

**FACTORS INFLUENCING THE ACADEMIC PERFORMANCE OF DAY
SCHOLARS IN PUBLIC SECONDARY SCHOOLS IN KENYA: A CASE
OF MUMIAS WEST SUB-COUNTY**

BY

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DECLARATION

This research project is my own original work and has not been submitted for a degree award in any university, college or research body.

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This research project has been submitted for examination with my approval as a university supervisor.

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DEDICATION

This work is dedicated to my beloved wife Rael Nekesa who continually advocated for my further education.

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LIST OF ABBREVIATIONS AND ACRONYMS

AYP-Adequate Yearly Progress

EPRC-Education Policy Review Commission

(MOES)-Ministry of Education and Sports

NCLB- The No Child Left behind

PTA - Parents Teachers Association

TLRs – Teaching Learning Resources

UNICEF United Nations children education fund

BECE Basic examination certificate

PMT Performance monitoring tests

SRC School report card

DME District mock examination

ABSTRACT

Success of the school in carrying out its primary charge of educating and socializing students is contingent on students attending school regularly. The main purpose of this study was to investigate the factors influencing day scholar's academic performance in day public secondary schools in Kenya with keen interest in Mumias west sub-county. The guiding objectives were: To determine the extent to which school attendance, to examine how parents support, determine how availability of school instructional resources, to assess the extent to which monitoring mechanisms influenced academic performance of day scholars in day public secondary schools. The study was grounded on Blooms Taxonomy of learning theory. Blooms theory is an excellent resource for developing parental ideas, teaching strategies and learning materials needed to be considered to improve the outcomes of our students. This theory was supported by Abraham Maslow's hierarchy of needs. The researcher used the descriptive research design. The target population consisted of 18 principals 18 PTA chairmen 4 zonal education officers and 342 teachers making a total study population of 382. The researcher used 30% of the secondary school population as suggested by Kothari (2004). Hence systematic random sampling was used to select 75 teachers while purposive sampling selected 40 other officers to make a total sample of 115. Data was collected using a closed-ended questionnaire and interview schedules. It was concluded that; non attendance affects completion of syllabus and that parental involvement is pertinent to good performance; hence parents should be sensitized about their involvement in their children's academics as the government provides needed learning materials and motivation to monitor and evaluate students work effectively to enhance good academic performance in Mumias west sub county.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The performance of students in any academic task has always been of special interest to educators' parents and society at large. The primary concern of any educator who is entrusted with the responsibility of selecting students for any advance training in a given field, is the ability to estimate as accurately and as early as possible the probability that such candidates will succeed or fail (Yusuf and Adigun, 2010).

In the United States of America student absenteeism is listed as the number one problem in the daily administration of the schools in the early 1970s, according to a random sample of 500 members of the National Association of Secondary School Principals (Defours, 1983; Rothman, 2001). Wright (1978) found a significant difference in attendance to be associated with school location. Also, he reported that courses offered youthfulness of the teaching staff and programs were factors associated with student attendance. Attention to predictors within the family, society, or individual circumstances, as well as academic surroundings and materials are important factors to consider when addressing school attendance. Excessive absenteeism affects student achievement and performance, also teacher instruction and effectiveness, principal discipline, administration, and funding (U.S. Department of Justice, 2001).

As students progress from the primary grades excessive absenteeism drains community resources impacting human services such as truancy officers, social workers, probation officers, school counselors, the courts and retail merchants who are vulnerable to loitering and shoplifting (U.S. Department of Justice, 2001). It is critical to identify strategies early in a child's school career that will intervene effectively with youth who are chronically truant and interrupt their progress to delinquency and other negative behaviors by addressing the underlying reasons behind their absence from school (U.S. Department of Justice, 2001).

Excessive absenteeism in the primary age child is usually a result of childhood illnesses or parental educational neglect (Kozinetz, 1995). Bandura's (1977), Social Learning Theory, refers to observational learning, which takes place through modeling the behaviors of others, which could account for some students' non-attendance. In addition, parental apathy or recollection of his or her negative past school experience could hinder promoting the importance of education and school attendance (Ndaayezwi, 2003).

Society and schools cannot afford to allow a single child to leave school early, or have excessive absenteeism. Schools and states continue to attempt to eliminate absenteeism by establishing programs to keep students in school starting at the primary level. Non-attendance is an early warning sign for future problems that negatively affect student achievement (U. S. Department of Justice, 2001).

The American No Child Left behind (NCLB) Act of 2001 proposes to close the achievement gap using accountability measures. One of the requirements of the NCLB legislation is school attendance. Each sub-group must maintain at least a 94 percent attendance rate as a part of the requirements of Adequate Yearly Progress (AYP). The NCLB Act is relying on states to develop dropout prevention strategies to increase student attendance and academic achievement by implementing strategies at all school levels that will help the school achieve the intent of the NCLB Act of 2001, which states that all students will be proficient in reading and math by 2014. (Dynarski & Gleason, 1998; NCLB, 2001; Popham, 2004; Reid, 2004).

In United Kingdom , in a study based on a sub sample of 15- and 16-year-old school students from the UK, part of the European School Project on Alcohol and Other Drugs (ESPAD). Information was available on truancy rates, perceived school performance, family structure, lifestyle, and usage of illicit drugs in 6409 teenagers. Living in a single-parent family, lack of constructive hobbies, presence of psychiatric symptoms, and an

aggressive outgoing delinquent lifestyle bore the strongest associations to truancy and to perceived school performance. Having at least one parent who both supported the respondent and who exercised some control was predictive of better perceived school performance. Patrick Miller, Martin Plant (1999)

In China Hinnun and park (2004) studied positive correlation of study materials and better performance at home in rural china

In Mexico, Coady and parker (2002) studied another factor influencing academic performance as being the distance from school, long distance is a reason for lateness.

In Brazil the school day run from 7 a .m to noon and student typically go home at noon to share lunch with their family hence many school can barely afford to complete the syllabus with scarce facilities like computers hence weak performance in National exams Cohen (2004).

In South Africa, Paul Mutodi (2014) In his study ascertained how parental involvement in South African schools affects the academic performance of students in mathematics. And Literature and claimed that involvement of parents resulted in better academic performance than if parents were not involved. The aim of the research was to see if this relationship exists in South African high schools. Family support was found to be positively related to performance. Results further indicate that home and family support is the most significant factor that determines a learner's performance Children's homework is considered to be important by each parent and they all assist their children with homework. Thus, it may be concluded that by staying involved with their children's education, parents do impact positively on the academic achievement of the students.

In Tanzania, Orestes Silverius Kapinga1(2014) In his study to assess the impact of parental socioeconomic status (SES) on students' academic achievement in secondary schools. The studies found that majority of the students from the selected secondary schools are from low SES. The study established The Impact of Parental Socio-economic Status on Students' Academic Achievement in Secondary Schools in Tanzania. The study established that there is a close relationship between SES and academic achievement. The study further found that , majority of the parents were not involved in the learning of their children, as well as in the school

improvement programmes. The study recommended that, the government to review the policy of cost sharing and make it free to o-level students especially to low SES students. In addition, schools to have professional guidance and counselors to help students with problems to reduce the gap between low and high SES. In Tanzania it was further found that majority of the parents were not involved in the learning of their children as well as in the school improvement programmes. The study recommended that the government review the policy of cost sharing to make it free to o-level students especially to low SES students. In addition, schools to have professional guidance and counselors to help students with problems to reduce the gap between low and high SES.

In Uganda, the Government through the Ministry of Education and Sports (MoES) provides administration and management for the betterment of the national education system. Key policy decisions regarding education and other educational services have always been made by the state at least since the attainment of independence. However, schools whether government aided or private, have stakeholders who undertake various activities. School management therefore is done through the coalition of stakeholders, performing different complementary functions in order to attain school objectives and goals. The quality of management services, determines the survival and progress of organizations such as schools (Adongo, 2006)

Although the planning and management of education has largely been a role of the state, Adongo (2006) reports that, in the mid 1970s, leading economists in universities in Europe and donor agencies began to criticize governments' direct involvement in service delivery. The governments were criticized for mismanagement, inefficiency, corruption, lack of planning and related problems. Consequently, in the 1980s there was a shift to community involvement in service delivery. In Uganda, primary education has been decentralized to ensure community participation and provision of quality education. At secondary level, whether government aided or private, schools rely heavily on parents' financial and managerial contribution. Unless all stakeholders are involved, school achievements including students' performance may not be realized.

The role of parents in school management today is rooted in the Education Policy Review Commission (EPRC 1989) report. Their responsibility revolves around financial

mobilization, discipline and monitoring the performance of the school. Parents are said to be partners, clients, consumers and educational assistants in as far as management of schools is concerned (Thomson, 2001). However, in Sub-Saharan Africa, due to extreme poverty and financial constraints, there have been challenges in the provision of education. Many countries reported difficulties in recruiting and retaining qualified teachers, especially for teaching Mathematics and Sciences, (Bregman and Armstrong, 2003). Due to poverty in the developing world and more so in rural areas, parents may not afford providing school materials or paying tuition fees which fund is used to pay teachers, buy scholastic materials and laboratory equipment, or provide for the welfare of teachers and students in order to contribute towards the achievement of academic success.

Effective supervision of instruction can however improve the quality of teaching and learning, Eagles and Evans (1970) cited in Etsey (2005).

In Kenya, the government has committed herself to conform to educational sector development, public spending on education total was 17.21 in 2010 with the highest value in the last ten years being 29.19 in 2004 (source UNESCO institute for statistics) through several initiatives which include: constituting education commissions and task forces charged with curriculum restructure (Achoka, 2003), provision of Free Primary Education (Republic of Kenya, 1998) provision of Free Secondary Education (Malenya, 2008), legislation through the Children's Act (Republic of Kenya, 2001) and the Constitution of Kenya (Republic of Kenya, 2010). Owing to the subsidized education initiative, there has been a steady increase in the number of girls attending secondary school with the total enrollment rising from 881,328 in 2003 to 1,180,267 in 2007 (Odhiambo, 2012). But, the total number of the 298,939 increase in student enrollment is accounted for by 181,266 male students compared to 117,673 females (Odhiambo, 2012). This gradual increase does not match that of the boys given that females constitute 51% of Kenyan population compared with males (Achoka & Ogenga, 2010).

Studies in Kenya by Japero (1999) Oloo (2003) highlighted that home environment badly affect students performance of day scholars. Kitavi and westmizan (1997) explained that

long distances made students exhausted and less motivated for learning activities and it sometimes becomes a reason for non attendance of students at school.

Mumias west sub county is in Kakamega county, west of Kakamega town, its main economic activity is sugar cane growing.

1.2 Statement of the Problem

The problem of weak academic performance is so critical that it has become necessary for students to pass the number of required subjects for admission into tertiary institutions at once (Ajayi 1999). Government, parents and guardians have complained about this situation. Mass failure of students and how they can cope with or accomplish different tasks given to them by their teachers, the ability to study and remember facts and being able to communicate their knowledge verbally or down on paper and also in external examinations has been attributed to a number days schooling factors.

Students in public day secondary schools are challenged in many ways. Perhaps the single most important challenge that has garnered recent attention in research reports, policy documents, and public commentary has been the increasing disparity in the educational achievement of boarding secondary schools to their peers in day secondary public schools. Although other issues, such as the need to develop programmes that promote school readiness, improving teacher education, and providing resources to meet increasing academic standards, are important, the implications for achievement differentials are even more far-reaching.

The situation is not different in Mumias West sub county, The sub county's day scholar faces a myriad of setbacks which prohibit him/her from successfully going through the four year season in secondary education. Negative consequences of the achievement gap are more acute for students in Mumias west sub-county who are victimized by chronic, systemic levels of weak performance and behavior problems in school. In short, the potential loss of resources—intellectual, cultural, and economic—resulting from lower achievement reduces the capacity of School leavers to be productive, integral, and contributing members of our community.

School accountability for student achievement has become more rigorous since the implementation of policies like the Virginia Standards of Learning (SOL) and testing (2001) In Mumias West Sub County, Day secondary schools have been ranked second after boarding schools for the last ten years, 2004- 2013. Where Boarding Schools like St

Peter Boys and St Mary's Girls were ranked at the top compared to most day schools Ranked at the bottom. According to the association of Principals report (2014), the day Scholars cannot study properly due to their unsustainable home environment, the long Distance to school and harsh weather conditions, more so a typical family has six Children with an average income of 33/= per day, which is below poverty line. Hence it becomes difficult to provide the space and organize study material for them at home, Mumias West sub county D.E.Os Education day (2014). The home environment was not Suitable for Reading, This has raised anxiety among many parties It is for this reason that The researcher explored the extent to which school attendance, parents' support, Availability of instructional resources for use in schools and monitoring Mechanisms influence academic performance of day scholars in secondary school in Kenya ..No Child Left Behind legislation (NCLB). Student attendance, mobility and Parents support in schools is a focus for educators in order to improve student Achievement at all levels (Applegate, 2003). It is believed that regular school Attendance (,Rothman 2001) parents support instruction material and monitoring Can help ensure student academic success.

1.3 Purpose of the study

The purpose of this study was to investigate the factors influencing day scholars academic performance in secondary schools in Mumias west sub-county.

1.4 Objectives of the study

The study was guided by the following objectives:

1. To determine the extent to which school attendance influence day scholars academic performance in day secondary schools in Mumias West Sub County.
2. To examine how parents' support influence day scholars academic performance in day secondary schools in Mumias west Sub county..
3. To determine how availability of school instructional resources influence day scholars academic performance in secondary schools in Mumias West Sub County.

4. To assess the extent to which monitoring mechanisms influence day scholars academic performance in day secondary schools in Mumias West Sub county..

1.5 Research questions

The study sought to answer the following questions:

1. To what extent do school attendance influence day scholars academic performance in day secondary schools in Mumias West Sub county ?
2. How do parents' support influence day scholars academic performance in day secondary schools in Mumias West Sub County?
3. How does availability of school resources for use in schools influence day scholars academic performance of in day secondary schools in Mumias West Sub county?
4. To what extent do monitoring mechanisms influence day scholars academic performance in day secondary schools in Mumias West Sub county?

1.6 Significance of the study

Education is regarded as an extrinsic good and instrumental in the acquisition of gainful employment, In Kenya, the kind of Job one acquires largely depends on ones educational level (Kadenyi, 2001). It is in the light of the above consideration that this study aims to give some insight on how day schooling influence academic performance in secondary schools. Hence the study was intended to make a contribution to the existing knowledge on effective ways of improving academic performance in day secondary schools.

The study is significant in that the results will contribute to awareness on the trends of education by gender at the smaller unit. The smaller unit being closer to the people will shade more light and enable government design intervention policies in addressing the retention and completion issues. The study will also bring to light gender issues in education that may not have come to light when using large units such as the county for comparison. The study also proposes intervention policies to address education issues for girls hence achieve gender parity in access to education in Mumias west sub-county. Parents will also benefit from the study because this will help them to support the day scholar successively go through secondary level of education.

1.7 Limitations of the study

The following limitations were noted in this study:

The study only covered Mumias west sub-county of Kakamega County due inadequate of funds to cover the whole of the county or the whole country. To add on this, the number of respondents in this research study was limited to the teachers who were respondents to the questionnaires and the Principals, PTA Chairmen and Education officers who were interviewed..The study distance between schools in the rural set up posed a challenge.

1.8 Delimitations of the study

The study was delimited to a systematic random selection of teachers and purposive sampling for Principals, PTA Chairmen and Education officers in the quest to investigate the influence of day schooling on performance of day scholars in secondary schools in Kenya with keen interest in Mumias west sub-county. The study was also delimited to a descriptive survey design and only day public secondary schools were covered, Private secondary schools were left out.

1.9 Assumptions of the study

The researcher assumed that the answers given by the respondents were a reflection of the true picture of the factors influencing day scholar's academic performance in day secondary schools in Kenya. It was assumed that the participants in the study were knowledgeable and willing to give the information required for the study .It was also assumed that the data got from Schools, PTA Chairmen and Education officers was reliable and accurate information.

10 Definition of significant terms

Academic performance:

Academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. It is also said to be the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper.

Day scholar : A day scholar is a students who is given educational instruction during the day, after which the students return to their homes.

School attendance : School attendance refers to absenteeism and lateness

School resources: School resources are the teaching and learning materials

Parent support: Parent support means parents provision of students needs

Monitoring mechanism:Monitoring mechanism refers to teaching supervision and evaluation.

Retention: This is a strategy used by education on academically weak students by making them to repeat or redo a class or grade.

1.11 Organization of the study

This chapter has covered the background of the study, statement of the problem, significance of the study, limitations and delimitations, operational definition of terms and organization of the study. Chapter Two looks at related literature , both the theoretical and conceptual framework, while Chapter Three contains research design, study area, study population , sample size and sampling procedure, research instruments, pilot study, validity and reliability, data collection procedures and data analysis procedures.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is divided into seven-sub sections. The researcher reviewed literature related to day schooling and academic performance under the themes: The concept of academic performance, School attendance, school instructional resources, Parents' Support, Monitoring mechanisms Theoretical and Conceptual framework.

2.2 The concept of academic performance

Academic performance is the outcome of education, the extent to which a student , teacher or institution has archived their educational goals Academic achievement is commonly measured by examination results , is a major goal of a school. Hoyle (1986) . Argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind this is the idea of enhancing good academic performance.

Academic performance according to the Cambridge University Reporter (2003) is frequently defined in terms of examination performance. Academic achievement refers to what the student have learned or what skills the student has learned and is usually measured through assessments like standardized tests, performance assessments and portfolio assessments (Santrock, 2006). The descriptive assessment information is usually translated through grading system such as Grade Point Average (GPA) and course grade. Cumulated Grade Point Average (CGPA) provides information of the students' academic performance across time.

Academic performance, which is measured by the examination results, is one of the major goals of a school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. The academic deans and the quality assurance committee are concerned about those who do not perform well because if this poor performance goes unchecked, the may learning institutions may lose their reputation, (Kyoshaba, 2009).

Thelma (1998) in her research on variables that associated with academic achievement of African-American has identified non-cognitive as one of the main contributor. African-American

with high scores on measures of educational aspirations, values (courage, exciting life, cleanliness, imagination, and helpfulness), emotional intelligence, acceptability of mixed dating, self-confidence, satisfaction with academic advising and tutoring, being in control of academic outcomes, preference for long-term goals, academic self-concept, self-esteem, self-concept of ability, specific personality traits (achievement aspirations, affiliation, dominance, endurance, exhibition, harm avoidance, nurturance, order, play, and understanding), favorable opinions of their study habits and relationships with others, and low scores on alienation and reliance on family and institutions to solve social and academic problems, had higher grade-point averages than those with contrasting scores on these variables.

2.3 School Attendance and Academic performance

Lateness and absenteeism reduce the amount of instructional time and these results in the syllabi not being completed (Etsey 2005). According to this author, the completion of the syllabus for each subject in each class provides the foundation for the next class to be built upon. When the syllabus is not completed, content that should be taught in the next class which is based on the previous class could not be taught. As these continue, there would be a backlog of content not taught and this would affect the performance of the students. Moreover, since the subject matter syllabuses tend to be spiral, the non-completion of a syllabus tends to have cumulative effect on the pupils such that as they move from grade to grade, they encounter materials they do not have the foundation to study. In the final analysis, poor performance is the result.

The Middle School Programme (2004) of West Orange Public School, America cited in Paaku (2008) noting the importance of the presence of a student in class wrote that it is the student's responsibility to make up work missed as a result of being absent. It also added that the student must speak to each teacher upon return from an absence of any duration to arrange to make up work missed. According to Paaku (2008), the programme continued to state that if a student were absent for two days and beyond, double those days should be provided to make up work missed. This indicates the need and importance of students' regularity as a way of commitment in effective academic work before the student can succeed.

In many countries, educators, parents, and politicians are continuously searching for that magic solution that will reform public education system and establish a flawless system of education for the youth, by providing them with a quality education (Edwards, 2002). The success of the school in carrying out its primary charge of educating and socializing students is contingent on students attending school regularly (Smith, 1998).

Smith (1998), in his study emphasizes that attendance is a priority for educators. The goal of the study was to identify early indicators of poor attendance at the primary level in order to provide interventions that could have an impact on middle and high school students' attendance. Research conducted in this area was to provide school divisions with vital information about student attendance patterns at the primary level that could reveal or predict an influence on student attendance in the middle and high school level. Findings showed that students must be present in school in order to benefit from the academic program in its entirety (DeKalb, 1999; Rothman, 2001). According to DeKalb (1999) and Rothman (2001), schools and law enforcement officials are getting tough by enforcing laws that mandate school attendance and by holding parents responsible for their student's attendance. Student non-attendance is a problem that extends beyond the school. It affects the student, their families, and the community (DeKalb, 1999; U. S. Department of Education, 2001).

The recommendations and findings of these studies on the influence of non attendance on day scholar's academic performance in day secondary schools have therefore necessitated this study.

2.4 School instructional Resources and Academic performance.

The availability, provision and the use of teaching and learning materials go a long way to improve quality teaching which enhances academic performance. Ankomah (2002) stated that resources that promoted teaching and learning were highly regarded in private schools. He inferred that the above statement may be the cause of high academic performance in this type of school. Moreover, Adedji and Owoeye (2002) in their study found a significant relationship between the use of recommended textbooks, and

academic performance of pupils. According to Adedji and Owoeye (2002), the availability of physical and material resources was very important for the success of any worthwhile educational endeavour. These researches made it known that resources such as classrooms, furniture as well as teaching and learning materials (TLMs) were imperative to educational achievements, if they were made available and in their right quantities and qualities.

Adedji and Owoeye (2002) noted that the major contributing factor to academic performance is the facilities the school has. Eshiet (1987) also came out with his findings which confirmed earlier finding that, adequate provision of instructional resources could be the live wire to positive performance in science related subjects. Adedji and Owoeye (2002) came out with the finding that, physical structure was significantly related to academic performance and therefore there should be a serious effort to acquire and maintain these resources for better performance.

In a related research Opare (1999) also came up with this assertion that the provision of the needed human and material resources went a long way to enhance academic performance. He did this research by comparing the performance of public and private basic schools. One of his findings was that the schools which were well equipped in terms of resources did better than those which did not have the necessary resources for teaching and learning. For Atakpa and Ankomah (1998) effective teaching and learning greatly lied on the competence of its human resources as well as material resources which were needed for the impartation of knowledge.

The many findings in their divergent therefore motivated a research of the same in Mumias west Sub County to find out if the same applies.

2.5 Parents' Support and academic performance.

Family has an over-riding role in shaping personality and determining the well-being of a child. It motivates and induces the child to perform activities necessary for meeting social needs. In fact, family stands out as the first educational institution for the child. The child acquires informal education by way of talking to the elders and interacting with others before embarking upon formal education (Wilkinson, 2010). Consequently, the structure of the family has considerable influence on the child acquiring the fruits of education. The family's involvement in children's education takes variety of forms, including involvement in the home (for example help with homework), involvement in the school (for example, attending school functions), parent-teacher communication, and parent-to-parent communication. Reviews of family involvement research indicate that, on average, children whose families are more involved display higher levels of achievement than children whose families are less involved (Jeynes, 2005). In a meta analysis research conducted by Jeynes (2005) on how parental involvement in a child's life affected his achievement, two major patterns that emerged from the findings were parental involvement that required a large investment of time, such as reading and communicating with one's child, and parental expectations.

Wilkinson (2010) also noted that parental involvement in children's education has been shown to be an important variable that positively influences pupil's education. More and more schools are observing the importance and are encouraging families to become more involved (Epstein, 2001). Epstein discussed how children learn and grow through three overlapping spheres of influence which are the family, school, and community. These three spheres he said must form partnerships to best meet the needs of the child.

Goodwin and King (2002) proved that strong parental involvement in children's education and school environment was essential to their success. Parental involvement is an essential ingredient in the child's educational processes and outcomes. Parental involvement was defined as a "Parents' role in educating their children at home and in

school” (Deslandes & Bertrand, 2005). According to Davis and Karr-Kidwell (2003) when parents are involved, children receive the message that education is important.

For Ahhunawallia (1985) the main determinants for the educational achievement of the children were parents’ education, socio-economic status and size of the family. Panda (1982) studied that, home conditions such as parental support, size of the family, income level and illiteracy of the parents adversely affect the achievement of the students. Chinnapan (1987) was of the opinion that parental occupational level and educational attainment of children were closely associated. Besides these, family environment holds an important position for the educational attainment of the child, as it is a place of secured living and learning for every child. Dave (1988) stated that ‘students who did not get sufficient time to read due to domestic activities and social environment brought very bad results in the school. He further added that the problem sometime multiplied for the students due to drunkenness, illiteracy and poor economic conditions of the parents.

Sachchidananda and Sinha (1989) observed that socio-economic condition of the family was an indispensable element in educational attainment of a child. They echoed a similar view in a 1985 UNICEF magazine which gave evidence that parents who had attended school were more likely to send their own children to school and help them in their formal education. The same fact had been studied by Duggal (1992) and he stated that there was a close relationship between enrolment of pupils and educational achievement of the parent.

Chall (2000) noted that “for at least two centuries socio-economic status has been recognized as an essential factor in how well students learn and achieve in school”. Several researches, experiences and early writing have all suggested that children from rich homes did better academically than those from poor homes. To this Coleman (1990) cited by Chall (2000) revealed that socio-economic status of the child’s parents and their educational attainment had the strongest impact on a child’s school learning, even stronger than the amount of funding for the school. According to them “what schools

taught mattered little in school achievement, what mattered most was the background of the parents''. Thorndike (1999) also conducted a research in many different countries and found out that higher reading achievement was linked to people who had parents of higher socio-economic status, both within the countries the research took place and across borders.

Indeed the above mentioned researches do not exist in isolation. Opare (1981) compared academic performance of day and boarding students in a research conducted in Ghana. His study found that most of those who performed well came from homes of higher socio-economic factors and this counted in the academic performance of pupils. In his inference he recounted that pupils in the private basic schools were better academically than their public school counterparts because of the middle class background of the former (Wilkinson, 2010).

The matching theory asserted that parents with high education had the tendency of having a positive attitude towards education than parent with lower education. It was realized that parents in the middle class were more aware of the need to get educated and its related benefits. These parents did instill this knowledge in their school-going wards and this, according to Opare (1981) may be the cause of their high achievements. Children drew inspiration from their parents and most parents were role models for their wards hence in the cause of instilling knowledge, pressure was exerted on the child to perform, through monitoring. The monitoring done by parents went a long way to serve as a source of motivation for their wards that may explain why you may have a doctor having a parent who was a doctor or was in a related profession.

It is well established that parental school involvement has a positive influence on school-related outcomes for children. Consistently, cross-sectional (Grolnick & Slowiaczek, 1994) and longitudinal (Miedel & Reynolds, 1999) studies have demonstrated an association between higher levels of parental school involvement and greater academic success for children and adolescents. For the Ghanaian school child to achieve a

meaningful academic success, parental involvement in students' home work becomes very crucial or key in pupils academic performance. It is therefore interesting to note that Parental school involvement is thought to decrease as children move to Junior and Senior high school, in part because parents might believe that they cannot assist with more challenging high school subjects. (Eccles & Harold, 1996). In spite of this challenge few parents stop caring about or monitoring the academic progress of their children within the high school age and parental involvement continues to be an important predictor of school outcomes through adolescence.

A research on parental involvement in children's homework by Hoover-Dempsey, Battiato, Walker, Reed, DeLong & Jones (2001) focused on understanding why parents become involved in their children's homework, what strategies they employ, and how such involvement contributes to student learning. The review supported theoretical arguments that parents choose to become involved in homework because they believe they should be involved, believe their involvement will make a positive difference in their children's learning, and perceive that their involvement is invited, expected, and valued by school personnel (Hoover-Dempsey & Sandler, 1997). The review suggests that parents engage in a wide range of activities in this effort; from the establishment of basic structures for homework performance to more complex efforts focused on teaching for the understanding and helping students develop effective learning strategies. Therefore, parental involvement in children's homework is pertinent in this present era where parents seem not to have adequate time helping their kids in their home work. This may otherwise not augur well for the academic progress of students in schools.

In a study by Dawo and Simatwa (2010) "Opportunities and challenges for mixed day secondary school head teachers in promoting girl-child education in Kenya: A case study of Kisumu municipality", Parental Involvement was mentioned to be key to student participation in their academics. All (100%) respondents suggested that it was important to involve parents more. The parents are to: Reduce domestic chores to create study time for girl-child, motivate girls to go to school, pay fees, provide sanitary pads, offer guidance and counseling, provide learning resources, treat all children equitably, provide

adequate meals at home, participate in school activities, enforce discipline, follow-up on drop out cases and be role models as a step towards enhanced girl-child participation in secondary education.

The diverging views, varied findings, recommendations and expansive findings by these studies motivated this study so as to establish influence of parents support on day scholar's academic performance in day secondary schools.

2.6 Monitoring Mechanisms and Academic Performance

Monitoring in schools has been of tremendous help in improving academic performance. According to the World Bank report (1996), Inadequacies in the supervision of schools, both by district level officers and Head teachers, and the limitations of disciplinary processes are seriously undermining effective teaching and have had adverse effects on the academic performance of students. Eagles and Evans (1970) cited in Etsey (2005) were also of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom. Supervision is the process of bringing about improvement in an institution by working with people who work with students. It is a process of stimulating growth, and a means of helping teachers and students to help them.

Etsey (2005) reports that effective supervision is necessary for efficient work. It provides a climate in which people have a sense of working for themselves. In government schools in Ghana, internal supervision is normally done by the heads of institutions or their assistants while external supervision is done by supervisors or inspectors from the Ghana Education Service. Etsey, Amedahe and Edjah (2005) in a study of 60 schools in Ghana (29 from urban and 31 from rural areas) found that academic performance was better in private schools than public schools because of more effective supervision of work. Of particular concern are the quality and impact of school inspections and the degree of professional independence of the inspectors and circuit supervisors.

The absence of an appropriate performance management framework which sets out clear and relevant accountabilities for monitoring purposes simply compounds the problem.

Etsey (2005) is of the view that, supervision and regular visits to the schools would motivate teachers to be more regular and punctual at school. Also, when students realize that supervisors are regular in visiting the schools and teachers are always present, they would be challenged to change their attitudes towards school. This would in turn reflect positively on their academic performance.

In the Effutu Municipal education directorate, certain monitoring mechanisms had been put in place to help improve academic performance at the Basic Examination Certificate Examination (BECE). Some of these mechanisms are performance monitoring tests (PMT), School Report Card (SRC) and District Mock Examination (conducted partly by the District Assembly and the Effutu Municipal Education Office). Due to lack of funds, some schools in the Municipality conduct about two internal mock examinations before students are made to write the final BECE. All these are aimed at improving pupils' performance in the BECE yet there is more to be done.

Agbadey (2002) in a survey research conducted in the then Awutu-Effutu-Senya District (Now Effutu Municipality) on job satisfaction of teachers in terms of supervision revealed that, teachers are frustrated by their superior officers. This could be due to the superiors' nature of supervision and this can affect the performance of teachers in the district. This indicates that teachers attach importance to their superiors' supervision and this could therefore be an important determinant of better academic performance.

In addition, the Programme for International Student Assessment (PISA, 2005) allows a classification of policy-amenable school characteristics into three main categories: school resources, school climate, and school policies. The school policies category includes various accountability issues such as whether or not the school conducts self-evaluations and monitors student progress and whether or not the school communicates student performance information to parents or the local authorities (PISA, 2005).

In the effective school, pupil progress on the essential objectives are measured frequently, monitored frequently, and the results of those assessments are used to improve the individual student behaviors and performances, as well as to improve the curriculum as a

whole (Lezotte, 2001). In his paper, *Correlates of Effective Schools: The First and Second Generation*, Lezotte (1991) cites that after what he terms the first generation of frequent monitoring of student progress is accomplished, schools will need to advance into a second generation of frequent monitoring of student progress. During the second generation, the use of technology will permit teachers to do a better job of monitoring their students' progress. This same technology will allow students to monitor their own learning and, where necessary, adjust their own behaviour. The use of computerized practice tests, the ability to get immediate results on homework, and the ability to see correct solutions developed on the screen are a few of the available tools for assuring student learning (Lezotte, 1991).

Writing about the U.S., Hayes (2008) argued that perhaps as a result of a strong focus on improving achievement, high-poverty, high-achieving schools have put great stock in continuously assessing students' progress above and beyond the annual testing required by the law. Many of the studies of successful schools mention schools' reliance on assessment for monitoring progress toward school-wide objectives and teachers' use of assessment data for tracking individual students' progress as well as feedback on their own teaching. A survey of teachers in the U.S. revealed that those at schools successfully closing the gap were more likely to respond that they use data a few times a week or month (rather than a few times a year) than teachers at schools where the gap was stagnant or widening (Symonds, 2003).

High-poverty, high-performing schools in North Carolina also reported relying on periodic assessments of student progress along with detailed data disaggregation of results by teacher, student, student subgroups and curriculum objectives. Schools participated in district-wide testing every few weeks and often conducted additional, school-based assessments, as well (Hayes, 2008). Successful schools in Texas undertook a similar approach to student assessment. Teachers and principals reported using state assessment data, reading inventories and information from early intervention programs to monitor student progress. Staff would meet about the needs of struggling students and

identify appropriate levels of support to ensure that students did not fall behind grade level. As one principal reported, “We use data for one purpose: to find out where kids are weak and to attack those weaknesses” (Ragland et al, 2002).

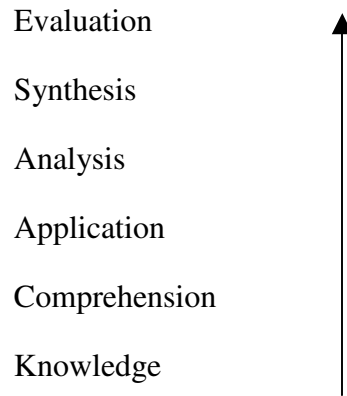
Use of school- and classroom-based assessments emerged as a common trait of effective schools as well. Teachers administered frequent assessments as a way of communicating to students that there are multiple opportunities to improve and that a consequence of poor performance is not a bad grade (Reeves, 2003). As a result of these frequent assessments, teachers reported being able to provide students more consistent and timely feedback on their performance. In addition, the schools that demonstrated the greatest improvements were those that used common assessments.

The recommendations and findings of these studies on the influence of monitoring on the day scholars academic performance have necessitated this study, and if the recommendations of earlier studies on monitoring have been implemented in the sub county.

2.7 Theoretical Framework

This study was grounded on Blooms Taxonomy of learning, this theory was relevant to me – not least because our subjects model of assessment closely follows ideas set out by its author Benjamin Bloom in 1956 – which was novel at the time was to classify different types of thinking and then to place them into some kind of hierarchy, with the most simple at the bottom and the most difficult at the top. Rote learning of knowledge was viewed as being the most simplistic, so was placed at the bottom with more challenging skills , such as evaluation, placed at the top.

Higher Order Thinking Skills



Lower Order Thinking Skills

In Mumias Sub County the levels should be depicted as a stairway, leading many teachers to encourage their students to climb to a higher level of thought. The taxonomy is hierarchical in that each level is subsumed by the higher levels (UW Teaching Academy 2003)

Blooms was particularly powerful when thinking about how we can ask better questions and how those questions can be differentiated for different ability ranges, hence development of reliable monitoring tools, that also becomes a motivator to faster learners as well as slower learners as they all find school a suitable place for learning encouraging regular attendance.

The lower order thinking skills may require simple modeling in a classroom situation unlike the higher order thinking skills that may require scientific interpretation hence need for laboratories and other scientific equipment this calls for a closer monitoring and support of a child in school by both teachers, parent and all interested parties for support in terms of resources Anderson & Krathwohl 2001). In Mumias west Sub County when planning a new scheme of work try using blooms idea in your classroom, The results should be lessons with more depth, challenge and variety. Hence Blooms model has a number of useful applications in the classroom, it provides a set of ready made objectives that can be easily adapted to just about any topic that you may find yourself teaching.

This theory is supported by the hierarchy needs theory by Abraham Maslow. It came into existence in 1943. This theory is based on human behavior that when the needs of people are not met at work, they tend not to function effectively and efficiently. According to Maslow, human beings are motivated by insatiable needs and that certain lower needs have to be satisfied before the higher needs can be taken care of. The theory assumes that there are general types of needs: physiological, safety, love and esteem. When these needs are met, one can act unselfishly, honorably, and be better able to contribute to the organization's work. As long as people are motivated to satisfy these natural cravings, they are moving towards happiness and growth, or self actualization.

Hierarchy needs theory is mainly on motivation. When the needs of individuals are met, either through intrinsic or extrinsic motivation, it makes them to use their potentials, values, skills and time to improve performance at the work place. The implication of this theory to the study in relation to teaching and learning is that, for teaching and learning to be effective and efficient to improve upon performance, adequate provision of teaching learning materials and other study material need to be considered before self-actualization can be achieved.

Another implication is that, if the social needs of teachers and students are met, absenteeism and lateness as well as the inability to complete the syllabus on the part of teachers would be addressed. In fact, interaction may encourage team teaching to address the issue of inability to complete the content of the teaching syllabus. More so, these interactions would improve parent – teacher - school relations for enhanced academic performance. Furthermore, it would help improve upon teaching and learning to bring out encouraging final examination results.

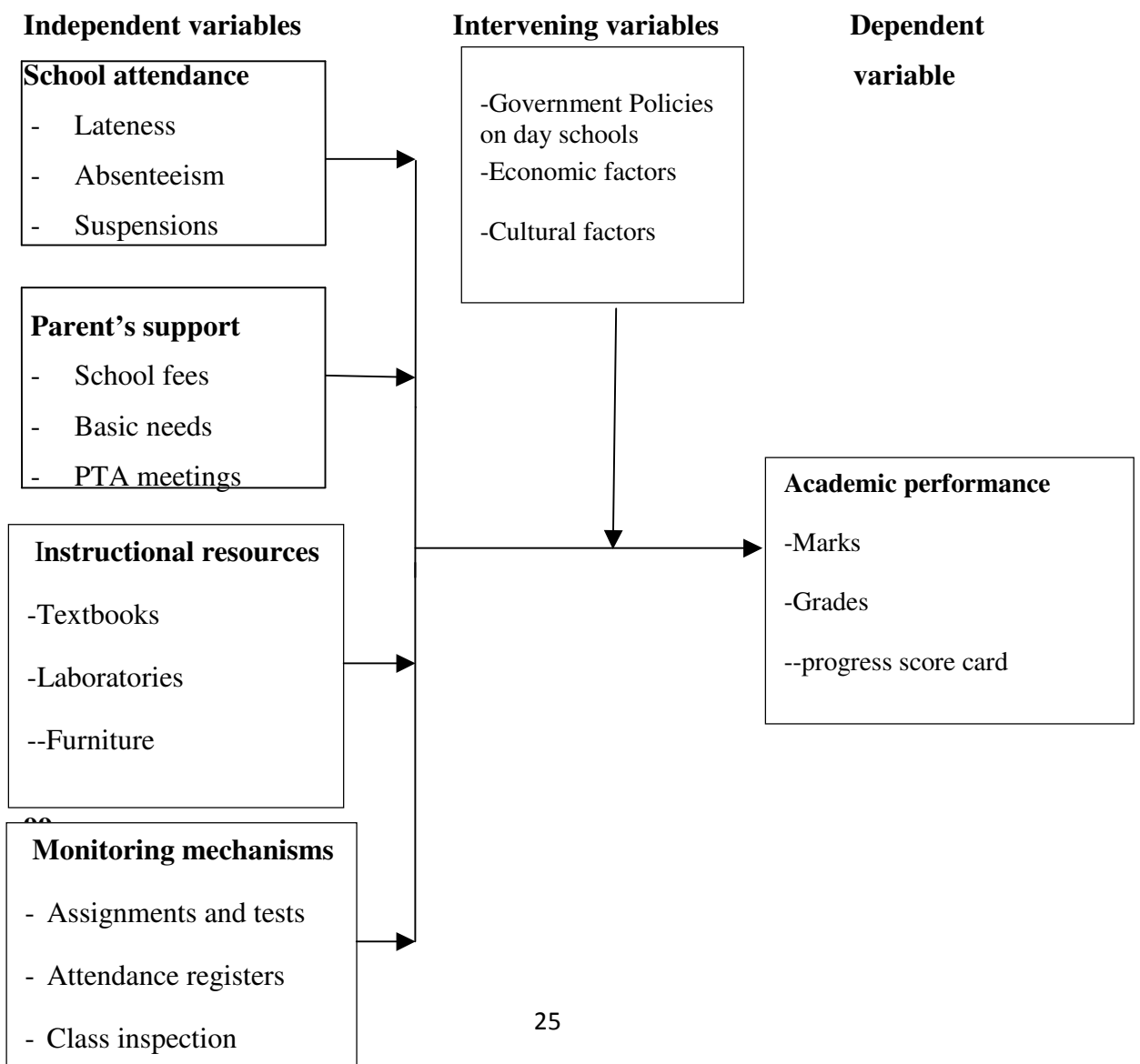
From the theory it can also be implied that when the physiological needs, (which are the basic necessities of life) of students are met by parents, it becomes a strong motivator to them. This would in turn increase the rate of assimilation of information obtained in the classroom. Again, retention and recall would be effective for improved academic performance.

The theory is also aided by the learning theory concerning academic performance in order to guide the selection of variables because academic performance is affected by various factors, for instance; attendance, parental involvement, resources and mode of monitoring of student work. This would help improve academic performance of students in schools in Mumias West sub-county.

2.8 Conceptual framework

This study was guided by a conceptual framework that defined the relationship between the independent variables and the dependent variables.

Figure 2.1 Conceptual Framework



2.81 Discussion of Conceptual framework; The researcher used the conceptual framework as an indicator of the independent variables influence on the dependent variable (i.e. academic performance). Hence this Conceptual framework shows that academic performance is on school attendance, parents support, instructional material and monitoring mechanism. However there are intervening and moderating factors too. This interrelationship guided this study in attempting to examine the factors contributing to academic performance in day secondary school.

2.9 Knowledge gap

Many similar studies have been done in the whole world on influence of day schooling on academic performance in day secondary schools, but little has been conducted in Mumias West sub county; in fact almost none. It was therefore this gap that this study sought to fill. The researcher did an intensive review of literature related to day schooling and academic performance. From the literature reviewed a number of gaps emerged which further informed the direction the study took. One, The Middle School Programme (2004) of West Orange Public School, America cited in Paaku (2008) noting the importance of the presence of a student in class wrote that it is the student's responsibility to make up work missed as a result of being absent. It also added that the student must speak to each teacher upon return from an absence of any duration to arrange to make up work missed. According to Paaku (2008), the programme continued to state that if a student were absent for two days and beyond, double those days should be provided to make up work missed. This indicates the need and importance of students' regularity as a way of commitment in effective academic work before the student can succeed.

The researcher used a descriptive survey to establish the extent to which students in day schools missed classes and school by being absent and being late with particular emphasis on Mumias west sub-county and later found out the possible solutions to this, trying to generalize to the whole country. Smith (1998), in his study did a research on attendance and performance at primary level. He emphasizes that attendance is a priority for educators. The goal of the study was to identify early indicators of poor attendance at the primary level in order to provide interventions that could have an impact on middle

and high school students' attendance. Research conducted in this area was to provide school divisions with vital information about student attendance patterns at the primary level that could reveal or predict an influence on student attendance in the middle and high school level. Findings showed that students must be present in school in order to benefit from the academic program in its entirety. The researcher will be delimited to secondary schools.

In a research by Opare (1999), it was found that the provision of the needed human and material resources went a long way to enhance academic performance. He did this research by comparing the performance of public and private basic schools. One of his findings was that the schools which were well equipped in terms of resources did better than those which did not have the necessary resources for teaching and learning.

The researcher used a descriptive survey to establish the extent to which availability of school instructional resources for use in the day schools influenced the academic performance of students in Mumias west sub-county and tried to generalize to the whole country.

Grolnick & Slowiaczek (1994) and Miedel & Reynolds (1999) established that parental school involvement has a positive influence on school-related outcomes for children. Consistently, cross-sectional and longitudinal studies respectively and demonstrated an association between higher levels of parental school involvement and greater academic success for children and adolescents. For the Ghanaian school child to achieve a meaningful academic success, parental involvement in students' home work becomes very crucial or key in pupils academic performance. It is therefore interesting to note that Parental school involvement is thought to decrease as children move to Junior and Senior high school, in part because parents might believe that they cannot assist with more challenging high school subjects. The studies compared day and boarding schools in Ghana.

The researcher used descriptive survey to establish how parental involvement and support influenced academic performance of students in day schools in Mumias West sub-County and tried to generalize to the entire county and Country.

In a study by Dawo and Simatwa (2010) “Opportunities and challenges for mixed day secondary school head teachers in promoting girl-child education in Kenya: A case study of Kisumu municipality”, Parental Involvement was mentioned to be key to student participation in their academics. All (100%) respondents suggested that it was important to involve parents more. The parents are to: Reduce domestic chores to create study time for girl-child, motivate girls to go to school, pay fees, provide sanitary pads, offer guidance and counseling, provide learning resources, treat all children equitably, provide adequate meals at home, participate in school activities, enforce discipline, follow-up on drop out cases and be role models as a step towards enhanced girl-child participation in secondary education. The researcher did research to establish the involvement of parents in promoting education of all gender of students unlike Dawo and Simatwa (2010) who only researched on Opportunities and challenges for mixed day secondary school head teachers in promoting girl-child education. The researcher’s respondents were principals, Teachers, PTA chairmen and Education officers.

Also, Etsey (2005) reports that, effective supervision is necessary for efficient work. It provides a climate in which people have a sense of working for themselves. In government schools in Ghana, internal supervision is normally done by the heads of institutions or their assistants while external supervision is done by supervisors or inspectors from the Ghana Education Service. Etsey, Amedahe and Edjah (2005) in a study of 60 schools in Ghana (29 from urban and 31 from rural areas) found that academic performance was better in private schools than public schools because of more effective supervision of work. Of particular concern are the quality and impact of school inspections and the degree of professional independence of the inspectors and circuit supervisors.

The researcher was interested in internal monitoring mechanisms done by the principals, teachers and parents and established their influences on academic performance of the

students who are day scholars in Mumias West sub-County using descriptive survey design. The findings will be important to help lay strategies to improve the academic performance of students in Kenyan secondary day schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on Research design, the area of study and target population, the sampling design, the sample size, research instruments of data collection, the reliability and validity of the research instruments the data collection procedure and data analysis and operational definition of variables.

3.2 Research Design.

Research design serves as a plan which states how data relating to researchers problem was collected and analyzed. It provided a systematic outline for the conduct of the investigation (Amedahe, 2002). The researcher used the descriptive research design. Descriptive though simple in design and execution can yield convenient information about the status of the phenomenon (Borg and Gall, 1996). This is because it is an efficient way of obtaining information needed to describe peoples feelings, thoughts, opinions habits or social issues (Orodho and Kombo 2002) its purpose is to explore and describe the characteristics of the population as it exists at the time of the study, and in some cases to establish causal relationships. This kind of information can best be achieved by use of either direct interviews or questionnaires which are the main instruments of research design. Descriptive survey allowed the researcher obtain information concerning the current status of performance in day schools. It also ascertained what existed with respect to school attendance, parents support, the availability of instructional resources in the schools and the monitoring mechanisms hence could meet the objectives of the study and produce a means to conceptualize, interpret and understand factors influencing academic performance in day secondary schools.. Also descriptive research design mainly informs the researcher as to the characteristics a population may have and how regular certain events may occur. For Ary, Jacob and Razavieh (1990), descriptive research design focused on how to determine the status of a defined population with respect to certain variables which were of interest to

the researcher such as lateness and absenteeism, socio-economic status of parents, the availability of resources in the schools and monitoring mechanism which are of concern to the researcher. Fraenkel and Wallen (2000) also acknowledged that descriptive research involved asking the same form of questions often prepared as a questionnaire

In using the descriptive research design, the researcher used the quantitative means of collecting data. In the researchers view the quantitative means of collecting data allows meaningful generalization with respect to the numerical relationships which existed in the data, and which reflects the attributes of the entire population. According to Sarantakos (1988) one of the most important attributes of a quantitative technique was that, the sample reflects the larger population, and hence conclusions drawn reflects the general attributes of the entire population. The quantitative technique describes the numerical relationships which existed in the data, while the qualitative techniques give the data of people's experiences as well as opinions. The researcher also used a neutrality approach to investigate people's beliefs and opinions in order to avoid personal biases (Amankwa, 2002). In using the neutrality approach, the researcher avoided taking a stand, and used only the data collected to make generalizations. The researcher used the descriptive research design because it provides a large pool of information due to the large population it covers which becomes useful for identifying variables which may be further investigated.

3.3 Target population

The target population is a larger group from which a sample is selected. The target population is the population which the researcher wants to generalize the results (Mugenda and Mugenda, 1999). It is the entire group of persons or elements that have at least one thing in common Mumias west Sub County has 18 day public secondary schools. Therefore the target population consisted of 18 principals 18 PTA chairmen 4 zonal education officers and 342 teachers .(Education office, mumias west sub county 2015) making a total study population of 382. The study was carried out in all the four zones namely Mumias Central, Mumias North, Etenje and Musanda. This was to give

an equal chance for participation to all day secondary schools spread in the four zones, hence the findings can be generalized.

3.4 Sample size and Sampling procedure

This section describes the sample size and sampling procedure employed for this study.

3.4.1 Sample size

Kothari (2004) provide that where the target population is not so small or not too big then 30% of the target population can be a sufficient sample size to represent the population. This implies that 30% of the secondary school teachers population as the sample size as suggested by Kothari (2004) is 115.

3.4.2 Sampling procedure

The study employed both purposive and systematic random sampling to obtain respondents for the study. Purposive sampling was to ensure that all the principals participated in the study together with their PTA chairmen alongside the zonal education officers. This is because the researcher believed that as managers in their jurisdictions, the principals PTA Chairmen and zonal education officers would provide all round information concerning the subject of study.

Systematic random sampling was used to select 75 teachers from the 18 schools where by every fourth teacher was systematically selected from a list of TSC employed teachers of day schools in the sub county..

3.5 Research instruments

A research instrument is a means by which necessary information is collected by a researcher (Mugenda and Mugenda, 1999 and Kothari, 2004). Data was collected using a closed –ended questionnaire and interview schedule that was developed by the researcher. Both techniques were used to collect data from Principals, PTA Chairmen, Teachers of the public schools and zonal education officers. Closed ended question items were used to facilitate selection of relevant information and were in a form that was

easily to be analyzed. The researcher used triangulation to ensure that all relevant information was collected. The two suggested methods ensured that the target objectives provided in the study were managed.

In the first phase of the method which is the use of questionnaire, the researcher was bound to consult the Principals and teachers of the selected schools to determine how day schooling influences academic performance. On the second part of the study, the interviewer interviewed specifically principals in Mumias west sub-County about challenges facing day schooling in public secondary schools. This was accompanied with obtaining of relevant reports from them. Through triangulation, the study was to deliver the analysis and conclusions, satisfying the aim of the study.

3.51 Piloting of the study

The structured questionnaire was presented in public day secondary schools in mumias east sub- county that is in the neighborhood. This was help identify the influence of day schooling on academic performance in secondary schools. The research instrument yielded the required data for the main study.

3.5.2 Validity of Instruments

According to Kombo and Tromp (2006) and Best and Kahn (2003), validity is a measure of how well a test measures what is supposed to measure. The researcher constructed a questionnaire; peer and research measurement experts from the department of Extra Mural Centre at the University of Nairobi validated the instrument. Three peers were graduate students undertaking research in a related area to the study. They were asked to evaluate the instrument in terms of content and face validity. Items were indicated by a tick or a cross for every item in the questionnaire to measures what it was supposed to measure or not. A coefficient of those to be measured was computed. a coefficient of above 0.5 implies that the instrument was valid. They was to help ensure that the items in the questionnaire captured the intended information accurately according to the objectives of the study.

3.5.3 Reliability of the instruments

According to Carmines and Zeller (1990). Reliability of an instrument is defined as the extent to which any measuring instrument yields the same result on repeated trials. A Cronbach's co-efficient alpha was used to test the reliability and internal constituency of the Instrument, a reliability co-efficient of above 0.7 as according to Frankel & Wallen (2000) and Mugenda & Mugenda (2003), implies that this was above the reliable co-efficient, the questionnaire was reliable.

3.6 Data collection procedure.

To enhance a high return rate, personal contact was made by the researcher in the collection of data. Nwana (1996) stipulated that pre-arrangement should be made with respondents so that there would be precision in the information given. The researcher thus gave an advance notice.

In strategizing for the collection of data, permission was also sought from the Principals whose schools were used. After this interaction, questionnaires were then distributed, and explanations given as to how respondents were to answer individual items. This ensured that respondents fully understood the task required from them. After one week of filling the questionnaires, the researcher visited the schools to collect the questionnaires. The researcher had an interview with the principals of the schools.

3.7 Data Analysis Procedure

Analysis of data provided the researcher with facts and figures that enabled him interpret results and made statements about the findings of the study. All items of the questionnaires were coded. Items in the form of Likert scale were rated between 5-1, with 5 being the highest and 1 being the lowest. Questionnaires were edited to ensure that clear, legible, relevant, and appropriate responses were provided.

The coded items and their corresponding frequencies were fed into the computer using the SPSS software program. Data was analyzed using simple mean scores, percentages and frequencies. For all the four research questions the mean scores were used to

ascertain the central tendency or the averages of responses. This allowed the researcher to make generalizations about findings. Standard deviation was also used for all research questions, in order to help the researcher know how close or far away an observation or response was from the main stream of the data.

3.8 Ethical considerations

It is vital that confidentiality was considered and respondents were clearly explained to the purpose of the study. By seeking the necessary permission to carry out this study the findings will not be concealed rather will be submitted to the necessary authorities.

3.9 Operational Definition of Variables

There were two variables that were considered in this study, namely independent and dependent variables.

Figure3.1 Operational definition of variables

Objectives	Variables	Indicators	Measurement Scale
To determine how school attendance influence academic performance in secondary education.	<p>Independent School Attendance</p> <p>Dependent Academic performance in secondary education.</p>	<p>-Number of students who come to school late.</p> <p>- Number of students who are always absent.</p> <p>- Number of students on suspensions</p> <p>-Extent to which students study and remember facts/being able to communicate their knowledge verbally/ down on paper.</p>	Ordinal Nominal
To examine the extent to Parents' Support influence academic performance in secondary education.	<p>Independent Parents' Support</p> <p>-fees</p> <p>Dependent Academic performance in secondary education.</p>	<p>-Kind of status of parents</p> <p>-No of parents who are involved in helping with students' homework.</p> <p>-No of parents who attend school meetings.</p> <p>-Number of parents who pay full fees when schools open.</p> <p>-Number of parents who meet basic needs of the student..</p>	Ordinal Nominal

<p>To determine how availability of school instructional Resources for use in schools influence academic performance in secondary education.</p>	<p>Independent Availability of Resources for use in schools</p> <p>Dependent Academic performance in secondary education.</p>	<ul style="list-style-type: none"> - Number of textbooks per student. -Laboratories and equipments. -School furniture -Quality of the classrooms. 	<p>Ordinal Nominal</p>
<p>To assess the extent monitoring mechanisms influence academic performance in secondary education.</p>	<p>Independent monitoring mechanisms</p> <p>Dependent Academic performance in secondary education.</p>	<ul style="list-style-type: none"> -Inspecting class lessons. -Attendance register -Supervision of other school activities by teachers. -Head teacher inspects assignments and lesson notes. -teacher give ex. Hw. Exams etc 	<p>Ordinal Nominal</p>

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the output of data analysis that was gathered using the tools of research discussed in chapter three. The presentation, interpretation and discussion of this study are presented in the context of specific objectives as discussed in chapter 1.

4.2 Instrument return rate

The study used questionnaires and interview schedules as instruments of data collection. The questionnaire contained both closed and open ended questions, all of them were returned giving 100% return rate. The presentations are in form of tables and statements.

Table 4.1 Instrument return rate

The questionnaires were returned as shown in the table below

Sample	Dispatched	Received	Return Rate
Principals	18	18	100%
Teachers	75	75	100%
PTA	18	18	100%
Zonal E.Os	4	4	100%

The researcher visited all the 18 day secondary schools in mumias west sub county to sample out the teachers as discussed in chapter three. Mumias west Sub County is divided into 4 educational zones, namely Musanda, Buchifi, Mumias Central and Mayoni. Each zone has an area education officer.

4.3 General profile of respondents

The background information of respondents was deemed necessary because the ability of the respondents to give satisfactory information on the study variables greatly depended on their background. The background information of respondents solicited data on the

samples and this has been presented below categorized into; gender, age, working experience and educational qualification.

4.3.1 Gender Characteristics of Respondents

The study examined and described the gender details of respondents in this study and details of their respective gender is presented in table 4.2 below

Table 4.2: Gender Characteristics of Respondents

Gender	Frequency	Percentage (%)
Male	84	73.00
Female	31	27.00
Total	115	100.00

Source: Primary data

Table: 4. 2 above reveals that 73.00% of the respondents were male and 27.00% were female. This could indicate that there are still low levels of employment of females in secondary schools in Kenya. The findings represent the views of the two sex groups about the influence of day schooling on academic performance of secondary schools in Mumias west sub-county. This was necessary for the study to get a balanced picture of the respondents' views.

4.3.2 Age of Respondents

The study obtained details about the age groups of the respondents for purposes of understanding their age and possibly the experience they possess in their respective positions. Details of the findings are shown in table 4.3 below;

Table 4.3: Age Groups of Respondents

Age Group (Years)	Frequency	Percentage (%)
21 -30	17	14.78
31 -40	37	32.17
41-50	32	27.82
Above 50	29	25.22
Total	115	100.00

Source: Primary data

In table 4.3 above, it can be revealed that majority of respondents are of age bracket 31 - 40 (37), followed by 41-50 (32), above 50 (29),) and lastly 21-30 (17). These represent 32.17%, 27.82 %, 25.22% and 14.78% respectively. This could also show that majority of the respondents are old enough to know what goes on in the institution in as far as day schooling is concerned.

4.3.3 Working Experience of Respondents

The study investigated the working experience of the respondents and the findings are presented in table 4.4 below

Table 4.4: Working Experience of Respondent

Years	Frequency	Percentage (%)
0-4	66	57.40
5-9	22	19.13
10-14	12	10.43
15-19	5	4.35
Above 20	10	8.70
Total	115	100.0

Source: Primary data

In table 4.4 above, it can be revealed that majority of respondents have taught in the period bracket of between 0-4 years, followed by 5-9 years, 10-14 years , 20 and above years and 15-19 years in the orders of 57.40%, 19.13%, 10.43%, 8.70% and 4.35% respectively. This could also show that majority of the respondents have worked as teachers for less than 10 years, as per the illustration.

4.3.4 Education Levels of Respondents

Details about the education levels of respondents were obtained and the results are revealed in table 4.5 below;

Table 4.5: Education Levels of Respondents

Qualification	Frequency	Percentage (%)
Certificate	00	00.00
Diploma	30	26.08
Bachelor	78	67.83
Masters	7	6.09
Total	115	100.0

Source: Primary data

In table 4.5 above, it can be revealed that majority of respondents showed that they hold bachelor's degree, followed by Diploma and then master's degree of 67.83%, 26.08% and 6.09% respectively. This means that the respondents are adequately qualified persons academically.

4.4 To determine the extent to which school attendance influence academic performance in day secondary schools in Mumias West Sub County.

The researcher asked the respondents (Principals and teachers) questions pertaining school attendance of students and academic performance.

4.4.1 Students don't attend morning assemblies and classes

The respondents were asked if students don't attend morning assemblies and classes. The responses were as follows in table 4.6 below:

Table 4.6: Students don't attend morning assemblies and classes

Students don't attend Morning ass. And Classes	Frequency	Percentage (%)
Strongly Agree	25	21.74
Agree	47	40.86
Uncertain	20	17.39
Disagree	21	18.26
Strongly disagree	02	1.74
Total	115	100.00

Source; Primary data

40.86% of the respondents agreed that students don't attend morning assemblies and classes, 21.74% strongly agreed with that but minority of them were either uncertain (17.39%), disagreed (18.26%) or strongly disagreed (1.74%).

Class attendance is a productive activity, the effect of missing class on performance is negative hence compulsory attendance is worthwhile Robin Nailor (2007) Moore Randy(2003) also stresses the importance of class attendance success.

4.42 Students leave class early

The respondents were asked if students leave class before the end of the last period because they have to walk long distance back home. Their responses were as follows in table 4.7 below:

Table 4.7 Students leave class early

Student leaving class early	Frequency	Percentage (%)
Strongly Agree	11	9.57
Agree	19	16.52
Uncertain	17	14.78
Disagree	31	27.00
Strongly disagree	37	32.17
Total	115	100.00

Source' Primary data .

Responses varied.32.17% strongly disagreed that students leave class early, 27.00% disagreed, 16.52% agreed, 14.78% were uncertain while 9.57 % strongly agreed.

If the session requires collaboration and input from all of the team members then it is not appropriate for some to leave early.

Sometimes people think they get it early in class, but as the class progresses there may be tidbits of information they can still learn (2007). This can be replicated in mumias west Sub County.

4.43 Some students absent themselves from classes

When the respondents were asked if some students absent themselves from classes, they gave the following responses as represented in table 4.8 below:

Table 4.8 Students absent themselves

Student absent themselves	Frequency	Percentage (%)
Strongly Agree	47	40.87
Agree	19	16.52
Uncertain	17	14.78
Disagree	21	18.26
Strongly disagree	11	9.57
Total	115	100.00

Source: Primary data.

From the responses, 40.87% strongly agreed students absent themselves from school, 16.52% agreed, 18.26% disagreed, 14.78% were uncertain while 9.57% strongly disagreed. This could be because some students still don't understand the importance of education

Students who missed class on a given date were significantly more likely to respond incorrectly to questions relating to material covered on that day than students who were present. Daniel R Marburger (2010).

4.44 Arrangements teachers have most often when students absent themselves

When asked the arrangements teachers have most often when students absent themselves from class or come to class late, they gave the following responses as shown in table 4.9 below:

Table 4.9 Arrangements teachers have when students absent themselves

When students absent themselves	Frequency	Percentage (%)
Give exercises to them	37	32.32
Ask another teacher to stand in	27	23.43
Give them notes to copy	51	44.25
Ask students to join another class	00	00
Total	115	100.00

Source; Primary data.

From the responses 32.32% give exercises to them, 23.43% ask another teacher to stand in and help them while 44.25% give them notes to copy. None asks pupils to join another class to learn topic not learned.

It was also seen from the interview schedule that some teachers make up a follow up with parents or guardians to recover weak students in performance. Poongothai Sevarwan (2012) states that remedial programme recovers over ninety four percent of weak students.

4.45 Respondents opinion on lateness and absenteeism on performance

Respondents were asked to give in their own opinions if because of lateness and absenteeism by students; students don't perform well in their academics. They respondent as follows:

Table 4.10 Lateness, absenteeism and academic performance

Because of lateness and Absenteeism students don't Perform well in academics	Frequency	Percentage (%)
Strongly Agree	50	43.48
Agree	23	20.00
Uncertain	10	8.70
Disagree	11	9.57
Strongly disagree	11	9.57
Total	115	100.00

Source; Primary data.

43.48% of the respondents strongly agreed that absenteeism and lateness make students not to perform well, 20% agreed to it. A total of 63.48% were in agreement. Etsey (2005) tends to agree with this by stating that lateness and absenteeism reduce the amount of instructional time and these results in the syllabi not being completed According to this author, the completion of the syllabus for each subject in each class provides the foundation for the next class to be built upon.

In the study, the respondents view on how academic performance could be improved include having extra coaching and hard work on the part of the student, having thorough revision, regular attendance of classes by students and bringing in motivation speakers.

4.5 To examine how parents' support influences academic performance in day secondary schools in Mumias west Sub County.

Respondents also attended to questions pertaining parental support and influence on the academic performance of students in day schools as described below.

4.51 Parents visit school to know performance of their pupils

The study sought to find out if parents visit the school to know the performance of their children. The respondent had to say the following:

Table 4.11: Parents visit school to Know performance of their children

Parents visit school	Frequency	Percentage (%)
Strongly Agree	11	9.57
Agree	19	16.52
Uncertain	17	14.78
Disagree	31	27.00
Strongly disagree	37	32.17
Total	115	100.00

Source Primary data.

Responses varied.32.17% strongly disagreed, 27.00% disagreed, 16.52% agreed, 14.78% were uncertain while 9.57 % strongly agreed.

J. prev (2011) states that parental involvement in a Childs education is consistently found to be positively associated with a Childs academic performance. Hence parents in Mumias west Sub County should be encouraged.

4.52 Teacher invites parents to discuss academic performance

The study also sought to find out if teacher invites parents to discuss performance of students. The responses of the respondents were as follows:

Table 4. 12 Teachers invites parents to discuss performance of students

Teachers invites parents to discuss performance	Frequency	Percentage (%)
Strongly Agree	32	27.80
Agree	49	42.60
Uncertain	10	8.70
Disagree	08	7.00
Strongly disagree	16	13.90
	115	100.00

Source; Primary data .

42.60% agreed that teachers invites parents to discuss student performance, 27.80% strongly agreed, 13.90% strongly disagreed, 8.70% were uncertain and 7.00% disagreed.

4.53 parents respond promptly to school invitations

When asked if parents respond promptly to school invitations, the respondents said the following:

Table 4.13: Parent response to school invitation

Parents respond promptly

To school invitations.	Frequency	Percentage (%)
Strongly Agree	40	34.78
Agree	53	46.10
Uncertain	06	5.22
Disagree	08	7.00
Strongly disagree	08	7.00
Total	115	100.00

Source; Primary data.

46.10% of the respondents agreed that parents respond to school invitations, 34.78% strongly agreed while 7.00%, 7.00% and 5.22% disagreed, strongly disagreed and were uncertain respectively.

4.54 Parents attend PTA meetings regularly

Respondents were also asked if parents attend PTA meetings regularly and in their numbers. They responded as follows:

Table 4.14: Parent attendance to PTA meetings

Parents attend PTA meetings

Regularly and in their numbers.	Frequency	Percentage (%)
Strongly Agree	40	34.78
Agree	53	46.10
Uncertain	06	5.22
Disagree	08	7.00
Strongly disagree	08	7.00
Total	115	100.00

Source: Primary data.

46.10% of the respondents agreed that parents attend PTA meetings regularly, 34.78% strongly agreed while 7.00%, 7.00% and 5.22% disagreed, strongly disagreed and were uncertain respectively.

4.55 PTA has done a lot to improve teaching

The respondents were to say if the PTA has done a lot to improve teaching and learning in schools. They said the following:

Table 4.15 PTA and teaching and learning in schools

PTA has done a lot to improve

Teaching and learning in schools.	Frequency	Percentage (%)
Strongly Agree	43	37.34
Agree	56	48.70
Uncertain	03	2.61
Disagree	08	7.00
Strongly disagree	05	4.35
Total	115	100.00

Source Primary data.

48.70% of the respondents agreed that PTA has done a lot to improve teaching and learning in schools, 37.34% strongly agreed while 7.00% disagreed 4.35% strongly disagreed and 2.61% were uncertain respectively.

4.56 The parents provide the needed learning materials

When asked if parents provide the needed learning materials for students, they had the following to say:

Table 4.16: Parents provision of needed learning materials

Parents provide the needed

Learning materials for wards	Frequency	Percentage (%)
Strongly Agree	40	34.78
Agree	53	46.15
Uncertain	03	2.60
Disagree	11	9.57
Strongly disagree	08	6.90
Total	115	100.00

Source: Primary data.

From the table, 46.15% agreed that Parents provided of needed learning materials, 34.78% strongly agreed, 9.57% disagreed, 6.90% strongly disagreed and 2.60 were uncertain. It is the duty and responsibility of parents to provide required resources to their children.

4.57 Parents assist students with homework

The study sought to find out if parents assist students with their homework.

It found out the following:

Table 4.17: Parental assistance in student homework

Parents assist ward

With their homework	Frequency	Percentage (%)
Strongly Agree	11	9.57
Agree	19	16.52
Uncertain	17	14.78
Disagree	31	27.00
Strongly disagree	37	32.13
Total	115	100.00

Source Primary data.

Responses varied.32.13% strongly disagreed that parents assisted students in their homework, 27.00% disagreed, 16.52% agreed, 14.78% were uncertain while 9.57 % strongly agreed. The disagreement could be due to parents not being knowledgeable in the content areas and also not having time to assist them.

These findings disagree with Hoover-Dempsey, Battiato, Walker, Reed, DeLong & Jones' (2001) work that focused on understanding why parents become involved in their children's homework, what strategies they employ, and how such involvement contributes to student learning. The review supported theoretical arguments that parents choose to become involved in homework because they believe they should be involved, believe their involvement will make a positive difference in their children's learning, and perceive that their involvement is invited, expected, and valued by school personnel (Hoover-Dempsey & Sandler, 1997). The review suggests that parents engage in a wide range of activities in this effort; from the establishment of basic structures for homework performance to more complex efforts focused on teaching for the understanding and helping students develop effective learning strategies. Therefore, parental involvement in

children’s homework is pertinent in this present era where parents seem not to have adequate time helping their kids in their homework.

4.58 Parents pay for extra tuition

In addition, the researcher asked respondents if parents pay for extra tuition for students when it is needed. The response was as follows:

Table 4.18: parental payment of extra-tuition when needed

Parents pay for extra tuition		
For students when it is needed	Frequency	Percentage (%)
Strongly Agree	43	37.61
Agree	53	46.15
Uncertain	03	2.32
Disagree	11	9.57
Strongly disagree	05	4.35
Total	115	100.00

Source; Primary data;

46.15% of the respondents agreed that 37.61% strongly agreed Parents pay for extra tuition for students when it is needed. The rest were uncertain, disagreed or strongly disagreed (2.32%, 9.57% and 4.35% respectively). Extra tuition makes teachers attend to weak students. Dawo and Simatwa (2010) suggested that it was important to involve parents more by paying fees offering guidance and counseling and providing learning resources among other things.

4.6 To determine how availability of school instructional resources influence academic performance in day secondary schools in Mumias West Sub County.

The researcher sought to find out how availability of school instructional resources influences academic performance in day secondary schools in Mumias West Sub County.

The instructional resources in question were text books, science laboratories and equipment, furniture, and classrooms.

4.61 Availability of textbooks

The researcher asked the respondents on the availability of textbooks and the response was as follows

Table 4.19 Availability of Textbooks in school.

Textbook availability	Frequency	Percentage
Available and adequate	24	21.10
Available but not adequate	79	68.86
Not available at all	00	00.00
Uncertain	12	10.04
Total	115	100.00

Source; Primary data.

From the tabulated results, 68.86% of the respondents said that textbooks were available but not adequate, 21.10% said that they were available and adequate while 10.04% were uncertain. The availability, provision and the use of teaching.

and learning textbooks go a long way to improve quality teaching which enhances academic performance Adedji and Owoeye (2002) in their study found a significant relationship between the use of recommended textbooks, and academic performance of pupils. According to Adedji and Owoeye (2002), the availability of physical and material resources was very important for the success of any worthwhile educational endeavor. These researches made it known that teaching and learning materials (TLMs) were imperative to educational achievements, if they were made available and in their right quantities and qualities.

the same can be replicated in public day schools in Mumias west sub-county.

4.62 Availability of science laboratories and equipment

The researcher asked the respondents on the availability of science laboratories and the results were as follows,

Table 4.20 Availability of science laboratories and equipment in day secondary schools

Availability of science		
Laboratories	Frequency	Percentage
Available and adequate	29	25.23
Available but not adequate	56	48.68
Not available at all	27	23.23
Uncertain	03	2.86
Total	115	100.00

Source; Primary source.

From the tabulated results, 48.68% of the respondents said that laboratories and equipment were available but not adequate, 25.23% said that they were available and adequate 23.23% said that they were not available at all while 2.86% were uncertain. The availability, provision and the use of teaching

And learning well equipped laboratories go a long way to improve quality teaching which enhances academic performance. While BT Olufuke (2012) stated that science laboratory with adequate equipment is a critical variable in determining the quality of output from senior secondary schools, the same can be replicated in public day schools in Mumias west sub-county.

4.63 Availability of school furniture

The researcher asked the respondents to give their opinion on the availability of school furniture and the response was as follows.

Table 4.21 Availability of school furniture

Availability of school furniture	Frequency	Percentage
Available and adequate	18	24.19
Available but not adequate	67	58.58
Not available at all	00	00.00
Uncertain	20	17.23
Total	115	100.00

Source; Primary data.

From the tabulated results, 58.58% of the respondents said that resources were available but not adequate, 24.19% said that they were available and adequate while 17.23% were uncertain. The availability, provision and the use of desks and chairs for writing go a long

way to improve quality teaching which enhances academic performance. While Victoria Bergsagel (2015) stated that classrooms designed for active learning had statistically significantly effect on student engagement, chairs and desks that move and swivel help improve attention and comfort. She inferred that the above statement may be the cause of high academic performance in this type of school; the same can be replicated in public day schools in Mumias west sub-county.

4.64 Availability of classrooms

On the question of classrooms being available, the respondents gave the following answers as tabulated below.

Table 4.22 Availability of classrooms

Availability of classrooms	Frequency	Percentage
Available and adequate	60	52.22
Available but not adequate	48	41.57
Not available at all	00	00.00
Uncertain	07	6.21
Total	115	100.00

Source; Primary data .

From the tabulated results, 41.57% of the respondents said that resources were available but not adequate, 52.22% said that they were available and adequate while 6.21% were uncertain. The availability of classrooms use for teaching and learning go a long way to improve quality teaching which enhances academic performance.. Edwards (1991) stated that students standardized achievement scores were lower in schools with poor building conditions. Students in school buildings in poor condition had achievement that was 6% below schools in fair condition and 11% below schools in excellent condition. He

inferred that the above statement may be the cause of high academic performance in this type of school; the same can be replicated in public day schools in Mumias west sub-county.

4.7 To assess the extent to which monitoring mechanisms influence academic performance in day secondary schools in Mumias West Sub County.

The study also sought to assess the extent to which monitoring mechanisms influence academic performance in day secondary schools. The respondents attended to the following statements.

4.71 Head teachers visits the class during lesson periods

The respondents were to respond to whether Head teacher visits the class during lesson periods. The responses were tabulated in the table below:

Table 4.23: Head teacher visits the class during lesson periods

Head teacher visits the class		
During lesson periods	Frequency	Percentage (%)
Strongly Agree	06	5.22
Agree	14	12.17
Uncertain	12	10.43
Disagree	53	46.09
Strongly disagree	30	26.09
Total	115	100.00

Source; Primary data.

46.09% disagreed that head teachers visit classes during lesson periods, 6.09% strongly disagreed, 12.17% agreed, 10.43% were uncertain whole 5.22 strongly disagreed. A high percentage disagreed that head teachers visit classes during period lessons. This could be due to a lot of administrative work they have that cannot allow them to do so.

4.72 Teachers check attendance of students regularly

The respondents were also asked if teachers check attendance of students regularly. Here were the responses:

Table 4.24: Checking attendance of Students regularly by teachers

Checking attendance of

Students regularly by teachers	Frequency	Percentage (%)
Strongly Agree	40	34.78
Agree	52	45.22
Uncertain	04	3.48
Disagree	11	9.57
Strongly disagree	08	6.96
Total	115	100.00

Source; Primary data.

The results showed that 45.22% agreed that teachers regularly check student attendance. 34.78% strongly agreed, 9.57% disagreed, and 6.69% strongly disagreed while 3.48% were uncertain. Marking registers is one way of checking attendance of students. Since teachers teach almost daily, it is their duty to ensure that they check student attendance before embarking on teaching.

4.73 Teachers supervise other activities in school

When asked if teachers supervise other activities in the school apart from classroom work, respondents had to say the following:

Table 4.25: Supervision of other school work by teacher apart from class work

Supervision of other school work

By teacher apart from class work	Frequency	Percentage (%)
Strongly Agree	40	34.78
Agree	52	45.22
Uncertain	07	6.09
Disagree	08	6.96
Strongly disagree	08	6.95
Total	115	100.00

Source; Primary data.

45.22% agreed that teachers supervise of other school work by teacher apart from class work, 34.78% strongly agreed, 6.96% disagreed, 6.96% strongly disagreed and 6.09% were uncertain. Apart from teaching, the head teacher as the agent of the employer can assign teachers any other school duty apart from the class work.

4.74 Head teachers inspect assignment books

The study also sought to find out if Head teachers inspects assignment books of students occasionally

Table 4.26: Head teachers inspects assignment books of students occasionally

Assignment occasionally	Frequency	Percentage (%)
Strongly Agree	14	12.17
Agree	47	40.87
Uncertain	23	20.00
Disagree	14	12.17
Strongly disagree	17	14.78
Total	115	100.00

Source; Primary data.

From the response, 40.87% agreed that Head teachers inspect assignment occasionally, 20.00% were no sure, 14.78% strongly disagreed, 12.17% disagreed and the same 12.17% of the respondents strongly agreed. It the duty of head teachers to monitor work done by the teachers. Eagles and Evans (1970) cited in Etsey (2005) was of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom. Supervision is the process of bringing about improvement in an institution by working with people who work with students. It is a process of stimulating growth, and a means of helping teachers and students to help them.

4.75 Head teachers and teachers inspects lesson notes

The respondents were asked if Head teachers and teachers inspects lesson notes of students. The study found out the following:

Table 4.27: Head teachers and teachers inspects lesson notes of students

Teachers inspection of		
Lesson notes	Frequency	Percentage (%)
Strongly Agree	15	13.05
Agree	47	40.87
Uncertain	25	21.73
Disagree	12	10.43
Strongly disagree	16	13.92
Total	115	100.00

Source; Primary data.

From the response, 40.87% agreed that teachers inspect lesson notes of students, 21.73% were uncertain, 13.92% strongly disagreed, 13.05% strongly agreed and the same 10.43% of the respondents disagreed agreed. This means that 54% of the respondent were positive about teachers inspecting students' lesson notes.

4.76 Teachers give class exercises and homework

There were similar responses for statements pertaining teacher giving class exercises and homework. Respondents gave the following:

Table 4.28: Teacher giving class Exercises and homework

Teacher giving class		
Exercises and homework	Frequency	Percentage (%)
Strongly Agree	14	12.17
Agree	47	40.87
Not sure	23	20.00
Disagree	14	12.17
Strongly disagree	17	14.78
Total	115	100.00

From the response, 40.87% agreed that teachers give exercises and homework, 20.00% were no sure, 14.78% strongly disagreed, 12.17% disagreed and the same 12.17% of the respondents strongly agreed. Class exercises and homework help students when it comes to revision and later better performance in their academics. Use of school and classroom-based assessments emerges to be a common trait of effective schools. Teachers administering frequent assessments as a way of communicating to students that there are multiple opportunities to improve and that a consequence of poor performance is not a bad grade (Reeves, 2003). As a result of these frequent assessments, teachers are reported to being able to provide students more consistent and timely feedback on their performance. In addition, the schools that demonstrated the greatest improvements were those that used common assessments. This is according to Reeves (2003).

4.77 Teachers give class tests

Respondents were to respond to if teachers give class tests. They responded as follows:

Table 4.29: Teachers giving class tests

Teachers giving class tests	Frequency	Percentage (%)
Strongly Agree	54	47.00
Agree	21	18.26
Not sure	12	10.43
Disagree	14	12.17
Strongly disagree	14	12.17
Total	117	100.00

Source; Primary data.

Responses showed that 47.00% strongly agreed that teachers give class tests, 18.26% agreed, 12.17% disagreed, 12.17% strongly disagreed and 10.43% were uncertain. Testing is the most appropriate way of evaluation of students. This ensures that teachers realize if objectives of learning are achieved. Lezotte (1991) recommends the use of computerized practice tests, the ability to get immediate results on homework, and the ability to see correct solutions developed on the screen as a few of the available tools for assuring student learning .Lezotte (1991) also cites that after what he terms the first generation of frequent monitoring of student progress is accomplished, schools will need to advance into a second generation of frequent monitoring of student progress. During the second generation, the use of technology will permit teachers to do a better job of monitoring their students' progress. This same technology will allow students to monitor their own learning and, where necessary, adjust their own behavior.

4.78 Teachers mark exercises and return them on time

When asked if teacher marks exercises and returns them on time, respondents had to say the following:

Table 4.30: Teachers mark exercises and returns them on time

Teachers mark exercises and returns them on time	Frequency	Percentage (%)
Strongly Agree	14	12.17
Agree	47	40.87
Uncertain	25	21.73
Disagree	12	10.43
Strongly disagree	17	14.78
Total	115	100.00

Source; Primary data.

40.87% of the respondents agreed that teachers mark exercises and return them on time, 21.73% were uncertain, 14.78% strongly disagreed, 12.17% strongly agreed while 10.43% disagreed. Marking exercises and return them on time is another way of monitoring progress. Monitoring and feedback need to be prompt for so as to take corrective action as soon as possible before it is too late.

4.79 Teachers mark corrections

The study also sought to ask if teachers mark corrections The response was as below.

Table 4.31: Teachers mark corrections.

Teachers mark Corrections	Frequency	Percentage (%)
Strongly Agree	14	12.17
Agree	49	42.61
Uncertain	25	21.73
Disagree	12	10.43
Strongly disagree	15	14.04
Total	115	100.00

Source; Primary data.

The data shows that 42.61% of the respondents agreed that teachers mark corrections. 21.73% were uncertain, 14.04% strongly disagree, 12.17% strongly agreed and 10.43% disagreed. Marking correction helps students realize their weak areas and learn from their mistakes. Lezotte (1991) recommends the use of computerized practice tests, the ability to get immediate results on homework, and the ability to see correct solutions developed on the screen as a few of the available tools for assuring student learning .

4.80 Assignments are given at the end of every topic

When asked if assignments are given at the end of every topic, respondent gave the following:

Table 4.32: Assignments are given at the end of every topic

**Assignments are given
at the end of every topic**

Lesson notes	Frequency	Percentage (%)
Strongly Agree	13	11.30
Agree	50	43.48
Uncertain	20	17.39
Disagree	14	12.17
Strongly disagree	18	15.65
Total	115	100.00

Source; Primary data.

The data shows that 43.48% of the respondents agreed that assignments are given at the end of every topic .17.39% were uncertain, 15.65% strongly disagreed, 12.17% disagreed and 11.30% strongly agreed. Assignments are one way of monitoring teaching learning objectives. Lezotte (2001) noted that in the effective school, pupil progress on the essential objectives are measured frequently, monitored frequently, and the results of those assessments are used to improve the individual student behaviors and performances, as well as to improve the curriculum as a whole

4.81 Provision of transportation for students

Respondents were asked if there is Provision of transportation for students. The responses were as follows:

Table 4.33: Provision of transportation for students

Provision of transportation for students	Frequency	Percentage (%)
Strongly Agree	02	1.74
Agree	18	15.65
Uncertain	09	7.83
Disagree	54	47.00
Strongly disagree	32	27.83
Total	115	100.00

Source; Primary data.

47.00% of the respondents disagreed that transport is provided to students, 27.83% strongly disagreed, 15.65% agreed, 7.83% were uncertain and 1.74% strongly agreed.

4.82 Parents visit the school to know the performance of students

The study sought to find out if parents visit the school to know the performance of their wards. Respondents responded as follows:

Table 4.34: Parents visit the school to know the performance of their wards

Parents visit the school to know the performance	Frequency	Percentage (%)
Strongly Agree	17	14.78
Agree	55	47.82
Uncertain	20	17.39
Disagree	14	12.17
Strongly disagree	09	07.83
Total	115	100.00

Source; Primary data.

From the results, 47.82% agreed that Parents visit the school to know the performance of their wards, 14.78% strongly agreed, 12.17% were uncertain and 7.83% strongly disagreed. It important for parents to know the performance of their children. This is because the school policies category includes various accountability issues such as whether or not the school conducts self-evaluations and monitors student progress and whether or not the school communicates student performance information to parents or the local authorities as cited by PISA (2005). Though Eccles & Harold (1996) notes that few parents stop caring about or monitoring the academic progress of their children within the high school age and parental involvement continues to be an important predictor of school outcomes through adolescence.

4.83 Teachers invite parents to discuss performance of students

Lastly, respondents were asked if teachers invite parents to discuss performances of students. The responses given were as follows:

Table 4.35: Teachers invite parents to discuss performances of students.

Teachers invite parents to discuss performances	Frequency	Percentage (%)
Strongly Agree	17	14.78
Agree	50	43.48
Uncertain	20	17.39
Disagree	12	10.43
Strongly disagree	16	13.91
Total	115	100.00

Source; Primary data.

.The study revealed that 43.48% of the respondents agreed that teachers invite parents to discuss performance of students.17.39% were uncertain, 14.78% strongly agreed, 13.91%, strongly disagreed and 10.43% disagreed. Teachers know that it is important to monitor student academic progress with parents. The World Bank report (1996) conveys with this by citing that, inadequacies in the supervision of schools; both by district level officers and Head teachers, and the limitations of disciplinary processes are seriously undermining effective teaching and have had adverse effects on the academic performance of students. Eagles and Evans (1970) cited in Etsey (2005) were also of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction

This chapter covers summary of the findings, discussions and conclusions drawn from the study as well as recommendations based on the study findings and suggestions for further research. The study sought to investigate the influence of day schooling on academic performance of secondary schools in Mumias west sub-county. The study was guided by the following objectives: to determine the extent to which school attendance influence academic performance in day secondary schools, to examine how parents' support influences academic performance in day secondary schools, to determine how availability of school instructional resources influence academic performance in day secondary schools ,and to assess the extent to which monitoring mechanisms influence academic performance in day secondary schools.

5.2 Summary of findings

. From the study on the influence of day schooling on academic performance of secondary schools in Mumias west sub-county; 73.00% of the respondents were male and 27.00% were female. Majority of respondents are of age bracket 31 -40 (37), followed by 41-50 (32), above 50 (29),) and lastly 21-30 (17) representing 32.17%, 27.82 %, 25.22% and 14.78% respectively.

It also revealed that majority of respondents have taught in the period bracket of between 0-4 years, followed by 5-9 years, 10-14 years , 20 and above years and 15-19 years in the orders of 57.40%, 19.13%, 10.43%, 8.70% and 4.35% respectively. They hold bachelor's degree, followed by Diploma and then master's degree in the order of 67.83%, 26.08% and 6.09% respectively.

To determine the extent to which school morning attendance influence academic performance in day secondary schools in Mumias West Sub County, responses indicated

that 40.86% of the respondents agreed that students don't attend morning assemblies and classes, 1.74% strongly disagreed that students leave class early. It was also noted that 21.74% of the respondents strongly agreed students absent themselves from school, 18.26% disagreed while 17.39 were uncertain.

To determine the extent to students leave class early before end of the last period in day secondary schools in Mumias West Sub County, responses indicated that 16.52% of the respondents agreed that students leave class early 32.17% strongly disagreed that students leave class early. It was also noted that 9.57% of the respondents strongly agreed students leave class early, 27% disagreed while 14.78 were uncertain.

To examine the extent to which students absent themselves from class in day secondary schools in Mumias West Sub County, responses indicated that 16.52% of the respondents agreed that students absent themselves from classes, 9.57% strongly disagreed. It was also noted that 40.57% of the respondents strongly agreed, 18.26% disagreed while 14.78% were uncertain.

When asked the arrangements that teachers have most often when students absent themselves form class or leave class early, 32.32% give exercises to them , 23.43% ask another teacher to stand in and help them while 44.25% give them notes to copy. None asks pupils to join another class to learn topic not learned. It was also seen from the interview schedule that some teachers make up a follow up with parents or guardians. It was found out that other factors that hinder academic performance by students who are day scholars in schools include boy-girl relations while in school and bad company by peers and drug abuse. In the study, the respondents view on how academic performance could be improved include having extra coaching and hard work on the part of the student, having thorough revision, regular attendance of classes by students and bringing in motivation speakers.

To examine how parents' support influences academic performance in day secondary schools in Mumias west Sub County, first the study sought to find out if parents visit the school to know the performance of their children and 27% of the respondents were in disagreement. 16.52 % agreed that teacher's invites parents to discuss student performance, 9.57% of the respondents strongly agreed agreed that parents respond to school invitations, 14.78% were uncertain while 32.17% of the respondents strongly disagreed.

27.80% of the respondents strongly agreed that teachers invite parents to discuss performance. 42.60% agreed, 8.7% were uncertain, 7% disagreed while 13.90% totally disagreed.

34.78% of the respondents strongly agreed that parents respond to invitation to invitations to discuss performance, 46.10% agreed, 5.22% were uncertain 7% disagreed while 7% totally disagreed.

34.78% of the respondents strongly agreed that parents attend PTA meetings regularly, 46.10% of the respondents agreed that PTA has done a lot to improve teaching and learning in schools. 7% strongly disagreed while 5.22% were uncertain.

On parental payment of tuition. 46.15% of the respondents agreed that 37.61% strongly agreed Parents pay for extra tuition for students when it is needed.

The researcher sought to find out how availability of school instructional resources influence academic performance in day secondary schools in Mumias West Sub County. The instructional resources in question were text books, library books, laboratories and equipment for practical work, illustration materials and writing desks and chairs. From the tabulated results, 63.47% of the respondents said that resources were available but not adequate.

The study also sought to assess the extent to which monitoring mechanisms influence academic performance in day secondary schools. 46.09% disagreed that head teachers visit classes during lesson periods. The results showed that 45.22% agreed that teachers regularly check student attendance. 45.22% agreed that teachers supervise of other school work by teacher apart from class work. From the response, 40.87% agreed that Head

teachers inspect assignment occasionally and 40.87% agreed that teachers inspect lesson notes of students. 40.87% agreed that teachers give exercises and homework, 20.00% were no sure. Responses showed that 47.00% strongly agreed that teachers give class tests, 40.87% of the respondents agreed that teachers mark exercises and return them on time. The data shows that 42.61% of the respondents agreed that teachers mark corrections and 43.48% of the respondents agreed that assignments are given at the end of every topic. 47.00% of the respondents disagreed that transport is provided to students, 47.82% agreed that Parents visit the school to know the performance of their wards. Lastly findings revealed that 43.48% of the respondents agreed that teachers invite parents to discuss performance of students.

5.3 Discussion of findings

This section entails discussion of the findings with reference to literature review.

5.31 The extent to which school attendance influence academic performance

A number of researchers available indicate the propensity of students to achieve in academic performance is intricately tied to the hours they spent attending to school, The study findings indicated that school attendance has a key role to play in the achievement of students in day secondary schools in the sub county, Those who don't attend morning classes and assembly have the lowest performance in the region going at 40.86% unlike those who attend to morning lessons which goes at 18.26% Paaku (2008) notes the importance of the presence of a student in class and wrote that it is the students responsibility to make up work missed as a result of being absent , according to Paaku (2008) he continued to state that if a student were absent for two days , double those days should be provided to make up work missed. This indicates the need and importance of student's regularity as a way of commitment in effective academic work before the student can succeed in the sub county.

Another important factor that is often related to weak performance of students in day secondary schools in the sub county was alluded to students leaving school early 26.09 of those who leave early contributed to poor performance. Etsey (2005) in his research says

that lateness and absenteeism reduce the amount of instructional time and this results in the syllabi not being completed, as these continue, there would be a backlog of content not taught and these would affect performance of the students. Edwards (2002) authored that the success of the school in carrying out its primary charge of educating and socializing students is contingent on students attending school regularly.

The researcher was also concerned with arrangements by teachers to make up for missed lessons, 44.25% give notes and 32.32% give exercises. For Atakpa and Ankomah (1998) effective teaching and learning greatly lied on the competence of its human resources which were needed for the impartation of knowledge.

5.32 Parental support influence on academic performance

The underlying cause of weak academic performance in the sub county is tied to lack of parental support to the students, Lack of parents to visit schools to support school programmes was rated at 59.17% as compared to only 26% who visit schools. and 80% of the parents attended to PTA meetings to support academic programmes compared to 19% who dint attend to PTA meetings. Wilkinson (2010) indicates family involvement in children's education taking variety of forms including helping with home work at home, or attending to school functions, parents/ teacher communication, the research indicate that on average, children whose families are more involved display higher levels of achievement than children whose families are less involved. Davis and Karr – kidwell (2003) says that when parents are involved, children receive the messages that education is important.

Cross – sectional (Grolwick and Slowiaczek 1994) and longitudinal (Miedel and Reynolds, 1999) studies have demonstrated an association between higher levels of parental school involvement and greater academic success for children be. Hence parental involvement continues to an important predictor of school outcomes through adolescents in day secondary schools in Mumias west Sub County.

5.33 School instructional resources influence on academic performance

83% of the parents who pay extra tuition exhibited good results. According to Dawo and Simatwa (2010) in a case study of Kisumu Municipality, parental involvement, it was suggested that it was important to involve parents more in extra tuition. On availability of textbooks, 73.91% of textbooks that were available exhibited good results against 26.09% without textbooks. According to Adedji and Owoeye (200) in their study found a significant relationship between the use of recommended textbooks and academic performance of pupils, that the availability of physical and material resources was very key for the success of any worthwhile educational endeavour.

73.91% with science laboratories performed better than 7.09% without laboratories who performed poorly academically. Adedji and Owoeye (2002) in their research noted that the major contributing factor to academic performance is the facilities the school has, Ashieti (1987) also came out with his findings that adequate provision of science facilities could be the life wire to positive performance in science related subjects. Therefore there should be a serious effort to acquire and maintain this resource for better academic performance in Mumias West sub County.

5.34 Monitoring mechanisms influence on academic performance.

In the researchers survey of head teachers who visited classes during lessons only 17.39% of the respondents had a positive affirmation compared to 72.18% who disputed, this is because most of the teachers in our secondary schools are well trained to handle the class during a learning session, However, according to Etsey (2005) in his research reports that effective supervision is necessary for efficient work. In Ghana, schools internal supervision is normally done by the head of the institution. Amadahe (2005) in his study of 60 schools in Ghana found that academic performance was better in private schools than in public schools because of more effective supervision

Another area of monitoring was checking of students notes and assignments, 53.92% of those who checked notes and assignments performed better compared to 46.08 who did not. Reeves (2002) in a related research reported that as a result of frequent assessments

teachers were able to provide consistent and timely feedback on their performance , further more schools that demonstrated the greatest improvements were those that used common and consistent assessments. Hence this can be replicated in Mumias west Sub County.

5.4 Conclusions

From the study, the following could be concluded:

Lateness and absenteeism reduce the amount of instructional time and affects completion of syllabus thus affecting performance.

Academic performance could be improved in day schools by having extra coaching and hard work on the part of the student, having thorough revision, regular attendance of classes by students and bringing in motivation speakers.

From the study, it was found out that other factors that hinder academic performance by students who are day scholars in schools include boy-girl relations while in school and bad company by peers and drug abuse.

Parental involvement in children's homework is pertinent in this present era where parents seem not to have adequate time helping their kids in their homework. Parents can be involved more by paying fees offering guidance and counseling and providing learning resources among other things.

The availability, provision and the use of teaching and learning materials go a long way to improve quality teaching which enhances academic performance. Resources such as classrooms, furniture as well as teaching and learning materials are imperative to educational achievements, if they were made available and in their right quantities and qualities.

Effective monitoring and supervision of instruction can improve the quality of teaching and learning in the classroom. Supervision is the process of bringing about improvement

in an institution by working with people who work with students. It is a process of stimulating growth, and a means of helping teachers and students to help them.

5.5 Recommendation of the Study

Based on the major findings of the study, the following are recommended:

1. Parents should be sensitized about their involvement in their children' academics.
2. The Kenyan government to provide relevant teaching/learning materials/facilities in day schools in their right quantities so that the students compete favorably with their counterparts in boarding schools and enhance academic performance of the students.
3. There should be continued motivation on the part of the teacher so that there is continued monitoring and evaluation of student work.

5.6 Suggestions for Further Research

The study was conducted in Mumias West sub-county, Kakamega County, Kenya. The following observations were noted for further research; future studies could include other factors that affect day schooling in different sub-counties .It is also suggested that a comparative study be done with public primary schools in the same sub-county, county and other counties in Kenya.

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APPENDIX 1: QUESTIONNAIRE FOR PRINCIPALS AND TEACHERS OF SECONDARY SCHOOLS IN MUMIAS WEST SUB-COUNTY.

The purpose of this questionnaire is to collect data on influence of day schooling on academic performance of students in public secondary schools in Mumias west sub county, Kakamega County. Your school has been sampled to take part in the survey.

Instructions

- a) Please do not write your name on the questionnaire.
- b) The information you will give will be treated with confidentiality.
- c) Kindly provide answers to the questions as honestly and as precisely as possible.
- d) Indicate your choice by a tick(v)
- e) Kindly answer all the questions

Section A: Background information

Please, provide appropriate information to complete space provided or tick[] the correct response in the boxes provided.

1. Gender: (a) Male (b) Female
2. Age; (a). [21-30] (b). [31-40] (c). [41-50] (d). Above 50
3. Working experienceyears
4. Qualification (tick where necessary) (i) Certificate ii) Diploma....(iii) Degree holder...(iv) Masters

Section B: School attendance of students

1. Students don't attend morning assemblies and classes. (i) Strongly agree (ii) Agree (iii) Strongly Disagree (iv) disagree. (iv) Uncertain

2. Students leave class before the end of the last period because they have to walk long distance back home. (i) Strongly agree (ii) Agree (iii) Strongly Disagree (iv) disagree. (iv) Uncertain

3. Some students absent themselves from classes. (i) Strongly agree (ii) Agree (iii) Strongly Disagree (iv) disagree. (iv) Uncertain

4. What arrangements do teachers most often make when students absent themselves form class or come to class late? (tick only one)

- a) Give exercises to them []
- b) Ask another teacher to stand in and help them []
- c) Give them notes to copy []
- d) Ask pupils to join another class to learn topic not learned []

5. Because of lateness and absenteeism by students, students don't perform well in their academics.

(i) Strongly agree (ii) Agree (iii) Strongly Disagree (iv) disagree. (iv) Uncertain

6. In your view how can academic performance be improved.

.....
.....

Section C: Parents' Support given to students

Tick the appropriate option that corresponds with your answer to the following questions on how parents/guardian support their children in your school

No	Parental support	Strongly agree	Agree	Disagree	Strongly disagree	Uncertain
1.	Parents visit the school to know the performance of their children					
2.	Teacher invites parents to discuss performance of pupils					
3.	Parents respond promptly to school invitations					
4.	Parents attend PTA meetings regularly and in their numbers					

5.	The PTA has done a lot to improve teaching and learning in the school					
6.	Parents provide the needed learning materials for wards					
7.	Parents assist wards with their homework					
8.	Parents pay for extra tuition for wards when it is needed					

Section D: Availability of school instructional Resources for use in schools

Tick the appropriate option that corresponds with your answer to the following questions to the extent the following teaching and learning resources are available in your school.

No.	Resources	Available and adequate	Available but not adequate	Not available at all	Uncertain
1.	Text books				
2.	Laboratories for practical work				
3.	Chairs and writing desks				
4.	Class rooms and equipment for practical work				

Section E: Monitoring mechanisms

Tick the appropriate option that corresponds with your answer on the monitoring mechanism in your school.

No	Monitoring mechanism	Strongly agree	Agree	Disagree	Strongly disagree	Uncertain
1.	Head teacher visits the class during lesson periods					
2.	Teachers check attendance of students regularly					
3.	Teachers supervise other activities in the school apart from classroom work					
4.	Head teacher inspects assignment books of students					

	occasionally					
5.	Head teacher and teachers inspects lesson notes of students					
6.	Teacher gives class exercises and homework					
7.	Teacher gives class test					
8.	Teacher marks exercises and returns them on time					
9.	Teacher marks corrections					
10.	Assignment are given at the end of every topic					
11.	There is Provision of transportation for students					

12.	Parents visit the school to know the performance of their wards					
13.	parents discuss performance					

APPENDIX 2: INTERVIEW SCHEDULE FOR OPINION LEADERS.

1. What arrangements do you most often make anytime students are absent or come late to school?
2. State other factors that hinder academic performance of students who are day scholars in your school.
3. In your view how can academic performance be improved.

APPENDIX 3: WORK PLAN

Below is the outline of the time that was used by the researcher.

Date	Activity
Nov-Dec 2014	Proposal preparation
Jan 2015	Proposal presentation to the supervisor
Feb-march 2015	Correction of the proposal
April 2015	defending of the proposal
May 2015	Field visits/Data collection
May 2015	Data analysis and interpretation
June 2015	Report presentation

APPENDIX 4: BUDGET ESTIMATES

S/N	ITEM	AMOUNT (In Ksh.)
1.	Stationery	4000.00
2.	Typing	5000.00
3.	Photocopying	3000.00
4.	Internet	4000.00
5.	Library	2000.00
6.	Binding	2000.00
7.	Travelling	3000.00
8.	Accommodation and meals	9000.00
9.	Emergency/Miscellaneous	3200.00
	TOTAL	35200.00

APPENDIX 5 LETTER OF TRANSMITAL

CLEMENT MUYABILA ISIYE

P.O BOX 11 – 50100 KAKAMEGA

15TH APRIL 2015

THE D.E.O

MUMIAS WEST SUB COUNTY

P.O BOX

MUMIAS

Dear Sir,

RE; REQUEST TO CARRY OUT RESEARCH IN MUMIAS WEST SUB COUNTY.

I am a postgraduate student of the University of Nairobi pursuing a course in Masters of Arts in Project Planning and Management. I am required to conduct a research of which I have chosen Mumias West Sub county as my area of studying, Influence of day schooling on academic performance in day secondary schools. I therefore seek your permission to collect data.

Thank you in advance

Yours faithfully

Clement Muyabila Isiyee

REG. NO.L50/73269/2014

APPENDIX 6: LETTER TO RESPONDENTS

Dear respondent,

The researcher is Master of Art (Project planning and Management) student in University of Nairobi carrying out a study on the influence of day schooling on performance in secondary schools in Mumias West Sub-County, Kenya. You have been selected to participate in this study.

Your responses are for research purpose only and shall be treated confidentially.

Yours sincerely,

Clement Muyabila Isiye