FACTORS INFLUENCING PERFORMANCE OF ENGLISH LANGUAGE IN PUBLIC SECONDARY SCHOOLS IN BOMET DISTRICT, KENYA

BY

JOHN NJUGUNA

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY

A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT FOR THE REQUIREMENTS OF THE AWARD OF THE DEGREE OF MASTER OF ARTS IN PROJECT PLANNING AND MANAGEMENT, UNIVERSITY OF NAIROBI

2012

DECLARATION

This research report is my original work and has never been presented for the award of any degree in any other University.

Signature _____ Date 29/11/2012

JOHN NJUGUNA

L50/71691/2011

SUPERVISOR DECLARATION

This research report has been submitted for examination with my approval as the University supervisor.

Signature _____ Date 29-11-12

DR.STEPHEN LUKETERO

SENIOR LECTURER

UNIVERSITY OF NAIROBI.

DEDICATION

This report is dedicated to my mother, Mary Wanjiku Wanjau for her tremendous love, unflagging support and inspiration to excel and further my studies. Her goodwill and prayers gave me encouragement to accomplish this project report.

ACKNOWLEDGEMENT

This research report would not have been complete without the support of many people. In particular, I am deeply grateful to Dr. Stephen Luketero,Senior Lecturer,University of Nairobi who devotedly guided me in writing this proposal. His selfless determination and inspiration was instrumental in shaping this project report.

Mr.Joseph Mwangi,Lecturer,University of Nairobi deserves special gratitude for his guidance in Research Methods ,much of which was useful in this report.

I also wish to acknowledge the efforts of Mr.George Odhiambo Anuonga, Lecturer at University of Nairobi for his guidance and comments that improved this report. His relentless positive criticism ensured that the study was grounded in the best academic research practices.

Mrs.Flora Chepng'eno,the officer in charge of examination at the District Education Office deserves special gratitude for availing vital examination statistics that were invaluable to the study.

Mr.Moses Korir,my very competent typist deserves a special acknowledgement too for his ability to meet strict deadlines and still maintain professionalism in this work.

Mr.Leonard Rono,my classmate ,will always be remembered for his critical peer review of the report which improved the final product.

To all of you, I offer my regards and blessings for the support you extended to me in all respect and to your contribution towards the success of this project.

TABLE OF CONTENT

DECLARATION ..... **II**

DEDICATION ..... **III**

ACKNOWLEDGEMENT ..... **IV**

TABLE OF CONTENT ..... **V**

ACRONYMS AND ABBREVIATION ..... **IX**

LIST OF FIGURES ..... **X**

LIST OF TABLES ..... **XI**

ABSTRACT ..... **XIII**

CHAPTER ONE

INTRODUCTION

1:1 Background of the Study 1

1:2 Statement of the Problem 4

1:3 Purpose of the Study 4

1:4 Objectives of the Study 4

1:5 Research Questions 5

1:6 Significance of the Study 5

1:7 Limitations of the Study 6

1:8 Delimitations of the Study 6

1:9 Basic assumptions of the Study 6

1:10 Definition of Significant Terms 6

1.11 Organisation of the Study 7

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction 8

2:2 Quality of teaching and students' performance in English 8

2:3 Teaching and learning materials and students' performance in English 12

2.4 School climate and students' performance in English 15

2.5 Home background and students' performance in English 21

2.5.1 Level of education of parent and student's performance in English 23

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY

2.5.2 Parent's marital status and student's performance in English 25
2. 6 Theoretical framework 26
2.7 Conceptual framework 29
2.8 Summary of literature review 31

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction 33
3.2 Research design 33
3.3 Target population 33
3.4.1 Sample size 34
3.4.2 Sample selection 34
3.5 Research instruments 34
3.5.1 Piloting 35
3.5.2 Validity of the research instruments 35
3.5.3 Reliability of the research instruments 35
3.6 Data collection procedures 36
3.7 Data analysis techniques 36
3.8 Ethical considerations 36

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction 39
4.2 Questionnaire return rate 39
4.3. Demographic characteristics of the respondents 39
4.3.1. Gender characteristics of students and teachers of English 40
4.3.2. Students' distribution by various school types and categories 40
4.4.0. Quality of teaching 41
4.4.1. Teachers academic / professional Qualifications 41
4.4.2. Teaching experience 42

4.4.3. Teaching load 43

4.4.4 Average class size 43

4.5.0 Marking students work 47

4.6.0 Availability of teaching and learning resources 50

4.6.1. Adequacy of English textbooks 50

4.6.2. Availability of revision books in English 50

4.6.3 Adequacy of English class Readers 51

4.7.0. School climate 54

4.7.1 Teachers punctuality for English lessons 54

4.7.3. Showing sensitivity to individual difference 56

4.8.0 Students absenting themselves without convincing reasons 61

4.8.6. Home background 65

4.8.7 Adults that resided with students as reported by the students 65

4.8.8. Number of siblings 65

4.8.9 Highest educational level of parent / guardian 66

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction 70

5.2 Summary of findings 70

5.3 Discussion of the findings 78

5.4 Conclusions 80

5.5 Recommendations 81

5.6 Suggestions for further research 81

REFERENCES 83

APPENDICES 94

Appendix 1: Table 1 Candidate's overall performance in English 94

Appendix 2:K.C.S.E trend In English mean scores of Bomet and Neighbouring Districts 94

Appendix 3: Percentage contribution of instructional inputs to good results 95

Appendix 4: Letter of transmittal 96

Appendix 5: Student's questionnaire 97

Appendix 6: Teacher's questionnaire 100

Appendix 7: Morgan's Table for Determining Sample Size 104

ACRONYMS AND ABBREVIATIONS

EFL:English as a Foreign Language

K.C.S.E: Kenya Certificate Of Secondary Education

KIE: Kenya Institute of Education

KNEC: Kenya National Examination Council

MOEST: Ministry of Education, Science and Technology

OECD: Organisation for Economic Co-operation and Development

LIST OF FIGURES

Figure 1: Conceptual Framework.....30

LIST OF TABLES

Table 1.0 Operational definition of variables

Table 4.1 Questionnaire return rate

Table 4.2.Distribution of students and teachers by gender.

Table 4.3. Student's Distribution by school types and category.

Table 4.4.Teachers academic qualifications.

Table 4.5.Teaching experience of teachers of English

Table 4.6. Teaching load

Table 4.7. Average class size

Table 4.8. Frequency of students writing compositions

Table 4.9. How often teachers supervise the reading of set-books

Table 4.10 How often students do assignments other than writing compositions

Table 4.11 How often students have class discussions.

Table 4.12 How often students have class debates

Table 4.13: Frequency of marking students work.

Table 4.14: How often teachers advise students on attaining the highest marks.

Table 4.15: How often teachers of English use comprehensible language in class.

Table 4.16 Student s and Teachers Perception of the adequacy of English textbooks

Table 4.17 Teachers and Students perception of the availability of revision books in English

Table 4.18 Students' and teachers' views on the adequacy of English class readers.

Table 4.19. Availability of recommended oral literature books.

Table 4.20 Teachers and Students Perception of the adequacy of set books

Table 4.21 Teachers' Perception on whether they were satisfied with the school support.

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY

Table 4.23 Teachers of English show respect to their students

Table 4.24 Teachers of English show sensitivity to individual differences

Table 4.25: Teachers of English are current with developments in the field.

Table 4.26: Teachers of English are overburdened with busy work

Table 4.27 Teachers of English help students in English at their own time

Table 4.28: Victimization and shaming of weak students

Table 4.29 Students responses on whether students are bullied by their colleagues.

Table 4.30 Responses on whether students respect others who get good grades

Table 4.31. Students absenting themselves from school without convincing reasons.

Table 4.32 Principals compliment teachers publicly

Table 4.33 Principals set a good example by working hard.

Table 4.34 The school rewards excellence

Table 4.35. The school has adequate security

Table 4.36. The school has a well equipped and operational library.

Table 4.37.Adults that resided with students as reported by students.

Table 4.38 Number of siblings

Table 4.39. Highest educational level of the students parents/guardian.

Table 4.40. Parent talks to the student about the importance of English

Table 4.41. Parent is involved in the students' academic life.

Table 4.42 Parents attend PTA meetings regularly

Table 4.43 Parents provide children with adequate books to enhance English learning.

ABSTRACT

English Language plays a central and strategic role in the school system because almost all the school subjects are taught using English language. However, students' achievement in this subject in secondary school is not encouraging. Therefore, the purpose of the study will be to investigate the factors influencing performance of English language in public secondary in Bomet district in Kenya. Chapter one of the proposal gives a background to the study which shows that though tremendous research has been done on factors influencing language studies, the influence of these factors in rural Kenya is still unknown. The statement of the problem that justified the study is that for a long time, local examination averages in English have always consistently fallen below the national averages and therefore there is a need to discover the reasons behind this worrying trend. The research objectives are to assess the influence of teacher qualifications on performance in English, to determine the extent to which the availability of teaching and learning materials affects performance in English, to investigate the extent to which school factors affect performance in English and to investigate the extent to which home factors influence performance in English in public secondary schools in Bomet schools. Chapter two reviewed the empirical literature related to factors that influence students' achievement in English and it was organized according to the research objectives that addressed: teacher quality, teaching and learning resources, school factors, home background respectively. The study was guided by the Communicative Language Theory which explains the processes and goals in language teaching and learning. The influence of linguistic factors on achievement was summarized by a conceptual framework. The study adopted the descriptive survey research design .The target population was 14,434 students and 56teachers of English in Bomet District and a sample of 26 English Language teachers and 374 students selected through stratified sampling procedure. Questionnaires were administered to the sampled respondents. The data collected was presented in frequency distribution tables and analysed using descriptive statistics. The major findings of the study were that a majority of the teachers of English were qualified and highly experienced to guarantee good results in the subject.However,dismal performance in English is caused by an increased work load faced by these teachers, very large class sizes as a result of the Free Primary Education and Free Day Secondary School programmes initiated by the government to boost enrollment in Kenyan schools. Inadequate teaching and learning resources also contributed to a decline in the performance in English .The school and home environment were also found to be highly unconducive and unsupportive to the achievement of excellent performance in English. The researcher recommends that for schools to perform highly in English language national examinations, more qualified teachers of English should be employed urgently by the government. School managers and parents should also provide adequate books to both teachers and students, create conducive environment for excellence and inculcate the value of hard work in order to improve performance. Parents who have low levels of education should enroll for adult education classes and advise their children to aspire higher in order to attain academic excellence. The results of the study are expected to be useful to parents, students, teachers of English and policy makers.

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Worldwide, the main objective of education in any democratic society is to provide learners with quality education that enables them to become literate and productive members of the society. With globalization, English has become a major means of communication all over the world. It is the language of science, globalization, commerce, trade, politics, history, education, entertainment, media and technology (Kagan, 1984).Broughton (1993) notes that English is the language of the mass media, and language of official institutions of law courts, local and central government and of education.

In Australia, English is considered so valuable that learning English is one of the most important steps migrants can take towards successful settling in Australia. Learning English equips new arrivals with the language skills needed for employment and helps build the social connections necessary for successful integration into the broader Australian Community (Watson, 1981).

In their study on schools,teachers, and educational outcomes in developing countries Glewwe and Kremer (2005) describe the impact of additional resources inputs on educational achievements as mixed. Retrospective studies show limited impact while experiments and randomized trials, recently conducted in middle-income countries, show more mixed results. Good governance practices and reforms, giving more autonomy to schools are better than giving incentives to teachers for improving student achievement.

Drever (1991) concludes that in Scotland, for example, effective schools emphasised on high intellectual expectation of teachers, a professional attitude towards school and staff development, the use of rewards rather than punishments and an emphasis on teacher involvement in development. These are in agreement with what the California Center for Effective schools considers to be at least some seven attributes which improve academic excellence. These are a clear and focused mission, high expectation for success, instructional leadership, frequent monitoring of student progress, opportunity to learn and student time on task, a safe and orderly environment and a conducive home school relationship.

In China , Lai, Sadoulet and De Janvry (2008) found that school characteristics mattered for test scores at the high school entrance examination and that teacher's quality significantly improved academic performance.

Betts, Zau and Rice (2003),in a study of the most economically disadvantaged students in San Diego in the USA found that family background and the stability of a community were the main factors affecting student performance.

The research findings from developed countries do not necessarily work for developing countries. Developing countries are very heterogeneous in nature and are not like industrialized countries. Each country has different socio-economic status, school practices, teachers, students, cultures, geography, and political systems. In-depth research at a country level, in context and with good data, is required to address the methodological and estimation problems (Rice, 2003)

In Madagascar, several studies revealed that leadership skills of a school principal, the degree of community participation were the major influence on pupils' educational achievement. Teaching materials used and teachers' skills and attitudes together with schools' facilities and equipment were found to be important albeit secondary to the first two (Ramandriafamatanantsosa, 1995). In this system, the presence of materials and teachers demand principals' management skills to maximise outcomes. These studies showed that with proper methodologies, some factors in a multilevel model, such as a school, can be isolated to see the impact on performance.

In Nigeria, Adenuga (2002) attributed the decline in education quality (students' achievement) to low and declining level of key inputs such as infrastructural materials, laboratories, libraries and teaching facilities and manpower (classroom teachers) among others. Studies on teachers' effect at the classroom level have found that differential teacher effectiveness is a strong determinant of differences in student learning, far outweighing the effects of differences in class size and heterogeneity (Sanders& Rivers, 1996). In the findings of Sanders & Rivers (1996), students who are assigned to several ineffective teachers in a row have significantly lower achievement and gain in achievement than those who are assigned to several highly effective teachers in sequence. This means that teacher's effectiveness is highly related to students' performance.

Heyneman and Loxley (1983) argue that the impact of school and teacher quality is greater than family socioeconomic status on student performance in developing countries compared to developed countries .

In Botswana, Mwamwenda and Mwamwenda (1987) linked the availability of classrooms, desks and books to significantly better performance in examinations. This was in support to the contention that school facilities are integral to academic achievement. Similarly,a study in secondary schools in 1987 by Vulliamy (Pennyquick 1997) found that school facilities did seem to be related to achievement.

Pennyquick(1997) summarised research evidence from developing countries and emphasised that more evidence is needed to strengthen the case that school facilities and pupil home characteristics influence pupil achievement or performance in class.

Kadzamira (1982), found that prior achievement, age and social background were the factors that affected performance in secondary schools in Malawi. This result seems to be in agreement with those conducted in the USA and mentioned above which link performance to student background.

In Uganda, a baseline study showed that the there was a correlation between examination results at the end of secondary schooling to instructional materials. In fact, a test of writing ability positively correlated with instructional materials. This means that in the case of literacy and numeracy it was likely that instructional materials had a significant part to play (Carasco et al. 1996). In the same country a study conducted in a poor region where the population had been visited by many adverse elements such as drought, civil strife and continued insecurity, Oluka and Opolot-Okulut (2008) found that performance of students was adversely affected compared to other regions mainly attributed to teacher factors, large classes, poor school facilities, lack of home work, lack of a reading culture among teachers and pupils, lack of sound leadership in the school administration and inadequate amount of time allocated to teaching and learning.

In Kenya, according to the Kamunge Report (1988), education and training are an investment for national development. It has been used to equip and prepare the youth with knowledge, skills and expertise necessary to enable them to play an effective role in society and to serve the needs of national development.

The purpose of this study is to examine the factors that influence performance of English language in public secondary schools in Bomet District.

1.2 Statement of the Problem

In Bomet District, local examination averages have been far below the national examination averages over the years. Table 2 (Appendix 2) gives a summary of KCSE English performance in Bomet from the year 2008 to 2011. The results show a decline in the mean score from 2009 onwards and a matter of concern is that the mean scores have been below 5.0. This is worrying.

English was chosen in this study because it is the medium of instruction in Kenya from primary four, through secondary education, colleges and universities(KNEC,2006).Despite the value attached to the language the poor performance of students in English language in public examinations in recent times leaves a number of questions to be answered. This is reflected in the concern voiced by the public, government officials, teachers, lecturers, employers and others over the inadequate attainment of language skills and knowledge by school and college leavers(Okwara, 2009).

1.3 Purpose of the Study

The purpose of the study is to investigate the factors that influence performance in English in public secondary schools examination in Bomet district.

1.4 Objectives of the Study

This study was guided by the following objectives.

1. To assess the influence of the quality of teaching on performance of English language in public secondary schools in Bomet district.

2.To establish the extent to which availability of teaching and learning materials affect performance of English language in public secondary schools in Bomet district.

3.To investigate the extent to which the school climate affects performance of English language in public secondary schools in Bomet district.

4. To investigate the extent to which home background influences performance of English language in public secondary schools in Bomet district.

1.5 **Research Questions .**

The following are the research questions that guided this study:-

1 .What is the influence of the quality of teaching on performance of English language in public secondary schools in Bomet district?

2. To what extent does the availability of teaching and learning materials affect performance of English language in public secondary schools in Bomet district?

3.To what extent does the school climate influence performance of English language in public secondary schools in Bomet district?

4. To what extent does home background affect performance of English language in public secondary schools in Bomet district?

1.6 Significance of the Study

Students' achievement in English in Kenya Certificate of Secondary Education examinations involves a complex interaction of factors that have specific direct effects and/or indirect effects. Exploring the factors that influence the academic outcomes of students in English in secondary schools will bring critical focus to the issue of underachievement and identify opportunities to improve the academic outcomes of students, and by extension, the social mobility of a large mass of young people. This study will add a new dimension to existing research, increase knowledge about the factors influencing underachievement in English in secondary schools, and propose a launch pad for the improvement of practice across various levels of the education system. Failure to address the issue of underachievement in English secondary schools will have significant psychological and social implications, and as a society, we pay the real cost in health and welfare and crime and violence. The findings of this study have relevance for administrators in the research site and schools across Kenya, Educators, Policy Makers, Parents and Students.

Lastly the findings may help researchers in identifying priority areas in which to carry out more research.

1.7 Limitation of the Study.

The study is being carried out in a season of extreme rains and flood. However the researcher hopes to use local research assistants and where possible visit the schools earlier in the day. Another limitation is the tight schedule such that it may be difficult to complete the study within the time frame. However, the researcher will set deadlines and request the respondents to return the questionnaires at the earliest time.

1.8 Delimitations of the Study

This research will confine itself to a study of selected secondary schools in Bomet District. Financial constraints do not allow for a broader coverage of any other additional district in the country. However, adequate schools will be sampled for the purpose of the study to make results more generalizable and it is hoped that the research findings will be utilized to stimulate further research in the other districts to establish whether similar results would be obtained.

1.9 Basic assumptions of the Study

The researcher assumes that the sample represents the population under study and that the data collection instruments have validity and measure the desired constructs.The researcher also assumes that the respondents will be willing to cooperate and answer questions correctly and honestly.

1.10 Definitions of Significant Terms

Attitude:refers to the teachers/students opinion or feelings towards English, which is reflected through their behaviour in teaching/learning of English.

Facilities:refers to the buildings equipment and services provided for teaching and learning purpose.

Performance:in the study referred to the outcome of learners□ ability in KCSE examinations measured in terms of their grades and mean scores

Resources: in this study were the physical facilities and materials, which aid in teaching and learning of English.

School principal: in the research referred to the teacher in charge of a secondary school institution.

1.11 Organization of the Study

This research report is organized into three chapters. Chapter one presents background of the study, statement of the problem and purpose of the study. Included also in this chapter are the objectives of the study, research questions, significance of the study and limitations of the study.Besides,this chapter also features delimitations of the study, basic assumptions of the study and definitions of significant terms as used in the study. Chapter two features a detailed review of literature related to this area of study. It also captures the study's theoretical framework, conceptual framework and summary of literature review.

Chapter three focuses on the research methodology and discusses the research design; target and sample population; sample selection and sample size; research instruments; piloting ;validity and reliability of the research instruments; data collection procedures; data analysis and ethical considerations. Chapter four gives the findings of the study guided by research objectives. Chapter five of the study summarizes the findings of the study, discusses them, concludes and gives recommendations based on the findings.

CHAPTER TWO

LITERATURE REVIEW.

2.1 Introduction

This section highlights the literature that addresses English teaching and learning in Kenya and factors that generally contribute to poor performance in English.

2.2 Quality of teaching and students' performance in English

Over the past few decades, numerous studies have focused on defining the characteristics of effective schools and teachers. Contemporary research has focused on the value- added between teaching and learning, with leading examples of this assessment process including the Tennessee Value-added Assessment System and the Dallas Independent Public Schools. Analysis of data from these and other programs offer dramatic evidence regarding the influence of the classroom teacher on student learning (Mendro 1998; Nye et al. 2004;Wright et al. 1997). The over-arching finding from value-added studies is that effective teachers are, indeed, essential for student success. For example, Wright et al. (1997) found there is evidence that lower-achieving students are more likely to be placed with less effective teachers. Thus, the neediest students are being instructed by the least capable teachers. They claimed that "the immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor" (Wright et al. 1997, p. 63). A more recent study based in Tennessee supports Wright et al. (1997) conclusions regarding the magnitude of teacher effects. In a randomized experiment in which students and teachers were randomly assigned to different classes, Nye et al. (2004) concluded that "the results of this study support the idea that there are substantial differences among teachers in the ability to produce achievement gains in their students" (p. 253).In addition, data from the Dallas Independent Public Schools revealed that there is a powerful residual effect on student learning based on the quality of the teacher. If a student has a high performing teacher for just 1 year, the student will remain ahead of peers for at least the next few years of schooling. Unfortunately, if a student has an ineffective teacher, the influence on student achievement is not remediated fully for up to 3 years (Mendro 1998).

According the Sanders & Rivers (1996), "research tells us the influence of teachers is the single most important factor in determining student achievement." (p. 45) The one factor that can make

the most difference in improving a student's achievement is a "knowledgeable, skillful teacher" in front of the classroom, says a report by the National Commission on Teaching & America's Future (2004)

Parker, R (1971) notes that a teacher must function as a knowledgeable, caring adult, providing needed information, making evaluations when called for, aiding in negotiations and decision making when appropriate, adding to the richness of the environment by bringing new things into it and so forth. At times he will, quite usefully, be taken as a language model.

In regard to teacher experience, several studies have found a positive relationship between teacher experience and student outcomes; (Rice, 2003; Provasnik and Young, 2003; Goldhaber, et. al., 1996; Hedges et. al, 1994; and Greenwald et al., 1996). Highly competent and experienced teachers manage the learning of an individual within an institutional framework so that the learner can achieve, in a given time-span, a best approximation to a defined sub-set of the total abilities of a native speaker of the English language. These researchers identify several inputs contributed by a highly trained and motivated teacher to the learning process. These are:
Providing purposeful learning – the teacher knows and accepts the purpose of the learners' activity, whereas the learner very often does not.
Time-scale – the teacher is engaged in a time –compression exercise task by contrast with first language acquisition. In a lesser time, like four years, the teacher helps the learner to achieve a command in English roughly like that which the child acquires in his first language.
Expectations – the teacher can provide the learner with expectations which are realistic but not extravagant.
Monitoring progress – the teacher can assess progress identify gaps and errors, vary the pace or the content or the kind of activity so as to manage the learning both of the individual learner and of the class as a whole. This study emphasizes a critical role competent and highly qualified teachers play in language instruction. This aspect coupled with non-discouraging personality on the part of the teacher greatly enhances language learning.Ankomah, Y (2005) advanced that teacher performance is affected by inadequate teachers, teacher-pupil ratio, academic qualification, pedagogical training, content knowledge, ability and experience. He also reported teacher competence to include: lesson preparation, proficiency in subject instruction, classroom

management, encouraging pupil participation in the lesson, punctuality, discipline, participation in extra-curriculum activities, integrity and participation in community affairs. However, Nsubuga (2003) stresses the need to regularly appraise the teachers and inspect schools since some teachers become reluctant in teaching as has been in many parts of Uganda.

Recent research also shows that of those variables which are potentially open to influence in educational settings, factors to do with teachers and teaching are the most important influences on student learning (Alton-Lee, 2003; Hattie 2009). For example, research suggests that teachers at the top of the quality distribution can get up to a year's worth of additional learning from students, compared to those who are at the bottom of the quality distribution.(Hanushek and Rivkin, 2006). Chetty et al (2011) find that students assigned to high quality teachers (determined by test score-based value-add measures) are more likely to attend college and earn higher salaries, and are less likely to have children as teenagers, suggesting policies to raise the quality of teaching are likely to have substantial economic and social benefits in the long run.

A number of Australian studies have pointed to teachers having a major effect on student achievement. In a three-year longitudinal study of educational effectiveness known as the Victorian Quality Schools Project, Hill and his colleagues (Hill, 1994;Hill & Rowe, 1996; Hill et al., 1996; Rowe & Hill, 1994) examined student, class/teacher and school differences in English achievement. Using multi-level modelling procedures to study the interrelationships between different factors at each level – student, classroom and school – the authors found in the first phase of the study that at the primary level 46 per cent of the variation in English was due to differences between classrooms, while at secondary level the rate was almost 39 per cent. Further analyses showed that between-class differences were also important in examining student growth in English language achievement, and that differences in achievement progress located at the classroom level ranged from 45 to57 per cent (Hill & Rowe, 1996; Rowe & Hill, 1998).

Teacher background attributes such as gender, number of years teaching and educational qualifications have been shown to be important factors in student achievement in English (Larkin, 1984; Anderson, 1989), as have a variety of school effects such as school size (Lee & Smith, 1997) and mean student social composition.

Recent studies carried out to determine the relationship between teacher experience and students' performance in English found that teacher experience and competence were the prime predictors of students' performance in all subject in secondary schools in Ondo state Nigeria (Adeyemi, 2008). Jones (1997) observed that teachers are a key input and a force to reckon with in school. He made similar observation about schools in Mississippi, USA that scored better in English when taught by teacher with more years of teaching, considering the common saying that experience is the best teacher.

The OECD recently identified that high-income countries which prioritise the quality of teachers over smaller classes tend to show better performance (OECD, 2012).The OECD's work suggests that a high quality teaching workforce is a result of deliberate policy choices, carefully implemented over time (Schleicher, 2011). It suggests that making teaching an attractive and effective profession requires support for continuous learning, career structures that give new roles to teachers, engagement of teachers as active agents in school reform, and fair and effective teacher evaluation systems. A recent report by Australia's Grattan Institute highlights how four East Asian countries have achieved significant improvements in the performance and equity of their schooling systems by building teacher capacity. They have done so via a focus on high quality initial teacher education, improved feedback and mentoring, and career structures that value good teaching (Jensen, 2012).Emphasis is placed on teachers being aware of the scope and depth of content coverage as dictated by the objectives, otherwise they may end up teaching concepts beyond the syllabus. Hence the need to have competent and properly trained teachers in the classrooms cannot be overemphasized.

Bogonko (1992) argues that at the school the teacher is a disciplinarian, a parent substitute, a judge, a confidant and above all, a mediator of learning who guides children to achieve certification in education. This therefore calls for a teaching staff that is highly qualified and competent. He also notes that the teacher's ability to teach successfully within the demanding circumstances of the classroom is central to the primary teacher's professional expertise that distinguishes him/her from teachers in other walks of life. Stones (1992) in his study on quality teaching noted that it is sufficient for teachers to have a thorough knowledge of subject matter to ensure that they are up-to-date on the product they are to deliver and have practical classroom

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY

experience to ensure that they know how to deliver it. Broughton et al (1993) contends that good teachers are careful to explain, outline, summarize and review and give a lot a of attention to vocabulary work in addition to ensuring that the students know what constitutes successful performance so that they know when they are achieving success or they are given information on how to achieve success. He found out that unqualified staff led to poor performance in examinations. He notes that if teachers have inadequate level of training ,the quality of output will be impaired and could be serious depending on the extent of insufficiency. A management handbook by the Teachers Service Commission, TSC (1999:21) shows that school improvement and effectiveness can be realized through contributions made by various inputs but effective teaching by far plays the biggest role. (See Appendix 3)

2.3 Teaching and learning materials and students' performance in English

Instructional materials and supervision have been known to contribute significantly to students' achievement in English Language. It means their absence or inadequacy in schools might hamper effective learning which eventually results into poor achievement. Their availability and adequacy could enhance effective learning and better performance in English by the students. Teaching and learning materials are regarded as very important in enhancing learning in schools. In the EFL context of China, textbooks represent the syllabus and dictate what should be taught in the classrooms. Teachers teach according to textbooks, students acquire language input mainly from textbooks, and achievement tests are designed based on the content of textbooks. Therefore, the indispensable role of textbooks cannot be underestimated. Just as Richards (1998) claimed, "in many schools and language programs the textbooks used in classrooms *are* the curriculum" (p. 125).

He further elaborated,

> If one wants to determine the objectives of a language program, the kind of syllabus being used, the skills being taught, the content the students will study, and the assumptions about teaching and learning that the course embodies, it is often necessary to look no further than the textbooks used in the program itself. (p. 125)

To him, textbooks and commercial materials represent the hidden curriculum of many language courses. Indeed, textbooks occupy a dominant position in the school system, regardless of the

courses being taught at various levels. Textbooks are believed to have a positive impact on teachers and their classroom teaching during curriculum implementation (Harmer, 1991; Hutchinson & Torres, 1994;Richards, 1998).

As far as teachers are concerned, the benefits of using textbooks are as follows: time advantage (Hutchinson & Torres, 1994), access to more choices of professionally produced resources (Richards, 1998), relieving them from the pressure of searching for original materials (Harmer, 1991), and providing a guide to teach more effectively (Hutchinson & Torres, 1994). Hutchinson and Torres (1994) reported teachers' views from a survey about the facilitating role of the textbook, stating, "it [textbook] 'saves time, gives direction to lessons, guides discussion, facilitates giving of homework,' making teaching 'easier, better organized, more convenient,' and learning 'easier, faster, better.' Most of all the textbook provides confidence and security" (p.318). Especially for inexperienced teachers, textbooks and teachers' guides can function as teaching training manuals.

In ESL courses, these textbooks provide detailed advice on approaches to grammar teaching in a communicative class, strategies for error correction, the philosophy of process writing and how to implement it—useful information that goes well beyond the context of a particular text (Richards, 1998). With respect to students, textbooks provide an orientation to their learning program, helping them understand what they will be studying, in what sequence, and how much material needs to be covered in the course of their learning (Hutchinson & Torres, 1994).

A survey conducted by Education Insight (2005) in Kenya revealed that inadequate learning facilities and especially textbooks are a common feature in many schools. Yeya (2002) concurred with the above studies that schools with adequate facilities perform better in National Examination especially in core subjects such as mathematics and English.

Bitamazire (2005) notes that apart from provision of teaching – learning materials, they should be coordinated and used properly for effective teaching /learning to take place. These materials include audio – visual materials (diagrams, flipcharts, computer monitors, transparencies projected through overhead projectors, slides, pictures etc. and printed materials (handouts, textbooks, study guides etc). He also reported that availability of textbooks and other

instructional materials have a positive correlation on student's performance because they facilitate understanding of abstract concepts & directing attention, guide thinking, provide feedback and help in class control. However in his research, he discovered that 68 types of different teaching aids supplied by Nigerian government were never utilized. The researcher concurs with the role of instructional materials but would like to know whether they are being used in language classes.

Harmer(1991)advises that the teacher should determine the best resources for a particular learning activity and utilize them in the most natural and logical manner so as to reinforce the particular learning activity. Ayot (1987) maintains that when they are well used, teaching and learning materials help the students to perform concrete physical actions or utilize symbolization skills. Teaching resources may also shift teaching to be centred on specific individual differences, make learning interactive, interesting and appealing to all senses of the learners. Teaching and learning materials make the teacher to be an active facilitator of knowledge while the learners become active participants.

Ayot (1987) advises that resources should complement teaching and learning but not replace the teacher. These include course books, reference books and supplementary reading materials. Books are indispensable in the teaching of English and learners are encouraged to read both intensively and extensively so as to broaden their knowledge. Learners are expected to appreciate novels, plays, short stories, poems and oral literature. They should also be able to use a dictionary, library (newspapers, journals, magazines, and internet.)However, the English syllabus adopts an integrated skills (listening, speaking, reading, and writing) and Grammar. Integration means that, for example, a teacher could teach skimming and scanning (reading skills) from a literary text (e.g. set book) or teach grammar using a poem.

Currently, in 2012, the Kenyan Government provides Universal Primary Education and subsidized Secondary Education at a rate of Kshs. 10,265 per student per year with tuition receiving Kshs. 3,600. This is the amount that caters for textbooks excluding literature set books. This vote shows that there is a strong positive relationship between the provisions and appropriate use of textbooks and high achievements in language learning.

Ayot(1987) has also conducted studies to assess the impact of textbooks on students achievement and has concluded that an increase in the number of textbooks had an effect of positive achievement even more than teacher training and that textbooks considerably reduce student grade repetitions.

Eshiwani (1988) also concluded that there was a significant relationship between the availability of textbooks and pupils achievement. Alexander and Simmons (1978) also agree that textbooks are important in student achievement especially when reinforced with homework and teachers correction of student's exercise books in the languages.

2.4 School climate and students' performance in English

School climate is associated with safety, healthy relationships, engaged learning and teaching and school improvement efforts. The National School Climate Council (2007) defines school climate and a positive, sustained school climate as based on patterns of people's experiences of school life and reflects norms, goals,values,interpersonal relationships, teaching and learning practices ,and organizational structures.

A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society. This climate includes norms, values and expectations that support people feeling socially, emotionally and physically safe. People are engaged and respected. Students and educators work together to develop, live and contribute to a shared school vision. Educators model and nurture an attitude that emphasizes the benefits of, and satisfaction from, learning. Each person contributes to the operations of the school as well as the care of the physical environment.

Virtually all researchers suggest that there are four essential areas of focus: Safety(for example rules and norms; physical safety; social-emotional safety) Relationships(for example respect for diversity, social support for both teachers and students; leadership)Teaching and Learning(for example social; support for learning; professional relationships)and the Institutional Environment(for example physical surrounding).

Research on safety in schools shows that apart from feeling safe – socially,emotionally,intellectually and physically- being a fundamental human need, it also promotes student learning and healthy development (Devine&Cohen,2007).However ,a great deal of research shows that many students do not physically and emotionally feel safe in schools. For example, a study found evidence that high school students are fearful about going to school because of the violence and personal victimization some of them experience during the school day(Astor et al,2002)

Studies have also shown that students feel less safe in large schools and that verbal bullying is more likely to occur in such schools(Lleras,2008).There is growing evidence educators also feel unsafe in schools. A significant number of teachers are threatened and/or assaulted by students every year(Dworkin,et al1998;Novotney,2009)Safe,caring,participatory and responsive school climates tend to foster a greater attachment to school and provide the optimal foundation for social, emotional and academic learning for high school students(Blum et al,2002)

Teaching and Learning also represents one of the most important dimensions of school climate. School managers and teachers should strive to clearly define the sets of norms ,goals and values that shape the learning and teaching environment especially as concerns language education. A positive school climate promotes cooperative learning, group cohesion, respect and mutual trust.These particular aspects have been shown to directly improve the learning environment(Ghaith,2003).

Teacher support has also been identified as integral to student English achievement(Hamre&Pianta,2001)Also, when teachers support and interact positively with students, then the students are more likely to be engaged and behave appropriately (Skinner&Belmont,1993).

Implementing learning activities beyond the classroom is an effective way to promote student English learning. Encouraging active and collaborative learning through authentic projects is most effective in an environment with a mission that encourages trusting relationships between all members of the school community(Skinner&Chapman,1999).

The Institutional Environment can also affect the school climate. Generally, research has shown that small schools and classes promote student achievement, safety and relationships among members of the school community. Smaller classes also promote students' connectedness(McNelly et al,2002).Research also demonstrates that students felt unsafe in unsupervised areas of the school building(Astor et al,2001).

Gilmer (1966) defined climate as the attributes that set one organization apart from another and positively influence the behavior of the workers within that organization. School climate is defined as organizational characteristics that are persistent in and unique to a particular school (Hoy, Tarter, & Bliss, 1990; Tagiuri ,1968). The term has been used interchangeably with others such as school culture, school atmosphere, school environment, learning environment, sense of community, and academic climate (Hoy &Hannum, 1997).

School climate also refers to the deep patterns, beliefs and traditions with regards to learning that have been formed over the course of a school's history and which are understood by members of the school community (Deal & Peterson, 1990). The sense of how a school feels, the visible things, actions, and interactions are often identified as the school climate (Karpicke &Murphy, 1996; Sweeney, 1992). The climate of the school affects how teachers act, how they treat each other and their students, and it also affects the level at which students achieve (Hanna, 1998: Kaplan & Evans, 1997). Strahan (2003) confirmed the findings of other researchers (Carter,2000; DuFour,2000: DuFour & Eaker, 1998; Edmonds, 1979; Fullan, 1999: Lezotte,2001)regarding the influence of school climate on student success, as it reconfirmed the existence of elements of a school climate conducive to learning. Specifically, a shared sense of responsibility for students to learn and for the teachers to teach, and the development of a safe environment. Research has indicated that the expectations of teachers regarding students' capabilities for learning have an influence on classroom practices and the performance of students.

The ability of the principal to establish a climate that is conducive to learning for students, teachers, and themselves is paramount to student academic achievement(DuFour, 2000; Fullan,

1999). Humans all have basic psychological need for emotional"connectedness" (Resnick et al.. 1997) or "belongingness" (Baumeister & Leary, 1995)for a voice in what happens to us or- autonomy. and for a sense of competence – the belief that we are all capable people who can learn. These needs mold human motivation and have implications for learning and development. A school climate which is conducive to learning for students, teachers, and principals is the product of a collaborative school culture (DuFour & Eaker, 1998).This is especially so in promoting students' achievements in English.

The satisfaction that people feel in their work environment has a direct effect on the way they support the objectives of the organization; in a school setting, that has an impact on student achievement (Hoy & Hannum, 1997; Peterson &Skiba, 2000).

Research has also demonstrated that effective school climates engender a concerned and caring atmosphere (Griffith, 2002). Peterson and Skiba (2000) viewed climate as a reflection of feelings that teachers or students have about their school over a period of time. A wide variety of terms are used to characterize school climate. The relationship between school climate and school culture varies, however, sometimes school climate is viewed as a facet of the school's culture (Karpicke & Murphy, 1996).

Another way of describing school climate is to describe it as the environment of the school (Kaplan &Evans, Sr., 1997). School climate impacts the quality of the total school environment. which then affects the school community as a whole (Hoy & Hannum, 1997; Peterson &Skiba. 2000).

School climate might also be defined as the feelings that students and staff have about the school environment over a period of time (DuFour, 2000; Fullan, 1999). School climate is a reflection of the positive or negative feelings regarding the school environment, and it may directly or indirectly affect a variety of learning outcomes (Peterson & Deal, 1998). The typical measures of school climate are surveys of students, staff, and sometimes community members regarding what they think about the school (Bernstein, J.; Connelly, F.; Loeb, C. & Wade, J., 2004).These surveys usually use some form of Likert-type rating items and attempt to identify both specific strengths and weaknesses regarding these issues. Data from these surveys may be useful in assessing and intervening to positively affect school climate (DuFour &Eaker, 1998; DuFour.

2000; Fullan, 1999; Haycock, Jerald & Huang, 2001). School climate has also been referred to as the personality of a school and is described as particular school qualities that are enduring (Hoy & Hannum, 1997).

Many studies that have examined the relationship between school climate and student achievement have found that without a climate that supports and recognizes the importance of certain kinds of learning goals, changes and improvements will be rare (Bamburg & Medina, 1993). Peterson and Deal(1998) state that the climate of a school is a key factor in productivity and success. Climate affects what people focus on and what is important to which to pay attention.

Of the studies of schools that were successful in educating all students, these schools were found to have common attributes: clear school mission, high expectations for success, instructional leadership, frequent monitoring of student progress, opportunity to learn and student time on task, safe and orderly environment and home - school relations. (Edmonds, 1979; Lezotte, 2001). Hughes (1995) found that "a principal with an open communication style, who is supportive of teachers and the academic program" (p.8) was another characteristic of effective elementary schools which had high student achievement in-spite of high poverty levels.

Edmonds proposed that effective schools develop a structure which supports success (Edmonds, 1982). Four variables of effective schools that are consistent with Edmonds' correlates and most frequently identified by teachers and administrators are maximized learning time; monitoring of student progress; having clear school-wide goals and strong principal leadership (Levine & Lezotte, 1995; Levine,1991) The principal of an effective school is the instructional leader who has the ability to communicate that mission of the school to all of the stakeholders (Hallinger & Heck,1998; Schmoker, 1999).

Hallinger and Heck (1998) found that principals who demonstrate support and caring for their teachers and students, and provided instructional leadership, and who involved parents and community members, are likely to have effective schools. Based on their review, they concluded that effective principal leadership is linked directly to student learning via the principal's

influences on internal school processes. Consistent with Towns, Cole-Henderson, and Serpell. (2001) those processes are: school policies and norms regarding academic expectations, the school mission, student opportunities to learn, the instructional organization, and academic learning time. All of these processes are a part of the climate of a school.

Productive school and community relations are important to the school's success (Carter, 2000). Schools that have close ties to its parents and communities are in a better position to access and benefit from the valuable resources that communities can provide (Schmoker 1999; Williams, 2003). A sense of community in a school is invaluable in contributing to the goal of students experiencing academic success and achievement (Solomon, et. al. 2000).

The involvement of parents or other significant adults has a major impact on student achievement (Reeves, 2004). The impact of parental involvement on student achievement is known by teachers, school leaders, educational policymakers and parents; nevertheless, educational accountability systems fail to effectively acknowledge this fact (Reeves, 2004). What holds the school community together and conveys the sense that all the individuals involved with the school are members of a family is the knowledge that everyone is committed to achieving the same outcomes (Sagor, 2004).

Comer (2005) reviewed the importance of parent participation in the schools their children attend. He found that if parents could be involved in ways that threatened neither the parents nor the teachers, parental involvement would reach a critical mass that could transform even the most dysfunctional school. Parents, school staff, and students all wanted to succeed (Comer, 2001). A strong linkage between the school and community is invaluable as the education of students must be a team effort.

The expectations of teachers regarding students' capabilities for learning have an influence on classroom practices and the performance of students (Williams, 2003).Researchers have found that students are aware of differential treatment by teachers and that teacher's low expectation and differential treatment are associated with lower student achievement (Weinstein, 1998). Students, when asked, can describe the qualities of good teachers. Students share that the good

teachers maintain order, have a willingness to help in ways that accommodate different students' learning styles, explain content until everyone gets it, vary classroom activities (whole class, small groups and individual), and make an effort to understand the students by believing in them and letting students know they do (Waxman, 1997).

Good teachers are effective teachers. Effective teachers set high expectations for students and use a variety of strategies to actively engage students (Corbett & Wilson,2002). These strategies may include using hands-on experiences, technology, and worthwhile tasks. Teachers must also be able to orchestrate classroom discourse in ways that challenge and engage students, causing them to question and revise their understanding (Corbett & Wilson, 2002). Effective teachers understand the cultures of students in their classrooms and adapt curriculum and instruction accordingly (Comer, 2005). Students report greater satisfaction when their differences are embraced as "a resource that enriches learning" (Schaps, 2003).

2.5 Home background and students' performance in English

Family is defined as the persons living with the student in the home that are related to the student by blood or common law. Family structure is measured by the marital status of the parent, and the number of the siblings. The home background is measured through the presence of available parental/economic resources for example educational materials in the home(such as textbooks, and reference materials such as dictionaries) or set rules for studying/homework.

The family serves as the primary agent of socialization, encouraging academic achievement through student/family interaction. Previous research has pointed a direct between academic achievement and the structure of the family with regard to the parent's educational level and marital status.

Research on student learning consistently shows that the largest source of variation in student learning is attributable to differences in what students bring to school , their abilities and attitudes, and family and community background – factors that are difficult for policy makers to influence, at least in the short-run.

Extensive research, beginning with the Coleman Report (Coleman et al. 1966) and continuing through the years (Hanushek 1997), has demonstrated that differences in families are very important for student achievement. In 1966, the Coleman report concluded that social and family background conditions, not the quality of school inputs, largely determined a student's academic success. Coleman and his group of researchers collected nationwide data for the US on school inputs, socioeconomic background of pupils and test scores. School inputs had very little measurable impact on pupil achievement and school differences in pupil performance only accounted for 10-15 percent of the total variance. Family background and pupil composition had dominating effects. The main lesson from this study was that 'It's all in the family'.

Downey(1995)after a lengthy research concluded that most differences in performance in English stem from the parents' background characteristics. He found that children living in households with a stepparent present had fewer parental resources available, which can directly affect educational outcomes. These parental resources included talking about school with children, attending school functions, and knowing some of the children's friends. Brown(2004) found out that adolescents living in families other than married two –parent biological situations were less engaged in school ,though the differences between married and cohabiting biological parents was not significant.

Family size also appears to affect achievement .A smaller family generally indicates that there are more resources, both personal and economic, available to each member. Therefore, it is possible for parents to spend more time with their child with regard to school, as well as have money to spend on educational materials, better schools, and the like. Downey (1995) as well. found that family size affects educational achievement. This research found that the majority of measured parental resources available to any one child are related to family size. The more children .the more thinly spread the interpersonal(time) and economic(money) resources were.

Downey (1995)measured the presence of a physical environment conducive to studying, and other educational materials in the home to assess achievement in households. As an element of parental economic resources, the presence of these items of affected academic achievement in a positive manner. Orr (2003) found that the presence of educational resources(i.e. books)in the

home is positively correlated with academic achievement. These results support the notion that the educational environment in the home supports positive academic achievement.

A study conducted by Mugisha (1991) in some selected schools in Kampala District. Uganda on causes of students' poor performance in English revealed that attitudes of children and their home background positively or negatively influence their performance in schools. He further pointed out that the home and the school should be accepted as partners to improve students' performance.Kundu and Tutoo (2000) too believed that home background is the most significant primary factor which influences and shapes children's attitudes, personality and behaviour patterns that lead to good performance at schools. They observe that students' success at schools is closely related to some aspects of their home backgrounds. These include; level of education of parents, family income, parents' marital status, and attitudes of parents towards education of their children and the children's attitudes and the quality of learners admitted in school.

In another study,Ezewu (1988), posits that the higher the status of a family, the more likely it motivates its children to learn and perform better. He looked at this status in three ways: Level of education of parents and level of family income and parents' marital status. He defined education as acquisition of knowledge, skills and attitudes from parents to children. Heyman (1980) emphasized the importance of family income, that children born and reared from wealthier families do better in all aspects of life and have high moral reasoning and good performance.

2.51 Level of education of parents and student's performance at school

Level of education of parents is the degree to which parents have acquired some knowledge, skills, attitudes and values of informal and formal education The academic performance of students also heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004; Henderson, 1988) Consistent with other studies on family background and achievement (e.g., Chubb and Moe,1990; Honan, 1996; Noble, et al., 1999; Noble and McNabb, 1989), students from lower income, less educated families are less likely to succeed academically in high school. This finding is most often attributed to differences among groups in their opportunities to learn, the quality of the education to which they have access, and to their home environment.

Honan, (1996) concluded that students whose parents are educated score higher on standardized tests than those whose parents were not educated. Educated parents can better communicate with their children regarding the school work, activities and the information being taught at school. They can better assist their children in their work and participate at school (Fantuzzo & Tighe, 2000; Trusty, 1999). The study conducted by Prewittz in Kenya on parents' education showed that parents' level of education is very crucial for the performance of their children because educated parents send their children to school early, in most cases at the age of five to six. They also act as good role models to their teenage children who aspire to emulate them especially in their mannerisms and their refined lifestyles as opposed to children of illiterate parents. In the homes of educated parents, high standards of scholarship have been established and the children endeavor to follow suit by working hard in school and speaking fluent English.

Ezewu (1988) found that educated parents also provide adequate learning materials for their children, which stimulate them to learn and perform better in all subjects. These parents are concerned over their children's education performance, which sometimes makes them coach their children themselves or appoint part-time teachers for them. They send their children to the best nursery and primary schools which serves as sure gateways to secondary and university education which in turn leads to higher educational qualification to occupy higher positions in societies. Owen (1999) in her study exploring beliefs about academic achievement studied the relationship between parents' educational attainment and found that the educational attainment of parents have a relationship with educational achievement of their children.

According to Sentamu (2003), the educational attainment of parents determines the kind of schools to which their children go to. Such schools are near in kind to the ones their parents attended. This tends to lay a foundation for better performance of their children while at school.

Considine and Zappala (2002) in their study in Australia on the influence of education disadvantages in the academic performance of school found that families where parents are educated foster a higher level of achievement in their children because of providing psychological support for their children. Coombs (1985) found that virtually all nations, children of highly educated parents have far better chances of getting into better secondary schools and

universities than equally bright children of ordinary workers or farmers. In other words, the highly educated parents tend to provide a more conducive learning environment that propels their children to go to schools and succeed.

In a study conducted in Kenya by Ezewu (1988) it was found that the higher the levels of education of parents, the more likely it motivates children to learn and perform better. Kundu and Tuto (2000) found that home background has a significant influence on the achievement of children at school because educated parents tend to offer more psychological, social and financial support to their children, thus giving them the opportunity to excel in their studies.

A study by Kitavi and Westhuizan (1997) in Kenya showed that students from poor families who cannot afford to pay for transport costs must walk long distances to school. In such situations by the time the students reach their schools they are already exhausted and less motivated to learn. The long distance to school can also lead to lateness and absenteeism and even some students can drop out.

Studies by Mwinzi and Kimengi (2006), Jagero (1999), and Mensch and Lloyd (1997) in Kenya indicated that being sent home frequently to collect fees balance interfered with students learning, and consequently their academic performance. On average students take up to one week per month to report back to school. In total the student ends up missing an average of one month per term which translates to one term per year. The consequences of missing classes have far reaching effects on the students that include increasing probability of dropping out, discouraging hard work, and stressing the students while they are trying to cover missed lessons, hence increase chances of failing in English and many other examinations.

2.52Parents' marital Status and student's performance at school

Marital status refers to the state of being together as a husband and a wife (Oxford Advanced Learners' Dictionary 1994). This state has both positive and negative effects on students' performance at school, depending on the organization of each family member.

Laura (1989), found that children from single parent families receive less adult attention, affection, love, sympathy, guidance and security and they are emotionally disturbed. Bhati (1998) stressed that there is a link between parents' marital status and students' performance. For instance, lack of cordial understanding in a family causes instability, lack of control in children's behaviour also influence performance.

Gentlement and Markowitz (1974) looked at separation of parents as a destructive event in a family, which affects performance in all aspects of life. From the United States Census Bureau . Michael and Sheila (1989) found that level of parents' marital status actually influences pupils' performance at school.. Penny (2001) found that parents' marital status actually has effects on students' performance. She emphasized that children living with their stepmothers are targets of misdirected emotion and mistreatments while children from stable families tend to perform far better in schools.

2.6 Theoretical framework

This study is grounded on The Communicative Language Teaching (CLT) theory. Communicative Language Teaching has its origins in the changes in the British language teaching tradition dating from the late 1960s and more generally in the developments of both Europe and North America. It was postulated in 1972 by linguists D.Hymes (1972) and D. A. Wilkins (1972). This approach varies from traditional approaches because it is learner-centred. Communicative language teaching refers to both processes and goals in classroom learning. The identification of learners' communicative needs provides a basis for curriculum design (Van Ek 1975).Also, linguists state that there is a need to focus on communicative proficiency in language teaching and that Communicative Language Teaching can fulfill this need.

Proponents of this approach state that the goal of language teaching is communicative competence. Another aim is the development of procedures for the teaching of the four language skills (writing, reading, speaking, listening). Moreover, the four skills build the basis of the interdependence of language and communication (Richards, Rodgers 1986: 66). Language is viewed as a vehicle of conveying meaning, and knowledge is transmitted through communication involving two parts, for example, speakers and listeners, and writers and readers.

Since knowledge and learning are viewed as socially constructed through negotiation according to socio-cognitive perspectives, another dimension of CLT is learner-centred and experience-based. In other words, in CLT context, learners are seen as active participants.

The language teachers do not take a dominant role but share different roles such as communication facilitator, independent participant, needs analyst, counsellor, and group process manager -CLT procedures often require teachers to acquire less teacher-centered classroom management skills. It is the teacher's responsibility to organize the classroom as a setting for communication and communicative activities. (Richards & Rodgers, 2001:167) to create more fascinating experiences for the learners. The teacher has a very important main role: to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts.

Besides the above features, Richards and Rodgers (2001) describe other significant characteristics of this approach including its efforts to make tasks and language relevant to a target group of learners through an analysis of genuine, realistic situations, its emphasis on the use of authentic, from-life materials, and its attempt to create a secure, nonthreatening atmosphere both at school and at home .All these attempts also follow the major principles of communicative view of language and language learning: helping learners learn a language through authentic and meaningful communication, which involves a process of creative construction, to achieve fluency. In this vein, in terms of classroom activity, it includes group work, task-work, information-gap activities, and projects.

By definition, CLT puts the focus on the learner. Learners' communicative needs provide a framework for elaborating program goals with regard to functional competence. Functional goals imply global, qualitative evaluation of learner achievement as opposed to quantitative assessment of discrete linguistic features.) This theory stresses that the definition of appropriate communicative competence for learners requires an understanding of the sociocultural contexts of language use. Learners should work in pairs or groups and try to solve problematic task with their available language knowledge (Richards and Rodgers, 2001).

Today, many proposed innovations in curriculum planning offer both novice and veteran teachers an array of alternatives. Games, tasks, have been proposed as aids to language learning. In planning for CLT, teachers should remember that not everyone is comfortable in the same role. Within classroom communities, as within society at large, some people are leaders and some prefer to be followers. Both are essential to the success of group activities. In group discussions, a few always seem to do most of the talking. Those who often remain silent in larger groups may participate more easily in pair work. Or they may prefer to work on an individual project. The wider the variety of communicative, or meaning-based, activities, the greater the chance for involving all learners.

There are many supporters but also numerous opponents, who criticise this approach and the relatively varied ways in which it is interpreted and applied. Nevertheless, it is a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviours, and for classroom activities and techniques. A central aspect in Communicative Language Teaching is communicative competence.Hymes defines competence as what a speaker needs to know in order to be communicatively competent in a speech community.

Language use beyond the classroom is a very important component of a communicative curriculum. Regardless of the variety of communicative activities in the classroom, their purpose remains preparing learners to use the second language in the world beyond. That is why the component of home background should be considered. This is the world on which learners will depend for the maintenance and development of their communicative competence once classes are over. The classroom is but a rehearsal. Language use beyond the classroom in a communicative curriculum begins with discovery of learners' interests and needs and opportunities not only to respond to but, more important, to explore those interests and needs through second language use beyond the classroom itself.

Practitioners of Communicative Language Teaching approach view materials as a way of influencing the quality of classroom interaction and language use. Materials thus have the

primary role of promoting communicative language use. These materials include textbooks and task-based materials to promote language games, role plays and simulations.Realias are also encouraged. These include signs, magazines, advertisements and pictures.

The weakness of CLT is that some people contend it has not given an adequate account of EFL teaching despite its initial growth in foreign language teaching in Europe. Stern (1992) argued that one of the most difficult problems is making classroom learning communicative is the absence of native speakers. Apparently, in Europe, CLT are more successful in English as a Second Language (ESL) context because students usually have a very supportive learning environment outside school. They have more chances to be exposed to the authentic contact with native speakers and the target language, which reinforces what they learn in class. Besides, they have the motivation to work on oral English because they need it in their lives. In contrast, in English as a Foreign Language (EFL) context, and especially in Kenya, due to some physical limitations, such as the purpose of learning English, learning environments, teachers' English proficiency, and the availability of authentic English materials, CLT meets much more difficulties during its application.

2.7 Conceptual framework

A conceptual framework is a model that employs the use of drawings/diagrams to explain the interrelationships between variables (Orodho, 2009). Literature available internationally and nationally shows that performance in English is affected by institutional and attitudinal factors. The researcher conceptualized the ideas from the literature as illustrated in the figure below.

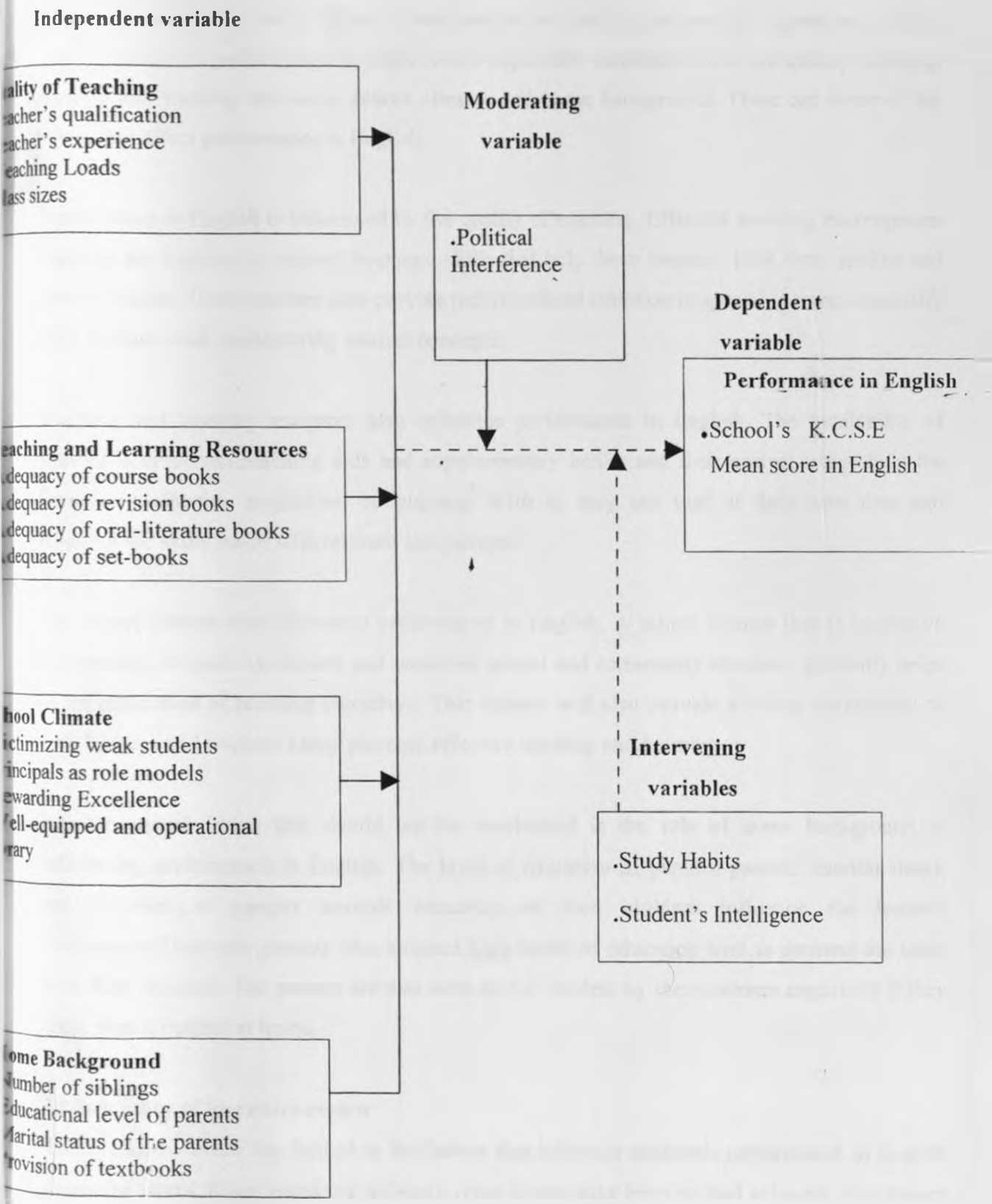

Figure 1:Conceptual framework

The conceptual framework in figure 1 indicates the relationship between the dependent variable which is student's performance in English and dependent variables which are quality teaching, teaching and learning resources ,school climate and home background. These are some of the factors that affect performance in English.

Performance in English is influenced by the quality of teaching. Effective teaching encompasses exposing the learners to various language skills that help them improve both their spoken and written English. Good teachers also provide individualized attention to special learners especially those that are weak in mastering various concepts.

Teaching and learning resources also influence performance in English. The availability of relevant coursebooks,teaching aids and supplementary books and their correct usage help the learners in effective acquisition of language skills as they can read at their own time and reinforce the skills learnt with relevant assignments.

The school climate also influences performance in English. A school climate that is conducive for learning, rewards excellence and promotes school and community relations, generally helps in the attainment of learning objectives. This climate will also provide a caring atmosphere to both learners and teachers hence promote effective teaching and learning.

Another crucial factor that should not be overlooked is the role of home background in influencing performance in English. The level of education of parents, parents' marital status, and attitudes of parents towards education of their children influence the learners performance.Generally,parents who attained high levels of education tend to demand the same from their children. The parents are also seen as role models by their children especially if they speak fluent English at home.

2.8 Summary of literature review

This literature review has looked at the factors that influence academic performance in English across the world. It was noted that although other factors have been studied at length, four factors needed to be investigated to determine their effects on English language learning and teaching in

Bomet District. These factors are: quality of teaching, teaching and learning resources, school climate and the role of home background in influencing performance in English. The effects of these factors have been discussed at length respectively.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the description of methodology and research design to be applied in carrying out the research study.

3.2 Research design

A research design is the scheme, outline or plan that is used to generate research problems. (Orodho,2002). This study deals with both quantitative and qualitative data. Descriptive survey design was used to collect data from respondents on the factors affecting students' achievements in English in secondary schools. This approach gives the researcher an opportunity to gather factual information necessary for decision making. Also the researcher identifies the opinions, feelings and practices of the subjects through discussion (Gay and Airasian, 2000).This method was employed since the study is out to seek opinions and facts from the target population.

Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. (Orodho: 2002). Survey is important in research and has been found to be effective in describing characteristics of the population under study. (Fraenkel and Wallen, 2000).

Surveys are cost effective and efficient when populations are large and their analyses are direct. The research will use mainly primary data and secondary data. Primary was obtained by use of structured questionnaires and secondary data was obtained from internet, journals and books.

3.3 Target population

Population refers to an entire group of individuals, events or objects having common observable characteristics Mugenda and Mugenda (2003).A population entails all the cases or individuals that fit specifically for being sources of the data required in addressing the research. The target population was all the 56 teachers of English and14,434 students of the fifty-four public secondary schools in Bomet district specifically those that have been in existence for a period of at least five years. This is because they have presented candidates for Kenya Certificate of

Secondary Education Examinations and therefore the data was relevant for analysis. interpretation and drawing conclusions.

3.4 Sample selection and sample size

3.4.1 Sample size

According to Kombo and Tromp (2006) a sample is a set of respondents selected from a large population for the purpose of survey. Sampling is a process of selecting a number of individuals from a population such that the selected group contains elements representative of the characteristics found in the entire group. (Orodho and Kombo 2002). The sample of the study was 26 teachers of English and 374 students from the district .

3.4.2 Sample selection

Stratified sampling was used to select 48 schools out of the total 54 schools. (Krejcie, R.V. & Morgan, D.W, 1970). The same procedure was used to obtain a sample of teachers of English and students. Stratified random sampling involves dividing the population into homogeneous sub – groups and taking a sample random in each group. The stratified sampling enables the researcher to represent the overall population and the key sub – groups of the population, and generally has more statistical precision than simple random sampling. 12 schools were selected in each zone using simple random sampling in order to obtain the sample of students. Class registers of students in each school was obtained from the class teachers in order to select the appropriate sample of students.

3.5 Research instruments.

The study used primary data obtained through questionnaires and secondary data collected from Ministry of Education, students' admission registers and class attendance registers. The research instruments used in this study were structured questionnaires and document analysis.

According to Kombo and Tromp (2006) a questionnaire is research instrument that gathers data over a large sample. Questionnaires have various advantages which include that information can be collected from a large sample and diverse regions, saves time, confidentiality is upheld and since they are presented on paper format, there is no opportunity for interviewer bias. However, they have disadvantages in that response rate can be low and no clear reason can be given for

incomplete responses. Document analysis refers to the collection, review, interrogation and analysis of documents which in this study were admission register and class attendance register.

3.5.1 Piloting

Pilot study was done in some schools in the district, which did not form part of the study. Questionnaires designed for the study were administered to 3 teachers of English and 38 students two weeks prior to the actual study.This is because Mugenda and Mugenda(2003) advises that for a pre-test sample,a tenth of the total sample with homogeneous characteristics is suitable for the pilot test. Data collected and analysed from the pilot study gave the researcher an insight into the nature of expected results after the study is completed. It also helped the researcher identify gaps in the instruments in relation to the research objectives and how to address them prior to the study. However information so obtained was not included in the final study.

3.5.2 Validity of the research instruments.

Validity is a measure of how well an instrument measures what is supposed to measure. (Kombo & Tromp, 2006). They defined validity as the best available approximation to the truth or falsity of a given inferences, proposition or conclusion. According to Mugenda and Mugenda (2003) content validity is a degree to which data collected using a particular instrument represents a specific domain of indicators or content of particular concept.

The questionnaires were analyzed on the content, construct and face validity with the help of my supervisor. The instruments were then tested through pilot studies in two schools and their teachers randomly selected .This group was finally excluded from the main study.

3.5.3Reliability of the research instruments

Reliability of an instrument is a measure of how consistent the instrument is in its measurements. The reliability and the appropriateness of the instruments were tested in the pilot study for internal consistency and stability. Therefore a test-retest was done by administering the same test twice to the same group after two weeks had elapsed after the first test. A reliability coefficient was then calculated to indicate the relationships between the two sets of scores obtained. The scores in the first test were used with those of the re-test. A Pearson`s product moment correlation coefficient was then computed and the necessary amendments done until the

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY

correlation coefficient was above 0.7(Fraenkel and Wallen, 2000)

3.6 Data collection procedures.

Data collection refers to the gathering of information to serve or to prove some facts (Kombo & Tromp, 2006). Once the proposal had been approved, the researcher sought authority to conduct the study from the Ministry of Education by applying for a permit. The district education office was then notified.

Reconnaissance to sampled schools was done so as to introduce the topic of research. The researcher then sampled the respondents for actual data collection and made appointments with them on when to collect data which was to be used to study the factors that influence the performance in English in secondary schools.

3.7 Data analysis techniques

Data analysis refers to examining what has been collected in the survey and making deductions and inferences. (Kombo and Tromp, 2006). In this study the data collected was analyzed by use of simple descriptive methods that generated frequencies, distribution tables and frequencies.

3:8 Ethical considerations

A permit to conduct the study was requested from the Ministry of Education. Further permission was sought from the Bomet District Education Office. Then the researcher identified himself to the respondents. The purpose of the study was also made clear to the respondents .To ensure confidentiality, names of the respondents were not used in the study and they were not be forced to fill questionnaires. The findings of the study were in no way concealed.

Table 1.0 Operational Definition of variables

DEPENDENT VARIABLE

OBJECTIVE	VARIABLES	INDICATORS	MEASUREMENTS	SCALE
To determine the factors influencing performance in English in public secondary schools in Bomet district, Kenya	School's K.C.S.E Mean grade in English.	Improved performance in school's mean score in English	How the school's mean score was in 2011 KCSE exams in English.	Interval

INDEPENDENT VARIABLES

OBJECTIVES	VARIABLES	INDICATORS	MEASUREMENTS	SCALE
1. To assess the influence of quality of teaching on performance in English In public secondary Schools in Bomet district.	Quality of teaching	.Teacher's qualifications .Teacher's experience .Teaching loads .Class sizes	.If teacher's qualifications influence performance in English. .If teacher's experience influence performance in English.	Ordinal
2. To establish the extent to which the availability of teaching and learning materials influence performance in English in secondary schools in Bomet district.	Teaching and Learning materials	. Adequacy of course books .Adequacy of revision books .Adequacy of oral literature books .Adequacy of set-books	.Whether course books are adequate .If revision books are adequate .If oral literature books are adequate .If set-books are adequate	Ordinal
3. To investigate the extent to which the school climate influences performance in English in public secondary schools in Bomet district.	School climate	.Victimizing and shaming weak students .Principal as a role-model .Schools reward excellence	.How frequent weak students are victimized and shamed .How frequent the principal is a role model. .How frequent the	Ordinal

		.Well-equipped and operational library	schools reward excellence. .If there are well-equipped and operational libraries.	
4. To establish the extent to which home background influences performance in English in public secondary schools in Bomet district.	Home Background	.Number of siblings .Educational level of parents .Marital status of parents .Provision of textbooks	.What the number of siblings is. .What the educational level of parents is. .What the marital status of the parent is. .If parents provide textbooks to their children	Ratio Ordinal Ordinal Ordinal

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter intends to establish the factors that influence performance of English language in public secondary schools in Bomet District. The chapter therefore presents and interprets the findings of the study based on the research objectives. The data is analyzed around the key variables namely; quality of teaching, availability of teaching and learning resources, school climate and home background.

4.2 Questionnaire return rate.

The researcher, with the help of research assistants, sent out 26 questionnaires to teachers of English and 375 questionnaires to students. The return rate for each instrument is indicated in Table 4.1

Table 4.1 Questionnaire return rate

Instrument	Number of questionnaires administered	Number of questionnaires received	Return rate percentage
Students' questionnaire	375	374	99.7%
Teachers' questionnaire	26	26	100.0%
Total	**401**	**400**	**99.8%**

The students' questionnaire had a 99.7% return rate whereas the teachers' questionnaires had a 100 % return rate. This high return rate was achieved due to the cooperation from the principals, teachers and students from the sampled schools and the tedious efforts employed by the research assistants. The study proceeded because Schutt (1999) argues that a 60% and above return rate is adequate since it is representative of the sample.

4.3. Demographic characteristics of the respondents.

This section gives findings around socio-demographic characteristics of teachers and students in Bomet District such as gender, type of school among others

4.3.1. Gender characteristics of students and teachers of English.

For the students, their gender, type and nature of their schools, class sizes were taken into consideration as part of their demographic characteristics.

This was important to ascertain if it has any influence on the way students were learning. Table 4.2 summarises the gender characteristics of the respondents.

Table 4.2.Distribution of students and teachers by gender.

Respondents' characteristics	Category	Frequency	Percentage
Students	Male	196	52.4
	Female	178	47.6
TOTAL		**374**	**100**
Teachers	Male	15	57.7
	Female	11	42.3
TOTAL		**26**	**100**

As reported in Table 4.2.above a total of 374 students at the secondary level in Bomet District participated in the study. Of these, 52.4% were male while 47.6% were female. In Sub-Sahara Africa, males are expected to excel in the world of knowledge and technology while a woman's place is at home, keeping up with subsistence livelihood of the family. Similar results were seen among the teachers of English where males constituted a higher percentage at 57.7% and females at 42.3%. This shows that the study had minimal biases towards both the males and the females.

4.3.2. Students' distribution by various school types and categories.

The study intended to gather data from students in all categories and types of schools in the district, namely district, provincial and national. Table 4.3 shows the distribution of students from each category of schools in the district. It also reports on the various types of secondary schools in the district. The gender-based school type was critical in the study.

Table 4.3. Students' distribution by school types and category.

Types of school	Frequency (%)	Category	Frequency (%)
Girls boarding	47 (12.6)	District	233 (62.3)
Boys Boarding	49 (13.1)	Provincial	141 (37.7)
Mixed boarding	52(13.9)		
Mixed day and Boarding	154 (41.2)		
Mixed day	72 (19.2)		
TOTAL	**374 (100)**		**374 (100)**

As reported in Table 4.3, 12.6% students were from girls' school while 13.1% students were from boys'school.Students from mixed boarding school were 13.9% while those from mixed day/boarding schools were 41.2%.A further 19.2% of the students were from mixed day schools. Most of the students were therefore enrolled in mixed day schools probably because of the affordable fees due to the low cost of maintaining students in these schools.

According to the Sessional Paper No 1.of 2005 day schools are cheaper than boarding school by more than 50%. From the findings, it was also noted that 62.3% of the students were from district schools while only 37.7% were from provincial schools. It was also evident that there are no national schools in the district.

4.4.0. Quality of Teaching.

4.4.1. Teachers Academic / Professional Qualifications

The teachers were requested to indicate their qualification to better understand how their qualification influenced their performance and the performance of the students. Table 4.4 summarises the various qualifications of the teachers of English.

Table 4.4.Teachers' academic qualifications.

Academic qualification	Frequency	Percentage
Below Form Six	1	3.8
Diploma	4	15.4
Bachelors	15	57.7
Masters	6	23.1
TOTAL	**26**	**100**

correctly observes it is sufficient for teachers to have a thorough knowledge of subject matter and experience. This could be attained through proper education and training.

The high number of qualified teachers indicates that there was quality content delivery which has the potential of positively influencing performance in English.

4.4.2. Teaching experience

The teachers were requested to indicate the number of years they had been teaching since they left college to gauge their experience level. Table 4.5.presents the findings.

Table 4.5.Teaching experience of teachers of English

Experience	Frequency	Percentage
Less than 2 years	5	19.2
2-5 years	4	15.4
5-10 years	8	30.8
More than 10 years	9	34.6
Total	**26**	**100**

The table shows that majority of the teachers, 9 (34.6%) indicate that they had taught for more than 10 years. They are followed by those who have taught for 5-10 years, being 8 (30.8%) less than 2 years, 5(19.2%) and 2-5 years being 4 (15.4%).

These findings would follow therefore majority of teachers had adequate experience to guarantee good results among students. Teaching experience is a crucial variable in students' learning outcomes in secondary schools.

4.4.3. Teaching Load

The teachers were required to indicate their teaching load so as to investigate their ability to handle the subject syllabus intensively. Table 4.6.presents the results.

Table 4.6. Teaching load

Teaching load	Frequency	Percentage
Below 20	4	15.4
21 – 25	2	7.7
26 – 30	20	76.9
Above 30	0	0
TOTAL	**26**	**100**

The table shows that majority, 26(76.9%) of the teachers had a teaching load of between 26 – 30 lessons, 4(15.4%) had below 20 lessons and 2 (7.7%) had between 21 – 25 lessons. This shows

that though the teachers had the right qualifications, they had less time to discuss with the students as most of their time was spent in content delivery and not discussion as the majority 20(76.9%) of the teachers had a heavy teaching load. Perry (1995) agrees that teaching load affects teachers' performance. He argues that when teachers experience too many demands on their skills and attitudes they become irritated and confused which affects the commitment and performance.

4.4.4. Average class size taught by teachers in English

The researcher also sought to find out from the teachers and students the average class size teachers of English taught. Perry (1995) found out that a small class size is more important to school achievement. Table 4.7 reports on the teachers' and students' responses on the question of the average number of students in their classes.

Table 4.7. Average class size

Class size	Teachers' responses Frequency / %	Students' responses Frequency / %
30 – 40	3 (11.5)	36 (9.6)
41 – 50	2 (7.7)	28 (7.5)
51 – 60	15 (57.7)	238 (63.7)
61 – 70	4 (15.4)	51 (13.6)
71 – 80	2 (7.7)	21 (5.6)
TOTAL	**26 (100)**	**374 (100)**

As indicated in Table 4.7, 11.5% of the teachers taught on average classes of between 30-40 students 7.7% taught classes of between 41 – 50 and a massive 57.7% taught classes of between 51-60 students ,15.4% of the teachers taught classes of between 61-70 students and 7.7% taught on average classes of between 71-80 students.

Teachers who taught in classes of above 40 students would have their efficiency affected negatively because it may not be possible to pay attention to individual students in such large classes.

In Kenya the statutory class size is 40 and therefore learning facilities were severely strained. Wako (1995) in his study on basic indicators of educational systems performance correctly observes that pupils-teachers ratio is one of the most common indicators of planning. He further

argues that a low number of pupils per teacher indicates that pupils will have better chances of contact with the teacher and hence better teaching/learning process.

4.4.5. Frequency of Students Writing Compositions

The researcher sought to find out from both teachers and students how often students wrote compositions. Table 4.8.shows their responses.

Table 4.8. Frequency of students writing compositions

Frequency of writing compositions	Teachers' responses Frequency /%	Students' responses Frequency / %
Never	3 (11.5)	31 (8.3)
Once a term or less	18 (69.3)	267 (71.4)
Above once a month	4 (15.4)	65 (17.4)
About once a week	1 (3.8)	11 (2.9)
Nearly in every lesson	0 (0)	0 (0)
TOTAL	**26 (100)**	**374 (100)**

From the table it is clear that 11.5% of teachers never gave students tasks of writing compositions, 69.3% gave students these tasks once a term or less, 15.4% about once a month and 3.8% about once a week.

This scenario could be due to the overload curriculum that requires teachers to expose learners to poetry, comprehension, oral literature, written literature (set books) and grammar, thanks to the integration of English and Literature (KNEC, 2006)

4.4.6 Supervising students reading of set-books

The researcher requested the students to indicate how often they read set-books and the teachers how often they supervised the reading of set-books.

The integration of English and Literature demands that teachers give serious attention to students' mastery of literary skills and language skills. This therefore calls for adequate supervision of the students when reading these set-books. Table 4.9 summarizes the teachers' and students' responses to the question how often they supervised the reading of set-books and how often students read the set-books.

Table 4.9. How often teachers supervise the reading of set-books

Response	Teachers' responses Frequency / %	Students' responses Frequency / %
Never	1 (3.8)	10 (2.7)
Once a term or less	2 (7.7)	22 (5.9)
About once a month	16 (61.5)	274 (73.2)
About once a week	6 (23.2)	62 (16.6)
Nearly in every lesson	1 (3.8)	6 (1.6)
TOTAL	**26 (100)**	**374 (100)**

Of all the teachers involved in the study, 3.8% supervised students reading of set-books nearly in every lesson, 23.2% about once a week, 61.5% supervised these students about once a month, 7.7% once a term or less and 3.8% never supervised students when reading of set-books.

Teachers who supervised students reading of set-books nearly in every lesson, though a paltry 3.8% may have contributed to students' good performance in literature which is an integral part of English. On the contrary those who did so once a week, once a month, once a term or less or never, may have contributed to their low achievement.

4.4.7 Students doing assignments other than writing compositions

The researcher requested the teachers and students to indicate how often on average the students did assignments. Table 4.10 summarizes the teachers' and students' responses.

Table 4.10 How often students do assignments other than writing compositions

Response	Teachers' responses Frequency / %	Students' responses Frequency / %
Never	0 (0)	0 (0)
Once a term or less	1 (3.8)	10 (2.7)
About once a month	2 (7.7)	22 (5.9)
About once a week	17 (65.4)	274 (68.6)
Nearly in every lesson	6 (23.1)	75 (20.1)
TOTAL	**26 (100)**	**374 (100)**

From Table 4.10, 3.8% of the teachers gave students assignments once a term or less, 7.7% gave assignments about once a month, 65.4% about once a week and 23.1% gave assignment nearly in every lesson.

This shows that most teachers gave some assignments several times a week to show that the teachers knew the importance of giving assignments. However, among students only 3.5% were given assignment once a term or less, 7.8% about once a month and a majority ,that is 68.6% of the students did assignment about once a week and only 20.1% nearly in every lesson.

Eshiwani (1988) in his study on the determinants of school achievement in Kenya observed that frequent exposure of students improved exam performance. A majority of the teachers did not give assignment in every lesson may be due to the large class size and high teaching load. This does not help in improving performance in English.

4.4.8 Class Discussions

Class discussion is core to the teaching and learning of English. Discussions are used to reinforce language skills and can also be used for diagnostic purposes to reveal skills that require more teaching. Table 4.11 summarizes the teachers' and students' responses as to how often students had class discussions.

Table 4.11 How often students have class discussions.

Response	Teachers' responses Frequency / %	Students' responses Frequency / %
Never	0 (0)	13 (3.5)
Once a term or less	4 (15.4)	46 (12.3)
About once a month	12 (46.1)	241 (64.4)
About once a week	8 (30.8)	48 (12.8)
Nearly in every lesson	2 (7.7)	26 (7.0)
TOTAL	**26 (100)**	**374 (100)**

As reported in Table 4.11, 15.4% of the teachers reported that students had class discussions once a term or less, 46.1% reported the students had class discussions about once a month, 30.8% about once a week and 7.7% of the teachers reported students had class discussions nearly in every lesson.

These results are similar to students' responses where 3.5% reported they never had class discussions, 12.3% had discussions once a term or less, 64.4% about once a month, 12.8% about once a week and 7.0% had class discussions nearly in every lesson.

These results show that learning is still teacher-centred as opposed to learner-centred. Class discussions are useful as peers interact and are in-charge of their learning hence effective

ownership of the findings of the class discussions. The above scenario does not help in improving performance in English as a language is effectively learnt by practice.

4.4.9 Class Debates

Debates are critical in language learning. They are used in teaching negotiations skills and etiquette apart from reinforcing the listening and speaking skills.

The researcher requested the teachers and students to indicate how often they had class debates. Table 4.12 summarizes the findings.

Table 4.12 How often students have class debates

Response	Teachers' responses Frequency / %	Students' responses Frequency / %
Never	0 (0)	5 (1.3)
Once a term or less	19 (73.1)	249 (66.6)
About once a month	4 (15.4)	68 (18.2)
About once a week	2 (7.7)	43 (11.5)
Nearly in every lesson	1 (3.8)	9 (2.4)
TOTAL	**26 (100)**	**374 (100)**

From Table 4.12, 73.1% of the teachers reported that students had class debates once a term or less, 15.4% about once a month, 7.7% about once a week and only 3.8% of the teachers reported students had class debates nearly in every lesson.

Similar results came from students who 1.3% of them reported they never had class debates, 66.6% had class debates once a term or less, 18.2% about once a month, 11.5% once a week and only 2.4% had class debates nearly in every lesson.

These findings show teachers may be overworked and do not over prioritize class debates. This is detrimental to effective language teaching and learning.

4.5.0 Marking Students' Work

Marking the work of students is a critical role of teachers of English. Regular marking of the students assignment ensures that they receive feedback fast and make the necessary corrections.

The researcher requested the teachers and students to indicate how often the teachers marked the students work and gave it back quickly. Their responses are shown in Table 4.13

Table 4.13: Frequency of marking students' work.

Response	Teachers' responses Frequency / %	Students' responses Frequency / %
Never	0 (0)	0 (0)
Once a term or less	1 (3.8)	23 (6.2)
About once a month	5 (19.3)	74 (19.8)
About once a week	17 (65.4)	239 (63.8)
Nearly in every lesson	3 (11.5)	38 (10.2)
TOTAL	**26 (100)**	**374 (100)**

Table 4.13 shows that 3.8% of the teachers marked students work once a term or less, 19.3% about once a month, 65.4% about once a week and only 11.5% nearly in every lesson. From the students' responses, it is also clear that teachers do not mark students' work.

When teachers do not mark students work, it means that they can not only be unable to evaluate students' achievement but also demoralize them as this shows the teacher is less concerned with their performance. Demotivation may result in poor performance.Eshiwani (1988), on the determinants of students' achievement in Kenya argues that promptness with which homework is assessed has no bearing on a school's performance for all subjects except languages. This is in agreement with Tomlison (1993) who describes a professional teacher in part as one who marks students' work and keeps proper records of students' progress in school.

4.5.1. Advice on Achieving the Highest Marks.

The researcher also sought to know how often teachers of English advised their students on how to get the highest marks. This is because teachers who guide their learners on how to score good marks encourage them to see that it is possible to get quality grades if they know areas to emphasize in their studies. Table 4.14 shows a summary of the findings from both teachers and students.

Table 4.14: How often teachers advise students on attaining the highest marks.

Response	Teachers' responses Frequency / %	Students' responses Frequency / %
Never	0 (0)	0 (0)
Once a term or less	3 (11.5)	75 (20.1)
About once a month	20 (76.9)	229 (61.2)
About once a week	1 (3.8)	47 (12.6)
Nearly in every lesson	2 (7.8)	23 (6.1)
TOTAL	**26 (100)**	**374 (100)**

From Table 4.14, 11.5% of the teachers advised students on attaining good marks once a term or less, 76.9% about once a month, 3.8% about once a week and 7.8% nearly in every lesson. Among the students, 20.1% reported that teachers advised them on attaining good marks once a term or less 61.2% about once a month, 12.6% about once a week and 6.1% reported that teachers advised them on attaining good marks nearly in every lesson. These results are depressing since it is clear that majority of the teachers do not advise students on the value of hard work and attaining good marks. As a result, this can contribute to a majority of students lacking direction and focus as they do not know why they should work hard and practise good study habits. This does not help in improving performance.

4.5.2. Teachers using comprehensible language in class.

The researcher requested the respondents to indicate whether teachers of English use a language that is easy to understand in class. This is because at the basis of teaching and learning is comprehension. A language that is too advanced and way above average for an ordinary student only tends to be impressionable without being effective in class. Table 4.15 shows the frequency of teachers of English using language that is easy to comprehend.

Table 4.15: How often teachers of English use comprehensible language in class.

Response	Teacher's responses Frequency / %	Students' responses Frequency / %
Never	0 (0)	0 (0)
Once a term or less	1 (3.8)	16 (2.8)
About once a month	2 (7.7)	20 (5.3)
About once a week	2 (7.7)	298 (97.7)
Nearly in every lesson	21 (80.8)	40 (10.7)
TOTAL	**26 (100)**	**374 (100)**

Table 4.15 shows 3.8% of the teachers use comprehensible language once a term or less, 7.7% once a month, 7.7% once a week and 80.8% nearly in every lesson. Students too reported similar results to show they understood their teachers in class, a situation that may improve performance in English.

4.6.0 Availability of teaching and learning resources

4.6.1. Adequacy of English Textbooks

Eshiwani (1988) found a significant relationship between the availability of textbooks and achievement. With this in mind the researcher intended to establish whether there were enough English textbooks in the school in the study area. Table 4.16 summarises the findings.

Table 4.16 Students' and Teachers' Perception of the adequacy of English textbooks

Response	Students' responses Frequency / %	Teachers' responses Frequency / %
Strongly disagree	50 (13.4)	4 (15.4)
Disagree	286 (76.5)	19 (73.2)
Undecided	8 (2.1)	1 (3.8)
Agree	23 (6.1)	1 (3.8)
Strongly agree	7 (1.9)	1 (3.8)
TOTAL	**374 (100)**	**26 (100)**

Table 4.16 shows that 13.4% of the students strongly disagreed with the view that there were adequate teaching and learning resources (Course books, supplementary books etc.) ,76.5% disagreed, 2.1% were undecided, 6.1% agreed and 1.9% strongly agreed. The data is similar to the one from the teachers.

From the data above, there is an agreement that schools have inadequate textbooks. This could be due to the high enrolment rates as a result of Free Primary Education (FPE) programme, poor library management or loss due to fires or theft. This scenario impacts negatively on the performance in English.

4.6.2. Availability of Revision Books in English

The researcher also requested the respondents to indicate whether they agreed that revision books were available. Table 4.17 summarizes their responses.

Table 4.17. Teachers' and Students' perception of the availability of revision books in English

Response	Teachers' responses Frequency / %	Students' responses Frequency / %
Strongly disagree	4 (15.4)	63 (16.8)
Disagree	16 (61.6)	261 (69.8)
Undecided	1 (3.8)	34 (9.1)
Agree	1 (3,8)	10 (2.7)
Strongly agree	4 (15.4)	6 (1.6)
TOTAL	**26 (100)**	**374 (100)**

From Table 4.17, 15.4% of the teachers strongly disagreed that revision books were available, 61.6% disagreed, 3.8% were undecided, 3.8% agreed and 15.4% strongly agreed. There is a great similarity to the students' responses.

This data shows that students lack revision books greatly, may due to shortage of funds. The consequence of this is that there can never be any tangible improvement in performance in English as students lack adequate practice in exam format, more exposure to exam techniques and confidence in exams.

4.6.3 Adequacy of English Class Readers

The researcher intended to establish whether there was an adequate number of English readers in the district. Table 4.18 shows students' and teachers' responses to the question whether English class readers were adequate.

Table 4.18 Students' and teachers' views on the adequacy of English class readers.

Response	Students' responses frequency / %	Teachers' responses Frequency / %
Strongly disagree	292 (78.1)	20 (77.0)
Disagree	48 (12.8)	2 (7.7)
Undecided	6 (1.6)	1 (3.8)
Agree	19 (5.1)	2 (7.7)
Strongly agree	9 (2.4)	1 (3.8)
TOTAL	**374 (100)**	**26 (100)**

From Table 4.18, 78.1% of the teachers strongly disagreed with the view that class readers were adequate, 12.8% disagreed, 1.6% were undecided, 5.1% agreed and 2.4% strongly agreed.

This data is similar to the responses from the students. Lack of class readers during English lessons may be due to tight school budgets, non-payment of fees on time or ignorance of the role class readers (novels, plays etc) play in language improvement.

Lack of adequate class readers means that the learners are not exposed to language-in-use, they also cannot appreciate literature early enough and therefore English performance may decline.

4.6.4. Adequacy of Oral Literature Books

According to KNEC (2006) oral literature is an integral part of the English language. The integration of English language and literature includes oral literature. The researcher therefore wanted to establish whether schools had enough oral literature books.Table 4.19 reports on the students' and teachers' responses to the question whether the recommended oral literature books were available for each student.

Table 4.19.Students and teachers views on the availability of recommended oral literature books.

Response	Students' responses Frequency / %	Teachers' responses Frequency / %
Strongly disagree	268 (71.7)	18 (69.3)
Disagree	56 (15.0)	2 (7.7)
Undecided	8 (2.1)	1 (3.8)
Agree	18 (4.8)	4 (15.4)
Strongly agree	24 (6.4)	1 (3.8)
TOTAL	**374 (100)**	**26 (100)**

From Table 4.19, 86.7% of the students disagreed that oral literature books were adequate, 11.2% agreed and 2.1% were undecided. The findings were similar to those from the teachers to show that students are greatly disadvantaged in Paper 1 where oral literature skills are tested. This scenario may have arisen due to tight budgets, large classes or ignorance on the part of school managers on the role of oral literature books in improving performance in English. The net result is a decline in performance in English language.

4.6.5 Adequacy of set books

The Free Day Secondary School programme, otherwise called Subsidised Secondary School programme does not cater for the acquisition of set books. This responsibility is left to the parents and the schools are not obligated to provide set books to the students. The researcher therefore wanted to establish whether there were adequate set books in schools for the students. Table 4.20 summarizes the teachers' and students' responses to the statement that there were adequate number of set books.

Table 4.20 Teachers' and Students' Perception of the adequacy of set books

Response	Students' responses	Teachers' responses
	Frequency / %	Frequency / %
Strongly disagree	278 (74.3)	22 (84.6)
Disagree	26 (7.0)	1 (3.8)
Undecided	8 (2.1)	0 (0.0)
Agree	12 (3.2)	2 (7.8)
Strongly agree	50 (13.4)	1 (3.8)
TOTAL	**374 (100)**	**26 (100)**

From Table 4.20, 84.6% of the teachers strongly disagreed with the view that set books were adequate, 3.8% disagreed, 7.8% agreed and 3.8%, strongly agreed. The results are similar to those of the students to show that majority of the parents never bought the required set books. This could be due to the misperception that the government provides all books to the learners,ignorance or lack of funds to cater for fees and set books.

4.6.6. Satisfaction with the School Support

Schools are supposed to support the language department by providing the right text books, literature set books, poetry and oral literature books. These books are mandatory due to the integration of English and Literature in the syllabus. In addition, schools are expected to provide newspapers, finance symposia and promote drama and debating clubs.

These measures expose the learners to contemporary issues and enhance their communicative skills. Video shows on the set books enhance internalization and visualization of events in the set books.

The researcher therefore wanted to establish whether teachers of English were satisfied with how the school supported the teaching and learning of English. Table 4.21 summarizes the teachers' responses.

Table 4.21 Teachers' Perception on whether they were satisfied with the school support.

Teachers' Responses	Frequency	Percentage
Strongly disagree	1	3.8
Disagree	16	61.5
Undecided	6	23.2
Agree	1	3.8
Strongly agree	2	7.7
TOTAL	**26**	**100**

From Table 4.21, 3.8% of the teachers strongly disagreed with the view that they were satisfied with the school support, 61.5% disagreed, 23.2% were undecided, 3.8% agreed and 7.7% strongly agreed. This data shows that more that 60% of the teachers were not happy with the support. This means that there may have been few symposia, live performances of set books and inadequate number of textbooks. This scenario could be due to shortage of funds, personal difference between the teachers and principals or lack of proper communication to prepare the principals to budget for these expenses.

4.7.0. School Climate

The researcher intended to establish whether school factors influenced performance of English in the study area.

4.7.1 Teachers Punctuality for English lessons

One of the school management's role is to ensure proper and professional supervision of both teachers and students. Principals, their deputies and heads of departments are responsible for quality curriculum implementation. They are therefore supposed to ensure that teachers attend their lessons punctually and professionally. Table 4.22 summarizes the teachers' and students' responses as to whether teachers of English attend their lessons punctually.

Table 4.22: Teachers' and Students' responses to the statement that teachers of English attend lessons punctually.

Response	Students' responses	Teachers' responses
	Frequency / %	Frequency / %
Strongly disagree	242 (64.7)	19 (73.2)
Disagree	12 (3.2)	3 (11.5)
Undecided	13 (3.5)	1 (3.8)
Agree	50 (13.4)	2 (7.7)
Strongly agree	57 (15.2)	1 (3.8)
TOTAL	**374 (100)**	**26 (100)**

From Table 4.22, 67.9% of the students disagreed that teachers are usually punctual for English lessons, 28.6% agreed and 3.5% were undecided. This data shows that majority of the schools do not have proper teacher management structures to minimize lateness by the teachers. It is imperative that principals delegate to their deputies and heads of department in order to ensure that teachers are punctual in class attendance, otherwise such a trend encourages time wastage and inadequate coverage, both which negatively affect the performance of English.

4.7.3. Showing Sensitivity to Individual Difference

Every learner in school is unique. Their learning needs differ from one student to another and therefore teachers must acknowledge and be sensitive to these individual differences. Some learners may have hearing and/or visual impairment, mental retardation or diverse learning speeds and it is imperative for a professional teacher to note these aspects and tailor- make his lessons to be relevant to his divergent learners. Fast learners can be given more challenging work while slow learners should be given remedial teaching. Table 4.24 is a summary of how teachers and students responded to the question whether teachers of English showed sensitivity to individual differences

Table 4.24 Teachers' views on whether teachers of English show sensitivity to individual differences.

Response	Teachers' responses Frequency / %	Students' responses Frequency / %
Strongly disagree	12 (46.2)	286 (76.5)
Disagree	3 (11.5)	22 (5.9)
Undecided	2 (7.7)	14 (3.7)
Agree	4 (15.4)	16 (4.3)
Strongly agree	5 (19.2)	36 (9.6)
TOTAL	**374 (100)**	**26 (100)**

Table 4.24 shows that 46.2% of the teachers strongly disagreed with the view that they showed sensitivity to individual differences while 11.5% disagreed. 7.7% were undecided, 15.4% agreed and 19.2% strongly agreed. These are similar to the students' responses. This shows that a majority of the teachers did not bother about individual differences may be due to an overburdened curriculum, excessive workload, ignorance or plain lack of concern. Failure to show sensitivity to student's individual difference may lead to low achievement in English which is a medium of instruction thus affecting the overall performance of the student.

4.7.4 Currency with the Development in the field.

Teachers of English should always know about current best practices in the field of language teaching and learning. This exposure can be through continuous training, symposia and regular workshops. Table 4.25 shows teachers' responses as to whether they are current with the development in the field of language teaching.

Table 4.25: Teachers of English responses on whether they are current with development in the field.

Teachers' responses	Frequency	Percentage %
Strongly disagree	15	57.7
Disagree	4	15.4
Undecided	2	7.7
Agree	2	7.7
Strongly agree	3	11.5
TOTAL	**26**	**100**

From Table 4.25,it is clear that 73.1% of the teachers disagreed that they are current with the developments in the field,19.2% agreed and 7.7% were undecided.This data shows that the teachers may not be aware of new and modern methods of teaching and evaluating.

4.7.5 Teachers overburdened with busy work.

The researcher wanted to establish whether teachers of English were overburdened with other work like supervisory responsibilities, clubs and societies or even union matters. This is because they may not have a higher teaching load but may have other responsibilities both within and without the school which would affect perfomance. Table 4.26 shows the teachers' and students' responses.

Table 4.26: Teachers' and students' responses on whether teachers of English are overburdened with busy work.

Response	Teachers' responses Frequency / %	Students' responses Frequency / %
Strongly disagree	4 (15.4)	38 (10.2)
Disagree	2 (7.7)	17 (4.5)
Undecided	1 (3.8)	13 (3.5)
Agree	3 (11.6)	38 (10.2)
Strongly agree	16 (61.5)	268 (71.6)
TOTAL	**26 (100)**	**374 (100)**

Table 4.26 shows that 15.4% of the teachers strongly disagreed that they were overburdened 7.7% disagreed, 3.8% were undecided, 11.6% agreed and 61.5% strongly agreed. This is similar to the students' responses. From this, it is clear that overburdened teachers are least effective in classes because of too many commitments and fatigue. This scenario may have resulted from inadequate number of teachers as the government usually replaces teachers who have retired, moved to other professions or left due to natural attrition. As such the few that are in schools are overburdened with other administrative or co-curriculum duties.

4.7.6 Teachers helping the Students at their own Time.

Effective schools have structures that permit learners to consult teachers at their own time. Some schools even provide incentives like four o'clock tea to keep teachers around in case students would wish to have their academic and psychological concerns addressed. Table 4.27 shows the teachers' and students' responses as to whether teachers English were available to assist students during free time.

Table 4.27 Teachers of English and students' responses on whether teachers helped students in English at their own time.

Response	Teachers' responses Frequency / %	Students' responses Frequency / %
Strongly disagree	2 (7.7)	261 (69.8)
Disagree	10 (38.5)	6 (1.6)
Undecided	5 (19.2)	7 (1.9)
Agree	2 (7.7)	42 (11.2)
Strongly agree	7 (26.9)	58 (15.5)
TOTAL	**26 (100)**	**374 (100)**

From Table 4.27, 46.2% of the teachers disagreed, 34.6% agreed and 19.2% were undecided and data from the students shows that 71.4% disagreed, 26.7% agreed and 1.9% were undecided. There is a similarity since both the teachers and students show that teachers of English did not help students at their own time as would be expected of them. This may be due to lack of concern or extreme tiredness experienced by teachers after attending lessons in large classes. This therefore means that consultations between teachers and students after classes and remedial teaching may not be viewed as priorities in school, a factor which may negatively affect the performance of the English language.

4.7.7. Victimization and Shaming Weak Students.

Teenagers, just like adults, detest embarrassment and victimization especially before their peers. Some schools have fora like assemblies and closing days when weak students are paraded in front of their colleagues, reprimanded for their below average performance and warned strictly. This school culture not only dehumanizes learners but also demoralizes them. Punishments like these produce no tangible improvement in the performance of learners especially in English. Table 4.28 summarizes the findings on whether weak students are victimized and shamed by their teachers.

Table 4.28: Victimization and shaming of weak students

Response	Teachers' responses	Students' responses
	Frequency / %	Frequency / %
Strongly disagree	8 (30.8)	42 (11.2)
Disagree	2 (7.7)	38 (10.2)
Undecided	1 (3.8)	12 (3.2)
Agree	6 (23.1)	74 (19.8)
Strongly agree	9 (34.6)	208 (55.6)
TOTAL	**26 (100)**	**374 (100)**

Table 4.28 shows that 21.4% of the students disagreed that teachers victimized and shame weak students, 75.4% of the students agreed that teachers victimize and shamed them and 3.2% were undecided. The findings are similar to those from the teachers since it is clear that majority of the teachers victimize and shamed weak students publicly, tendencies which may erode their self-esteem and impact negatively on the performance of English.

4.7.8. Students bullying their colleagues

A school that has a culture where students bully others discourages excellence and creativity as most learners fear being viewed as hardworking by their peers. Such a culture if not addressed can reduce all the gains made in the provision of quality teaching not to mention encouraging wastage inform of increasing school drop-outs. Table 4.29 summarizes the students' and teachers' responses on whether students are bullied by their peers.

Table 4.29 Students responses on whether students are bullied by their colleagues.

Response	Teachers' responses Frequency / %	Students' responses Frequency / %
Strongly disagree	12 (46.2)	89 (23.8)
Disagree	5 (19.2)	82 (21.9)
Undecided	2 (7.7)	70 (18.7)
Agree	4 (15.4)	12 (3.2)
Strongly agree	9 (34.6)	21 (32.4)
TOTAL	**26 (100)**	**374 (100)**

From Table 4.29, 47.7% of the students disagreed that they are bullied by their colleagues, 51.1% agreed and 3.2% were undecided. This shows that majority of the students experience emotional turmoil in school due to bullying by their peers and therefore may not effectively concentrate in class. This may impact negatively on performance in English.

4.7.9 Students respect for others who get good grades.

Schools that promote excellence instill,through their managers, the values of appreciating good performance among students. Students are encouraged to congratulate good performers as this will be replicated when they too perform in an exemplary manner. The opposite is also true. Students in school without such a culture just attend classes without any expectation of respect from colleagues for good performance. Table 4.30 summarizes the teachers' and students' responses as to whether students have respect for their colleagues who perform greatly.

Table 4.30 Teachers' and students' responses on whether students respect others who get good grades.

Response	Teachers' responses Frequency / %	Students' responses Frequency / %
Strongly disagree	6 (23.1)	243 (65.0)
Disagree	7 (26.9)	61 (16.3)
Undecided	8 (30.8)	12 (3.2)
Agree	2 (7.7)	25 (6.7)
Strongly agree	3 (11.5)	33 (8.8)
TOTAL	**26 (100)**	**374 (100)**

From Table 4.30, the study revealed that 81.3% of the students disagreed that they respect others who get good grades 15.5% agreed and 3.2 were undecided. This data is similar to the one from teachers as both shows that a majority of students do not respect others who get good grades to mean that there is no deep culture of appreciating excellence in majority of the schools. This may perpetuate a decline in performance in English.

4.8.0. Students absenting themselves without convincing reasons

Truancy and frequent absenteeism among students is an indicator of a school culture that devalues excellence in performance. Good schools have structures that addresses students' issues and concern so as to eliminate unnecessary students' absenteeism.

Table 4.31 summarizes the findings of the study on whether students absent themselves from school without convincing reasons.

Table 4.31. Teachers' and students' views on whether students absent themselves from school without convincing reasons.

Response	Teachers' responses Frequency / %	Students' responses Frequency / %
Strongly disagree	5 (19.2)	64 (17.1)
Disagree	1 (13.8)	60 (16.0)
Undecided	2 (7.7)	8 (2.1)
Agree	6 (23.1)	29 (7.8)
Strongly agree	12	213 (57.0)
TOTAL	**26 (100)**	**374 (100)**

Table 4.31 shows that 33.1% of the students disagreed that they absent themselves from classes without convincing reasons, 64.8% agreed and 2.1% were undecided. The data is similar to the one from the teachers and it shows that majority of the students are not self-motivated or highly motivated by the school environment to remain in class and would rather engage in truancy and rampant absenteeism. In the long run, the performance in English is negatively affected by the factors cited above.

4.8.1. Principals complimenting teachers publicly

Esteem needs, according to the famous psychologist Abraham Maslow, are way above basic human needs. Teachers too aspire to be recognized among their peers and students. Principals who acknowledge this make it a big deal to recognize publicly the efforts of teachers who are good performers in the curriculum implementation. These principals may compliment teachers verbally and / or reward them with some tokens. That is a culture that encourages excellence in teaching. The table below shows the teachers' responses

Table 4.32 Principals compliment teachers publicly

Response	Teachers' responses Frequency / %	Students' responses Frequency / %
Strongly disagree	13 (50.0)	298 (79.7)
Disagree	7 (26.9)	34 (9.1)
Undecided	2 (7.7)	7 (1.9)
Agree	1 (3.9)	19 (5.1)
Strongly agree	3 (11.5)	16 (4.2)
TOTAL	**26 (100)**	**374 (100)**

From Table 4.32, 76.9% of the teachers disagreed that principals complemented them publicly 15.4% agreed and 7.7% were undecided. The data from the students still shows that very few principals complement the teachers publicly and therefore their esteem needs are greatly eroded, thus hampering the performance of English.

4.8.2. Principals setting an example by working hard.

It is said in management circles that a company is as good as its manager. The same could be said that a school is as good as its principal. The principal who has set a culture of hard work and excellence will encourage and expect the same from their subordinates. Teachers will find such a principal a good role model and aspire to make them happy. Table 4.33 summarizes the findings on whether principals were good role models in good performance.

Table 4.33 Teachers and students' responses on whether principals were setting a good example by working hard.

Response	Teachers' responses Frequency / %	Students' responses Frequency / %
Strongly disagree	18 (69.3)	312 (83.4)
Disagree	1 (3.8)	23 (6.1)
Undecided	1 (3.8)	5 (1.3)
Agree	4 (15.4)	11 (3.0)
Strongly agree	2 (7.7)	23 (6.2)
TOTAL	**26 (100)**	**374 (100)**

Table 4.33 shows that 73.1% of the teachers disagree that principals set a good example by working hard, 23.1% agreed and 3.8% were undecided. This is similar to the data from the

students which show that a majority of the principals were not good role models for other teachers to emulate, a factor which may contribute to a decline in the performance in English.

4.8.3. The school rewards excellence

Schools that encouraged excellence have a culture of setting a fund to reward both teachers and students who exhibit exemplary performance. However, other schools bring up a myriad of excuses like shortage of funds so as to justify the lack of a reward culture in these institutions. Table 4.34 summarizes the findings from the study.

Table 4.34 The school rewards excellence

Response	Teachers' responses Frequency / %	Students' responses Frequency / %
Strongly disagree	15 (57.6)	236 (63.1)
Disagree	2 (7.7)	28 (7.5)
Undecided	1 (3.9)	12 (3.2)
Agree	5 (19.3)	63 (16.8)
Strongly agree	3 (11.5)	35 (9.4)
TOTAL	**26 (100)**	**374 (100)**

Table 4.34 shows that 65.3% of the teachers disagreed that schools rewarded excellence, 30.8% agreed and 3.9% were undecided. The findings are also similar to the ones from the student since it is clear that very few schools offer incentives and tokens to both teachers and students for excellent performance. Although this scenario may be due to shortage of funds and even at times, lack of concern or ignorance on the part of school managers, it may contribute to a decline in performance in English.

4.8.4. Adequate Security in Schools.

Enjoyment of adequate security is a basic need for all human beings. Teachers and learners too need to feel secure in school both for themselves and their property. They cannot be expected to pay adequate attention to the teaching and learning if they are still worried about their security and their belongings. Table 4.35 summarizes the findings on whether schools have adequate security.

Table 4.35. The school has adequate security

Response	Teachers' responses	Students' responses
	Frequency / %	Frequency / %
Strongly disagree	12 (46.1)	162 (43.3)
Disagree	6 (23.1)	43 (11.5)
Undecided	2 (7.7)	12 (3.2)
Agree	2 (7.7)	54 (14.4)
Strongly agree	4 (15.3)	103 (27.6)
TOTAL	**26 (100)**	**374 (100)**

Table 4.35 shows that 69.3% of the teachers disagreed that schools have adequate security, 23% agreed and 7.7% were undecided. This may be due to school management that was ignorant of security or shortage of funds to secure schools. With insecurity abound in schools, students cannot be expected to study effectively and therefore the performance in English may be affected negatively.

4.8.5 A well equipped and operational library.

A well equipped and fully operational library is necessary if the teaching and learning of English is to be effective. Apart from dictionaries that help improve pronunciation, good libraries have daily newspapers that expose learners to current affairs, an aspect that is very valuable in examination. Table 4.36 presents findings on whether schools have well equipped and operational libraries

Table 4.36. The school has a well equipped and operational library.

Response	Teachers' responses	Students' responses
	Frequency / %	Frequency / %
Strongly disagree	17 (65.4)	272 (72.7)
Disagree	2 (7.7)	61 (16.3)
Undecided	1 (3.8)	12 (3.2)
Agree	1 (3.8)	19 (5.1)
Strongly agree	5 (19.3)	10 (2.7)
TOTAL	**26 (100)**	**374 (100)**

From Table 4.36, it is clear that 73.1% of the teachers disagreed that the schools had well equipped and operational libraries, 23.1% agreed and 3.8% of the teachers were undecided. The

findings from the students also show that equipping school libraries is not being effected in schools may be due to shortages of funds, lack of concern or ignorance. It may also be due to poor library management practices that promote theft of school books and other resources. This scenario greatly hampers the improvement in the performance of English in school.

4.8.. Home background

The researcher also wanted to establish the influence of home background on performance in English in the study area.

4.8.7 Adults that resided with students as reported by the students.

The adults who resided with the students were a crucial component in shading light on the students' background and their influence on their performance. The researcher sought this information from students. Their responses are reported in table 4.37.

Table 4.37.Adults that resided with students as reported by students.

Parent / Guardian	Frequency	Percentage
Both parents	265	70.9
Father only	9	2.4
Mother only	76	20.3
Brothers and sisters only	18	4.8
Well wishers	6	1.6
TOTAL	**374**	**100**

The study findings as reported in Table 4.37 revealed that 70.9% of the students involved in the study lived with all their parents.The remaining 29.1% either lived with single parents, siblings or well wishers.Such students could be faced with life's challenges such as lack of textbooks and stationery, which could impact negatively on their concentration and achievement in school. They also receive little adult attention, guidance and security and may be emotionally disturbed.

4.8.8. Number of siblings

Research by Downey (1995) indicates that the more children in a family, the more thinly spread the interpersonal (time) and economic (money) resources were at home.

The researcher therefore wanted to establish on average the number of siblings at home with the learner. Table 4.38 summarizes the findings.

Table 4.38 Number of siblings

Students' responses	Frequency	Percentage%
Between 0-2	81	21.7
Between 3-5	171	45.7
Above 5	122	32.6
TOTAL	374	100

Table 4.38 above shows that on average students with between 0 – 2 siblings constituted 21.7% between 3-5 siblings 45.7% and above 5 siblings were 32.6%.

This shows that students with above 3 siblings were 78.3% of the sample size to indicate that many families in the district are relatively large. This can affect performance in English as not all the children may be provided for adequately in terms of provision of books, school fees and hence there may be high absenteeism. As a result, the performance in English may decline.

4.8.9 Highest educational level of parent / guardian.

Honan (1996) observed that student whose parents are educated score higher on standardized tests than those whose parents were not educated. Highly educated parents act as good role models to their teenage children who aspire to emulate them. The researcher sought the responses of both teachers and students on the average educational level of parents / guardians. This report is summarized below.

Table 4.39. Highest educational level of the students' parents/guardian.

Response	Teachers' responses Frequency / %	Students' responses Frequency / %
Masters and above	2 (7.7)	28 (7.5)
Bachelors	5 (19.2)	91 (24.3)
Form 1 – 6	4 (15.4)	101 (27.0)
Std 8 and below	15 (57.7)	154 (41.2)
TOTAL	26 (100)	374 (100)

From Table 4.39. parents who had Masters and above were 7.5%, Bachelors 24.3%, Form1-6 were 27.0% and Std 8 and below were 41.2%.The findings indicates that the majority of students were from families with very low levels of education. This could affect performance in English since parents with low level of education are least concerned with their children's academic achievement and do not even value taking them to school. They would also be unable to provide basic needs to their children to enable learn comfortably in school or even afford to take them to better schools, Glewwe (2002).

4.9.0. Parent talks to the student about the importance of English.

The researcher sought to establish whether a parent / guardian talked to student about the importance of English. The results are indicated below .

Table 4.40. Parent talks to the student about the importance of English

Response	Frequency	Percentage %
Strongly disagree	298	79.7
Disagree	16	4.3
Undecided	7	1.9
Agree	31	8.3
Strongly agree	22	5.8
TOTAL	**374**	**100**

Table 4.40 shows 79.7% of the students strongly disagreed with the view that parents talk to them about the importance of English, 4.3% disagreed, 1.9% were undecided, 8.3% agreed and 5.8% strongly agreed. This lack of concern may be due to the low levels of education of the parents / guardians and who may therefore not know the value of the English language.

4.9.1 Parent is involved in the student's academic life.

The researcher sought to know whether parent/guardians are involved in the students' academic life in form of encouraging the student checking or monitoring their performance. Involvement shows the parent is interested in excellence and meritocracy in performance on the part of the child. The findings are presented below.

Table 4.41. Parent is involved in my academic life.

Students' responses	Frequency	Percentage %
Strongly disagree	172	46.0
Disagree	61	16.3
Undecided	8	2.1
Agree	12	3.2
Strongly agree	121	32.4
TOTAL	**374**	**100**

From Table 4.41, 46.0% of the student strongly disagreed with the view that their parents were involved in the student academic life, 16.3% disagreed, 2.1% were undecided, 3.2% agreed and 32.4% strongly agreed.

This data shows that may be the parents are too busy with other parental responsibilities, are less concerned or do not know that they should be involved in their children's academic life. This

lack of involvement may make students less involved, less encouraged and as a result the performance in English may deteriorate.

4.9.2 Parents attend PTA meetings regularly

Parents Teachers Association meetings are very useful as both parents and teachers discuss the students' progress and exchange ideas on how to improve performance. When parents attend PTA meetings regularly, the students feel important and worthy of their parents' time. In turn, the students may reciprocate by working hard so as to impress their parents. When such students are rewarded during such fora, the parents feel proud and may even support these students even further, thereby improving the overall performance of the school.The table below summarizes the findings on whether parents attend PTA meetings regularly.

Table 4.42 Parents/ guardians attend PTA meetings regularly

Responses	Teachers' responses frequency	%	Students' responses frequency	%
Strongly disagree	8	30.8	216	57.8
Disagree	6	23.1	51	13.6
Undecided	2	7.7	8	2.1
Agree	7	26.9	62	16.6
Strongly agree	3	11.5	37	9.9
Total	**26**	**100.0**	**374**	**100.0**

From Table 4.42, 30.8% of the teachers reported that they strongly disagreed with the view that parents/guardians attend P.T.A meetings regularly. 23.1% disagreed, 7.7% were undecided, 26.9% agreed and 11.5% strongly agreed. From the students' responses, 57.8% strongly disagreed, 13.6% disagreed, 2.1% were undecided, 16.6% agreed and 9.9% strongly disagreed. From these results more than 50% of the respondents reported that the parents did not bother much with PTA meetings. This may due to their busy schedules, ignorance on what goes on in PTA meetings or plain lack of concern. Whichever the reason, it does not augur well for the performance of English.

4.9.3 Parents provide their children with adequate books to enhance English learning.

The researcher also sought to establish whether parents provide their children with adequate books to enhance English Learning

Table 4.43 Parents provide their children with adequate books to enhance English learning.

Students' responses	Frequency	Percentage%
Strongly disagree	95	25.4
Disagree	87	23.3
Undecided	11	2.9
Agree	61	16.3
Strongly agree	61	16.3
Total	**374**	**100**

From Table 4.43, 25.4% of the students reported that they strongly disagreed with the statement that parents provide them with adequate books to enhance English learning. 23.3% of the students disagreed, 2.9% were undecided, 16.9% agreed and 32.1% of the students strongly agreed. This shows that about 48.7% of the parents do not provide children with adequate books. This could be due to the high cost of books and excessive fees charged by most schools.

Lack of adequate books to enhance English Learning does not help in the improvement of performance in English.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study's main findings, discussion, conclusions drawn from the study, recommendations and areas of further research are also highlighted.

The purpose of this study was to establish the factors that influence performance in English in public secondary schools in Bomet district, Kenya.

5.2 Summary of findings

This section summarizes the findings of the study based on the research objectives. However, there is need to first summarize the background of the respondents.

The study established that 52.4% of the students were male while 47.6% were female.

On students distribution by school type, majority of the respondents at 41.2% were from mixed day at 19.2%, mixed boarding at 13.9%, boys boarding, 13.1% and the least were from the girls' boarding schools at 12.6%. This shows that mixed day and boarding schools are popular with parents as they are affordable.

On students' distribution by school category, the findings shows that 62.3% of the students studied at district schools, 37.7% studied at provincial schools and none in national schools as there is none in the Bomet District. The popularity of the district schools may be due to their acceptance to admit students with lower marks than provincial schools and affordable fees.

On the first research question on the influence of the quality of teaching on performance in English, several factors were considered. These are discussed below.

On the influence of the teachers of English academic qualifications on performance in English, the study findings reveal that 96.2% of the teachers were trained and only 3.8% had Form six and below in education. This shows that the majority of the teachers had the right qualifications to potentially influence the performance of English positively.

On the influence of teaching experience on performance in English, the study findings reveal that the majority of the teachers, at 34.6% had an experience of ten years and above, 30.8% had an experience of between 5 – 10 years, 19.2% less than 2 years and 15.4% of the teachers had an experience of between 2 – 5 years. This is an indicator that majority of the teachers have an experience that can help students in school to achieve the best results in English.

On teaching load, 76.9% of the teachers had between 26 – 30 lessons per week which is very high, 7.7% had between 21-25 lessons per week and 15.4% had below 20 lessons per week. The import of these findings is that though the majority of teachers are trained, they may not have enough time to discuss with students or organize remedial lessons as most of the time was spent on the content delivery.

On the average class size, the study findings reveal that 11.5% of the teachers taught an average class between 30-40 students, 7.7% taught classes of between 41-50, 57.7% of the teachers taught classes of between 51-60 students, 15.4% of the teachers had classes of between 61-70 students and 7.7% had classes of between 71-80 students. All in all it is evident that 88.5% of the teachers had classes of above 40 students which would make the management of such classes challenging. The teachers may not also have enough time for individual attention and therefore slow learners may not gain much in such classes.

On the frequency of students writing compositions, the study findings show that 11.5% of the teachers never gave students writing tasks, 69.3% give them compositions once a term or less, 15.4% gave them writing assignments about once a month and 3.8% of the teachers of English gave students writing assignments about once a week. The very high class sizes and an overloaded curriculum could be the contributing factors to dissuade teachers from giving students writing tasks. The import of this is that the students would have less exposure in writing skills which would impact the performance of English negatively in the long run.

On the frequency of teachers supervising the reading of set books, the study reveals that 3.8% of the teachers never supervise their students, 7.7% supervise once a term or less, 61.5% supervise about once a month, 23.2% supervise about once a week and 3.8% of the teachers supervise the reading of set books nearly every lesson.

On the frequency of students doing assignments other than writing compositions, the findings reveal that 3.5% of the students did assignments once a term or less, 7.8% about once a month, 68.6% about once a week and 20.1% of the students did assignments in every lesson. This data

shows that teachers concentrate so much on the content delivery at the expense of receiving feedback from students in the form of assignments, an approach that is more teacher-centred than student-centred. Teachers could have adopted this method because of the large class sizes and high work load which would make marking and returning assignments a huge challenge. By implication, therefore, this means that majority of the students do not know what is expected of them during the teaching and learning process since priority is given to merely syllabus completion. This practice negatively affects the performance of students in English in the long run.

On the frequency of students participating in class discussions, the data reveals that 15.4% of the teachers ensured students had class discussions once a term or less, 46.1% about one a month, 30.8% about once a week and 7.7% nearly every lesson. Again this reinforces the observation cited above that learning is still teacher-centred instead of learner-centred as students are not encouraged to use language actively in discussion but merely expected to be passive listeners in their classes.

On the frequency of students participating in class debates, the findings are similar to the frequency of class discussions as 73.1% of the teachers reported that students had class debates once a term or less, 15.4% about once a month, 7.7% about once a week and 3.8% nearly every lesson. This also shows that may be teachers are overburdened by high number of lessons in a week and therefore ignore class debates, a practice that greatly undermines the performance of English in schools.

On the frequency of teachers marking assignments, the study reveals that 3.8% of the teachers marked the assignments once a term or less, 19.3% about once a month, 65.4% about once a week and 11.5% marked assignments nearly every lesson. This shows that students do not receive feedback of their performance regularly may be due to the fact that teachers have high work load and teach, on average, very big classes. This practice greatly jeopardizes continuous evaluation, both by the student and the teacher and may negatively influence the performance of English as these participants do not receive feedback on the teaching and learning processes regularly.

On the frequency of teachers advising students how to achieve the highest marks, the study reveals that 11.5% of the teachers advise once a term or less, 76.9% about once a month, 3.8% about once a week and 7.8% nearly every lesson.

The failure to motivate students is a great setback to the performance of English as students may lack that external push from teachers and may not appreciate that they can succeed in their studies.

The study also revealed that 3.8% of the teachers of English use comprehensible language once a term or less, 7.7% once a month, 7.7% once a week and 80.8% nearly every lesson. These findings shows that majority of the teachers can identify and respond to the language levels and demands of their learners, a practice that can greatly help in the improvement of performance of the English language in schools.

The second objective was to establish the extent to which the availability of teaching and learning materials influence the performance of English language in public secondary schools in Bomet District. Several resources are summarized below and their effects on performance in English.

On the adequacy of English textbooks, the study reveals that 89.9% of the students disagreed that there were adequate textbooks, 8.0% agreed that there were adequate textbooks and 2.1% were undecided. This shows that a majority of the schools lack adequate textbooks and therefore the learners are not adequately exposed to professionally produced content found in approved course books and supplementary books. Inadequate textbooks in schools may have resulted from very tight budgets, very big classes or poor library practices that encourage theft. The impact of this shortage is a decline in the performance of English.

On the availability of revision books, 77.0% of the students disagreed that revision books were available, 19.2% agreed and 3.8% were undecided. This scenario may have been due to the tight budgets, theft or an influx of many students to secondary schools due to the free day secondary school programme. The shortage of revision books implies that students are not exposed adequately to the exam formats, exam techniques and diverse examinations from different places, a factor that may erode their confidence and impact negatively on the performance of English.

On the adequacy of class readers, the study reveals that 90.9% of the teachers disagreed that class readers were adequate, 7.5% agreed and 1.6% were undecided. This shows that learners are not exposed early to language-in-use found in novels or plays, another factor which may affect negatively influence the performance of English in schools.

On the adequacy of oral literature books the findings are 86.7% of the students disagreed that oral literature books were adequate, 11.2% agreed and 2.1% were undecided. This shows that the students are not fully exposed to the complete syllabus requirements of adequately studying oral literature. This impacts negatively on performance in English.

On adequacy of set books, the study revealed that 88.4% of teachers disagreed that set books were adequate and 11.6% agreed. Although set-books are not procured through the free day secondary schools programme, it is expected that parents will be responsible enough to provide their children with these books. If students lack set-books, they will not be able to appreciate literature and confidently attempt Paper 2 and Paper 3 in English which demand for a thorough understanding and mastery of literary skills from the approved set-books. The impact is a decline in the performance of the English language.

On whether teachers were satisfied with school support in the provision of teaching and learning resources, the study revealed that 65.3% of the teachers disagreed, 11.5% agreed and 23.2% were undecided. It is only fair that teachers of English are provided with the relevant resources if they are to be expected to produce good results otherwise the students will be disadvantaged greatly in class and during examinations.

The third objective was to investigate the extent to which the school climate influences the performance of the English language in Bomet District. These are the factors that have been established in a school that may involve teachers, students and the school managers and may influence the performance of English.

On teachers' punctuality in attending English lessons, the data shows that 67.9% of the students disagreed that teachers are usually punctual for English lessons, 28.6% agreed and 3.5% were undecided. This shows that principals and their deputies are overwhelmed by their responsibilities, are not concerned or are ignorant of the fact that they are expected to supervise the teachers closely to minimize lateness to lessons attendance.

On whether teachers of English show respect to their students, the study revealed that 63.1% of the students disagreed, 31.3% agreed and 5.6% were undecided. This scenario may greatly hamper the teaching and learning process and negatively affect the performance in the English.

On whether teacher of English show sensitivity to individual differences, the study finding are that 57.7% of the teachers disagreed, 34.6% agreed and 7.7% were undecided. This show that slow, average and first learners are handled in a general manner by their teachers, a factor that

may not contribute effectively to maximum learning for each of these categories. This may negatively affect the performance of English.

On whether teachers of English are current with the developments in the field, the study revealed that 73.1% disagreed, 19.2% agreed and 7.7% were undecided. This shows that teachers may be exposing learners to the old syllabus or obsolete content, thereby greatly perpetuating the decline in performance in English.

On whether teachers are overburdened with busy work, the finding are that 23.1% of the teachers disagreed, 73.1% agreed and 3.8% were undecided. Overburdening the teachers may contribute to fatigue and ineffective curriculum implementation in classes thereby contributing to a decline in the performance in English.

On whether teachers help the students at their own time, 71.4% of the students disagreed, 26.7% agreed and 1.9% were undecided. This may be due to lack of concern or large classes which may leave teachers fatigued.

On whether weak students are victimized and shamed by their teachers, 38.5% of the teachers disagreed, 57.7% agreed and 3.8% were undecided. The data from the students also shows that weak students are victimized and shamed by a majority of the teachers, a practice that may erode their self-esteem and negatively affect the performance of English.

On whether students are bullied by their colleagues, the study revealed that 45.7% of the students disagreed, 51.1% agreed and 3.2% were undecided. This shows that majority of the students may not be concentrating in classes due to the fear and emotional turmoil that is within them due to being bullied by their colleagues hence perpetuating ineffective learning thereby contributing to low performance in English.

On whether students respect others who get good grades, the study revealed that 81.3% of the students disagreed that they respect others, 15.5% agreed and 3.2% were undecided. The data from the teachers also show that very few students are happy with good performance of others, a factor which may perpetuate individualism, lack of team work and even poor scholarship. This attitude may impact negatively on the performance in English.

On whether students absented themselves without convincing reasons, the study revealed that 33.1% of the students disagreed, 64.8% agreed and 2.1% were undecided. This data is similar to the one from the teachers and it shows that students lack self-motivation or the school

environment is not highly motivating for them to remain in class. Rampant absenteeism and truancy may lead to decline in the performance of English.

On whether principals complimented teachers publicly, the study revealed that 76.9% of the teachers disagreed, 15.4% agreed and 7.7% were undecided. The data from the students similarly shows that majority of the principal do not bother complimenting the teachers for work well done, a factor that may lead to a decline in the performance of English due to perceived hatred, lack of concern and ignorance of excellence as exhibited by principals towards the teachers of English.

On whether principals were good examples to their colleagues through working hard, the study revealed that 73.1% of the teachers disagreed, 23.1% agreed and 3.8% were undecided. The data is similar to the one from the students to show that principals were not that enthusiastic about good performance and even if they were, they were then the performance of English may greatly decline.

On whether the school rewards excellence, the study revealed that 65.3% of the teachers disagreed that school rewarded excellence, 30.8% agreed and 3.9% were undecided. The data from the student is similar in that it shows that majority of the school have no structures to promote excellence in terms of providing rewards and incentives to excellent teachers and students hence they may be perpetuating a decline in the performance of English.

On whether there is adequate security in schools, the study revealed that 69.3% of the teachers disagreed, 23.0% agreed and 7.7% were undecided. This data is similar to the one from the students. Lack of adequate security may make students have a divided attention while in class wondering whether they are safe or whether property is safe in the dormitories. This lack of concentration may lead to a dismissal performance in English.

On whether schools have well-equipped and operational libraries, the study revealed that 73.1% of the teachers disagreed, 23.1% agreed and 3.8% were undecided. This is similar to the data from the students as there seems to be an agreement that majority of the schools do not have well-equipped and operational libraries hence it is difficult for students to study quietly in the libraries , if they are there, or borrow essential books that can promote the performance of the English language.

The other objective was to investigate the extent to which home factors influence the performance of English language in public secondary school in Bomet district.

On the number of the siblings, the study revealed that on average, students with between 0 – 2 siblings were 21.7%, between 3 – 5 siblings were 45.7% and above 5 siblings were 32.6% of the sample size. From this data, students with above 3 siblings were 78.3% of the sample size, implying that majority of the families is large. This may affect the performance in English due to lack of school fees which implies high absenteeism rates and inadequate books which may lead to decline in the performance.

On the number of adults that resided with the students, the study revealed that 70.9% of the students in the sample resided with both parents and 29.1% resided with single parents, siblings or well-wishers. This shows that a majority of the parents can provide both time and financial resources to their children although the 29.1% of the students may lack fees, enough textbooks, adequate adult attention, adequate guidance and security and may be emotionally disturbed, all of which may contribute a dismal performance in English.

On the highest educational level of the parent/guardian, the study revealed that 7.5% of the parents had Masters and above, 24.3% had Bachelor degrees, 27.0% had graduated with between Form 1 – 6 education and 41.2% of the parents had Std 8 and below education. This shows that a majority of the parents had Std 8 and below education which would make them be unable to provide basic needs to their children or take them to better but expensive schools. They may also be less concerned about the value of education hence demotivating their children, which may contribute to poor performance in English in schools.

On whether the parents talked to their children about the importance of English, the study revealed that 84.0% disagreed, 14.1% agreed and 1.9% were undecided. This scenario may be due to the basic levels of education of a majority parents hence ignorance of the value of English language. In turn, these parents may not advise their children about the importance of English and thereby perpetuating a decline in the performance of the English language in schools.

On whether parents are involved in the academic life of their children through checking their assignments, offering encouragement and monitoring their performance, the study revealed that 62.3% of the students disagreed that parents are involved in their academic life, 35.6% agreed and 2.1% were undecided. This attitude of lack of concern and ignorance of their children's academic performance may contribute to demotivation and lack of focus on the part of the student hence contributing to a decline in the performance of English in the school.

On whether parents attend PTA meetings regularly, the study revealed that 71.4% of the students disagreed that their parents attend PTA meetings regularly, 26.5% agreed and 2.1% were undecided. This data corroborates the teachers' responses since both students and teachers agree that parents are less concerned with PTA meetings, fora where the students' academic performance is discussed and strategies for improvement proposed. This attitude may contribute to laziness and truancy by the learner since the parent does not bother with excellence. In the end this may lead to dismissal performance in English language in schools.

On whether parents advise the students on course selection after school, the study revealed that 71.1% of the students disagreed, 27.0% agreed and 1.9% were undecided. This may be due to the low levels of education of a majority of the parents, ignorance or busy schedules at home. Such an attitude in the end makes the student fail to make realistic targets and is less ambitious in school, thereby contributing to a decline in performance of English as it is required in the most of all courses.

On whether parents provided their children with adequate books to enhance English learning, the study revealed that 48.7% of the students disagreed, 48.4% agreed and 2.9% were undecided. This may be due to the high cost of books and family obligations expected of the parent at home.

5.3 Discussion of the findings

This section discusses the findings of the study based on the research objectives. The findings are compared with other studies that have been carried out on factors influencing the performance of English language in which are discussed in the review of related literature.

The first objective was concerned with the influence of the quality of teaching on performance of English language in schools. The summary of findings shows that skillful trained teacher is the most important factor determining student achievement. These findings agree with Sanders and Rivers (1996) and Parker, R (1971) who note that an effective teacher must be knowledgeable in the subject matter in order to provide the needed content information, make evaluations and be a role model. Table 4.4 summarized the academic and professional qualifications of the teacher of English and shows that all factors being constant, quality training of teachers contributes highly to performance in English. OECD (2012) also promotes the role of high quality teacher education on performance in English.

On the quality of teaching too, the teaching experience is also an important factor in determining performance in English. Rice (2003) found a positive relationship between teacher experience

and student outcomes. Ankomah, Y (2005) also agrees with the view that experienced teachers contribute highly to the performance of English. Table 4.5 presents the summary of teachers' experience which agrees with the Adeyemi (2008) and Jones (1997) that students who scored better in English were taught by teachers with more years of teaching.

The second objective was concerned with the extent to which the availability of teaching and learning materials affect performance of English language in public secondary schools. The findings show that the availability of English textbooks, revision books, class readers, oral literature books and set books are crucial in influencing the performance of English language. These findings are presented in Tables 4.19, 4.20, 4.21, 4.22, 4.23.

The findings agree with Harmer (1991) who noted that textbooks are believed to have a positive impact on teachers and their English language classrooms. Richards (1998) also noted that many language programs, the text books used in classrooms is just as important as the curriculum.

Hutchison and Torres (1994) also support the use of professionally produced and approved resources. They say that a textbook is important as it gives direction to the lesson, makes teaching easier and better organized. A textbook also provides confidence and security especially to the inexperienced teachers.

The third objective relates to the extent to which the school climate affects performance of English language in secondary schools.

The findings shows that teachers' punctuality in attending English lessons, teachers showing sensitivity to individual differences, being current with developments in the field are important factors in improving the performance in English. Other factors related to school climate which affect the performance in English relate to whether teachers help students at their own time, whether weak students are victimized and ashamed, whether students are bullied by others including the roles of principals in complimenting teachers and being good role-models. Schools are also expected to reward excellence to both the teachers and students and provide them with adequate security and well equipped and operational libraries.

The findings agree with Devine and Cohen (2007) who note that schools should promote social, emotional, intellectual and physical safety. Astor et al (2002) noted that students fear going to school because of the violence and personal victimization which may affect language education. Ghaith (2003)also noted that aspects that directly improve the English language learning environment include cooperative learning, group cohesion, respect and mutual trust. Du Four

(2000) and Fullan (1999) point out that the principal should establish a climate that is conducive to learning for students and teachers including developing structures which support excellence. Hughes (1995) also recommends principals who are instrumental in the improvement of performance. They should also demonstrate support and caring for their teachers and students (Hallinger and Heck, 1998), aspects which were found to be inadequate in this study.

The fourth objective was to investigate the extent to which home background influences performance of English in secondary schools. The summary of findings shows that the number of siblings, number of adults that resided with the students, highest education level of the parent are important factors that affect performance in English. These findings agree with Downey (1995) who noted that an environment conducive to learning and provision of other educational materials in the home can promote the performance of English language. Orr (2003) also notes that it is the duty of parents to provide essential books to their children to succeed in English. Trusty (1999) also concurs with the research findings that the parents level of education is important in influencing the performance of English. The study also found out that parents have ignored their responsibilities in providing adequate learning materials. This agrees with Ezewu (1988) who found out that educated parents also provide adequate learning materials for their children.

This study also showed that majority of the parents have only basic levels of education. This agrees with Owen (1999) who found that the educational attainment of parents have a relationship with educational achievement of their children. Ezewu (1988) found out that the higher levels of education of parents, the more likely it motivates children to perform better.

The findings also agrees with Laura (1989) who found that children from single parent families receive less adult attention, love, sympathy and these can cause instability and lack of control in children's' behaviour, which may make them decline in performance especially in the English language. The children living with step parents may also be targets of misdirected emotions and mistreatment. This study found that a majority of the students were from stable families with both parents.

5.4 Conclusions

Based on the findings of the study, several conclusions were drawn. Although majority of the teachers of English are professionally trained and experienced they have high teaching load and very large classes to teach hence they are unable to effectively guide students in writing

compositions, supervising the reading of set books, guiding them in class discussions and debates and marking and returning their assignments.

On the availability of teaching and learning materials, it can be concluded that English textbooks, revision books, class readers, oral literature books and set books are grossly inadequate especially at times like now where schools are admitting many students as a result of free primary school and free day secondary programmes.

On the school climate, it can be concluded that schools have very few traditions that support effective scholarship. Structures lack to supervise teachers hence majority are never punctual in class, teachers hardly show respect to students, they never show sensitivity to individual differences, do not update themselves on current practices in the field and ashamed weak students. Teachers are also overburdened since there are no structures to reduce their workload and because of this, they may not be willing to help students at their own time. Students are also bullied and victimized by their colleagues and do not respect others who get good grades. Students also absented themselves without good excuses. Principals too hardly complimented teachers in public and were generally not good role models of hard work. Schools also hardly reward excellence, do not have well-equipped libraries and have inadequate security.

On home factors, majority of the families were found to be large, majority of the students resided with both parents, majority of the parents had only basic education and therefore hardly talked to their children about the importance of English and were also hardly involved in the academic life of the students. Majority of the parents hardly attended PTA meetings or advised their children on course selection or provided their children with adequate books.

5.5 Recommendations

From the findings of the study, the following recommendations are suggested:

On teaching quality, there is an urgent need by the government to employ more professional teachers of English as schools are unable to hire them due to the strain on finances. The few PTA teachers may be unqualified, underpaid and therefore under ambitious.

There is also a need to provide more textbooks, class readers, revision books and set books. Schools can come up with income-generating activities like selling seedlings, poultry keeping e.t.c in order to supplement the fees collection.

On school climate, there is a need to inculcate the value of hard work and excellence among teachers and students. School managers should also be good role models so as to be emulated by teachers, students and the community at large.

On home background, it is recommended that parents be aware of family planning methods, be encouraged to register for adult education and be encouraged to advise their children on the value of academic excellence. They should also be encouraged to attend PTA regularly in order to motivate their children and track their progress.

5.6 Suggestions for further research.

Further research is suggested to be done on the following:-

1.The relationship between student' discipline and performance in English in Bomet district

2.Factors influencing teachers' attitude teacher towards teaching English in Bomet district.

3.The relationship between mother-tongue and performance in English in Bomet district.

REFERENCES

Adenuga,A.O (2002) Educational expenditure and performance in Nigeria.NES 2002.Annual conference.Ibadan:The Nigerian Economic Society

Adeyemi BA (2008). Effects of Cooperative Learning and Problem Solving Strategies on Junior Secondary School Students' Achievement in Social Studies. Elect. J. Res. Educ. Psychol., 16(3)

Alexander,C and Simmons,J(1978) The Determinants of school achievement in Developing Countries.*Economic Development and Cultural change 26*

Alton-Lee, Adrienne (2003) *Quality teaching for diverse students in schooling: Best evidence Synthesis.* Ministry of Education, June 2012. http://www.educationcounts.govt.nz/publications/series/2515/5959

Ankomah, Y. (2005). *Implementing Quality Education in Low-income Countries (Edqual) Literature Review-Ghana. Institute for Educational Planning and Administration* (IEPA) University of Cape Coast, Ghana.

Astor et al(2002)School climate, observed risky behaviours,and victimization.*Health Education&Behaviour*,29

Astor,R.A et al(2001)Elementary and middle school students' Perceptions of violence-prone school sub-contexts .*Elementary School Journal*,101

Ayot, H.O. (1987) Teaching Practice. Nairobi: Nairobi University Press

Barnard, W. M. (2004). Parent involvement in elementary school and educational attainment . *Children and Youth Services Review, 26*

Baumeister, R., & Leary, M. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. Psychological Bulletin

Bernstein, J.; Connelly, F.; Loeb, C. & Wade, J. (2004). District wide Summary of the 2003-2004 Surveys of School Environment. Rockville, MD: Montgomery County Public Schools, Office of Shared Accountability.

Betts,J et al (2003)Determinants of Student Achievement.New Evidence from San Diego

[http://www.ppic.org]

Bhati, K. K. (1998). Principles of Education. New Delhi: Kalyani Publishers.

Bitamazire, N. G. (2005). *Status of Education for Rural People in Uganda.* Paper Presented at the Ministerial seminar on education for rural people in Africa., Addis Ababa, Ethiopia.

Blum,et al(2002)*Improving the odds;The untapped power of schools to improve the health of teens.* Minneapolis:University of Minnesota,Center for Adolescent Heath and Development.

Bogonko,N.B.(1992).*Reflections on Education in East Africa.* Nairobi: Oxford University Press.

Broughton, G. et al, (1993). *English as a Foreign Language*. Second Edition. London: Routledge and Kegan Paul limited.

Brown,R.A (2004)Motivation for Learning English among Japanese University students.Chigasaki,Japan:Bunkyo University

Carasco,J et al (1996)Factors influencing effectiveness in primary schools in Uganda.A baseline survey.Bonn:DSE

Carter, S.C. (2000). *No Excuses: Lessons from High-performing, High-poverty Schools.* Washington, D.C. The Heritage Foundation.

Chetty, Raj, John N. Friedman and Jonah E. Rockoff (2011) The long-term impacts of teachers: teacher value-added and student outcomes in adulthood. *NBER Working Paper 17699.* http://www.nber.org/papers/w17699

Chubb, J., & Moe, T. (1990). *Politics, markets and America's schools.* Washington, DC: The Brookings Institution.

Coleman, J.S., Campbell, E.Q., Hobson, C.J., McPartland, J., Mood, A.M., Weinfeld, F.D., & York. R.L. (1966). *Equality of educational opportunity*. Washington, DC: U.S.Government Printing Office.

Comer, J. (2005). *The Rewards of Parent Participation.* Educational Leadership, 62.

Comer, J. (2001). *Schools That Develop Children.* The American Prospect.

Considine, G. & Zappala, G. (2002). Influence of Social and Economic Disadvantage in the Academic Performance of School Students in Australia.

Coombs, H. P. (1985). World Crisis in Education: View from the Eighties. New York: Oxford

Press

Corbett, D. &. Wilson, B. (2002). *What Urban Students Say About Good Teaching.* Educational Leadership .

Deal, T, & Peterson, K. (1990). *The principal's role in shaping school culture.* Washington Office of Educational Research and Improvement, U. S. Department of Education.

Devine,J&Cohen.J(2007)*Making your school safe:Strategies to protect children and promote learning.*New York: Teachers College Press.

Downey, Douglas B(1995)Understanding Academic Achievement among children in step households: The role of parental resources,sex of the step-parent and sex of the child. *Social Forces*73 (3)

Dufour, R. (2000). *The learning centered principal.* Educational Leadership.

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement.* Bloomington, IN: National Educational Service.

Drever,E(1991) School Effectiveness:Criteria and Evidence.A discussion paper.[http://www.scre.ac.uk]

Dworkin, A.G et al (1998).Fear,victimization,and stress among urban public teachers.*Journal of Organizational Behaviour*,9(2)

Edmonds, R. (1979). *Effective Schools for the Urban Poor.* Educational Leadership.

Education Insight. (2005). Education and Communication Issues, volume 8.

Eshiwani, G.S. et.al (1988) Education in a Semi Arid Area: A study of the Determinant of School Achievement of Educational Research. Nairobi: Kenyatta University

Ezewu, E. (1988). Sociology of Education. London: Longman Group Ltd.

Fantuzzo, J., & Tighe, E. (2000). A family involvement questionnaire. *Journal of Educational Psychology*, *92*(2).

Fraenkel, J., & Wallen, N. E. (2000). *How to design and evaluate research in education* (4th ed.). Boston: McGraw-Hill.

Fullan, M. (1999). Change forces: The sequel. London: Falmer.

Gay LR, Airasian, P. (2000). Educational Research (6th Ed.).Columbus, OH: Merril

Glewwe,P.(2002).*Schools and Skills in Developing Countries: Education Policies and Social-Economic Outcomes. In: Journal of Economic Literature Vol.40*

Goldhaber, D., and Brewer, D., (1996). *Evaluating the Effect of Teacher Degree Level on Educational Performance.* Rockville, MD: Westat, Inc.

Gentlement & Markowitz, J. (1974). The Courage of Divorce. New York: Simon and Schuster.

Ghaith.G.(2003)The relationship between forms of instruction, achievement and perceptions of classroom climate.*Educational Research.*

Gilmer, B. H. (1966). *Industrial psychology* (2nd ed.). New York: McGraw-Hill.

Griffith, J (2002). *A Multilevel Analysis if the Relation of School Learning and Social Environments to Minority Achievement in Public Elementary Schools.* The Elementary School Journal, 102, 5.

Hallinger, Philip &. Heck, R. (1998). *Exploring the Principal's Contribution to School Effectiveness: 1980—1995,"* School Effectiveness and School Improvement,9,2.

Hamre, B.K &Pianta,R.C.(2001)Early teacher-child relationships.*Child Development*,72(2)625

Hanna, J. (1998). School climate: *Changing fear to fun.* Contemporary Education, 69. 2.

Hanushek, E.A. (1997). Assessing the effects of school resources on student performance: An update. *Educational Evaluation and Policy Analysis, 19*(2).

Hanushek, Eric and Steven Rivkin (2006) Teacher quality. *Handbook of the Economics of Education, Volume 2* (Eds: Eric Hanushek, Finis Welch). http://www.sciencedirect.com/science/article/pii/S1574069206020186

Harmer, J. (1991). *The practice of English language teaching.* London: Longman.

Hattie, John (2009) Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge, UK.

Hedges, L., Laine, R. and Greenwald (1994). A Meta Analysis of the Effects if Differential School Inputs on Student Outcomes. *Educational Researcher*, 23, (3).

Henderson, A. T. (1988). Good news: An ecologically balanced approach to academic Improvement. *Educational Horizons*, *66*(2).

Heyman, S. P. (1980). Students Learning in Uganda. Textbooks available and other factors.

Comparative Education Review, 24.2.

Heyneman,S.P and Loxley,W(1983)The effect of Primary School Quality on Academic Achievement Across Twenty Nine High and Low Income Countries. American Journal of Sociology.Vol.88

Hill, P. (1994). The contribution teachers make to school effectiveness. In P. W. Hill, P. Holmes-Smith, K. Rowe. & V. J. Russell (Eds.). *Selected reports and papers on findings from the first phase of the Victorian Quality Schools Project*. Centre for Applied Educational Research: University of Melbourne.

Hill, P.W., Rowe, K.J. (1996) *The Victorian Quality Schools Project: A study of school and teacher effectiveness (Report,Volume 1)*. Centre for Applied Educational Research: University of *Melbourne*.

Hill, P.W. and Rowe, K.J. (1996). Multilevel modelling in school effectiveness research. *School effectiveness and school improvement*, *7*.

Honan, W. H. (June, 1996). Report finds that income best predicts education. *New York Times*.

Hoy, W. K., Hannum, J. (1997). *Middle school climate: An empirical assessment of organizational health and student achievement.* Educational Administration,Quarterly, 33, 3.

Hoy, W. K., Tarter, C. J., & Bliss, J. R. (1990).Organizational climate, school health, and effectiveness: A comparative analysis. *Educational Administration Quarterly, 26*(3).

Hughes, M.(1995) *Achieving Despite Adversity: Why Are Some Schools Successful In Spite of the Obstacles 'They Face?* A Study of the Characteristics of Effective and Less Effective Elementary Schools in West Virginia Using Qualitative and Quantitative Methods. Charleston, WVA: West Virginia Education Fund.

Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *English Language Teaching Journal, 48*(4).

Hymes, Dell. (1972). 'On Communicative Competence,' in J B Pride & J Holmes (eds), Sociolinguistics. Harmondsworth: Penguin

Jagero, N.O. (1999). An Evaluation of the Factors Affecting the Quality of Education in Day Secondary Schools in Kenya: A case study of Kisumu District; M. Phil Thesis, Moi University, Eldoret.

Jensen, Ben (2012) *Catching Up: Learning from the best school systems in East Asia.* Grattan Institute. July 2012. http://www.grattan.edu.au/pub_page/129_report_learning_from_the_best.html

Jones, N. B. (1997). *Applying learning styles research to improve writing instruction.* Paper presented at RELC Seminar on Learners and Language Learning, Singapore.

Kadzamira,E (1982)Research on school effects on students' achievement in developing countries with special reference to Malawi.*Zimbambwe Journal of Educational Research 2(13)*

Kagan,J(1984) The Nature Of The Child.New York:Michigan State University

Kaplan, L., & Evans, M., Sr. (1997). *Changing school environment: Restructuring one Virginia high school.* NASSP Bulletin, 81, 589.

Karpicke, H., & Murphy, M. (1996). *Productive school culture: Principals working from the inside.* NASSP Bulletin, 80, 576.

Kitavi, M. and Westhuizan, P. (1997) Problems facing Beginning School Principals in Kenya. Paper presented in CIG meeting in New York

KNEC (2006). Candidates overall performance report for 2005. Nairobi:K.N.E.C.

Kenya National Examination Council (2011). 2010 KCSE Examination Report, KNEC, Nairobi

Kombo, D.K. and Tromp, D.L.A. (2006). *Proposal and Thesis Writing.* Nairobi: Paulines Publications Africa.

Krejcie, R.V. & Morgan, D.W. (1970). Determining Sample Size for Research Activities: Educational and Psychological Measurement. Sage Publications.

Kremer,M et al(2005) Teacher absence in India:A snapshot. Journal of the European Association,3

Kundu, C.L. & Tutoo, D.N. (2000). Educational Psychology. New Delhi: Sterling Publishers PVT Ltd.

Lai,F.,Sadoulet,E et al(2007)Do school characteristics and teacher quality affect student performance?Beijing:A manuscript

Lambert, W. et al (1963). *Attitudes and motivation in second language learning.* Rowley, Mass:

Newbury House.

Larkin, A. I., & Keeves, J. P. (1984). *The class size question: A study at different levels of analysis*. Hawthorn: Australian Council for Educational Research.

Laura, E. B. (1989). Child Development (4th Ed.). Boston:Ally&Bacon

Lee, V. E., & Smith, J. B. (1997). High school size: Which works best and for whom? *Education Evaluation and Policy Analysis, 19*(3).

Lezotte, L. (2001). *Revolutionary & Evolutionary: The Effective Schools Movement.* MI: Effective Schools Products, Ltd.

Lleras,C.(2008)Hostile school climates.*Journal of School Violence*,7(3)105

McNeely,C.A et al(2002)Promoting student connectedness to school:Evidence from the national longitudinal study of adolescent health.*Journal of School Health*, 72,138

Mendro, R. L. (1998). Student achievement and school and teacher accountability. Journal of Personnel Evaluation in Education, 12.

Mensch, B. and Lloyd, C. (1997). Gender Difference in Schooling Expenses of Adolescents in Low-Income Countries: The Case of Kenya. A paper presented for the National Academy of Sciences Committee on Population. Washington D.C. March 29th

Michael, C. & Sheila, R. C. (1989). The Development of Children. San Diego; University of California.

Mugisha, B. A. (1991). An investigation into the Causes of Poor Performance in Business Studies Subjects in Selected institutions in Kampala District. Unpublished dissertation, Makerere University Kampala, Uganda.

Mugenda, M.O. and Mugenda, G.A (2003*). Research Methods*. Nairobi: Acts Press.

Muthwii, M.J. (1994a)Kalenjin in Kenya: The socio-phonological interaction of an ethnic language with English and Kiswahili. *Language Forum* 2 (1), 1–48

Mwamwenda,T and Mwamwenda,B(1987)School factors and pupils'academic achievement.*Comparative Educational Review*

Mwinzi, D. and Kimengi, I. (2006). Learning Science and Mathematics among Female Students in Secondary Schools in Economically Disadvantaged Areas in Kenya: Challenges and Prospects. Nairobi: IIPE.

National Commission on Teaching and America's Future(2004)What matters most:Teaching for America's Future.New York

National School Climate Council.(2007).*The School Climate Challenge: Narrowing the gap between school climate research and school climate policy*.on:www.schoolclimate.org/climate/policy.php.Retieved on July 4,2012

Noble, J. & McNabb, T. (1989). *Differential course work and grades in high school: Implications for performance on the ACT Assessment*. (ACT Research Report No. 89-5).Iowa City, IA: ACT, Inc.

Noble. J., Davenport, M., Schiel, J. & Pommerich. M. (1999). *Relationships between the noncognitive characteristics, high school course work and grades, and test scores of ACT-tested students*. (ACT Research Report No. 99-4). Iowa City, Iowa: ACT, Inc.

Novotney,A(2007).Violence against teachers is a little-known but significant problem. An APA task force is working to change that. American Psychological Association Monitor on Psychology,40(9),68

Nsubuga, Y.K.K. 2003, *Development and Examination of secondary in Uganda: Experience and challenges,* Kampala- Uganda.

Nye. B., Konstantopoulos, S., & Hedges, L. V. (2004). How large are teacher effects? Educational Evaluation and Policy Analysis, 26(3).

OECD (2012) Does money buy strong performance in PISA? *PISA in Focus 13* (July 4,2012)at http://www.oecd-ilibrary.org/education/does-money-buy-strongperformance-in-pisa_5k9fhmfzc4xx-en

Okwara,M.O et al(2009) Towards a model of Integrated English Language Curriculum for secondary schools in Kenya. Educational Research and Review.Vol 4(5)

Oluka,S and Opolot-Okurut,C(2008)Performance in Primary Education in the Teso region:An Exploratory study.Nairobi:UNESCO

Oluoch GP (1982). Essentials of Curriculum Development. Nairobi: Elimu Bookshop Ltd.

Orodho, J (2009) Elements of Education and social Science Reseach Methods. Maseno: Kanezja Publishers.

Orr, A(2003)Black-White differences in achievement :the importance of wealth. *Sociology of Education*76, 281

Owen, V. (1999). Exploring Beliefs about Academic Performance Achievement. The Uganda Education Journal Vol.2, 57, New Vision.

Oxford Advanced Learners' Dictionary (1994).London: Oxford University Press UK Ltd.

Parker, R etal (1973) Teaching English in Secondary School. New York: The Free Press.

Penny, M. (2001). Understanding Children's Challenging Behaviour, Why Try to Influence or Change Behaviour for a Variety of Purposes. London:Nelson.

Pennyquick,D (1997)School effectiveness in developing countries.A summary of research evidence.Serial No.1. DFID

Peterson, K. & Deal, T, (1998). *How leaders influence culture of schools.* Washington Office of Educational Leadership, 56(1).

Peterson, R., & Skiba, R. (2000). *Creating school climates that prevent violence.* Preventing School Failure, 44.

Provasnik S. and Young, B. (2003). The Relationship of Teacher Quality to Student Mathematics Achievement at the 8th Grade: Findings from the National Assessment of Education and Progress. Presented at the American Educational Research Association. Chicago, Illinois.

Ramandriafamatanantsoa,J(1995) Improving the quality of primary and secondary education in Madagascar.Association for the development of African Education,3(7)

Resnick, M.D. et al (1997). *Protecting adolescents from harm: Findings from the National Longitudinal Study of Education.* Chicago: University of Chicago Press.

Rice, Jennifer (2003).Understanding the Effectiveness of Teacher Attributes. Retrieved on June 5, 2012 from http://www.epinet.org/printer.cfm?id=1500&content_type1&nice_name-

Richards, Jack C. and Theodore S. Rodgers. (2001). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.

Richards, J.C. and T.S. Rodgers (1986). *Approaches and Methods in Language Learning.* Cambridge: CUP.

Richards, J. C. (1998). *Beyond training: Perspectives on language teacher education.* Cambridge: Cambridge University Press.

Rowe, K.J. and Hill, P.W. (1994). Multilevel modelling in school effectiveness research: how

many levels? In P. W. Hill, P. Holmes-Smith, K. Rowe, & V. J. Russell, (Eds.) *Selected reports and papers on findings from the first phase of the Victorian Quality Schools Project*. Centre for Applied Educational Research: University of Melbourne.

Republic of Kenya, (2005). Sessional Paper No. 1 of 2005. *A Policy Framework for Education, Training and Research. Nairobi: Government Printer.*

Republic of Kenya (1988).*Report of the Presidential Working Party on Education Manpower Training for the Next Decade and Beyond*. Nairobi: Government printer.

Sanders, W. & Rivers J.(1996). Cumulative and Residual Effects of Teachers on Future Student Academic Achievement. Knoxville, TN: University of Tennessee.

Schaps, E. (2003). *Creating a School Community*. Educational Leadership, 60.

Schleicher, A. (2011), *Building a high-quality teaching profession: lessons from around the world.* OECD Publishing. http://dx.doi.org/10.1787/9789264113046-en

Schutt .R.K (1999). Investigating the Social World: *The Process and Practice of Research* (2nd Edition). Thousand Oaks.C.A: Pine Forge Press.

Sentamu, N. P. (2003). School Influence of Learning: A Case of Upper Primary Schools in Kampala and Wakiso Districts. Uganda Education Journal, 4.

Skinner,E&Belmont,M.(1993)Motivation in the classroom: Reciprocal effects of teacher behaviour and student engagement across the school year.*Journal of Educational Psychology,*85,571

Skinner,R&Chapman,C(1999).Service-learning and community service in public schools.Washington,D.C:National Center for Education Statistics.

Stern, H. H. (1992). Fundamental Concepts of Language Teaching. Oxford: Oxford University Press.

Stones, E. (1992) *Quality Teaching. A Sample of Cases*. London: Routledge.

Strahan, D. (2003). *General Patterns and Particular Pictures: Lessons Learned from "Beating the Odds Schools"*. Journal of Curriculum and Supervision, 18, 4.

Sweeney, J. (1992). School climate: The key to excellence. NASSP Bulletin, 76, 547.

Tagiuri, R. (1968). The concept of organizational climate. In R. Tagiuri & G. Litwin (Eds.), *Organizational climate* (pp. 12). Boston: Harvard University Press.

TSC (1999) A School Management Handbook: Nairobi. Teachers Service Commission

Trusty, J. (1999). Effects of eighth-grade parental involvement on late adolescents' educational expectations . *Journal of research and development in education*, *32*(4).

van Ek, J. A. (1973). Systems Development in Adult Language Learning: A European Unit/Credit System for Modern Language Learning by Adults. Strasbourg: Council of Europe.

Wako,T.G.(1995). *Indicators of Education Systems Performance. A Manual for Statisticians and Planners*. Addis Ababa: National Education Statistical Information Systems.

Waxman, C., &. Huang, Shwu-Yong L (1997) *Classroom Instruction and Learning Environment Differences Between Effective and Ineffective Urban Elementary Schools for African American Students."* Urban Education 32.

Weinstein, C.S. (1998). *"I want to be nice, but I have to be mean." Exploring Prospective Teacher's Conceptions of Caring and Order.* Teaching and Teacher Education, 14(2).

Whiteley, W.H. (ed.) (1974) *Language in Kenya*. Nairobi: Oxford University Press.

Wilkins, D. A. (1972). Linguistics in Language Teaching. London: Edward Arnold.

Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. Journal of Personnel Evaluation in Education, 11.

Yeya, M. S. (2002). An investigation of the probable causes of poor performance in K.C.S.E in Matuga division, Kwale district, MED project, Kenyatta University.

APPENDICES

APPENDIX 1

Table1: Candidates' Overall Performance in English(2004-2011)

Year	No. of candidates	Mean Score(%)
2004	221,321	34.76
2005	259,306	42.89
2006	241,983	39.76
2007	273,066	39.70
2008	285,101	37.68
2009	334,883	39.18
2010	354,951	38.68
2011	357,488	37.35

Source:Knec Report (2011)

APPENDIX 2

Table 2:K.C.S.E Trend in English Mean Scores Of Bomet &Neighbouring Districts

Year	District	Entry	English Mean Score(Max:12)
2009	Bomet	2022	3.945
	Chepalungu	2345	4.231
	Sotik	2030	4.548
2010	Bomet	2480	3.883
	Chepalungu	2543	4.438
	Sotik	2123	4.589
2011	Bomet	2445	3.578
	Chepalungu	2690	4.498
	Sotik	2278	4.682

Source: D.E.O-Bomet.

APPENDIX 3.

Table 3. Percentage contribution of instructional inputs to good results.

Input	Percentage contribution to good results
(a) Effective teaching	75
Adequate textbooks, tuition equipment	15
Good physical facilities, supervision and community support	10

Source TSC (1999)

APPENDIX 4

LETTER OF TRANSMITTAL

P.O.Box 2461,

Kisii.

Dear Sir/Madam,

RE: REQUEST FOR RESEARCH DATA

My name is John Njuguna.I am a masters student doing project research in the Project Planning and Management program at the University of Nairobi. The project is entitled: ***Factors influencing performance in English in public secondary schools in Bomet district.***

You are invited to participate in this study since you have interacted with the Secondary English Curriculum. The purpose of the study is to investigate the factors that influence academic performance in English, namely (1) Quality of Teaching;(2) Teaching and Learning Resources; (3)School Climate and(4) Home factors. A questionnaire will be used to capture your responses. It takes about 5-7 minutes for you to fill it in. The results will be statistically analysed and used in the write-up of the project. This study will provide education professionals with greater insight into teaching and learning processes, and will benefit both academic staff and students.

As a participant, I assure you that there are no physical or psychological risks involved in this exercise. The individual results of the questionnaires will also be kept confidential.

Your assistance and co-operation will be highly appreciated.

Yours faithfully,

John Njuguna

APPENDIX 5

STUDENT'S QUESTIONNAIRE

Thank you for accepting to be my respondent. The purposes of these questions are to explore what you think about English performance in school. The information given will assist in improving the performance of English in Bomet District. On the following pages are some questions that require your response. There is no right or wrong answer, all that is required is your personal opinion. Please answer these questions as honestly as you can. Your answers will be kept strictly confidential and please be assured that your teachers will not victimize you for anything written here.

PART 1: BACKGROUND INFORMATION

1. Please tick against your response: Male () Female ()

2. School category. District () Provincial ()

3. Type of school Girls () Boys () Mixed Boarding ()

Day Boarding () Mixed Day ()

Mixed Day and Boarding ()

4. What is the average class size in your stream? _____(Number of students in class)

PART II

QUALITY OF TEACHING

5. With general regard to English, how often do these things happen in your English lessons?

	In my English lessons	Never	Once a term	About once a month	About once a week	Nearly every lesson
a)	I write compositions	1	2	3	4	5
b)	I read English set books	1	2	3	4	5
c)	We do assignments	1	2	3	4	5
d)	We have class discussions	1	2	3	4	5
e)	We do have discussion groups	1	2	3	4	5
f)	We do have class debates	1	2	3	4	5
MY TEACHER (S) OF ENGLISH						
g)	Marks our work and gives it back quickly.	1	2	3	4	5
h)	Uses language that is easy to understand.	1	2	3	4	5

PART III: AVAILABILITY OF TEACHING AND LEARNING RESOURCES

13. For each of the following statement please circle a choice that corresponds to your view on the availability of resources in your school for learning English.

KEY: SD = Strongly Disagree D = Disagree, U – Undecided

A = Agree, SA = Strongly Agree.

	AVAILABILITY OF RESOURCES	SD	D	U	A	SA
a)	Class textbooks are adequate for English	1	2	3	4	5
b)	We have access to revision books in English	1	2	3	4	5
c)	The school has adequate number of English readers	1	2	3	4	5
d)	We have adequate number of setbooks	1	2	3	4	5

PART IV: SCHOOL CLIMATE

14. Please place a tick against the statement which best describes your views on the following items regarding your teachers of English.

Key: SD=Strongly Disagree, D= Disagree, U=undecided, A=Agree, SA=Strongly Agree.

My teachers of English	SD	D	U	A	SA
a) Shows respect for all students	1	2	3	4	5
b) shows sensitivity to individual differences	1	2	3	4	5
c) Are punctual for English Lessons	1	2	3	4	5
d) Communicate Clearly	1	2	3	4	5
e)are burdened with busywork	1	2	3	4	5
f)are committed to helping the students	1	2	3	4	5
g) help students at their own time	1	2	3	4	5
h)victimize and shame weak students					
The students	1	2	3	4	5
i)bully others	1	2	3	4	5
j)respect others who get good grades	1	2	3	4	5
k)absent themselves without convincing reasons	1	2	3	4	5
My Principal	1	2	3	4	5
l)compliments teachers publicly	1	2	3	4	5
m)sets an example by working hard	1	2	3	4	5
The school	1	2	3	4	5
n)rewards excellence	1	2	3	4	5
o)has adequate security	1	2	3	4	5
p)has a well equipped and operational library	1	2	3	4	5

PART V:HOME BACKGROUND

15(a)Number of siblings(brothers and sisters)_____

(b) 5. Who is directly responsible for you at home? (Please tick one).

Both parents () Father only () Mother only ()

Grandparents only () Brothers and sisters only ()

(c)Tick against the Highest educational level of the parent/guardian

1) Masters and above ()

2)Bachelors ()

3) Form 1-6 ()

4) Std 8 and below ( )

16. Please place a tick against the statement which best describes your views on the following items regarding your parent/guardian.

Key: SD=Strongly Disagree, D= Disagree, U=undecided, A=Agree, SA=Strongly Agree

My parent/Guardian					
a)talks to me about the importance of English	1	2	3	4	5
b)is involved in my academic life	1	2	3	4	5
c)checks my assignments on a regular basis	1	2	3	4	5
d)attends P.T.A meetings regularly	1	2	3	4	5
e)advises me on course selection after school	1	2	3	4	5
f)provides adequate books to enhance my English learning	1	2	3	4	5

Thank you very much for taking your time to fill this questionnaire

APPENDIX 6

TEACHER'S QUESTIONNAIRE

This questionnaire is for collecting data on the factors affecting the performance of English language in secondary schools in Kenya. All the information given shall be treated as confidential. To enhance confidentiality, do not enter your name or that of your school in the questionnaire.

PART I : BACKGROUND INFORMATION

1. Indicate your gender. Male Female

PART II:QUALITY TEACHING

2. Teaching experience Less than 2 years () 2 – 5 years ()

5 – 10 years () More than 10 years ()

3. What is your highest professional qualification

Below Form six () Diploma () Bachelors () Masters ()

4. How many English lessons do you teach in a week?____

5. On average, how many students are in the classes you teach? _____

6. With general regard to English, how often do these things happen in your English lessons?

	In my English classes I	Never	Once a term or less	About once a month	About once a week	Nearly every lesson
a.	.....ask students to write compositions	1	2	2	3	4
b.	.....supervise students reading of English set books	1	2	2	3	4
c.	.....mark their work and give it back quickly	1	2	2	3	4
d.	.....use language that is easy to understand.	1	2	2	3	4

PART III: AVAILABILITY OF TEACHING AND LEARNING RESOURCES

9. For each of the following statements, please circle a choice that corresponds to your views on the availability of resources in your school for learning English.

KEY: SD – Strongly Disagree D = Disagree U = Undecided A = Agree
SA = Strongly Agree

Availability of Resources	SD	D	U	A	SA
a) Class textbooks are adequate for teaching English	1	2	3	4	5
b) There are enough teaching and learning aids	1	2	3	4	5
c) The school has adequate number of English readers	1	2	3	4	5
d) The recommended set books are adequate for each student	1	2	3	4	5
e) I am satisfied with the school's support in the teaching and learning English.	1	2	3	4	5

PART IV: SCHOOL CLIMATE

12. Please place a tick against the statement which best describes your views on the following items regarding you as a teacher of English.

KEY: SD = Strongly Disagree, D= Disagree, U = Undecided A = Agree SA = Strongly Agree.

	I Consider that in my teaching I.....	SD	D	V	A	SA
a)	.....Show respect to all my students	1	2	3	4	5
b)	....show sensitivity to individual differences	1	2	3	4	5
c)	.....am punctual for English lessons	1	2	3	4	5
d)	.....am current with the developments in the field	1	2	3	4	5
e)	.....communicate clearly	1	2	3	4	5
f)	....am burdened with busywork	1	2	3	4	5
g)	.....help students at their own time	1	2	3	4	5
h)	....victimize and shame weak students	1	2	3	4	5
	The students	1	2	3	4	5
i)	....bully others	1	2	3	4	5
j)	.....respect others who get good grades	1	2	3	4	5
k)	.....absent themselves without convincing reasons	1	2	3	4	5
	My Principal	1	2	3	4	5
l)	....compliments teachers publicly	1	2	3	4	5
m)	....sets an example by working hard	1	2	3	4	5
	The school	1	2	3	4	5
n)	.....rewards excellence	1	2	3	4	5
o)	.....has adequate security	1	2	3	4	5
p)	....has a well equipped and operational library	1	2	3	4	5

PART V:HOME BACKGROUND

13.Majority of the parents are (1)Masters and above ()

(2) Bachelors()

(3) Form 1-6 ()

(4) Std 8 and below()

Please place a tick against the statement which best describes your views on the following items regarding most parents/guardians.

Key: SD=Strongly Disagree, D= Disagree, U=undecided, A=Agree, SA=Strongly Agree

Parents/Guardians	1	2	3	4	5
a)talk to students about the importance of English	1	2	3	4	5
b)are involved in the students academic life	1	2	3	4	5
c)attend P.T.A meetings regularly	1	2	3	4	5
d)provide their children with adequate books to enhance English learning	1	2	3	4	5

Thank you very much for taking your time to fill this questionnaire.

APPENDIX 7:Table for determining sample size from a given population

Population	Sample	Population	Sample	Population	Sample
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Source: Derived from Krejcie, R.V. & Morgan, D.W. (1970).

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams:"CSIENCETECH",Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571,2213123.
Fax: 254-020-2213215,318245,318249
When replying please quote

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

Our Ref: NCST/RRT/12/6/SS-017/76/09

Date: 19th July 2012

Njuguna John
P.O. Box 55
Bomet

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on **"Factors influencing performance of English language in public secondary school in Bomet district Kenya** I am pleased to inform you that you have been authorized to undertake research in **Bomet Central, Division, Bomet County, Kenya for** a period ending *November*

You are advised to report to the **District Commissioner & the District Education Officer, Bomet County, Kenya** before embarking on the research project.

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

for

P.N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
Bomet Central, Division Bomet.

The District Education Officer
Bomet Central, Division Bomet