment or as a class activity. Learning resources also increases learning. Learning resources generate more interest and create

A situation where the learner would fully engage in classroom and outdoor activities. The adequate use of learning resources also gives the learner a practical experience which can help selection of learning concepts more easily. Miller and Seller (2006) assert that instructional materials are critical ingredients in learning and the intended programme cannot be easily implemented without them. Instructional materials provide information and opportunities for pupils to use what they have learnt, without resource materials and facilities, the teacher may not be able to set the objectives that he would like his students to attain. It would mean that pupils cannot be taught using the most suitable methods. In case of lack of resources and facilities the teacher should be innovative enough to improvise and provide alternatives using local materials.

The study of Lowe (2009) on Effective teaching and learning resources in South Africa ,found that, lack of relevant teaching materials caused dismal students' performance in Kenya Certificate of Secondary Education (KCSE). Teaching and learning activities can be obtained through cultivating students' creativity and motivation by away of linking the classroom with natural and social environment. The found out that students' achievement is mainly caused by lack of relevant textbooks

which are tailored to the requirements of the curriculum and lack of other publications and handbooks. For the purpose of this study the term instructional materials, teaching resources, audio visual aids have the same meaning. Instructional resources refer to those materials that support or aid the learner in understanding of the concepts or ideas presented to the learner in a learning environment or situation. These are the materials that teachers use to assist learning and also increase interest in learning. Teachers use resources to enhance learner's participation in class activities for effective learning. Since learners' interest and abilities are varied, the teacher needs to select and use a wide variety of resources in teaching in order to take care of individual differences in class such resources include learners printed materials such as magazines, books and journals which are crucial in their learning process.

Therefore when learners come to school with their own learning materials; it is the responsibility of the teachers to use what the learners come with to effect learning. Learning materials are drawn from learners' experience. The learning resources include, print electronic, models and multi-media, print media which refers to books, magazines, newspaper, chart, map and posters. The print media make learning practical and the learners can see models which make learning real or represent real things. Learning materials are meant to stimulate the total growth and development of children. According to Agosiobo (2007), the use of teaching resources is important because they motivate learners to learn as they offer stimulus variation and assist in sustaining learners' attention through out the lesson. Learning resources clarify information, sometimes a concept may be complex and words alone cannot offer a

clean explanation. Instructional materials stimulate lively class discussion after watching a film in a class or listening to a radio. They also challenge independent thinking especially when used individually in an assignment or as a class activity.

Learning resources also increases learning. Learning resources generate more interest and create a situation where the learner would fully engage in classroom and outdoor activities. The adequate use of learning resources also gives the learner a practical experience which can help selection of learning concepts more easily.

Utilization of learning resources and performance are closely related because learners are able to master the learning strategies This masterly comes after learners are exposed to a number of objects. Lowe (2009) recommends that learners should be allowed to learn in a way which suits the preferred style of learning. Through the use of variety of learning resources, learners are given an opportunity to learn their own learning style. Whitbread Therefore as was notes that learners learn and perform better when their classroom is well organized to give enough space to them and provide arrangement of starting points. Interactive displays in the pre-school and collections of carefully selected resources, entice the learners to explore a wide range of ideas. In the year 2002, the Ministry of Education Science and Technology in conjunction with UNICEF launched the child centered interactive approach to teaching and learning. According to Ministry of Education (MOE, 2001) the performance of learners can be affected by availability distribution and utilization of learning resources. Other factors, which have effects on performance, include the frequency of use of the resources as well as the time allowed for their use.

2.4 Students' Attitude and Academic Performance

Several studies reviewed indicate that students' characteristics and administration style of head teachers influences student's performance. Students characteristics in this case includes their social economic background, One study by Kadenyi and Kamuyu (2006) on the influence of family social – economic status on students' academic performance in Baringo Districts' Secondary schools found that, students' performance is significantly influenced by the family background. The study found that performance of the learners depends on the students' ability and determination to achieve his/her academic targets. A study by Griffin (2004) however indicates that performance of the learners depends on the students' ability and determination to achieve his/her academic targets. On the hand, the study of Chepchieng and Kiboss (2004) on performance of girls in Secondary School in Nakuru District found out that lack of time to study among female students' affect their performance at Kenya Certificate of Secondary Education.

The study of Mwangi (2001) on students' achievement found that, the major problem in determining learning achievement is the students' altitude towards Kenya Certificate of Secondary Education (KCSE) examinations at Secondary level. The study also found that, the KCSE syllabus is too wide to be covered within a given span of period. This has often affected students' performance at KCSE examinations. The finding of thin study concurs with the observation of KNEC (2004) and contradicts Kadenyi and Kamuyu (2006) study who find that, the major factor

affecting students' performance is students' ability. Hence, the study on school – based factors influencing students' performance cannot be ignored.

2.5 Teachers' Attitudes and Academic Performance

Various scholars have pointed out the relationship between teachers' qualification, experience and students' performance. A study by Olembo, Wanga and Karangu (2002) on role of teachers in school performance in Nyanza Province pointed out that, students' performance depends on the role of the teacher in curriculum planning, classroom management, instructional programme and general curriculum implementation that may enhance students' performance. Hence, the role of the teacher is significant in students' performance in national examinations. On the same vein, the study of Nannyonjo (2007) on analysis of factors influencing learning achievement in Uganda found that teachers characteristics that may improve students' performance were; teachers' qualifications, in-service training of teachers, age, teachers' experience, tenure of leadership, teaching strategies and evaluation systems in a school. This finding concurs with Twoli (2006) study in students' performance who found that, students' performance is correlated to academic qualifications and competence of the teacher in the teaching process. It is worth noting that, good teaching strategies leads to high academic achievement in schools. Thus, this study will attempt to explore school – based factors influencing students' performance at KCSE examinations.

According to UNESCO latest reports, 2012 on efforts made by government to ensure “education for all” as millennium development goal, Kenya faces serious shortage of

qualified teachers which was causing schools to performance to be negatively affected. The report also reiterated the problems of shortage of financial and human resources, particularly physical infrastructures and teaching personnel are factors influencing

Characteristics as of education. The shortage of resources is therefore a significant factor that is impinging the students' performance at Kenya Certificate of Secondary Education (KCSE) examination. This can't be assumed in this study and appropriate solutions should found through the findings of this study.

According to Beecher (2009), lack of trained teachers in schools contributes to the poor performance. This is a recent problem to data leading to culture shortage of professional teachers to dismal performance at Kenya Certificate of Secondary Education examinations. It was for these reasons that government of Kenya established an Institution referred to as KESI, Kenya Education staff Institute (KESI) was established to scale up professional and Managerial training for the provision of quality education. The KESI mandate is to ensure improved leadership in schools by regularly performing constant In-service training of teachers and helping teachers to improve skills and attitude towards learning.

According to Olembo (2006), Discipline in the school is also the function of the administration. The general school and even decision discipline is dependent upon the head teacher's administrative supervisory and leadership styles. The success of a school to a great extent depend upon its principal .Accordingly leadership of a head teacher should be democratic combining self confidence, friendliness and firmness. It should not merely consist of issuing orders. He highlights some techniques when used to tend backfire. This techniques include; saying "I am the boss here", insisting on

having the last word using tense body language, such as rigid or clenched hands, using degrading, insulting, humiliating or embarrassing put downs, using sarcasm, attacking the student character, acting superior, having a double standard making students do what I say and not what I do, insisting that I am right, pleading or bribing, making assumptions, using physical force, making or substantiated accusation, holding a grudge nagging, mimicking the student, generalizing about students by making remarks such as “All you kids are the same” making comparisons with siblings or other students, and finally throwing a temper tantrum.

According to Olembo (1986), the good behavior expected inside school is carried over into life outside it. Where discipline is based on fear and not respect for others, pupils start from badly as soon as they get away from school. Since the community judges a school by the behavior of its students outside, it is in the heads own interests to promote the kind of discipline that last. He must however, have powers to deal with, and allow his teachers to deal with pupils who disobey the rules and behave badly. A situation should be created where students learn to discipline themselves and are the first to disapprove of those who break the good rules.

2.6 Theoretical Framework

The study will be based on Skinner’s (2007) motivation theory of learning. According to this theory, humans are motivated to learn through selective reinforcement of progressively more adequate approximation of the desired behavior (achievement) and extinction of inadequate behavior. Performance of the learners is inspired by the teacher among others who provides moral support and controls the learners’ emotions, environmental destructor and peer pressures in schools. It is a widely accepted

management maxim that employees who are satisfied in their work attract better performance and contribute to the achievement of organizational objectives, because they are more productive at the work place. The attitudes and motivations of employees play a crucial role in influencing motivation, productivity, and overall success of an organization. Properly motivated employees do their job better and achieve a higher level of performance. The right employee strategies can encourage loyalty, dedication and self awareness in the pursuit of excellence.

The teachers are the key motivator in the classroom. The teacher must not only understand the learners but must also know ways in which they can be 'motivated' and 'inspired' for high performance. However, some of the factors that deter students' effective performance are mental limitations, poor teaching, and unsuitable curricular and peer pressures. Students' performance depends on immediate reward or feedback. If the teacher wants the learners must be rewarded for any good performance and then enhance higher students' performance in schools. Al though there is positive and negative reinforcement, skinner (2007) believes that, learning must be based in positive reinforcement. Hence, for the learners attain higher academic achievement, schools needs to coordinate all efforts of teachers, students and school based factors to attain the desired performance.

According to Skinner (2007) Key element for an effective school is an effective head teacher, although school success is influenced by other external factors, head teacher plays a pertinent role. The key driving force for effective head teacher is their motivation level .This is because a head teacher as a leader plays a role in harnessing

school resources while giving school direction in terms of visions and mission. A well motivated head teacher will also motivate other teachers. Accordingly head teacher's motivation level is the significant factor in shaping the learning environment and the climate of a school; this is because it is the head teacher who articulates clear goals, expectations, vision and the mission of the school

Skinner's motivation theory is found to be appropriate for this study because it is envisaged that students' high performance will depend on teachers' characteristics (teachers' qualifications, teaching strategies, teaching experience and teachers' attitudes); availability of teaching and learning resources, textbooks, reference books, syllabus, human resource, school practices, curriculum supervision records, school administration and management strategies, professional records and documents, Environmental factors; (community influence and parents influence) and students' characteristics (attitudes and KCPE grade for admission)

2.7 Summary of Literature Review

This study was intended to investigate the extent to which school based factors such as; physical facilities, teaching and learning resources, school Administration, teachers' attitudes and students' attitudes influence performance in Kenya certificate of secondary. Different scholars have done several researches on the same topic yielding different results. The reviewed literature indicate that administration style of the head teachers influence performance positively or negatively. On analysis of qualification of teachers other studies established that characteristics such as; qualification, in – service training, age, experience and tenure of service in the school influence performance of students. Other studies also found that effective teaching and

learning resources is influenced by availability, quality and variety of relevant teaching materials which influence performance in Kenya Certificate of Secondary Education (KCSE). Other studies also mentions students' performance as being affected by frequent transfer of teachers, shortage of teachers, and students' attitudes towards learning, the shortage of teacher which was found to hamper the provision of quality education in schools leading to dismal performance or Kenya Certificate of Secondary Education(KCSE) examinations. Therefore the current study is expected to enrich the literature review on schools based factors that influence student's performance. Secondly the study is based on Secondly Schools in Narok North, which has not been done previously.

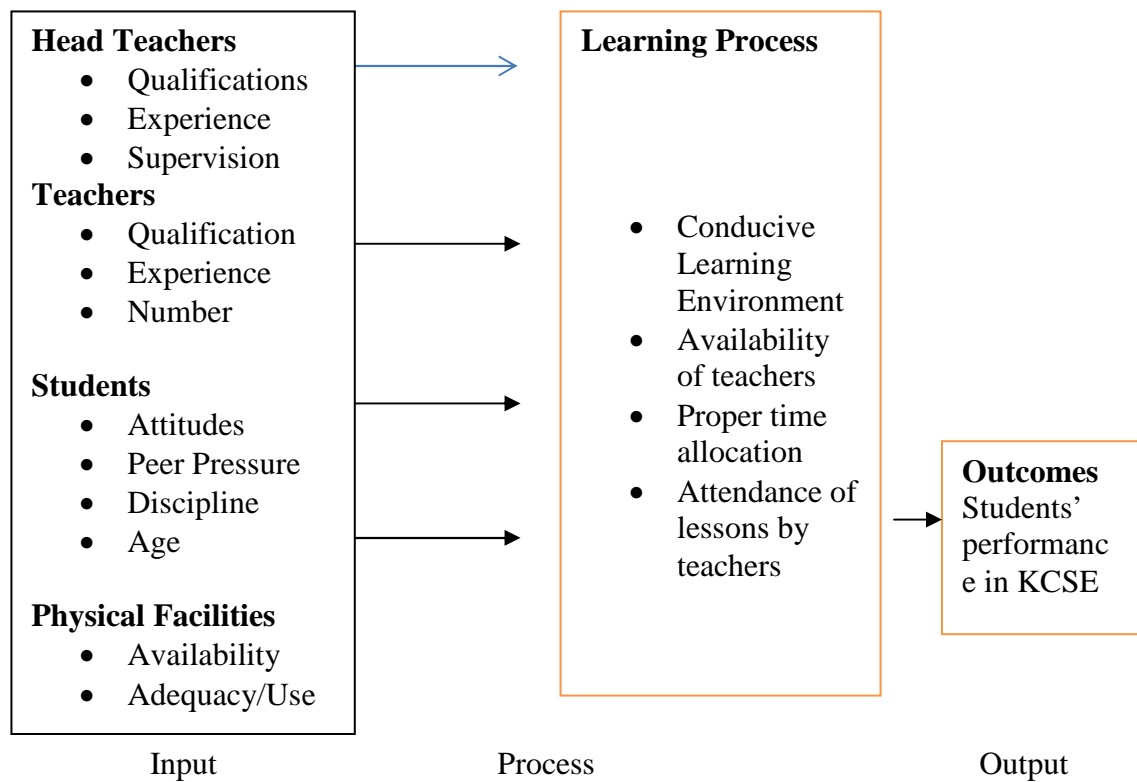
2.8 Conceptual Framework

The conceptual framework in this study will be an attempt to investigate the possible relationships between students' characteristics, teachers' characteristics, teaching, learning resources factors and Environmental factors influence students' performance in Kenya certificate or secondary Education (KCSE) examinations.

Figure 2.1 exhibits the conceptual framework, which consist of major variables and their possible patterns of influence on each other and assignment impact on students' performance in Kenya Certificate of Secondary Education (KCSE) examination. The effect between independent variables namely; teachers characteristics and teaching, learning resources factors which motivate students' towards performance in Kenya certificate of secondary Education examinations is mediated by students' characteristics and environmental factors to produce either higher or lower academic students' achievement.

The conceptual framework implies that two independent composite variable namely teachers characteristics (teachers’ qualification, teaching strategies, teaching experience and teachers’ attitudes’)and teaching, learning resources factors (textbook, reference books, syllabus human resources, school practices, curriculum supervision record, school administration and management strategies, professional records and document)have influence on proximate variety consist of environmental factors (community influence and parents’ influence)and students’ characteristics (students’ attitudes and KCSE entry grade)directly influences dependent variables which are school based students’ performance in Kenya certificate of secondary Education examinations.

Figure 2.1 The Conceptual Framework on Students’ Performance at Kenya Certificate of Secondary Education Based on Input, Process, Output Model



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Chapter three highlights the research design, location of the study, sampling design, sampling procedures, research instruments, validity of research instruments, reliability of the research instruments, pretesting procedure, data collection procedures, data analysis techniques and ethical issues.

3.1 Research Design

The ex-post design was used. In this research, the factors which seems to be associated with certain occurrence, conditions or types of behavior was studied. Since it is impracticable to arrange occurrences, an analysis of what actually happens is the only available means to study causation. If for example, the causes of poor performance in K.C.S.E examinations could be pre-determined, certain preventive measures could be adopted. Such factors as lack of learning/ teaching resources, inadequate staffing, entry grades, home environments which can be blamed will be studied. Descriptive research design was used because it is suitable for the research aims, which will help us to provide a general understanding of the research purpose. The research adopted a descriptive design which involves collection, recording, collating, analysis and interpretation of data in relation to the variables. The reason for choosing the descriptive survey design method as opposed to other methods of study is because the current issues been studied had already occurred (Mugenda & Mugenda, 2004).

3.2 Target Population

Target Population is a group of individuals, objects, or items from which samples are taken for measurement. It refers to a large group from which the sample is taken, (Orodho 2004). The study targeted the 19 public secondary schools and their principals' 240 teachers and 901 students'. The principals and the teachers are targeted because they are the most experienced in school in terms of administrative work.

3.3 Sampling Design and Sampling Procedure

The study utilized 20% of schools as the sample which were 6 public secondary schools, 48 teachers and 201 students in line with Mugenda and Mugenda(2004) who suggest a sample of 20% to 50% as a good representative of a population. Stratified sampling was obtain the main strata which is the zones within the Narok North District, random sampling to allocate schools in each strata and purposeful sampling to obtain data from Educational Policy makers in the District, to obtain the sample. In stratified sampling, the study population which were 19 schools were divided into homogeneous strata based on educational zones within the district and samples was selected from each stratum independently

3.4 Research Instruments

The study had three instruments: a three part questionnaire, interview guide and observation schedule. Questionnaire will involve both closed and open ended questions. Open ended questions will be administered to the focused groups because they will enable the respondents to give a free response in their own terms. Closed

question will be administered to individual; that is principals/deputy and the matron/nurse in order to make comparisons across groups in the sample.

3.5 Validity of the Instruments

Mugenda and Mugenda (2002) say that reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. To ensure the instruments reliability a pilot study was conducted before the actual research took place. In this case the researcher used two schools which were not part of those sampled for the study to validate the findings. The same questionnaire was used in the pilot study. The researcher used the test-retest technique. This involved administering the same instruments twice to the same group of the respondents at two separate times, in this case after two weeks.

3.6 Reliability of the Instruments

Reliability is the degree to which items within a test relate to each other. This implies that the instruments must measure what it is meant to measure. This study used Cronbach's coefficient alpha to compute for reliability. The coefficient alpha is the average inter-item correlation of all items constituting a scale perhaps representing the best estimate of full scale reliability. The reliability coefficients vary between values of 0.00 and 1.00. The closer the value approaches +1.0 the more consistent a test is and the freer of error of variance. The reliability coefficient was 0.86 for the present study.

3.7 Data Analysis and Presentation

The data collected was coded and entered in the computer for analysis using the statistical package (SPSS). Data analysis procedures to which were employed involved both qualitative and quantitative. Qualitative data was analyzed using content analysis by grouping the main themes of the respondents and presenting them using descriptive techniques. Quantitative data used frequency tables for both frequency distributions and percentages and was finally presented using pie charts and bar charts for easier interpretation.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.0 Introduction

This chapter highlights the findings of the study based on the data collected from respondents. The chapter is organized under sub-sections guided by the research questions. Section 1 deals with administration of the questionnaires section 2 deals with demographic information, extent to which school administration influence students' performance in Narok North District, How the availability of physical resources influence students' performance at Kenya certificate of secondary Education examinations. What influence do students' characteristics have in students' performance at Kenya Certificate of Secondary Education examinations and to what extent do teachers' characteristics influence students' performance at Kenya Certificate of Secondary Education examination in Narok North District?,The analyzed research findings were presented in frequency tables, percentages, pie charts and bar charts.

4.1 Questionnaire Return Rate

Respondents were given questionnaires which they filled and returned to the researcher. The questionnaire return rate is as presented on Table 4.1

Table 4.1 Questionnaire Return Rate

Category of Respondents	Sample	Questionnaire Returned	Percentage Return Rate
Head teachers	6	6	100
Teachers	48	39	83
Students	201	151	75
DEO	2	2	100

Table 4.1 Indicates that the response rate achieved for the three sets of questionnaires was 100% for principals', 75% for student's questionnaire and 83% for teacher's questionnaires. The average 70% return rate was considered adequate in providing valid and reliable presentation of the targeted population. This was attributed to the fact that the researcher administered the questionnaires personally.

4.2 Demographic Information of Respondents

The section included the respondent's gender, age, academic qualification and teaching experience. This was necessary in order to understand our informants and ascertain whether they would be effective for the study.

4.2.1 Secondary School Principals and Teachers Demographic Information.

Secondary school principals and teachers provided demographic information on their academic qualification.

Table 4. 2 Principal and Teachers Qualifications

	Master of education		Under-Graduate		Diploma	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Principal	2	33.3	4	77.7	0	0
Teachers	7	14	21	44	20	42

Table 4.3 above shows that 33.3% of the sampled principals in Narok North District were Masters holders while graduates while 77.7% were graduates, there were no other categories of education levels. The findings are indication that majority of teachers had a minimum academic qualification to teach in their respective schools. The findings indicate that students at Narok North are taught by people with knowledge and skills which are instrumental in the management and teaching in the secondary schools sampled for the study.

4.2.2 Students Demographic Information

Students demographic information included type of school and age.

Table 3.4 Categories of Schools

Type of School	Frequency	Percent
Boys only	7	38.7
Girls only	3	16.9
Mixed	9	44.4
Total	19	100

Table 4.4 The findings shows that most schools sampled for the study were mixed public day secondary schools accounting for 44.4% as compared to boys only school category that accounted for 38.7% of the schools, the girls only secondary school were least accounting for 16.9%. The findings show that most of public secondary schools in Narok North District are public mixed secondary schools.

4.2.3 Information on Students' Age

Figure 4.1 Distribution of Students Age

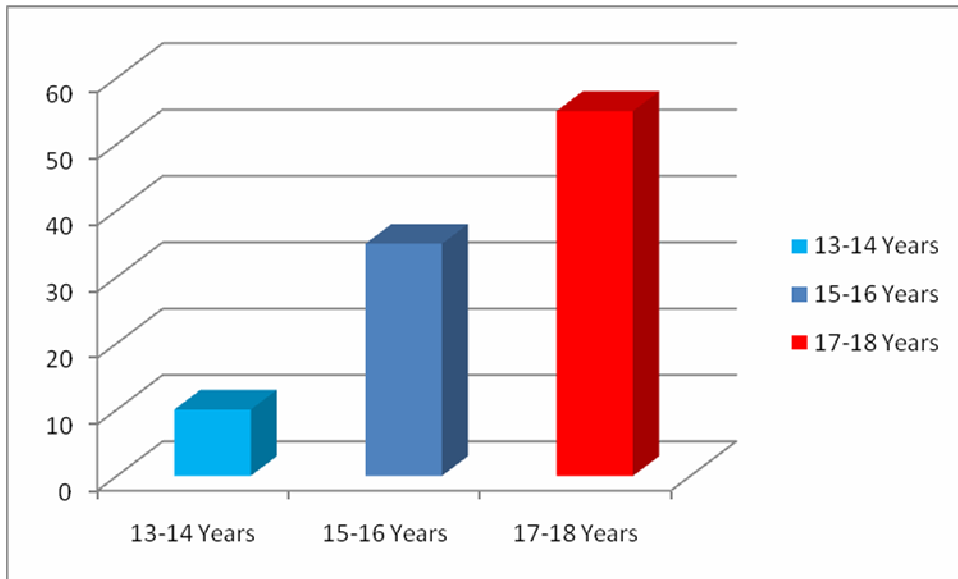


Figure 1

Figure 4.1 indicates that most of students sampled for the study accounting for 55% were aged between 17-18 years, followed by students who were aged between 15-16 years accounting for 35% and the least were students aged between 17-18 years , The findings show that most of the students involved in the study were within the age bracket of 17-18 years age which means that they are either in form four and therefore possesses enough information about factors that affect school performance and they are of the right age to be in form four.

4.2.4 Information on Education Level of Teacher

Table 4.4 Teachers Education Levels

Job Level	Frequency	Percent
Masters	7	14
Under-graduate	21	44
Diploma	20	42
Total	48	100

The study found it necessary to determine the respondent's level of education in order to ascertain if they were in a position to respond to queries. From the study findings, majority accounting for 44% of the respondent indicated that they had university first degree, followed by 42% of staff who indicated that they had Diplomas, 14% of the respondent were masters holders. This finding indicates that majority of respondent had above average education and therefore were competent enough to handle secondary school content.

Table 4.5 Head Teachers Academic Levels

Response	Frequency	Percentage
Masters	2	33.3
Degree B.ED	4	77.7
Total	6	100

The findings on Table 4.3 indicate that majority of head-teachers were undergraduate accounting for 77.7%, and 33.3% were Masters degree holders. The findings are an indication that majority of teachers had an adequate academic qualification to

administer secondary schools. The findings indicate that taught by people with knowledge and skills which are instrumental in the management and teaching in secondary schools.

4.3 School Administration Influence on Students Performance

4.3.1 Head teachers Evaluating Teachers

Fig 4.2 Frequency of Evaluation

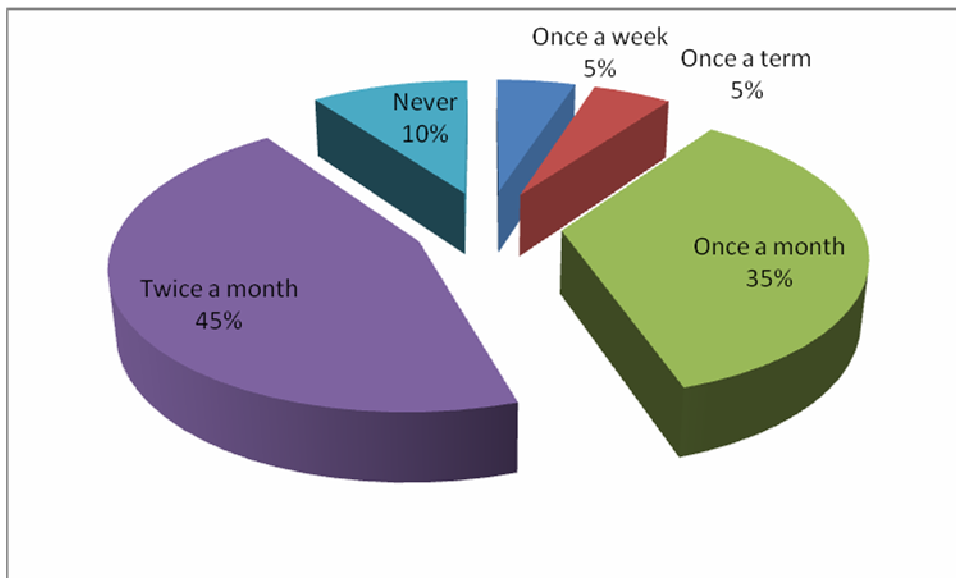


Figure 2

Findings of the study in Figure 4.2 reveals that most head teachers in Narok North District held inadequate evaluation of teachers as indicated that the most frequent evaluation was done twice a month with 45% of teachers. Followed by those who perform evaluation once a month, others hold evaluation once a term, and the least hold evaluation once a week and only 5% never hold evaluation for teachers. From the figure it can be deduced that most head teachers in Narok North District are not playing their supervisory role adequately which could affect students performance. The head teachers should be on the frontline in supervising their teachers as well as their

teaching and learning methodologies and making necessary interventions as far as academic performance is concerned.

4.3.2 Methods of Supervision

Table 6 Methods of Supervisions

Table 4.7 Methods of Supervision

Documents	Not At All	Rarely	Often	Very often
Scheme Work	35%	45%	10%	15%
Lessons Plans	35%	45%	10%	15%
Progress	35%	45%	10%	15%
Records				

Table 4.7 indicates the extent to which head teachers in Narok utilizes several methods to evaluate teachers performance in teaching practices. The study indicates that most of cases 70% head teachers were found not to be utilizing adequately scheme of work, 80% were not supervising lessons plans prepared by teachers while 80% were also not supervising academic progress reports. This findings indicates that the level of head teacher involvement in evaluation and supervision of their teachers in Narok North District is wanting and inadequate.

4.3.3 School Administration and Students Performance

Table 4.7 Influence of Schools Administration

Category	Frequency	Percentage (%)
Very Great Extent	15	37
Great Extent	8	25
Minimal Extent	6	16
No Extent	9	22
Total	40	100

Table 4.8 above shows that majority of teachers accounting 37% to a very great extent believes that the school administration influences performance of students at Narok, North District, another 25% of teachers also indicated to a great extent the headteachers influences students performance in Narok North District. The study indicates that schools administrators were influencing secondary schools performance in Narok North District. Table 4.4 had indicated there was lack of adequate teachers supervision and evaluation of teachers by head teachers. Headteachers were found not to supervise scheme of work, lessons plans, progress report as adequately as would be expected. This could be one of negatively affect quality teaching which would in turn leads to poor academic performance in the District. This is because quality teaching begins with a teacher's formal education, but it grows through a process of continuous improvement gained . It is also important for head teacher to evaluate scheme of work which is a guideline that defines the structure and content of a course. It maps out

clearly how resources (e.g. books, equipment, time) will be utilized by the teachers, from the scheme of work the teacher develops the Lesson plans, or unit plans in order to optimize the classroom resources for teaching needs. The only way for *teachers* and schools to identify which students can demonstrate proficiency on state content standards is also to utilize students progress report.

4.4 Availability of Physical Resources

4.4.1 Physical Resources Classification

The study sought views of teachers to indicate the current information on the availability and adequacy of resources to enhance learning in the centers. Their responses were presented in Table 4.9

Table 4.8 Physical Resources

Resource	Response	F	%
Classrooms	Adequate	5	58.3
	Inadequate	7	41.7
Library/Lab	Adequate	6	56.8
	Inadequate	4	43.2
Students Text	Adequate	7	51.1
Books	Inadequate	5	48.9

Lockers/Chairs	Adequate	5	43.3
	Inadequate	7	56.7

The findings in Table 4.9 indicate that majority of secondary schools 51.1% had inadequate classrooms, 80.0% had students textbooks, 48.0% had inadequate locker and chairs 37.8% had inadequate library / books shelves. The study indicates that school facilities are inadequate for the implementation of proper learning in secondary schools in Narok North District which seems to have a direct bearing on good performance. These resources encourage learners to participate in the learning process, motivate them, and cater for their individual differences. Findings of the study revealed that the school –based factors which affected performance was inadequate instructional materials and other related resources such reference books and guides for teachers. The study revealed that most of the schools had inadequate physical facilities like the libraries, laboratories, classrooms and dormitories.

4.4.2 Physical Resources effect on Educational Attainment

Figure 4.3 Teachers' Responses in whether teaching and Learning Resources Affect Educational achievement.

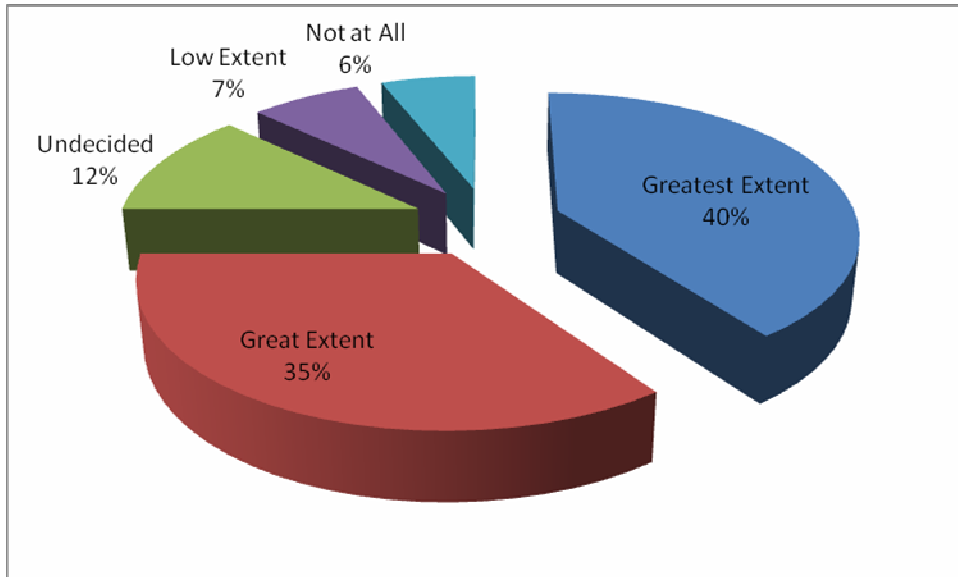


Figure 3

The Figure 4.3 indicates that most respondents of the study indicates that availability of resources like laboratories, enough classrooms, dormitories and other teaching aids has been affecting their educational achievement as indicated by 75% of respondents .

4.4.3 Use of Facilities and Resources

Figure 4.4 Frequency of Use of Facilities and Resource (Monthly)

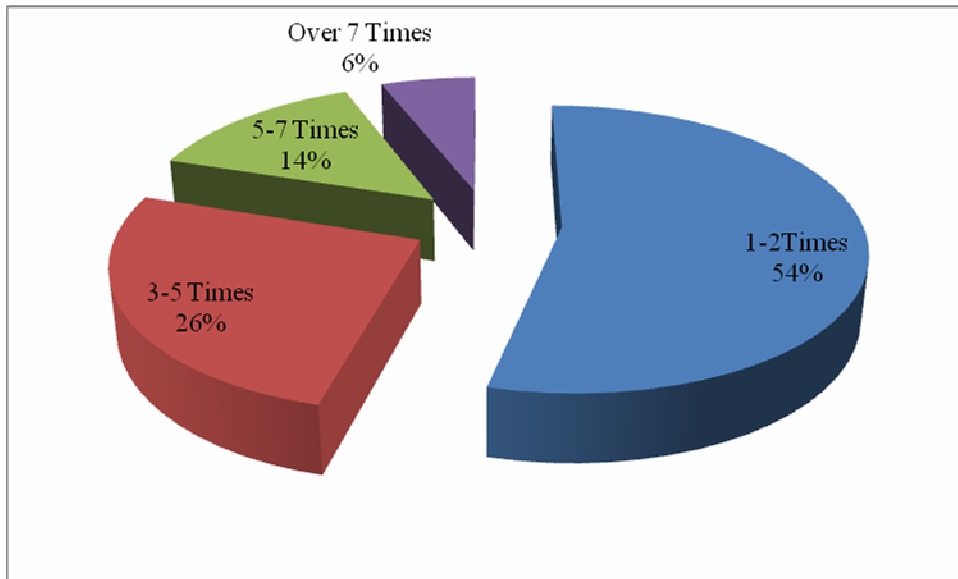


Figure 4

Figure 4.4 indicate the frequency which students utilizes laboratories, and other facilities available in the school to further complement their class work. The study revealed that most of the schools had inadequate physical facilities like the libraries, laboratories, classrooms and dormitories,, models and other teaching aids rarely, 54% of secondary schools indicated they utilizes such resources only 1-2 times in a school, Most schools were observed to facilities only twice in a month. 26% of schools were observed to use such facilities 3 times in a least were the one in a position to use such facilities weekly. This can be attributed to lack of these facilities like laboratories. Therefore the study established that the more the frequency of use of instructional materials to teach preschoolers the more the performance of both sciences and mathematics was improving.

4.5 Extent to Which Teachers Attitudes Influence Students Performance

4.5.1 Effect of Age Distribution of Teachers

The study sought to establish whether teachers age influence students performance at KCSE in Narok North District

Fig 4.5 Teachers Age

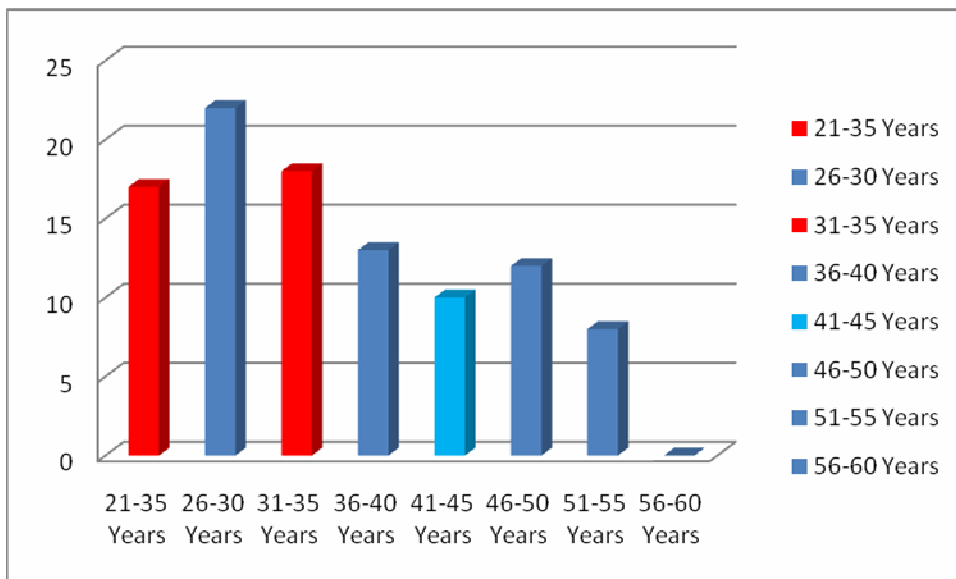


Figure 5

Source (Author, 2013)

It was necessary to ascertain teachers age distribution so that it may form a basis of understanding whether it is a determinant factors affecting students performance. The findings in Figure 4.5 indicates that majority of the teachers 41.6% were at the age bracket of 20 – 30 years, followed by 25% in the 31 – 40 years bracket, 26.4% were in the age bracket of 41 – 50 years age where as 7.0 % were over 50 years of age. The findings show that most of the secondary school teachers are young people who are energetic and fresh from college. Their age is instrumental to the teaching and learning

process , Most of the teachers were relatively young as only the minority was above thirty-five years old.

4.5.2 Effect of Teachers Experience

Fig 4.6 Teachers Experience

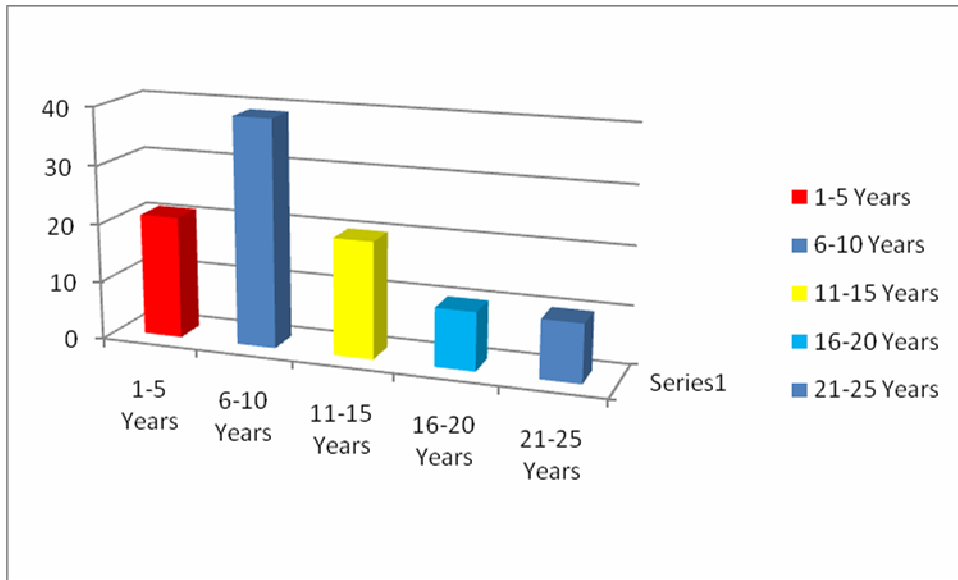


Figure 6

From Figure 4.5 above majority of the respondents 37% had worked as teachers for over 10 years, followed by age 5-10 years, those with experience of less than 2 years are the minority accounting for 10%.The study has established that most of teachers in Narok North District have experience level below 10 years. This may be attributed to the fact that most of teachers with more experience have sought transfers to other regions beyond Narok North District. Many regions considered arid or semi-arid areas are considered by many civil servants as harsh with little opportunities for career growth and also the security and other needs. To mitigate this problem government may consider giving such teachers extra hardship allowances.

4.5 3 Effect of Academic Qualification

Table 4.9 Teachers Education Levels

Job Level	Frequency	Percent
Masters	7	14
Under-graduate	21	44
Diploma	20	42
Total	48	100

The study found it necessary to determine the respondent's level of education in order to ascertain if they were in a position to respond to queries. From the study findings, majority accounting for 44% of the respondent indicated that they had university first degree, followed by 42% of staff who indicated that they had Diplomas, 14% of the respondent were masters holders. This findings indicate that majority of respondent had above average education and therefore were competent enough to handle secondary school content.

4.5.4 Teaching Load

Fig 4.8 Teaching Load

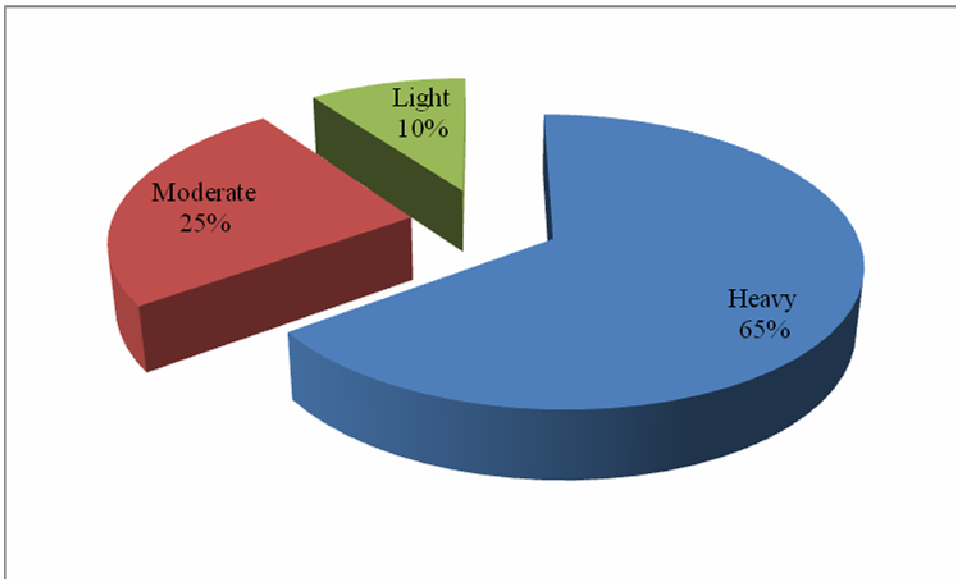


Figure 7

Findings of the study revealed that the school –based factors which affected performance

were teaching load. The Figure 4.8 indicate that most teachers in Narok North County describe their teaching load as heavy accounting for 65% of teachers, 25% of teachers indicate that the workload was moderate and only 10% indicate that the workload was light. The government should provide teachers to schools so that the teaching load could be minimized hence enabling teachers to perform effectively.

4.5.5 Effect of Teaching Workload

Fig 4.9 Excessive Workload on Teachers

The study sought to find out whether the teachers workload was affecting the students performance in Narok North District

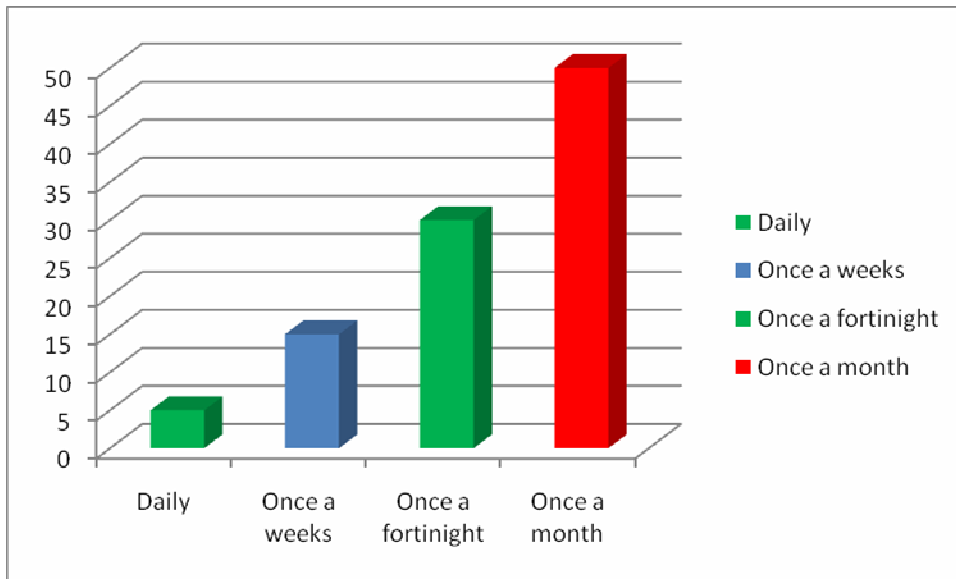


Figure 8

Another school based factors affecting secondary schools performance in Narok North district was teachers workload .As indicated by Figure 4.9 most teachers in Narok North District indicated that they are only able to examine and marks their students continuous assessments tests once in a month, followed by once in a fortnight, the least they are tested are once in a week and on daily basis. Working with unions, principals and Teachers service commission, the government sought to identify positive ways to tackle teachers' excessive workload.

4.5.6 Teachers Availability

Fig 4.10 Teachers Adequacy

The study aimed at establishing whether adequacy of teachers affected students performance at KCSE in Narok North District.

Cases of teachers being transferred from the schools without replacement led to inadequate teachers which affected teaching and learning and ultimately affecting performance. Teachers gave assignments often but were not able to mark the assignments

due to much work load and many classes to teach. The study revealed that most of the schools had inadequate physical facilities like the libraries, laboratories, classrooms and

dormitories

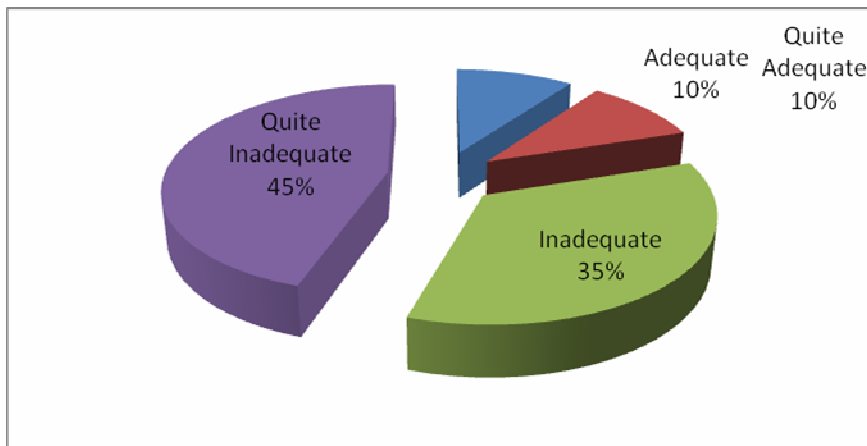


Figure 9

Figure 4.10 indicates that public secondary schools in Narok North District do not have adequate teaching staff, this is as indicated by 80% of respondents who indicated teachers that most schools have inadequate teachers, only 20% indicated that they are adequate. This inadequacy of staff in the region could be caused by the fact that many

teachers posted seek transfers because of the hardship in the region as well as other ASAL regions in Kenya. This inadequate of teaching staffs could be affecting school performance in the region.

4.6 Students' Attitudes and School Performance

4.6.1 Students Attitude

Fig 4.11 Students Attitudes towards Academic Performance

Another students based factors that was necessary to ascertain whether it was influencing students performance in Narok North District was students Attitudes towards Academic

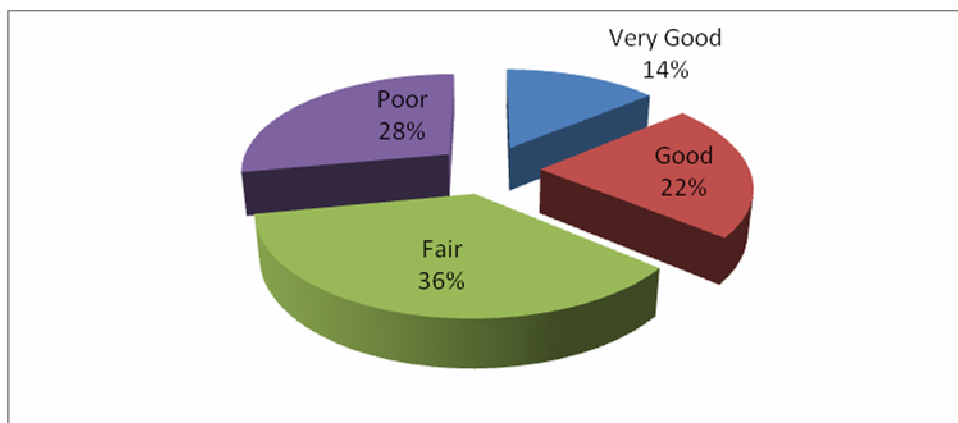


Figure 10

On the students factors affecting secondary school s performance the study examined the students attitudes or discipline and established that generally most teachers indicated by Figure 4.12 that the behavior was fair accounting for 36%as well as another 28% of teachers indicating that the discipline was poor, on the other hand, those who indicated that the behavior was either good or very good combined accounted for 36% of all teachers in Narok North District. This implies that the discipline matters could be considered to be affecting the student performance.

4.6.2 Effect of Teachers School Transfer

Fig 4.12 School Transfers

The study sought to establish whether frequent school transfers was a factor affecting student performance in KCSE in Narok North District

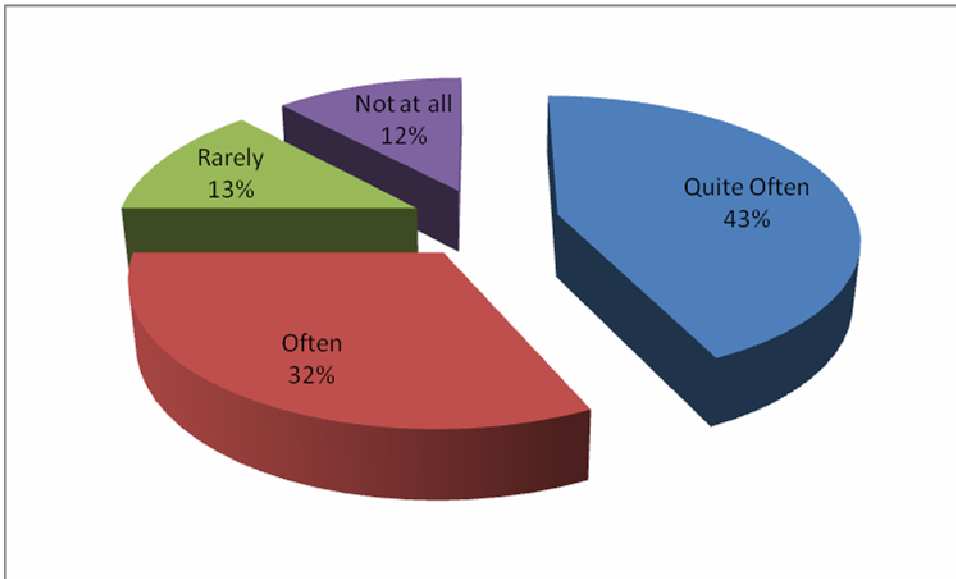


Figure 11

As shown in Fig 4.13, the rate of teachers transfer of teachers was affecting students at Narok North District, as illustrated in the figure many students that teachers were transferred very regularly accounting for 43% and another 32% who also indicated that the transfer was often,

Cases of teachers being transferred from the schools without replacement led to inadequate teachers which affected teaching and learning and ultimately affecting performance

Fig 4.13 Effect of School Transfer as Indicated by Students

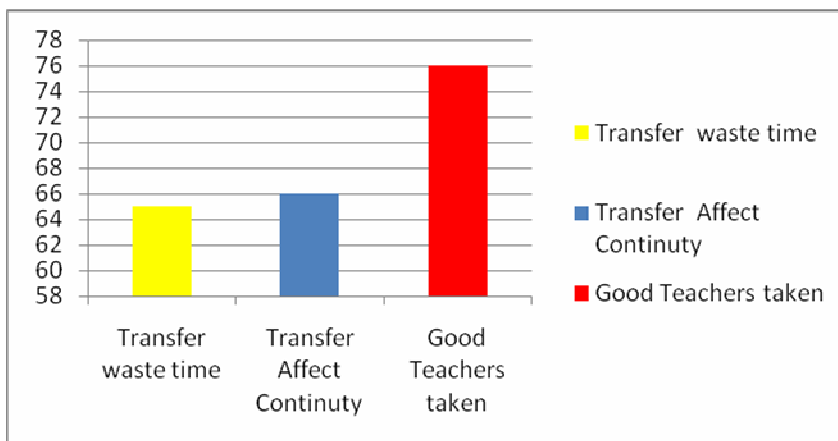


Figure 12

Figure 4.14 indicates that the many students felt that schools transfers was affecting their school performance in that the transfer was associated in wasting time for students as indicated by 64% of students, 66% of students lamented that school transfer affect continuity and 76% indicating that in most cases the transfer was taking away their best teachers. Teachers are normally transferred for various reasons, sometimes for personal reasons and other as either administrative or discipline reasons. The study indicates that the frequency of teachers transfer was affecting students performance in Narok North District. The frequent transfer may be attributed to the hardship in the region for teachers just any other civil servants may prefer to move to region where there are less hardship. The government may mitigate this by providing adequate accommodation and allowances.

4.6.3 In-Service Training

Fig 4.14 Extent of In-service Training for Teachers

The study sought to establish whether on in service training undertaken by teachers a factor was influencing student's performance in Narok North District

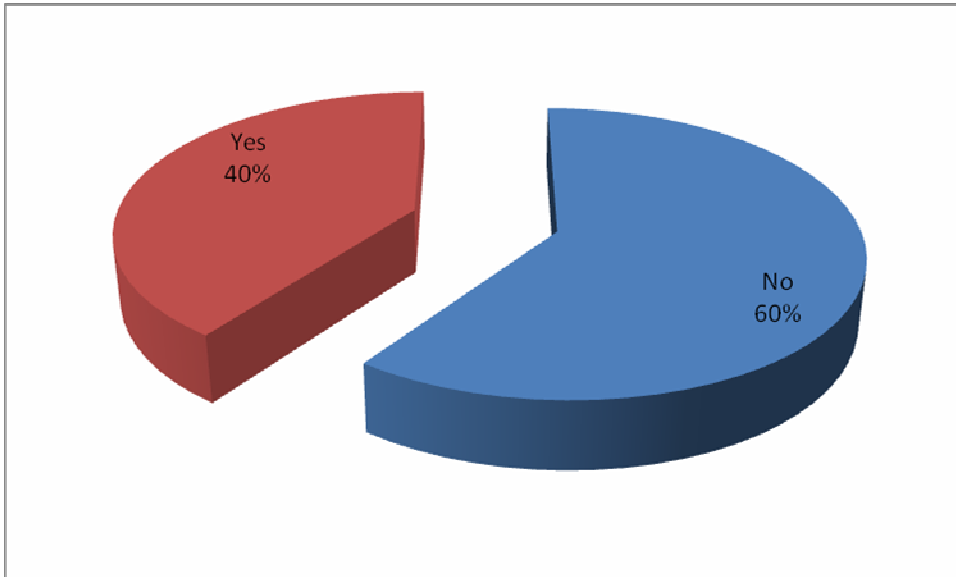


Figure 13

The study revealed that many teachers felt that they are not getting adequate in-service training as revealed by 60% of teachers while 40% of teachers have undergone in-service training as indicated by figure 4.13. In service training are very important extra training programmes which equip teachers with extra skills which help in building capacity to teachers. The continuous curriculum changes and teaching pedagogy and methodology is one of reasons why it is important for teachers to undergoes extra in service training. The revelation that teachers in Narok North District were found to be having inadequate opportunity for in-service training could be a factor influencing students performance

4.6.4 Teachers Preparedness

The study sought to find out from teachers whether they have adequate time to prepare themselves to teach. In this case the teachers were to indicate whether they have time to prepare lessons plans, scheme of works, marking exams and assignments and making students progress reports

Table 4.10 Teachers Preparedness

Item	Frequency	Percentage
Scheme of Work	9	15
Lesson Plans	13	20
Records of work	15	31
Progress Records	18	45

The study established that teachers in Narok North District were facing a major hurdle in terms of preparing adequately for students, 75% of teachers indicated they have a challenge of inadequate time to prepare scheme of work, 55% of teachers indicated that they have a challenge in getting time to prepare lessons plans, 78% indicated they face a challenge to mark examinations and assignments and 65% indicated a challenge of preparing the students progress reports. Therefore it can be deduced that most teachers in Narok North District face a challenge of lesson preparedness they find themselves on adequately prepared to handle scheme of works, lessons plans, records of work and the progress reports on the performance

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a brief summary of the study, conclusions and recommendations.

Chapter one to four presented research problems and research questions, the related literature review, and research methodology and findings

5.2 Summary of the Study

The study adopted exploratory approach using a descriptive survey design. Complaints about the poor performance in Kenya certificate of secondary Education examinations from parents, teachers and stakeholders made this area of study one of interest to the researcher. The study targeted the 19 public secondary schools and their principals' 240 teachers and 901 students'. The principals and the teachers are targeted because they are the most experienced in school in terms of administrative work.

5.3 Summary of Findings

5.3.1 School Administration Influence on Students Performance

The study established that, the head teachers play a significant role in school administration and that the performance of the school depends on administration style of the head teachers. The study in particular noted that many head teachers in Narok North District passively involves themselves in school administration, many citing that they are overwhelmed by responsibilities than others secondary schools in other regions. Most head teachers indicated that they work under difficult circumstances

including travelling long distances to schools since the schools are dispersed, also they mentioned that they deals with teachers who lack motivation because of workload and job satisfaction, other head teachers indicated that most of time they also teach to supplement teachers who are not available and also citing they work overtime as well as dealing with communities which have negative attitudes towards education.

Cases of teachers being transferred from the schools without replacement led to inadequate teachers which affected teaching and learning and ultimately affecting performance. Teachers gave assignments often but were not able to mark the assignments

due to much work load and many classes to teach. The study revealed that most of the schools had inadequate physical facilities like the libraries, laboratories, classrooms and

dormitories. Findings of the study revealed that the school –based factors which affected performance was inadequate instructional materials and other related resources such reference books and guides for teachers. Some of the schools in the district did not have adequate teachers.

Cases of teachers being transferred from the schools without replacement led to inadequate teachers which affected teaching and learning and ultimately affecting performance. Teachers gave assignments often but were not able to mark the assignments

due to much work load and many classes to teach. The study revealed that most of the schools had inadequate physical facilities like the libraries, laboratories, classrooms

and
dormitories.

5.3.2 Availability of Physical Resources Influence Students' Performance

Findings of the study revealed that the school –based factors which affected performance was inadequate instructional materials and other related resources such reference books and guides for teachers. Some of the schools in the district did not have adequate teachers.

Cases of teachers being transferred from the schools without replacement led to inadequate teachers which affected teaching and learning and ultimately affecting performance. Teachers gave assignments often but were not able to mark the assignments

due to much work load and many classes to teach. The study revealed that most of the schools had inadequate physical facilities like the libraries, laboratories, classrooms and

dormitories. The study indicates that school facilities are inadequate for the implementation of proper learning in secondary schools in Narok which seems to have a direct bearing on performance unlike schools in other regions which have more resources than they need. The study established that teachers resources encourage learners to participate in the learning process, motivate them, and cater for their individual differences. The findings indicate that teaching and learning resources creates motivation in learning by supporting the learning process which enables learners to participate in assignments, support teaching as visual aids and increases

teacher's attention to students. The findings reveal that availability of resources play an important role in understanding of concepts and imparting skills to the learner.

5.3.4 Extent to which Teachers Attitude Influence Students Performance

The study established that age of teachers is instrumental to the teaching and learning process. Findings of the study revealed that the school –based factors which influence students performance apart from inadequate of instructional and resources like laboratories and classroom was that most of schools in the district did not have adequate teachers. Cases of teachers being transferred from the schools without replacement led to inadequate teachers which affected teaching and learning and ultimately affecting performance.

Teachers gave assignments often but were not able to mark the assignments due to much work load and many classes to teach. The study revealed that most of the schools had inadequate physical facilities like the libraries, laboratories, classrooms and dormitories. The study also established that there are few opportunities for in service training for many teachers in Narok-North which further undermine teachers' performance.

5.3.5 Extent to Which Students Attitude Influence Students Performance

The study established that most secondary school students were performing poorly both academically and on co-curricular activities at schools. The findings further that many students attend schools rarely many citing that they do not value education because many people in the society or communities values livestock. Many schools available had more boys than girls promoting a needs on sensitization on management of sex maturation and transforming the school to be a gender responsive in terms of teaching and learning environment as well as implementing programme sensitization of teachers on methodology and pedagogy with and finally the study found that there is very little on sensitization of the parents on importance of the education on gender programmes

5.4 Conclusions

The study made the following conclusions.

To begin with the study established that there are several schools based factors influencing secondary schools performance in Narok North District.

To begin with the study came into conclusion that school administration influence students performance in Narok North District. Many schools administrators have not been adequately supervising their teachers in terms of teaching methodology, preparation of scheme of work, lesson plans and students progressive reports. Many of the head-teachers have been very permissive and using a detached administration style in school administration thereby affecting students performance. Another conclusion was that the availability of physical resources like classrooms, laboratories and dormitories were also affecting students performance in Narok North District, they are

very few schools with such facilities which was disadvantaging students as compared to other regions in the country. Another conclusion was that students attitudes towards education and these also affected by their cultural and social economic background was also affecting students performance in Narok North District and finally teachers attitudes which has been found to be influenced by several factors including the teacher workload which has been caused by inadequate teaching staffs, high rate of absenteeism and transfers by teachers was also affecting students performance in Narok North District

5.5 Recommendations

Based on the findings, the study made recommendations to arrest the school based factors which affect performance. The recommendations were as follows:

There is a serious teacher's shortage in arid and semi arid areas like Narok North District and because of this teacher to student ratios among the highest in the country. Because of this the available teachers are over-loaded by responsibilities therefore the government through the Ministry of education and teachers service commission should come up with strategies to mitigate this challenges, for example building enough schools, providing teachers with allowances that commensurate with the hardship they face in the regions. Schools should be provided with learning resources by the government and parents to facilitate learning hence improves the academic performance thus the government and parents could assist in the provision of the required resources. The social-cultural background of the people in Narok are pastoralists who move from places to new places with their cattle for these reason it

become a challenge to provide enough infrastructures for learners, therefore the researcher recommend introduction of a mobile libraries or laboratories to schools.

Teachers should be encouraged to undergoes professional growth of will help them to have skills to be able to cope with the challenges facing semi-arid schools environment. The head teachers should be on the frontline in supervising their teachers then teaching-learning processes and making necessary interventions as far as academic performance is concerned.

5.5 Suggestions for Further Studies

1.0 Examine the effect of social cultural factors on school performance at Kenya Certificate of Secondary Education in Narok North District. This will be important because the culture of the region seems to affect indirectly the students attitudes towards learning

REFERENCES

- Agosiobo, C. (2007). *Effective Teaching in Schools: Theory and Practise 2nd Edition*. Deltal Place: Stanley Thornes Ltd.
- Barasa, M.N. & Ngugi, N. (1990). *Educational Administration*. Nairobi: Nairobi University Press.
- Beecher, D (2009). *Transforming Urban School System: Integrated Governance in Chicago and Birmingham*. U.K: Publication series No. 20.
- Chepchiong A.Kiboss.P (2004). *Recruiting Retaining and Retraining Secondary Schools. Teachers and Principals in Sub – Saharan African: Secondary Education in Africa. Thematic Study No. 4* . Ireland: World Bank.
- Fullan, P.D. (2002). *Administration of Education in India*. New Delhi: Vikas Publishing house Ltd.
- Griffin, G. (2004). Issues that KCSE results should raise. *The Educational insight. Issues* 07 p24.
- Kadenyi, N. and Kamuyu,,D.(2006). Introduction to Educational Research.Njoro.Egerton University.
- Klier, A.. (2005). *Girls and Schools in Sub-Saharan Africa: From Analysis to Action*. Washington DC: World Bank.
- Lowe W.T,(2009).Structure and social studies.Ithasa.Lrudon.Cornell University press.
- Mucelle,P.T (1996) Attitudes of secondary school head teachers towards The involvement of students in school administration in Vihiga District.unpublished M.ED Thesis: University of Universities of Nairobi
- Mugenda, O.M. and Mugenda, A.G. (2004). *Research methods: Qualitative and quantitative approach*. Nairobi: Act Press.
- Miller. D. & Seller (2007). *School Facilities and Pupils' Academic Achievements*. Transkei University Research Study, South Africa: Unpublished.
- Ministry of Education & Human Resource Development, Kenya, (1999). *School Management Guide*. Nairobi: Jomo Kenyatta Foundation.
- Ministry of Education Science and Technology, (2000). *Handbook for Inspection of Educational Institutions*. Nairobi: Government Printer.

- Mwangi, J.K.(2001).Determinants of learning Achievement in Economics in Kenyan Secondary Schools. Unpublished Ph. D Thesis.University of Nairobi.
- Nannyonjo, H. (2007). *Education Input in Uganda: An Analysis of Factors Influencing Learning Achievement in Grade Six*. Washington DC: World Bank.
- Ndunda, P. (2002). *An Investigation into the Probable Factors Responsible for Poor Performance in KCSE in Vihiga District of Western Province*. Master of Education Project, KU: Unpublished
- Olembo, J.O., Wang, P.E. & Karangu, N.M. (2002). *Management in Education*. Nairobi: Educational Research and Publications.
- Orodho, J.A.(2004). *Elements of Education and social Science: Research Methods*: Bureau of Educational Research: Kenyatta University.
- Sushila, S.J. (2002). *Factors affecting Students Performance in Kenya Certificate of Secondary Education examination in Public Secondary Schools in Maseno Division*.M.Ed Research Project, UON: unpublished.
- Twoli,N.W (2006).Sex differences in science Achievement Among Secondary School in Kenya Ph.D.Discertation. Australia. Flinders University of south Australia.

APPENDICES

Appendix I: Letter of introduction to the respondents

Mumasi Wanyama
University of Nairobi,
P.O. Box 30197,
Nairobi

Dear Respondent,

RE: EDUCATIONAL RESEARCH WORK

I am post-graduate student at the University of Nairobi, pursuing a Masters degree in education administration. Am conducting a study on the school based factors influencing students performance in KCSE in public secondary schools in Narok-North District and your school has been selected to participate in the study. I therefore, request for your assistance and cooperation when collecting information regarding this study. Please comply and give your honest and accurate information required by the questions.

Thank you in advance.

Yours Sincerely,

Mumasi Wanayama.

Appendix II: Questionnaire for head teachers

This questionnaire is designed to gather data about yourself and your school to be used in the study of school based factors influencing the Performance in KCSE in public Secondary Schools in Narok-North District. You are kindly requested to tick (✓) the appropriate response or respond as indicated

SECTION A

Demographic Information

1. What is your gender?

Male

Female

2. What is your age?

21 – 25 years 26 – 30 years 31 – 35 years 36 – 40 years

41 – 45 years 46 – 50 years 51 – 55 years 56- 60 years

3. What is your highest professional qualification?

PhD M.Ed B.Ed Diploma

Any other specify

4. For how long have you been a head teacher in your teaching career?

- 1 – 5 years 6 – 10 years 11 – 15 years
- 16 – 20 years 20 – 25 years 25 - 30 years

5. For how long have you been a head teacher in the current school?

- 1–5 years 6–10 years 11 – 15 years 16 – 20 years 20 – 25 years 6.

Have you ever attended an in-service course?

- Yes No

7. What is the size of your school?

- Single stream Double stream Three streams Four streams

SECTION B: Factors Influencing Performance

8. Do you have enough teachers in your school?

- Yes No

9. What is the average teacher student ratio in your school?

.....

10. (a) What is the average teaching load of your teachers per week?

- Below 20 lessons 20–24 lessons 2 –30 lessons More than 30 lessons

(b) How do you rate this work load?

- Heavy Moderate Light

(a) What effect do you think the teaching load has on the performance of students?

.....
.....

11. How often do teachers give pupils assignments/homework?

Daily Once a week Once a fortnight Once a month

Any other (specify)

12 (a) Are teachers able to correct all the assignments given at the intended time?

Yes No

13. (a) Do you receive complaints of students not completing their assignments/home work as required?

Yes No

(b) If your answer above is yes, put a tick (✓) against the reasons that students give for not completing the work.

Lack of adequate time Lack of textbooks

Any other reason.....

14. (a) Rate the attitude of students towards learning in your school

Positive Neutral Negative

15. (a) Please indicate whether your teachers prepare the following by ticking as many as applicable

- Schemes of work Lesson plans
- Records of work Students progress records
- Teachers notes

(b) How often do you check whether the teachers have prepared the above records?

- Once a week Once a term Once a month Twice a month Never

16. (a) Are there cases of teachers transferred from your school?

- Yes No

(b) If yes, (i) how often are they transferred?

- Quite often Often Rarely Not at all

(ii) when transferred, how often are they replaced?

- Quite often Often Rarely Not at all

(iii) how do the transfers affect performance of students in KCSE exams?

.....

.....

17. Please indicate with a tick (✓) the adequacy of the following teaching and learning materials in your school in the table provided below. The alternate choices are as follows: a. Quite adequate-QA b. Adequate-A c. Inadequate-I d. Quite Inadequate-Q e. Not applicable- NA

Teaching/learning Resources		QA	A	I	QI	NA
1	Teachers reference books and guides					
2	Students' textbooks					
3	Lockers/ chairs					
4	Classrooms/ library and laboratory					

18. How often do you supervise the following documents?

Documents	Not at all	Rarely	Often	Very often
Scheme of work				
Lesson plans				
Progress records / Class registers				

Thank you for your cooperation

Appendix III: Questionnaire for class teachers

This questionnaire is designed to gather data about yourself and your school to be used in the study of Factors influencing Performance in KCSE in public Secondary Schools in Narok-North District. You are kindly requested to tick (✓) the appropriate response or respond as indicated.

SECTION A

Demographic Information

1. What is your gender?

Male

Female

2. What is your age?

21 – 25 years 26 – 30 years 31 – 35 years 36 – 40 years

41 – 45 years 46 – 50 years 51 – 55 years 56- 60 years

3. What is your highest professional qualification?

PhD M.Ed B.Ed Diploma

4. For how long have you been a teacher in your teaching career?

1–5 years 6 – 10 years 11 – 15 years 16 – 20 years 21 - 25 years

5. For how long have you been a teacher in this particular school?

1 – 5 years 6 – 10 years 11 – 15 years 16 – 20 years 21 - 25 years

6. Have you ever attended an in-service course?

Yes No

7. What is the size of your school?

Single stream Double stream Three streams Four streams

SECTION B: Factors influencing performance

8. Are there enough teachers in your school?

Yes No

9. (a) What is the average teacher student ratio in your school?

.....

(b) How does the teacher student ratio affect students' performance?

.....

.....

10. (a) What is average teaching load per teacher per week?

Below 20 lessons 20 –24 lessons 25 – 30 lessons More than 30 lessons

(b) How do you rate this work load?

- Heavy Moderate Light

(c) What effect do you think the teaching load has on the student performance?

.....
.....

11. How often do teachers give pupils assignments/homework to their students?

- Daily Once a weeks Once a fortnight Once a month

12. (a) Do teachers correct all the assignments at the intended time?

- Yes No

13. (a) Do the students complete the assignments/home work as required?

- Yes No

(b) In your answer above is no, what reasons do the students give for not completing the work.

- Lack of adequate time Lack of textbooks

Any other reason

14. (a) What is the attitude of students towards learning in your school ?

- Positive Neutral Negative

(b) Please explain your answer above

.....
.....

15. (a) Please indicate whether you prepare the following by ticking as many as applicable.

Schemes of work Lesson plans Records of work Progress records

(b) How often does your head teacher check whether you have prepared the above records?

Once a week Once a term Once a month Twice a month Never

16. How often does your head teacher supervise the following documents?

Documents	Not at all	Rarely	Often	Very often
Scheme of work				
Lesson plans				
Progress records				

17. What is the general behaviour of students in your school?

Very good good average poor

18. How does students' behaviour affect performance in KCSE exams?

.....

.....

19. How does the head teacher ensure that teachers teach on daily basis?

.....

.....

20. Please indicate with a tick (✓) the adequacy of the following teaching and learning materials in your school in the table provided below. The alternate choices are as follows: a. Quite adequate-QA b. Adequate-A c. Inadequate-I

d. Quite Inadequate-QI e. Not applicable –NA

Facilities and Resources		QA	A	I	QI	NA
1	Teachers reference books and guides					
2	Students' textbooks					
3	Lockers/ chairs					
4	Classrooms					
5	Library/ laboratory					

21. What classroom related factors do you think contribute to performance of students in KCSE exams?

.....
.....

22. State at least three challenges that you face as a class teacher.

.....
.....

Thank you for your cooperation

Appendix IV: Questionnaire for students

This questionnaire is designed to gather data about yourself and your school to be used in the study of Factors influencing Performance in KCSE examinations in Public Secondary Schools in Narok-North District. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study. Please respond to all items.

SECTION A

Demographic Information

1. What is your gender?

Male

Female

2. What is your age?

3. What is the type of your school?

Single Day school

Mixed Day school

SECTION B: Factors influencing performance

4. Are at times left without teachers in your classrooms?

Yes

No

5. (a) Are there cases of teachers transferred from your school?

- Yes No

(b) If yes, (i) how often are they transferred?

- Quite often Often Rarely Not at all

(ii) When transferred, how often are they replaced?

- Quite often Often Rarely Not at all

(iii) How do the transfers affect performance of students in KCSE exams?

.....

6. Indicate the extent to which your school has the following physical facilities.

The alternative choices are as follows:

- a. Quite adequate QA b. Adequate A
 c. Inadequate I d. Quite Inadequate QI

Physical facilities/Resources		QA	A	I	QI	NA
1	Classrooms					
2	Lockers/Chairs					
3	Games facilities e.g. playgrounds, balls etc.					
4	Library / laboratory					

5	Dining hall					
6	School bus					
7	Students' textbooks					

7. How often do teachers give you assignments and homework?

Very often

Often

Rarely

Very rarely

8. (a). How often do teachers mark your assignment?

Quite Often

Often

Less Often

Never

(b) Do your teachers mark and give you feed back in good time?

Yes

No

(c) Do you get time with your teachers to revise the assignments given?

Yes

No

9. How does the head teacher ensure that teachers teach on daily basis?

.....

.....

10. Does the head teacher check your exercise books?

Yes No

If yes, how often is it done?

Twice a term Once a term

Once a year Not at all

11. What is the general behaviour of students in your school?

Very good Good Average Fair Poor

12. How does students' behaviour affect performance in KCSE exams?

.....

.....13. In your opinion what three factors lower students' performance in your school?

.....

.....

14. What do you think could be done to improve students' performance in your school?

.....

.....*Thank you for your cooperation*

Appendix V: Interview Schedule

The following questions were used to guide the researcher during interviewing sessions with the Education Officers and Principals of Secondary Schools

1. What type is your School?
2. How often do teachers prepare professional documents in your school?
3. In your opinion, how is the general behavior of students in your school?
4. Are the physical facilities in your school adequate
5. What are the schools based factors that influence performance of students at KCSE In your school?
6. What could be other causes of poor performance at KCSE in Narok North District

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/735**

Date: **7th May, 2013**

Mumasi Wanyama
University of Nairobi
P.O BOX 92-0902
Kikuyu

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “**School based factors influencing students’ performance at Kenya certificate of secondary education in Narok-North District, Kenya.**” I am pleased to inform you that you have been authorized to undertake research in **Rift Valley Province for a period ending 30th July, 2013.**

You are advised to report to **the District Commissioner and the District Education Officer, Narok North District before** embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR.M.K.RUGUTT, PhD, HSC
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Narok North District

“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development”.

APPENDIX VII

PAGE 2 PAGE 3

Research Permit No. NCST/RCD/14/013/735

THIS IS TO CERTIFY THAT: **Date of issue** 7th May 2013

Prof./Dr./Mr./Mrs./Miss/Institution **Fee received** KSH.1000

Mumasi Wanyama

Of (Address) University of Nairobi

P.O BOX 92-0902

Kikuyu


Has been permitted to conduct research in

Location

Narok North District

Rift Valley Province

On the topic: School based factors influencing students' performance at Kenya certificate of secondary education in Narok North District, Kenya.



Applicant's Signature **Secretary**

For a period ending: 30th June 2013 **National Council for Science and Technology**