

**FACTORS INFLUENCING STUDENTS ACADEMIC PERFORMANCE IN
KENYA CERTIFICATE OF SECONDARY EDUCATION; A CASE OF
KIRINYAGA CENTRAL SUB-COUNTY, KIRINYAGA COUNTY**

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DECLARATION

The research project is my original work and has not been presented for the award of any degree in any university.

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This research project has been submitted with my approval as the university supervisor.

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DEDICATION

This research project is dedicated to my husband Lawrence Mugo, daughters Velma and Valerie and my dear son victor who was born during the research time, for the support, sacrifice and understanding throughout the research period.

I must thank my love Lawrence for encouraging me to move on; physically he accompanied me to Embu sometimes and even to Meru for defense. To my children, I denied them attention as I concentrated on my project and they understood. As my family, I owe you my success. My sisters, brother and parents also encouraged me a lot. God bless you.

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TABLE OF CONTENT

DECLARATION.....	ii
DEDICATION	iii
ACKNOWLEDGMENT	iv
TABLE OF CONTENT.....	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
ABBREVIATIONS AND ACRONYMS.....	ix
ABSTRACT í ..	.x
CHAPTER ONEí ..í í í í í ..	.1
INTRODUCTION.....	1
1.1Background of the Study.....	1
1.2Statement of the Problem.....	3
1.3 Purpose of the Study.....	4
1.4 Objectives.....	4
1.5 Research Questions.....	5
1.6Significance of the Study	5
1.7 Delimitation of the Study.....	5
1.8 Limitation of the Study	5
1.9Definition of Significant Terms.....	6
1.10. Organization of the Study	6
CHAPTER TWO.....	6
LITERATURE REVIEW	7
2.1 Introduction	7
2.2 Teacher ó Student Ratio.....	7
2.3 Influence ofPeer Pressure on academic Performance.....	12
2.4 School Resources influence on Performance.....	14
2.5 Students motivation and Academic Performance.....	16
2.6 Family Background influence on KCSE Performance	17
2.7Theoretical Framework.....	20
2.8 Conceptual Framework.....	21
CHAPTER THREE	22
RESEARCH METHODOLOGY	23

3.1 Introduction	23
3.2 Research Design	23
3.3 Target Population	23
3.4 Sample Size	24
3.5 Research Instruments	25
3.6 Validity of the Instruments	25
3.7 Reliability of the Instrument	25
3.8 Data Analysis	26
3.10 Ethical Considerations	26
3.2 Summary í ...	26
CHAPTER FOUR	28
DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF THE	
FINDINGS í	28
4.1 Introduction	28
4.2. Response Rate	28
4.3. Demographic Information	29
4.4.1 Influence of Teacher/Student Ratio on Students' Academic Performance	31
4.5 Influence of Peer Pressure on Students' Academic Performance in KCSE in Kirinyaga Central Subcounty.	36
4.6 School Resources Influence on Students' Performance in KCSE in Kirinyaga Central Subcounty.	40
4.7 students' Motivation Influence Students' Academic Performance in KCSE Kirinyaga Central Subcounty.	44
4.8 Family Background Influence on Students' Academic Performance in KCSE in Kirinyaga Central Subcounty.	46
CHAPTER FIVE	50
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	50
5.1 Introduction	50
5.2 Summary of the Findings	51
5.3 Conclusions	54
5.4 Recommendations	56
5.4.1 Recommendations Based on Research Findings	56
5.4.2 Recommendations for Further Studies	57

LIST OF TABLES

Table 1.1 KCPE/KCSE Performanceí í í í í í í í í í í í í í í í í .4

Table 2.1 Conceptual Frameworkí í í í í í í í í í í í í í í í í í í ..25

Table 3.1 Operationalization of variablesí í í í í í í í í í í í í í í í í í í ..28

LIST OF FIGURES

Figure .1 Conceptual framework í í í í í í í í í í í í í í í í 25

ABBREVIATIONS AND ACRONYMS

KCPE	-	Kenya Certificate of Primary Education
KCSE	-	Kenya Certificate of Secondary Education
KNEC	-	Kenya National Examination Council
ICT	-	Information Communications & Technology
NGO	-	Non Governmental Organization
TSC	-	Teachers Service Commission
HOD	-	Head of Department
PR	-	Public Relation
DOS	-	Dean of Studies
CDF	-	Constituency Development

ABSTRACT

Examination performance cannot be overlooked in order to achieve Kenya's vision 2030 for education and training. The study dealt with investigation of factors that influence students' examination performance in Kenya Certificate of Secondary Education, a case of Kirinyaga central sub county. Variables in the study included; influence of teachers/students ratio on academic performance, influence of peer pressure on performance, availability of school resources students' academic performance, students attitude influence on academic performance and how family background influenced students' academic performance. The study adopted descriptive survey research design. Theoretical framework was derived from Jean Piaget's constructivism theory. The target population used in the study was 34 secondary schools while census sampling was used. 34 school captains, 68 Heads of Departments and 34 deans of studies were all sampled since the target population is not vast. Questionnaires were used, direct observation and document analysis were employed in collecting data. Data was analyzed qualitatively and quantitatively. The findings showed that 30 school captains, 68 heads of departments and 32 deans of studies returned the questionnaires totaling to 130 respondents. These respondents filled-in and returned the questionnaires making a response rate of 94%. The findings reviewed that high teacher/Student ratio impacted negatively on a student academically; this was said by 73.3% of the respondents. Peer pressure influenced students' academic performance in that 67.6% of the respondents said that most students may not be interested in academic excellence and pull others down. School resources influence students' academic performance. Teachers and text books were the most lacking as per 70% of the respondent on students attitude, it was realized that 73.3% of the respondents said motivation and discipline of the students influence performance... Family background that include; parental level of education, alcohol and drug abuse, poor role models, and parents' income, affect academic performance in one way or the other. This was said by 86.7% of the respondents. The study recommended more teachers to be employed to lower the teacher student ratio, parental guidance to avert negative peer pressure, government to provide school resources, students attitude can be changed positively through motivation and more parental involvement in students' academics. The study concluded that high teachers student's ratio leads to poor understanding of concepts, peer pressure may but rarely influence towards higher academic achievement. School resources also were seen to have an influence on when few don't support academic performance. Next, motivation of students towards academics influence performance, and lastly family type, size and participation also affects students perform.

CHAPTER ONE INTRODUCTION

1.1 Background of the Study.

It is a widely acceptable fact that education is a leading instrument for economic growth. Strong evidence shows that it is the cognitive skill of the population instead of the mere school attainment that is related to long run economic growth. (Elsiever, 2010) Recent studies suggest that higher education as well as result of income is a determinant that can produce private and public benefits. Vision 2030 further emphasizes on the relationship between education and the labour market, entrepreneurial skills and competencies and need for strong partnership with the private sector. This is relevant to teachers' education and focus on education system and curriculum. Emphasis is also in introduction of technical talents and central role of ICT in teaching and learning and its applicability to everyday life. Vision 2030 also recognizes the need to have literate citizens and sets targets in order to enhance adult literacy to 80 % (Ministry of Education 2012)

It also singles out Kenya's education and training as a means that will move Kenya to become a middle class economy. Education and training are the tools to develop the country therefore exam performance therefore cannot be overlooked. In Russia, education is catered for wholly by the state and is controlled by the ministry of Education and Sciences. Education is owned with secondary education free; and reserved with a number of students enrolled for full pay. In tertiary education, women lead with 57%. Estimate by Central Intelligence Agency shows literacy rate is about 99.7%: also (2012) OECD estimate, 53% of Russian adults (25-64) years have attained tertiary level of Education making Russia to have the highest attainment of college level of education worldwide. Russia's educational attainment was rated as the 21st highest in the world and the students having the ranking of Cognitive skills as the 9th best Russia are the 20th most influential country in education. (McGregor, 2014)

In South Africa, the state's new measurer of changing education is known as 'Action plan 2014-2025'. Towards the realization of schooling 2025 whose goal is to improve learning and the teachers work. Measures include introduction of standardized testing of grade 3, 6 and 9 for better follow up, allocate more resources to early childhood

development, university admission to grade R, making sure learners get access to text books of good quality, improved school resources and strengthened school management. Education of the poorest of the poor remains a priority. One of the ways is no school fees, institutions receive all the funding from the state and so don't have to charge school fees. (www.salveinternational.org)

West African Senior School Certificate (WAEC) has played a great role in education in countries like Ghana, Nigeria, Sierra Leone, Liberia and Gambia. They coordinate exams and issue certificates. They also came up with an endowment fund to support education in West Africa by means of lectures and assist those who cannot access education (William, 2002).

In Botswana, education is free but not compulsory. The Ministry of Education is in charge of all over Botswana's educational structure apart from University of Botswana. There is universal access to primary and junior secondary school but there is selectivity that reduces admission to senior secondary school and university. There are three years in lower secondary and two years in senior secondary. Education policy emphasizes pre-vocational preparation which is carried out by including practical application in academic subjects, dealing more with skills that are inclined more to work situations that include problem solving, teamwork, self-identity and computing that offers both curricular and co-curricular. (www.justlanded.com/education)

Ugandan government started its universal primary school education programme that provides free primary education to up to four children in each Ugandan family. Though it is not compulsory, it aims to enroll and ultimately provide a primary education to each Ugandan child. Consequently, primary school enrolment went up two times in a period of two years to 5.4 million enrolled children in primary schools. (<https://www.epnuffic.nl/education>) which is a requirement in joining university in Kenya. At the start, KCSE had at least 10 subjects that have later been reviewed twice and the minimum number of subjects is now seven. For grading, the candidates must sit three compulsory subjects, at least two sciences, one humanity and a practical or technical subject. The pass mark is C+ grade for minimum university entry. Students who score less than C+ mark join other tertiary institutions for non-degree courses. (Ministry of Education 2003)

Academic performance determines whether the student will proceed to the university and other tertiary institutions (Lezotte 2002). This therefore may dictate a student's life to a great extent. Secondary education was included as basic education. The government provides teachers, textbooks and all the other learning materials. Kenya hopes to provide a globally competitive quality education, training, research and development. The overall goal of 2012 was to do away with illiteracy by making education accessible, increase the number that transit from primary to secondary and raise the quality and relevance of education. KCSE performance in Kirinyaga central sub county may be influenced by many factors and performance may be poor. The secondary schools stakeholders may be concerned about the poor results posted in KCSE exam despite the same county taking the leading position in KCPE.

1.2 Statement of the Problem

The Kenyan government is investing a lot of resources in secondary schools project through the programme of free secondary education. Under this programme each student is allocated ksh 10,650 per year with approximately 1.7 million students benefitting from the programme in 2011 (ministry of Education 2011).

The transition rate to university today is quite low with students in both parallel and school based programmes at about 15% considering the resources invested. The trend is more worrying in Kirinyaga Central Sub-county. The Sub-county is accredited for its remarkable KCPE performance but none or very few schools have been ranked in position top 100 nationally in KCSE. This problem is also replicated in other sub counties of Kirinyaga that is east, west, Mwea east and Mwea west as per the table below. It illustrates the performance of the five sub counties within Kirinyaga in KCPE ranking and KCSE for the last five years.

Table 1.1 KCPE/KCSE Performances

YEAR	KCPE POS	NO OF SCHOOLS IN TOP 100 (IN KCSE) PER SUBCOUNTY				
		Kirinyaga Central	Kirinyaga west	Kirinyaga East	Mwea East	Mwea West
2010	1	0	1	0	0	0
2011	1	0	0	0	0	0
2012	1	1	1	2	0	0
2013	1	0	0	0	0	0
2014	1	0	0	0	0	0
2015	1	0	0	0	1	0
2016	1	0	0	1	0	0

1.3 Purpose of the Study

This study examined the factors that influence academic performance of students in KCSE in Kirinyaga Central sub County.

1.4 Objectives

1. The objectives of the study are as follows;
2. To determine how teacher/student ratio influence on academic performance of students in KCSE in Kirinyaga central sub county.
3. To determine how peer pressure influence on academic performance of students in KCSE in Kirinyaga central subcounty.
4. To establish how availability of school resources influence students' exam performance in KCSE in Kirinyaga central sub county.
5. To establish how students motivation influence students' academic performance in KCSE Kirinyaga Central Sub County
6. To determine how family background influence on academic performance of the students in KCSE in Kirinyaga central sub county.

1.5 Research Questions

The following questions were guided in the research.

1. To what extent does the teacher student ratio influence on KCSE performance in Kirinyaga central Sub County?
2. How does peer pressure influence on performance of KCSE in Kirinyaga Central Sub County?
3. How does availability of school facilities influence on KCSE performance in Kirinyaga Central Sub County?
4. To what extent does motivation of the students influence on KCSE performance in Kirinyaga Central Sub County?
5. How does family background influence KCSE performance in Kirinyaga Central Sub County?

1.6 Significance of the Study

This study was important since it examined different factors that influence KCSE performance in Kirinyaga Central Sub County. The findings were important to the Teachers Service Commission as it offers guidance on staffing of teachers and how it affects KCSE performance. The study was important to the schools administration as far as addressing the issue of student's motivation how to address peer pressure and lack of enough resources. It was important to parents in knowing their role in the education of their children and how this influence KCSE performance.

1.7 Delimitation of the Study

The study was specifically meant to determine the factors that influence KCSE performance in Kirinyaga Central Sub-county. It involved school captains, deans of studies and teachers who are heads of department, in secondary schools in Kirinyaga Central Sub County.

1.8 Limitation of the Study

Time constraint was expected to be a problem. Finances were also a problematic especially because of typing the work and travelling.

1.9 Assumption of the Study

It is assumed that the information given by the respondents was true and that the environment was conducive.

1.10 Definition of Significant Terms

Absenteeism refers to absence of a student from school due to a particular reason

Academic performance refers to attainment of KCSE grades that allow a student to proceed to the university.

Adult literacy refers to the ability of adult learners to read the most basic materials, write, use numbers, handle information, express ideas and opinions, make decisions and solve problems.

Kenya Certificate Secondary Education is the final examination that secondary school students undertake in order to determine if they will qualify for minimum university entry points.

Parallel programme is a degree programme conducted over and above regular courses whereby the students are self-sponsored.

School based is a programme in a university where students attend courses within and full time being sponsored at a large extent by the government.

Staffing refers to the number of teachers in a school at a given time in relation to the subjects offered.

1.11. Organization of the Study

The study was organized in to five chapters. chapter one is the introduction with the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study assumptions of the study and organization of the study.

Chapter two dealt with literature review on teacher's student's ratio, availability of teaching resources, attitude of the students, peer pressure, and family background as well as conceptual framework.

Chapter three covered the research design, target population, sampling procedure, data collection instruments, validity of instruments, reliability of the instruments, data collection procedure, data analysis techniques, ethical considerations and operational definition of variables, references and appendices. Chapter four covered data analysis, presentation and interpretation, while Chapter five was on summary of the findings, discussion, conclusion and recommend

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the academic performance of students in examinations from global, African and local perspectives. Areas to be reviewed include; student-teacher ratio, peer pressure, school resources, attitudes of the students and family background. This study has been done in many counties within the country. In Kirinyaga county, related research include study on factors influencing the boy child secondary education in the rice growing region of Kirinyaga south of Kirinyaga county (Kamanja,2012) .The findings were that the secondary access, attendance , retention, completion and KCSE performance of boy child are several school and non-school based factors. Such factors include preparing rice farms, levies imposed by schools, level of education, a gender of households head income of household, lack of interest, distance between school and home and household size. Another research carried out is on socio-economic determinants of girls' performance in agriculture in public mixed day secondary schools of Kirinyaga central, sub county, Kirinyaga County, Kenya. (Muriithi, 2014) The study concluded that parental factors, girls' involvement in household chores and school factors are all determinants to girls' performance in the sub county .A gap still exist on overall factors that influence academic performance in the sub county.

2.2 STUDENTS ACADEMIC PERFORMANCE IN KCSE

KCSE exam done at the end of four years course in secondary school has recorded minimal performance in Kirinyaga county for the last five years. Since 2016, the exam is taken in November under very strict supervision from invigilators and supervisors. Earlier on the exam was run in October and November. Cheating in the exam attracts severe penalties from Kenya National Examination Council and the students caught cheating have their grades cancelled.

In the year 2016, the government made a raft of changes touching on the administration of KCSE exam. Visiting days as well as midterm breaks in boarding schools were cancelled. Second terms were extended by one week. Exams were done in November only, with the schools closed. In addition, school heads were made the managers of KCPE and KCSE exams, a break from the past where KNEC appointed officials to oversee the tests.

There was a significant drop in performance in KCSE 2016 examination compared with the previous years. The president directed KNEC to cease using index numbers by 2017 and instead ensure all registered examination candidates have unique personal identifiers. These numbers will be used by students throughout their school life at all levels in the Kenyan education system. The other surprising thing is that in 2016 KCSE, no results were cancelled unlike in the previous years. However, the results could be symptomatic of the culture of examination cheating and leakages that had clouded national examinations in the previous years. The number of straight As in the exam was much lower than those scored by candidates from some top schools the previous years.

It was noted that the drop in performance, the drop by and large, indicated a normal performance curve, a clear indication that both the exam marking and final results were credible.

2.3F ACTORS INFLUENCING STUDENTS ACADEMIC PERFORMANCE

Students' academic performance in KCSE is influenced by several factors according to research. Some of these factors include: educational achievement of parents, socio-economic factors, parents-teachers relationship, and information communication technology and teachers factors.

Educational achievement of parents

According to Sentamu (2003) educational achievement of parents determines the type of school their children attend. These schools match or nearly match those of the parents. Zappala (2002) states that in families where parents have achieved academically, they nurture a higher standard of achievement in their children since they provide a lot of psychological support for their children. A study by Ogoye (2007) showed that illiterate parents were unable to assist children with assignments. Parental involvement in the children's education is therefore unquestionable.

Socio economic status

Socio-economic factors form a vital role in a child's education. Children brought up in less affluent environments will likely choose to behave in a similar manner, but will experience daily the overwhelming challenges that children from affluent backgrounds will never have to confront. Such children may be challenged emotionally and socially, acute and chronic stressors, cognitive lags as well as health and safety issues. These factors present an extraordinary challenge academically and socially towards success. A better understanding of these challenges points to action educators can take to assist the disadvantaged students to succeed, (Koki, 2008). The socio-economic orientation ranges from parental income, type of job, social class, work culture and lifestyle.

Parent-teacher relationship

Green(2014) shows that one of the paramount factors as far as a child's performance is concerned is parental involvement in the child's education. He argues that parents need to stand up for their children. This means that they should stand up for them as they make their way through the education system.

While there has been some research on child- mother, child-teacher attachment and functioning in areas such as school competence, work habits, frustration tolerance, task engagement, mood and behaviour difficulties, as with most attachment research, the majority of studies nowadays have concentrated on preschool and children in early grades of primary school. (Harlan et al 2009)

More parents today play a great role in their child's education and also general school operations. Schools value parents' opinion and consult them in decision making.

Armento(2010) argue that teachers are parents by extension. In order to achieve excellent academic performance in schools, there must exist a bond between teachers and students. If parents seclude themselves from teachers and vice versa, students tend to be left out in a cocoon of their own which propagates activities and behaviours that kill academic momentum.

Influence of information communication technology integration

Technology is impacting on students' academic performance. ICT is used for capacity development and citizen empowerment. ICT can enhance teaching opportunities and outcome for students including those with intellectual disabilities. (Anderson, 2009). Students who integrate ICT in learning may soon understand difficult topics and concepts. They have higher chances of remembering information and apply it to solve problems in classrooms (Apple Cedar Computer 2002). This integration of ICT in teaching enhances learners' knowledge, investigation as well as inquiry skills to create curiosity and interest as information is accessible at different levels (CEO forum on Education and Technology 2001)

Teaching is imparting knowledge, attitude and values (Lefrance, 1991). Teaching is a unique profession, where rational and human activities which one creatively and imaginatively uses himself together with his knowledge to enhance learning and the wellbeing of the learner. Teaching occurs through interaction between the instructor and the student under the teacher's responsibility in order to bring about the expected changes in the learner's behaviour.

Teachers factor influencing performance.

According to Jackson (2010), teachers efficiency is more after a transfer to a new institution and matching a teacher to a school explains a non negligible part of a teachers quality. Teachers of learners who exhibit a higher achievement in performance have lesser chances to transfer to another school. These results suggest that one excuse that teachers may have for wishing to transfer is being a poor fit in the current school. A better school job matching is likely to increase productivity and students achievement in their former school.

2.3.1 Teacher– Student Ratio and academic performance.

The size of the class and the ratio of students to teachers are widely covered areas of education as well as students total teaching span, teachers time spent working on average and roles of instructors as far as teaching and other responsibilities are concerned, are some of the determinants towards a countries teaching force size. (Krueger 2002) notes that the smaller the classes the more they are believed to let instructors pay more attention to the needs of each learner and reduce time needed to deal with disruptions. Small classes may be of great significance to some groups of learners especially those from less affluent environment.

(Hattie 2009; OECD 2009) notes that reduced class allows more ease towards creativity in the class, boosts teacher morale and higher job satisfaction. The number of learners in relation to teachers predicts the manner which education resources are distributed. Smaller students-teacher ratio are normally weighted against enhanced development professionally, and training of instructors, great investment in use of technology or more wide spread use of assistant teacher and other professionals with less pay compared to those of qualified teachers. Researchers have found that when a class is reduced, it narrows the achievement gap since the cost of reform has prevented the establishment of smaller classes over time. (Adams 2014).

None-the-less there is both economic and empirical problems when class is reduced. Class, when reduced allows chances for increased investment on individual child's learning. It is not always possible in each and every school. Reducing class size depends on the opportunities available in a school. Whereas the US Department of Education has not stated any concrete evidence that there is a certain size of class that

is related to increased students' performance, higher student teacher ratio may lead to a decrease of teachers time used in delivering the syllabus .(Haimson 2014).

According to Adam (2014) learners in classes of 22-25 to classes of less than 20 performed much better in standardized tests in grades k-3. (Hoxby 2000) illustrates that teachers prefer smaller classes since they can reduce the efforts that they can expend in order to deliver instructions. On the other hand, teachers unions would prefer class reduction because they increase class demands for teachers. Also administrators may prefer classes reduced since they increase the size of the domain.(Fan,2012;and Kelly,2014) observe that students work better in smaller groups and easily learn from the peers,exchange knowledge, build closer relationships among their peers and their teachers as well as stay enlightened .When students versus teacher ratios are reduced ,it creates a room for learners to learn closely from peers and do teamwork between students and teachers, in turn result to better student cognition.(Callata, 2013) Elvira et.al,2010;Kozulin,2011).(Nye, Hedges & Konstantopoulos 2000a, 2002, 2004a) found little evidence that reduced classes help some students. They note that there are gaps in achievement variability between small and large classes. Other factors that affect include resource allocation, learning conditions among others like teachers' salaries, teachers' age distribution and time shared between teaching and other duties. Reducing class size is viewed as letting instructors to concentrate more on the learners and having time to deal with disruptions. Smaller classes allow for more flexibility and innovativeness in classroom, teachers morale is boosted and gets more job satisfaction (Hattie, 2009; OECD 2009).

Further research shows that the highest ranking district schools as far as standard examstest are concerned are those that engage highly learned professionals who have thorough training in the subject area. These professionals have the skills to cater for various students learning styles and offer a more practical curriculum to their learners. Poorly prepared instructors with less experience produce learners with lower scores in exams. (Black, 2001) Smaller students- teacher ratios are normally calculated against more pay for teachers, more development professionally, greater teacher training, and greater allocation of resources in teaching technology or increased widespread use of assistant teachers. Narrowing the size of the class to improve students' achievement is

a policy option that has received much focus lately. Many counties are starting to reduce the size of the class as they aim to improve academic performance. Studies by Krueger, 1999; Nye, Hedges and Konstatopous 2000b) indicate that the average student achievement in a small class (15 Students on average) is much better compared to bigger classes. This suggests that reducing class size is one of the ways of enhancing academic achievement on average of all students.

2.3.2. Peer influence and academic Performance.

Studies by Castrogiovani (2002) define a peer group simply as friends who are similarly aged and close, with similar interests and activities. The groups offer a sense of belonging while to adolescence to provide a feeling of security. Peers can influence positively in an adolescents life. Peer influence has the potential to have a disastrous impact or various other negative effects. Educationists and especially teachers need to be in touch with the complex aspect of pressure in peers in a bid to avert these negative effects should they arise.

Castrogiovani, (2002) notes that, this is the time in growth, where an individuals state of trying to get to belong is unstable Peer labeling process is likely to contribute to the building up of positive identities for some teenagers and negative identity for others. Peer effect particularly plays a strong role in achievement moreso academically. The peer effect is not pegged on other factors such as race, ethnicity, gender, income and other background variables. Without interacting positively within a peer group, acute societal problems may arise. Rejection by peers in intial childhood and in early years of adolescence is a signal towards social and academic problems later in life. Peer pressure perception appear to be stronger in females than males .This has to do with issues like dating, attitudes, sexual activities, use of drugs and alcohol but not to do with how they relate with parents. This proves that adolescents are their worst enemies as they attempt to break from gender stereotypic attitudes and behavior.

The climax of peer influence occurs at the start of adolescence that is between the ages of 11 and 13 and is especially manifested in risky and antisocial behaviors. (Ryan, 2000) observes that this is a time when individuals should make vital decisions regarding their commitment as far as academics, family and maybe religion. This is

the time that they question if the school is important to them and how to spend their time. They should also make choices as far as their motivation, engagement and achievement in school are concerned. The satisfactions they get from their choices are dependent partly on the context in which they make such choices.

He adds that peer groups play a role in changing students' intrinsic values for school. It was found that pairing with peers who are positively motivated towards school enhances students' contentment with school whereby relating with those that are negative reduces it. He also adds notes that students who are perceived as "Jack o' Poptarts" derived more interest in the field of school involvement and less interest towards indiscipline in comparison to those labelled as "druggie-toughs". One cause of negative peer pressure is when extra attention is given to a particular group of students for example drama, music or scout group. In this, teachers' eye may escape a struggling student slip through the cracks. (Biddle, Bank & Marlin 2001), adds that many of the teenagers' parents do not aggressively take part as they grow, do not offer the required monitoring and are unlikely to freely talk of what they believe in. This put the adolescents in greater exposure to peer pressure.

Another drawback is what Alderman (2000), refers to as ability tracking. This is separating students according to their abilities in schools. Students are isolated according to abilities to perform with each group coming up with its own peer culture. This may force learners to form groupings and may not give the best result. Students who are high achievers may benefit by interacting with low achievers ones and vice versa. Peer pressure also result when grownups use stereotypical image to allow or judge students on social identity groups and crowds to which they are identified with. Example is when an instructor excuses a learner's decimal performance on a single mother family. Otherwise the students may blame situational factors and give up trying.

Fischhoff, Cromwell and Kirpe (1999) referred to a systems theory perspective, which argues that, groups that give positive response encourage action to maintain good feelings. These good feelings are exhibited among peers and could lead to eliciting risky behavior to continue the fun. It is evident that peer groups can be clear for identity formation, negative peer formations exist and it should be an issue to be

looked into deeply by educationists. One aspect is that they may enhance continuation of negative groupings is passively accepting peer group structures. More research on causes of negative peer pressure can help to understand an adolescent experiencing negative peer influence.

2.3.3 School Resources and Performance.

Learners' academic achievement links to differences in individual students in socio economic environment in which they are brought up in and the instructional materials of the present institution. (Tomul&Savasci, 2012) studied that nationally and internationally. Educational resources play a key role in providing equal opportunities for students by reducing the effect of socio economic determinants on social development.

According to Guthrie (2013) schools are seen as centres where learning resources (teachers, books, buildings, equipment, students etc.) associate therefore producing an output such as students results, normally expressed in terms of test scores and future wages. Nusche (2016) classified education resources into two groups namely inputs and outputs. Inputs are material and human resource; on the other hand an output refers are goals and outcomes in the learning process. They together form a dynamic organic whole and in order to study and access the educational systems, to improve its performance effects of one component on the other must be studied. He further listed several factors including instructional resources which he said if they are scarce, they constrained the educational systems from responding in totality to new demands. So as to enable them to meet the crisis in education, educational systems will require enough resources that can manage a bigger share of nation's workforce and improve its quality, efficiency and productivity. In addition, they will need enough learning infrastructure.

Guthrie, (2013) emphasizes the need of having a desirable human plan and adequate physical infrastructure to enhance learning programmes. (Chimombe, 2011) in his studies of effect of school environment confirm to the fact that an conducive learning environment can lead to poor results. This is also echoed by (Juma, 2011) who associates performance in examination to quality of teaching and learning infrastructure in the school. He goes ahead to state that human resources being a

factor of production is influenced by inadequacy as well as quality as brought out by level of teaching and motivation.

According to Burtless (2011) schools with experienced and qualified teachers have better infrastructure in terms of buildings, books and equipment as compared to others that have issues in retaining staff that is qualified and experienced. It is therefore important to possess enough human resource as far as quality of the teacher in the teaching different subjects consist the school curriculum. When the teacher is not the curriculum implementer, the goal of education cannot be achieved. OECD report (2016) notes that a well-coordinated and creative use of audio visual aids in learning, should do much to banish apathy, supplement scarcity of reading materials and trigger learners concern by involving them in something practical to observe and participate in co currently, provoking them to think individually. Lack of major facilities like laboratory compromises the delivery in science subjects. Areas that are supposed to be learnt practically may end up being learnt theoretically due to inadequate resources (Mayama 2012; Lumudi 2009) They go ahead to state that this ends up having effects on students on the negative, reducing their chances of competition for opportunities whose chances are determined by performance in those subjects.

Nigerian policy of Education spells out that the learning institutions need to be being well and uniformly equipped to enhance sound and effective teaching and learning. In addition, there is need for suitable textbooks, qualified teachers and adequate libraries for the schools. Availability of enough facilities for learning and equipment at all levels leads to quality and relevant imparted skills of learners (Grubb, 2009). Learning takes place through interaction of learners and the surroundings. Resources to enhance teaching and learning include the library, classes, laboratory, and playing field among others.

Draft report on Cost and Financing of Education in Kenya identifies textbooks ratio and facilities in the schools as some yardsticks used in determining the quality of education. Physical infrastructure in terms of their adequacy and quality, have a significant impact on students' academic performance. Schools with more and better instructional materials are likely to perform better than those with poor physical resources. Schools with fewer classrooms may accommodate very many students than

the recommended and this may exert pressure since teachers may have to compromise their teaching method as part of survival tactic.

2.3.4 Students motivation and Academic Performance.

When studying student's attitude, factors such as confidence and motivation have to be put into consideration. Brittany (2009) established a relationship between parental involvements, student motivation and academic performance. Student who are motivated to do well in school, then are likely to put effort and achieve high scores. Kuskar, Croiset and Cate (2012) states that motivation is important in academic performance through good study strategy and high effort. There are several factors that motivate students to participate in lessons actively. Ahmad et.al (2013) states that teachers' innovativeness and being competent in using textbooks will trigger students participating in classroom activities.

Further studies by (Albara & Lokena, 2010; Ramdass & Zimmerman, 2011; Yuksertuk & Bulut, 2009) shows that self-regulated students engage in increased efforts by completing supplemental problems, managing time effectively and seeking help in solving problems. Studies by Emerson and Mencken, (2013) argue that graded homework produces better outcomes than optional and ungraded homework. Homework and the practice it provides are viewed as a necessity in subjects like mathematics that focuses on developing problem solving skills, (William, 2012). Further the effect may be dependent on psychological factors such as ability, motivation and behaviors such as procrastination among others

Ellis (2000) notes that the most powerful tool to motivation to a student to learn a subject in the school emanates from his/her past success in that subject. The aspect of motivation and student success is reciprocal. According to Burns, Herbert & Levin (2004), motivation affects student's attitude by making them to be more positive as far as attitude and confidence is concerned in themselves. Hoof (2005) describe students who exhibit an achieving orientation as strategic, organized, competitive, effective, aware of implications of academic demands and has high achievement motivation.

Fraser and Killian (2005) observes that students who lack motivation put in less effort which in turn leads to poor academic performance. Motivation influences performance through its effect on self-regulatory behaviors and study strategies.

Self-regulated students engage in increased efforts by completing supplemental problems managing time effectively and seeking help in solving problems (Albara&Lokena, 2010; Admass& Zimmerman 2011) notes that "Self-regulatory" skills cannot contribute much if students cannot apply them without ceasing when faced with difficulties. It is therefore critical for the students to be active in their learning for success. Motivation has a key influence on academic achievement. (Singh, Granville & Dika 2002) It affects attitude by encouraging students to have more positive attitudes and confidence in themselves (Burns, Herbert and Levin, 2004). Students' attitudes to reading have been shown to be very critical in the classroom. Positive attitude towards reading in children produces adults who continue to read lifelong and impact on their academic progression and outlook.

2.3.5 Family Background and KCSE Performance

Social background has been the primary reason for the inequalities of children education. The possibility of a student joining national or county school is determined by student performance in primary school resulting from student competency and family background. Economic, cultural and parenting styles are the indicators of family background. Therefore, there are interrelationships that connect family backgrounds to students' academic achievement. Economic capital is measured in terms of family's monthly income. Strong economic capital indicates effective purchasing power which can benefit children and help them gain success in education. This affects parents' purchasing power of education materials and their investment children's education hence a root to inequality. Cultural capital indicators to measure are parents' educational level, parents' frequency in reading books, using the internet and attention to current affairs.

Studies by Rushton and McLanahan (2012) found that children input depend on input in terms of time and money from their parents; the more the children there are, the more the inputs not limited to money alone but also attention, resources dilution etc. (Sumari, Hussin and Siray 2010) notes that many issues influence on a child's level of academic achievement; but the most important is influential unit of a child's academic success is family. This is because it is the most important unit of a learner's academic achievement since it's the initial source of informal education to a child. To be more specific, parenting styles, disciplining techniques, how children are involved and

home environment, have been shown to affect a child's ability to achieve more so academically.(Ferlazzo, 2015).

Grant, (2000) observes that one in every four children below 18 years lives in a home in which alcohol use is abused. Studies on negative effects of alcohol use on children by McWey and Herderson, (2010) shows that fathers who abused alcohol were less likely to be close with their children .This therefore affect the children negatively, due to lack of father and child interacting.

Furthermore, parents demonstrating ideas related to not only their ownusefulalcohol but also alcohol use in general. They are more likely to have teenagers who engage in too much drinking and have alcohol related behavior. (Mares.et.al, 2011) Use of alcohol by parents lead to mal adaptive outcomes in children development, unhealthy behaviour and lack of academic success with no proper education children will experience hardship such as illiteracy, unemployment and shame. (James, Jurich& Estes 2001)

Another factor that affects student's achievement is family cohesion. This is the emotional attachment that family members have for one another. (Corson &Gorall, 2003) Further studies show that children who live in poorneighbor hoods are more likely to do poorly academically in comparison to students who live in high incomeneighbor hoods. (Andreiaset Al.2010). The neighborhoods effect on student's academic performance and are expected to become worse in later years of a child's life due to a child having a lotof contact with schools and peers within low income neighbor hoods (Andreias. ET .al)

According to Kathleen Manzo, (2008) teachers need to motivate students that do not necessarily get support from home; furthermore, this motivation is most effective in elementary classrooms because middle and high schools learners have more stratified attitudes. By high school, majority of the learners have decided on the goals of education. If student'sdont get the motivation to continue schooling, they simply drop out. Motivation plays an active part in attitude change. It is essential for teachers to become knowledgeable with various aspects of motivation. Janet (2010).Motivation in students can be enhanced by the teacher by smiling to them, giving extra assistance on assignment and commending a learner for doing a job well. Sullo, (2009) asserts

that students need the knowledge but love must also be provided. Some students lack motivation.

Social background has been the primary reason for the inequalities of children education. The possibility of a student joining national or county school is determined by student performance in primary school resulting from student competency and family background. Economic, cultural and parenting styles are the indicators of family background. Therefore, there are interrelationships that connect family backgrounds to student's academic achievement. Economic capital is measured in terms of family's monthly income. Strong economic capital indicates effective purchasing power which can benefit children and help them gain success in education. This affects parents' purchasing power of education materials and their investment children's education hence a root to inequality. Cultural capital indicators to measure are parents' educational level, parents' frequency in reading books, using the internet and attention to current affairs.

Further studies show that learners who reside in economically challenged neighborhoods have the possibility to perform poorer in schools as compared to students living in rich neighborhoods. (Andrease Al.2010). These neighborhoods affect on students academic achievement and are expected to become more pronounced within a later years of a child's life due to a child having more contact with schools and peers within low income neighborhoods (Andreias. ET Al

Schreiber, (2011) notes that some family structures and economic situations require government coming in. Welfare programs and tax reliefs for single parents are some of them

Groups of learners from single mothers, single fathers and blended families receive more attention as compared to students who live with extended families and students from other families such as those living with homosexual partners; observes (Raleys, 2010). Berger and Magnuson, (2009) assert that family structure is linked with academic achievement. Children living with single mothers are seen to have frequent behavior problems and less achievement in school as compared to children living in a home with two biological parents.

Family dynamics predicts academics success for students than family structure. Family stability is a greater indicator of learners' achievement than actual family structure itself. Ferlazzo, I (2013)

According to Hampden & Thompson (2009) there is a tendency of under achievement within children living with their mothers only. Magnuson & Berger (2009) reported that children from single mother families in mid childhood experience poor scores in both reading and mathematics as compared with children with both parents in the same category. (Houseline ET. Al.2003) adds that parental separation which may include cases of divorce is more frequent reason for single motherhood as compared to than birth to a single mother

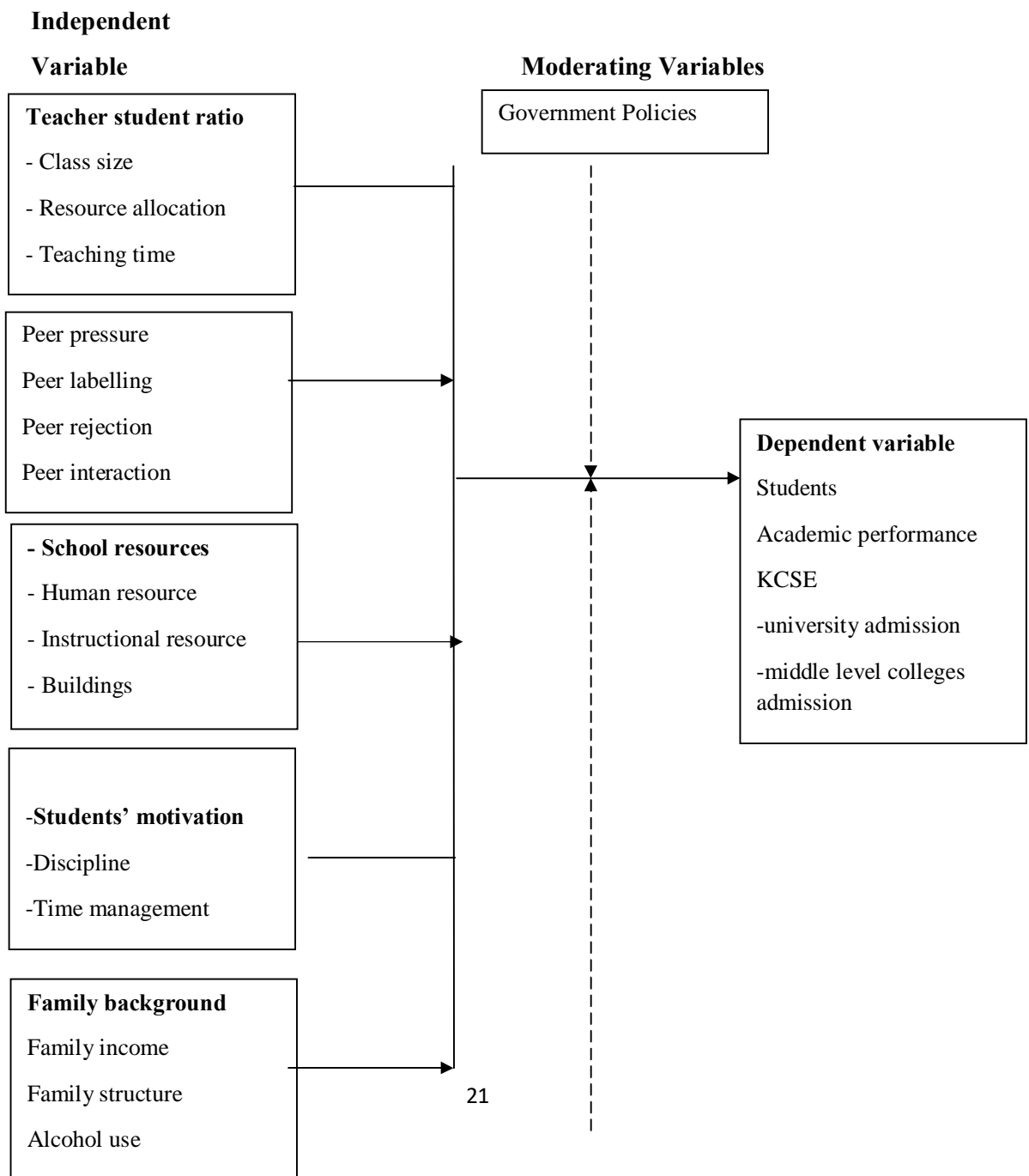
2.7 Theoretical Framework

This study is based on constructivism theory by Jean Piaget. This is a theory of knowledge that argues that humans make up knowledge and meaning from an interaction of their experiences and ideas. This theory influences other disciplines including sociology and education. This theory has a great impact on learning theories and teaching methods in education and is an underlying theme of many education reform movements. In the constructivist classroom, learning is student centered. The teacher is no longer viewed as experts who 'pour' knowledge into passive students. The learners thus are urged to be actively taking part in the process of learning. In reference to this proposal, it is assumed that apart from the teacher, students have a great role to contribute in order to better the KCSE performance. In this theory, knowledge is seen as dynamic i.e. always changing view of the world we live in and the ability to go beyond and explore that view. Therefore experiences from peers and family background in this case plays a great role in performance .Wentzel,k.(2014),lists implications of constructivism for instructional design and notes that; curriculum should be organized on basis of learners prior knowledge, linking theory to practice, providing realia rather than pre-determined instructional sequences, supporting possible construction of knowledge through social negotiation among learners and assessment should eliminate standardized testing and be a routine practice in order for learners to play a major part in determining their own advancement.

2.8 Conceptual Framework

This conceptual framework provides a link between the dependent and independent variables in this research. The dependent variable is KCSE performance which is determined by teacher-student ratio, peer pressure, school resources, students motivation and family background all being independent variables. The moderating variable is government policy while the intervening variable is schools external environment.

CONCEPTUAL FRAMEWORK



Intervening variable

I

External environment

Intervening variable

2.10 Summary and Research Gap

The study was on factors that influence academic performance in KCSE in Kirinyaga Central Sub-county. It dealt at these factors also globally and then within Kirinyaga Central. The areas to be reviewed include teacher studentsø ratio, peer pressure, school facilities, studentø motivation, and family background. In this case the research intends to establish how these factors influenced KCSE performance in the few last years. There is also need for further research on how other factors still contribute to performance e.g. Teachers attitude, surrounding environment and political interference.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter set out the research methodology that was adopted so as to meet the objectives stated in chapter one of this study. The research design, target population, sampling of the respondents of the study, research instruments, methods of data collection procedures and methods of data analysis and lastly ethical issues.

3.2 Research Design

This study used descriptive survey research design. It systematically describes a situation or an area of study factually and accurately. This determined the frequency with which a phenomenon occurs or relationships between variables. Bryman and Bells (2003)

Descriptive research describes such areas like possible behavior attitudes, values and characteristics. It determines and reports the way the way things are. The research will use qualitative research to describe attitudes behaviors and experiences. It is important in getting a detailed and in depth opinion from the respondent. Njue J. (2011).

Schindles and Coopers, (2003) says that descriptive studies are structured with clearly stated investigative questions. Descriptive studies serve a variety of phenomena or characteristics associated with subject population estimation of population proportion that have similar characteristics associated and discovery of associations among different variables.

3.3 Target Population

This refers to the entire group of individuals or objects to which the researcher is interested in generalizing the conclusion. The target populations usually have varying characteristics also known as theoretical population. (Explorable.com2005)

According to Mugenda and Mugenda (1999) population is the entire group individualsø events or objects with similar characteristics. The target population from this study is 34 secondary schools in Kirinyaga Central Sub county that are, boarding, single sex ,mixed, private and public.34 school captains, 68 teachers who are Head of departments where each school there was one for science and one for languages and 34 Dean of students whereby each school one. This is because the population isnø

vast and so the whole population was enumerated. The school captains head the students' body and serve as part of the administration; hence they are seen to be the best respondents for the students. HOD sciences deal with science teachers, and in each school at least two sciences are compulsory hence they have a greater contact with more students and teachers in the school. The same case applies to HODS languages whereby two languages are compulsory to each student and therefore the teacher has more contact with more teachers and the students.

Similarly, sciences and languages are allocated more time on the timetable hence the two HOD s have more time contact with the students as compared to the other teachers. The Dean of Students on the other hand is the third in command after the principal and the deputy .She/he coordinate all academic affairs in the school from all departments. It was noted that deans are selected from teachers who have stabilized their stay in a station for sometimes. This is because they have been in more contact with HODS, teachers and the student. The principals and the deputies have not been very consistent in many schools due to frequent reshuffles and promotions.

3.4 Sample Size

According to Mugenda and Mugenda (2003) sampling refers to a process of selecting a number of individuals or objectives from a population such that the selected group contains elements representative of the characteristics found in the entire group. Census sampling was used to enumerate the whole population as a sample since the population is not vast and also in order to get an in-depth study of the problem. The sample size was arrived at by selecting a school captain, two HODS and the DOS per each school of the 34 in Kirinyaga Central.

Table 3.1 Sample size

Category	Number	Percentage	Sample size
School Captains	34	100	34
Heads of department	68	100	68
Dean of studies	34	100	34
Total	136	100%	136

3.5 Research Instruments

The study made use of three sets of questionnaire to collect data. Data collected from school captains, teachers who are heads of departments, and Deans of Studies. The advantage of the questionnaire is that it gave respondents adequate time to express their views and opinions and make suggestions. They were administered to the respondents with the help of research assistants. Because of their descriptive nature, their use was more economical and provided a safe basis of generalization (Kothari, 2004).

The study used semi structured questions with a mixture of focused and free response items (Kothari, 1990). This enabled a researcher to collect qualitative data from open ended questions and quantitative data from close ended questions. Direct observation to verify the information captured in the questionnaire was used, as well as document analysis to capture information on academic performance.

3.6 Validity of the Instruments

According to Mugenda (2008) validity is defined as to the degree which an instrument measures what it purports to measure. The researcher used the supervisor who is an expert to fine tune the questionnaire. The researcher pre tested the questionnaire using representatives from the target audience whereby a few respondents were chosen; later the researcher adjusted the questionnaire according to the suggestion given by the respondents during pre-testing.

3.7 Reliability of the Instrument

The reliability of a measuring tool is the consistency it has in providing similar results from the same population when administered at different times (Currier 1984). This research study used test retest method which involves administering the same scale or measure to the group of respondents at two separate items. Shuttleworth (2009) states that in test retest method, the instruments should be administered at two different times and the correlation between the two sets of scores was computed. This gave a value of 0.87 which was above 0.85 minimal required, there the questionnaire was okay.

3.8 Data Analysis

The raw data will first be pre-processed. This included editing of data to detect errors, omissions and corrections were made where applicable, questionnaires were scrutinized carefully to ensure completeness, uniformity and that data is uniform and accurate. Data was then coded and organized in different categories. Analysis was done using descriptive statistics in order to answer research questions and objectives. This will be facilitated by use of computer software for statistical analysis which is statistical package for social sciences version 21.0.

3.10 Ethical Considerations

The researcher obtained consent from all those participating in the study. Privacy of the respondents was observed by them not indicating their names anywhere in the data collection tools for confidentiality and ensuring that information gathered was used only for the purpose of study. The researcher also explained to the respondents the significance of the study after it was completed.

3.2 Summary

The chapter covered the introduction, research design, target population, sample size, sampling technique, research instruments, validity reliability of the instruments, data collection procedure, data analysis technique, ethical consideration and operationalization of variables.

3.2 Operationalization of Variables.

Objective	Variables	Indicator	Measurement	scale	Data Analysis
To examine factors that influence KCSE performance in Kirinyaga County	Dependent variable KCSE performance	schools ranked top 100	position ranked in the previous years	Ordinal	Descriptive statics
To determine the influence of teacher student ratio to KCSE performance	Class size (Independent variables)	Teacher /students contact	frequency of students contact with teachers	Nominal Ordinal	Descriptive statics
To determine how the availability of school resources affect performance	Independent variable school resources	Textbooks Teachers buildings	students easy access to these resources	Nominal	Descriptive statics
To establish the influence of peer pressure to KCSE performance	Independent variable peer pressure	-Academic commitment - Participation in good activities	frequency of attending church meetings - Groupings	Nominal Ordinary	Descriptive statics
To access the influence of students motivation to KCSE performance	Independent variables students attitudes	-Subjects performance - Subject choice	score in subjects students efforts in asking questions	Nominal Ordinal	Descriptive statics
To determine the effects of family background to KCSE performance	Independent variable	basic needs meetings	frequency of discussing academics	Nominal	Descriptive statics

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter dealt with the factors that influence academic performance of students in KCSE in Kirinyaga Central sub County. It covered also data presentation, analysis and interpretation which were generated by the study. The data presented covered teacher/student ratio, peer pressure, school resources, student's motivation and family background influence on student's academic performance in KCSE in Kirinyaga central sub-county.

The study was based on the following objectives;

1. To determine the influence of teacher/student ratio on student's academic performance in KCSE in Kirinyaga central sub county.
2. To determine the influence of peer pressure on student's academic performance in KCSE in Kirinyaga central Sub county.
3. To establish how availability of school resources influence student's towards exam influence student's performance in KCSE in Kirinyaga central Sub County.
4. To establish how student's motivation influence student's academic performance in KCSE Kirinyaga Central Sub County
5. To determine how family background influence on student's academic performance in KCSE in Kirinyaga central Sub county.

The chapter also presents analysis and findings of the study as set out in the research methodology. The study findings were presented showing the influence of academic performance of students in KCSE in Kirinyaga Central sub County. The data was gathered exclusively from the semi-structured questionnaires as the research instrument. This instrument was designed in line with the objectives of the study. The results here were presented in data frequency tables, figures and discussions.

4.2. Response Rate

The study targeted 34 school captains, 68 heads of departments and 34 deans of students totaling to 136 respondents. From the study, 32 school captains, 68 heads of

departments and 30 deans of students totaling to 130 respondents filled-in and returned the questionnaires making a response rate of 95.58%. According to Magenta and Magenta (1999) a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent; therefore, the response rate obtained in this study was excellent for analysis and reporting.

4.3. Demographic Information

The table 4.1 shows demographic characteristics: gender, age, experience and academic qualification categories of respondents. Data in table shows the demographic information of the respondents. Majority 44 (33.8%) of males were heads of department, 15(11.54%) were dean of students, 14(10.8%) were school captain. Females also participated in study were, most were heads of departments 24(18.46%), 18(13.85%) were school captains and 15(11.4%) were dean of students. The findings reviewed that males were the higher in gender samples and overall heads of department were the majority. Age was another indicator which was used to measure demographic characteristic of the respondents. The findings showed that highest age group among the heads of departments were under 40years. This was followed by mean average of 41-50 years 22(32.4%) and others 51-60 years 10(14.7%). The study further showed that the most age group under dean of students involved was less than 35 years followed by the range of 36 to 45. Majority of the respondents had worked for 11 to 20 years while the minority had worked for over 30 years. The study reviewed that most of the respondents had a moderate work experience which was not too long or too short. Therefore, they were good to seek opinion from regarding academic performance of students. Finally, academic qualification was one of the key demographic factors in this study. The findings reviewed that the respondents had different academic qualification; masters 21(21.43%), bachelor of education 54(55.10%) and diploma 23(23.47%).

Table4. 1. Demographic Information

GENDER :	MALES	Frequency	Percentages
	School captains	14	10.8

	Heads of departments	44	33.85
	Dean of students	15	11.54
	FEMALES		
	School captains	18	13.85
	Heads of departments	24	18.46
	Dean of students	15	11.54
AGE	HOD		
	<40	36	52.9
	41-50	22	32.4
	51-60	10	14.7
	DEAN OF STUDENTS		
	<35	18	60
	36-45	12	40
	46-55	0	0
	>56	0	0
	CAPTAINS		
	<20	22	68.8
	20-25	10	31.2
	>25	0	0
EXPERIENCE	DEAN OF STUDENTS		
	<10 yrs.	8	26.7
	11-20yrs	22	73.3
	HOD		
	<10 yrs.	24	35.3
	11-20 yrs.	44.1	44.1
	21-30yrs	12	17.6
	>30 yrs.	2	2.9
QUALIFICATION	Diploma	23	23.47
	Bed	54	55.10
	Masters	21	21.43

4.4.1 Influence of Teacher/Student Ratio on Student's Academic Performance.

The researcher wanted find out the influence of teacher-student ratio on student's academic performance in KCSE in Kirinyaga central sub county. An item was incorporated in the questionnaire to seek the opinion from Deans of Students on whether teacher-student ratio affects student's academic performance. It became apparent from (Table 4.2) below that, 30(100%) of the respondents indicating teachers-students ratio affect academic performance. The study reviewed that teacher-student ratio was low and this may be one the causes of poor academic performance.

TABLE 4. 2. Teacher-Student Ratio Affects Student's Academic

	Frequency	Percent
Yes	30	100.0

Further, the researcher wanted to find out how teacher-student ratio affects student's academic performance. The findings are presented in table 4. 3.

4.4.2 Effects of teacher students' ratio on academics

TABLE 4.3. Extent to Which Teacher/Student Ratio Affects Student's Academic Performance

	Frequency	Percent
There low student-teacher ratio leads on low contact between a student and a teacher.	16	53.3
Less physical contact between teachers and students hence, poor understanding of concept.	6	20.0
Poor individual attention to every student will lead to poor performance.	4	13.3
Low ratio of teachers-student leads to poor academic performance.	2	6.7
With few teachers will be able to meet academic needs for all the students.	2	6.7
Total	30	100.0

Table 4.3 presents data on the extent on which teacher-student ratio affects students' academic performance. (53.3%) of the respondents indicated that there is negative effects when student-teacher contact when the ratio is low, (20%) less physical contact between teachers and students hence poor understanding of concept, (13.3%) poor individual attention to every student led to poor performance, (6.7%) bigger ratio of teachers-student leads to poor academic performance and (6.7%) With few teachers will be able to meet academic needs for all the students. These findings concurs with those of (Krueger, 2002) who noted that a smaller classes are always perceived as allowing teachers to focus more on the needs of individual students and reducing amount of class time needed to deal with disruptions, while there is some evidence that small classes may benefit specific groups of students such as those from disadvantaged background.

4.4.3 Areas affected by high students' teachers' ratio.

TABLE 4.4 Areas in Which Students-Teacher Ratio Affects Academic in School

	Frequency	Percent
Teachers are overworked in terms of lessons taught	14	46.7
lack of physical contacts between teachers and students	9	30.0
a lot of time used in other duties apart from academics	3	10.0
a lot of time used in solving indiscipline cases	2	6.7

teachers are not able to give many exams within a term	2	6.7
Total	30	100.0

Data in Table 4.4 shows areas in which students-teacher ratio affects academic in schools. The findings outlined that (46.7%) of the respondents said that teachers are overworked in terms of lessons taught, (30%) lacked physical contacts between teachers and students, (10%) a lot of time used in other duties apart from academics, (6.7%) a lot of time used in solving indiscipline cases and (6.7%) teachers are not able to give many exams within a term. The findings reviewed that there were various areas in which students-teacher ratio affects academic in school. These findings concurs with those of (Fan,2012 & Kelly,2014) who observed that students work better in smaller groups and are able to learn from peers ,exchange ideas, create good personal relationship with age mates and their teachers as well as stay enlightened. They further explained that when studentsøteacher ratios are low, there is a room for students to work harmoniously and build a stronger learning relationship between students and teachers.

4.4.4 Teachers students' ratio on academics performance.

TABLE4. 5. The Influence of Teachers to Students' Ratio on Academic Performance

	Strongly agree	Agreed	Disagreed	Strongly disagreed	Undecided
There are enough teachers to cater all subjects.	6(8.8%)	12(17.6%)	34(50%)	16(23.5%)	0(0%)
It is possible to have direct contact with each of the students at least once per	0(0%)	23(33.3%)	29(42.6%)	16(23.5%)	0(0%)

week.

Teachers have any other duty with the students apart from teaching. 4(5.9%) 38(55.9%) 4(5.9%) 22(32.4%) 0(0%)

Teachers are able to mark books every day that they teach. 6(8.8%) 8(11.8%) 44(64.7%) 10(14.7%) 0(0%)

Information on Table 4.5 shows extent of the Influence of teachers to students ratio on academic performance. Majority of the heads of departments from language and science pointed out clearly that, more than three quarter (67.5%) declined that there are enough teachers to cater all subjects while (26.4%) agreed that there enough teacher to cater all subjects. A big portion (66.1%) of the respondents further explained that it was not possible to have direct contact with each of the students at least once per week while only (33.3%) said it was possible. Majority (61.5%) of the respondents agreed that teachers have any other duties with the students apart from teaching while (38.3%) indicated the teachers do not have any other duty with the student. Most of the respondents (76.5%) reviewed that teachers are able to mark books every day that they teach while (23.5%) indicated they teachers are not able to mark books every day that they teach. The results reviewed that there are no teachers to work with the students like catering all needs of students, direct contacts, marking books among others. These findings are in line with those of Adam (2014) who states that students in classes of 22-25 to classes of less than 20 performed better in standardized tests in grades k-3. These findings were also encored by (Hoxby, 2000) who illustrated those teachers would prefer smaller classes since they reduce the efforts that they can expend in order to deliver instructions. On the other hand, teachers unions like class reduction because they increase class demands for teachers.

TABLE4. 6 How teachers Students ratio Influence Academic Performance

	N	Minimum	Maximum	Mean	Std. Deviation
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Students are involved in games, clubs and other duties.	32	1	4	1.62	.871
It is possible to see subject teacher to discuss.	32	1	3	1.56	.801
All the teachers know the students by name.	32	1	5	1.94	1.105
Teachers are not able to mark books every day.	32	1	4	2.37	.707
The timetable creates enough time to mix with teachers and develop talents	32	1	3	1.81	.821
Valid N (list wise)	32				

Table4.7 indicates how students influence academic performance. Majority of the respondents indicated that teachers are involved in games, clubs and other duties (mean = 1.62, SD 0.871), it is possible to see subject teacher to discuss (mean = 1.56, SD 0.801), all the teachers knows the students by name (mean = 1.96, SD 1.105), teachers are not able to mark books every day (mean = 2.37, SD 0.707) and the timetable creates enough time to mix with teachers and develop talents.

4.5 Influence of Peer Pressure on Students' Academic Performance in KCSE in Kirinyaga Central Sub County.

4.5.1 Peer pressure influence on academic performance

Majority (94.1%) of the head of departments indicated peer pressure affects students' academic performance while (5.9%) indicated peer pressure do not affect students' academic performance. These findings concur with those of (Castrogiavani, 2002) who found out that peer influence particularly plays a great role in academic performance. The peer effect is not linked on other factors such as race, ethnicity, gender, income and other background variables. With no positive peer group interactions, serious social problems may develop.

TABLE 4.7. Peers pressure Affects Students' Academic Performance

	Frequency	Percent
Yes	64	94.1
No	4	5.9
Total	68	100.0

4.5.2 Peer pressure causes

Table4. 8. Causes of peer pressure in secondary schools Information on table 4.8 shows causes of peer pressure in secondary schools. Most (67.6%) of the respondents indicated that some students might not be interested in academic excellence hence pulling others down and vice versa, (20.6%) of respondents said majority of students follows what their friends do, while (2.9%) said most of the peer pressure affects negatively and (8.8%) indicated that students will always copy people they associate with. The study reviewed that causes of peer pressure in secondary schools was due to various reasons. The climax of peer influence occurs between the ages of 11 and 13 and is especially manifested in risky and antisocial behaviors. These findings were further supported by (Ryan, 2000) who observed that adolescence is a stage for teenagers to make paramount decisions about their commitment to academics, family and perhaps religion. This is the time that they question if the school is important to them and how to spend their time

	Frequency	Percent
Some might not be interested in academic excellence hence pulling others down and vice versa	46	67.6
Majority of students follows what their friends do	14	20.6
most of the peer pressure affects negatively	2	2.9
Students will always copy people they associate with	6	8.8
Total	68	100.0

4.9. What can be done to minimize peer influence among students?

After finding the agreement levels on influence of peer pressure on academic performance, the researcher was interested to find out the solutions to peer influence. More than three quarter (75%) suggested guidance and counseling may help to solve the problem while parents, teachers and religious leaders should help to curb the peer

influence. Other solutions proposed were creating motivational talks within the student body and finally, involving in non-academic activities which include sports, drama, and music and debating activities among others. These findings concluded that the problem of peer influencing among the students can be resolved if the appropriate people are involved. Peer groups were instrumental as far as changes in students' intrinsic values for academics (liking and enjoying and achieving). It was found that dealing with friends who have positive motivation towards school enhances students contentment in school whereby associating with those that are negative reduces it. Peer pressure also may result when adults use stereotypical image to either allow or blame students on social identity categories and groups to which they belong. Example is when a teacher excuses student's poor performance one single mother family.

4.5.4 Examples of behaviors students are influenced towards

TABLE4. 10. Behaviors that Find Students in Schools Being Influenced by Peers

	Frequency	Percent
Drug and substance abuse	12	40.0
Premarital indecently	2	6.7
Dressing indecently	2	6.7
Coupling	8	26.7
Laziness	6	20.0
Total	30	100.0

Table4.10 directs the behaviors that find students in schools being influenced by peers. Majority (40%) indicated that drug and substance abuse was one of the behaviors that find students in schools being influenced by peers. This was followed coupling (26.7%), laziness (20.0%), dressing indecently (6.7%) and premarital indecently (6.7%) of the respondents respectively. The findings concluded that there were numerous behaviours that find students in schools being influenced by peers in secondary schools.

4.5.5 Ways of influence.

Table 4.11 Extent to Which Peer Pressure Influence Academic Performance

	SA	A	D
Adolescent are more influenced by peers that even their parents	26(81.2%)	6(18.8%)	
Students may turn towards peers when adults seem to blame students on social identity	10(31.2%)	18(56.2%)	4(12.5%)
Some students are treated by teachers and parents as favourite	6(18.8%)	16(50%)	10(31.2%)
Most parents are not actively involved	12(37.5%)	10(31.2%)	10(31.2%)

Data on table 4.11 shows the extent to which various ways peer pressure influenced academic performance. Majority (81.2%) of the respondents strongly agreed that adolescent is more influenced by peers that even their parents while (18.8%) agreed. Students may turn towards peers when adults seem to blame students on social identity (31.2%) strongly agreed, (56.2%) agreed and (12.5%) disagreed. Some students are treated by teachers and parents as favourite (18.8%) strongly disagreed, 16(50%) agreed and (31.2%). Most parents are not actively involved said (37.5%), (31.2%) disagreed.

4.5.6 Averting negative peer pressure

Table 4.12 Solution Provided by the Administration to Evert the Negative Peer Influence

	Frequency	Percent
Involve the parents of affected learners	20	66.7
Organize for many guidance and counselling sessions	4	13.3
Motivate the learner in all stages and create dialogue	2	6.7

Involve students in many programmes	2	6.7
Guide the student occasionally	2	6.7
Total	30	100.0

Table 4.12 presents solutions provided by the administration of secondary schools to avert the negative peer influence. Majority (66.7%) of the respondents directed that the parents of affected learners should be involved in solving the problem of peer influence by providing counselling, (13.3%) said guidance and counseling sessions is important and should be happening frequently, (6.7%) said learner should be motivated in all stages and create dialogue, (6.7%) said it necessary to involve students in many programmes and (6.7%) indicated the administration should guide the student occasionally. These findings conclude that administration of secondary schools should involve parents to avert the negative peer influence among the students. This shows that it the duty of both parents and administration to work together to make sure peer influence is powerless.

4.6 School Resources Influence on Students' Performance in KCSE in Kirinyaga Central Sub County.

TABLE 4.13 Information on Whether Resources Influence Academic Performance.

	Frequency	Percent	Mean	SD
Whether resources influence academic performance	30	100	1.73	1.258
Total	30	100.0		

4.6.1 Presents information on whether resources influence academic performance. All the respondents indicated that resources influence academic performance of the student in KCSE. These findings concurs with the findings of (Coleman, Campbell, Hobson McPartland, Mood et al., 1996) who observed that schools are seen as places where educational resources (teachers, books, buildings, equipment, students etc.) interact to produce an output such as students outcomes, normally expressed in terms of test scores and future wages. Educational resources play a major role in order to

create similar chances for students by reducing the effect of socio economic factors on social development.

4.6.1 Resources that affect performance

Table 4.14 shows the resources that strongly affects performance in school. The study established that teachers (50%) were the strongest factor affecting performance in school. This was followed by textbooks (20%), school buildings e.g. labs (10%), revision materials (10%) and ICT support materials e.g. audio visuals (10%). It was clear that the teacher was the biggest resources that strongly affects performance in school (mean =2.10, SD= 1.398). These findings receive some strength from Coleman, Campbell, Hobson McPartland, Mood et.al. (1996) who explained that schools are seen as places where educational resources (teachers, books, buildings, equipment, students etc.) interact to produce an output such as students outcomes, normally expressed in terms of test scores and future wages.

TABLE 4.14. Resources that Feel strongly Affects Performance in School

	Frequency	Percent	Mean	SD
Teachers	15	50.0	2.10	1.398
Text books	6	20.0		
Buildings e.g. labs	3	10.0		
Revision materials	3	10.0		
ICT support materials e.g. Audio visuals	3	10.0		
Total	30	100.0		

4.6.2 Addressing school resources shortage.

The researcher was interested to find out various ways in which the issue of school resources influencing academic performance can be addressed. The results were presented in table 4.15 the finding barbed out that the government should avail enough funds to enable school get the needed resources e.g. CDF (53.3%), TSC to employ more teachers (13.3%), ensure teachers deliver on their mandates (6.7%), government to come in and finance the schools (20%) and parents to provide the most essentials (6.7%). These findings concluded that government should avail enough funds to enable school get the needed resources. Further, Coombs (1970) listed several factors including instructional resources which he said if they are scarce, they strain the educational systems from catering fully to new demands. In order to do their part in matching the crisis in education, educational systems will require actual resources that can buy a greater share of nation's manpower and increase its quality, efficiency and productivity. In addition, they will need physical infrastructure and learning materials are needed. Topics that are meant to be learnt practically may end up being learnt theoretically due to inadequate resources (Mayama 2012; Lumudi 2009) and that this ends up affecting students negatively.

Table 4.15 Ways of addressing Issue of School Resources on Academic Performance

	Frequency	Percent
The government should avail enough funds to enable school get the needed resources e.g. CDF	16	53.3
TSC to employ more teachers	4	13.3
Ensure teachers deliver on their mandates	2	6.7
Government to come in and finance the schools	6	20.0
Parents to provide the most essentials	2	6.7
Total	30	100.0

4.6.3 Text books ratio

Data on table 4.16 shows the ratio of textbooks to students in schools. It was found that the highest ratio one textbook is being shared by four students (6.7%) while others said one text book was being shared by three students (26.7%), other group pointed out that one textbook shared by one student and the other group said onestudent was shared between textbook shared by two students (40%). These findings concluded that ratio of textbooks to students in schools is high and therefore, they cannot utilize them effectively. These findings concurs with Nigerian policy of Education (1981) which spells out that the schools need to be well and uniformly equipped to enhance sound and effective teaching, quality textbooks, experienced teachers; adequate libraries should be available for the schools. Draft report on Cost and Financing of Education in Kenya (ROK, 1995) identifies textbooks ratio and school facilities as some yardsticks used to measure if education is off quality. Physical facilities in terms of how adequate and of quality they are have been noted to have a great significance on the student's performance. Schools with more and better instructional materials are likely to perform better than those with poor physical resources. Schools with fewer classrooms may accommodate very many students than the recommended and this may exert pressure since teachers may compromise their methodology as part of adaptive mechanism. (Nafukho 1996, Wood hall ET Al 1985)

TABLE 4.16 Ratios of Textbooks to Students in Schools

	Frequency	Percent
1:1	8	26.7
1:2	12	40.0
1: 3	8	26.7
1:4	2	6.7
Total	30	100.0

4.7 students' Motivation Influence Students' Academic Performance in KCSE Kirinyaga Central Sub County.

The researcher was interested to find out how students' motivation influences students' academic performance in KCSE. It was found out that attitudes of students towards academic can influence performance, agreement (73.3%). These upshots resolved that attitudes of the student can influence academic performance.

4.7.1 Attitude effects on performance

Table 4.17 How Attitudes Affects Academic Performance in Secondary

	Frequency	Percent
Students decides to work on the subjects they like and if they like a teacher they like the subject	4	12.5
Students cannot perform well if they are not ready to learn	10	31.25
Students needs to limit time needed in the academic	6	18.5
Negative attitude always affects performance	2	6.5
Students being positive attitude perform better than those thinking negative	3	9.38
Positive attitude brings positive academic performance	2	6.25
When a student don't like his/her school, there is likelihood of performing poor in academic	2	6.25
Students have different attitudes towards different subjects	1	3.13
Total	30	100.0

4.7.2 How attitude affects performance

Table 4.17 indicates how attitudes affect academic performance in secondary schools. Majority (31.25%) of the respondents indicated students cannot perform well if they are not ready to learn. This was followed by (18.5%) of the respondents where, students needed to limit time for the academic. Other respondents (12.5%) explained that students decides to work on the subjects they like and if they like a teacher they

like the subject, (9.38%) Students being positive attitude perform better than those thinking negative, (6.25%) positive attitude brings positive academic performance, (6.25%) and (3.13%) who said positive attitude brings positive academic performance, Students have different attitudes towards different subjects. These findings reviewed that attitude towards academic performance is created by individual students who do not like some subjects for one reason or the other.

TABLE4.18. Ways in Which Students Were Motivated for Better Academic Performance

Data on table 4.18 shows ways in which students were motivated for better academic performance. Majority (61.8%) of the head of departments said they initiate positive reinforcement where teacher offer tokens themselves, (29.4%) they reward students based on good performance verbally and materially, (5.9%) said they give relevant stories and at times when watching movies and (2.9%) said they tale students for trips outside their schools and counties. These findings reviewed that students need to be motivated for better academic performance. If a student is motivated to do well in school, then he is likely to make effort and achieve high scores. Past studies in learning motivation shows that several factors that motivate students to engage in lessons actively. For instance, (Ahmad et al., 2013) found that teachersø creativity and competency to use textbooks will encourage studentsø participation in classroom activities

	Frequency	Percent
Positive reinforcement where teacher offer tokens themselves	42	61.8
Rewarding good performance verbally and materially	20	29.4
By giving relevant stories and at times when watching movies	4	5.9

Taking then for trips outside their schools and counties	2	2.9
Total	68	100.0

4.8 Family Background Influence on Student’s Academic Performance in KCSE in Kirinyaga Central Sub County.

The researcher was interested in finding out whether family background influence student’s Academic Performance. To achieve this objective, a series of items were incorporated in the questionnaires and was subjected to head of departments (language & science), dean of students and school captains seeking their opinion. These items were presented in tables and figures below.

4.8.1 Family background effect on performance

TABLE 4.19 Whether Family Background Affects Academic Performance

	Frequency	Percent
Yes	26	86.7
No	4	13.3
Total	30	100.0

4.8.2 Family background and students’ performance

Table 4.19 presents data on whether family background affects academic performance. The study findings outlined that (86.7%) of the respondents, explained that family background affects academic performance while (13.3%) said that family background do not affects academic Performance. This study concludes that family background affects academic performance. These findings concurs with Studies by Rushton and McLanahan (2012) who found that children input depend on input in terms of time and money from their parents; the more the children there are, the more the inputs not limited to money alone but also attention, resources dilution etc. (Sumari, Hussin and Siray 2010) notes that many factors contribute to a child’s level of academic success; but the most important is influential unit of a child’s academic success is family.

Table 4.20 Family Background Influence Students’ Academic Performance

Data on table 4.20 shows the opinion from heads of departments on whether family background influence students’ academic performance. Majority 58(85.3%) signposted that family background influence students’ academic performance while 10(14.7%) of the respondents declined the findings concluded that family background influence students’ academic performance. Social background has been the primary reason for the inequalities of children education. The possibility of a student joining national or county school is determined by student performance in primary school resulting from student competency and family back ground. Economic, cultural and parenting styles are the indicators of family background. Therefore, there are interrelationships that connect family backgrounds to students’ academic achievement. The researcher wanted to know how family background influence students’ academic performance. The findings are presented in table 4.21

4.8.3 Family background on performance

TABLE 4.21 Family Background Influence Students’ Academic Performance

	Frequency	Percent
When parents fail to pay fees the student is sent home hence not taught	54	79.4
A student from well natured and organized family carries with himself good behaviour& traits that influence positive performance	10	14.7

Proper family background gives the student a stable emotional foundation	2	2.9
When study materials are not bought a student will not study well	2	2.9
Total	68	100.0

TABLE 4.22 Family Factors Greatly Influence Students' Performance in School

TABLE 4.21 presents information how family background influence students' academic performance. Majority (79.4%) of the respondents indicated that when parents fail to pay fees the student is sent home hence not taught, (14.4%) said that when a student from well natured and organized family carries with himself good behaviour & traits that influence positive performance, he or she is likely to pass. Both HOD science and HOD languages (2.9%) noted that proper family background gives the student a stable emotional foundation and when study materials are not bought a student will not study well respectively. These findings are in line with Studies by Rushton and McLanahan (2012) who found that children output depend on input in terms of time and money from their parents; the more the children there are, the more the inputs not limited to money alone but also attention, resources dilution etc. (Sumari, Hussin and Siray 2010) notes that many factors contribute to a child's level of academic success; but the most important is influential unit of a child's academic success is family.

4.8.4 Family factors influence on performance

Table 4.22 indicates family factors greatly influence students' performance in school. These findings were presented in following order: parental level of education (35.3%), alcohol and drug abuse (14.7%), Single parenthood (2.9%), poor role models (8.8%), parents income (2.9%), family size (2.9%) and all above home factors (32.3%) were found to be influencing academic performance. Studies on negative effects of alcohol use on children by McWey and Herderson (2010) showed that fathers who used

alcohol were less likely to engage with children. This negatively affects the children, due to lack of father-child interaction. Further, studies show that children who reside in low income neighbour hoods are more likely to perform poorly in schools compared to students who reside in affluent neighbour hoods (Andreias et al., 2010).

TABLE 4.23 Role Models in Families

Table 4.23. Indicate the role models in families. Majority (73.3%) of the respondents indicated families of students play a high model role while (26.7%) said families play a minor role in academic performance. The finding concludes that families play a good role in academic performance and therefore they are the key to success of the student. These findings concur with that of Grant (2000). According to Grant (2000) one in every four children below the age of 18 lives in a home in which alcohol use is present. Studies on negative effects of alcohol use on children by McWey and Herderson (2010) shows that fathers who used alcohol were less likely to engage with children and therefore, shows poor role model on top of academic incompatibility. This negatively affects the children, due to lack of father-child interaction. The researcher further, wanted to find out whether Parents following up their children academics. The findings are presented on table below 4.23

	Frequency	Percent
High	22	73.3
Low	8	26.7
Total	30	100.0

4.8.6 Parental follow-up

TABLE 4.24 Parents Following up Their Children Academics

Table 4.24 presents information on whether Parents following up their children academics. It became apparent that (73.3%) of the respondents said the parent follow up the children academics performance while (26.7%) do not follow the performance of their children academically. The study concluded that Parents following up their children academics performances. The researcher wanted to know the culture of reading of the respondents. The results were presented on table

	Frequency	Percent
High	22	73.3
Low	8	26.7
Total	30	100.0

CHAPTER FIVE

SUMMARY OF DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers the summary of research findings, the conclusions drawn and the recommendations arising out of this study. The research questions were to find what extent does the teacher student ratio influence on KCSE performance in Kirinyaga central Sub county?, How does peer pressure influence on performance of KCSE in

Kirinyaga Central Sub County?, How does availability of school facilities influence on KCSE performance in Kirinyaga Central Sub County?, to what extent does motivation of the students influence on KCSE performance in Kirinyaga Central Sub County? And how does family background influence KCSE performance in Kirinyaga Central Sub County?

5.2 Executive summary of the findings

The findings revealed that many respondents established that there is an influence of Teacher/Student Ratio on Student's Academic Performance. The findings reviewed by the deans of students that teacher's student's ratio affect academic performance. 53.5% of the respondents indicated that there is good student-teacher contact when the ratio is low, less physical contact between teachers and students hence poor understanding of concept taught, poor individual attention to every student will lead to poor performance, bigger ratio of teachers-student leads to poor academic performance and with few teachers will be able to meet academic needs for all the students. The results also reviewed that there are no teachers to work with the students like catering all needs of students, direct contacts, marking books among others.

The study reviewed that 94.1% of the respondents said that Peer pressure affects students' academic performance in various ways; some might not be interested in academic excellence hence pulling others down and vice versa up to 67.6%, Majority of students follows what their friends do, most of the peer pressure affects negatively and Students will always copy people they associate with. It was the opinion of the respondents that peer pressure influences academic performance positively both negatively. In the sense that peer group influence each other to high academic achievement, most students are influenced by peers to drugs abuse and premarital sex, most parents are not aware of what their children get to as a result of peer pressure and most students believe more in their peers than teachers. The study indicated that Drug and substance abuse was one of the behaviours that find students in schools being influenced by peers up to 40%. This was followed coupling, Laziness, Dressing indecently and premarital indecently of the respondents respectively.

The study reviewed that respondents indicated that resources influenced academic performance of the students in KCSE up to 100%. These included; Teachers, Text books, Buildings e.g. labs, Revision materials and ICT support materials e.g. Audio visuals. It was found that the highest ratio 1 textbook is being shared by four students while one text book was being shared by three students by 34% of the respondents. The government should avail enough funds to enable school get the needed resources such as CDF, as suggested by 53.3% TSC to employ more teachers, head teachers to ensure teachers have delivered on their mandates, Government to come in and finance the schools and Parents to provide the most essentials in secondary schools.

The study reviewed that motivation influences students' academic performance in KCSE in Kirinyaga Central Sub County. It was found out that attitudes of students towards academic can influence performance, agreement and these upshots resolved that attitudes of the student can influence academic performance. The study explained that student's attitudes affects academic performance in Secondary in the following ways: students decide to work on the subjects they like and if they like a teacher they like the subject. Students cannot perform well if they are not ready to learn, Students needs to limit time needed in the academics, Negative attitude always affects performance, Students having positive attitude perform better than those thinking negative, positive attitude brings positive academic performance, When a student don't like his/her school, there is likelihood of performing poor in academic and Students have different attitudes towards different subjects. . The study also found that to a large extent that motivation and confidence influence student attitude, students who are motivated to do extra work on their own perform well in school, teachers have a role to play in changing students attitude, students tend to perform well the subjects of teachers who they like and most teachers have no confidence in low achieving students. The study also pointed how to avert negative peer pressure in students. This can be done by providing proper guidance and counselling, School management to priorities resources in schools, Parents and teachers playing their role of parenting properly and finally, allowing students to discover themselves.

The study findings outlined that 86.7% of the respondents agreed that family background affects Academic Performance. The study pointed out that when parents influence performance if they fail to pay fees and the student is sent home hence not

taught. A student from well natured and organized family carries with himself good behaviour & traits that influence positive performance, proper family background gives the student a stable emotional foundation and when study materials are not bought a student will not study well. Family factors greatly influence students' performance in school. These findings were presented in following order: parental level of education, alcohol and drug abuse, Single parenthood, poor role models, parents' income, family size.

The study also reviewed that parent level of education had high impact on academic performance. The outcome of the study showed that parents' income of the respondents were low while few were high. Families played a high model role while a section indicated that families play a minor role in academic performance. Some parents follow up the children academics performance while others do not follow the performance of their children academically. The findings confirmed that most of the respondents agreed to have high poor reading culture. The findings reviewed that most students do not have good study methods.

Discussion

Teachers' student's ratio in Kirinyaga Central Sub County is high and this negatively affects student's performance. In addition, some schools lack teachers to teach certain subjects at certain time hence creating a vacuum that affects performance. The findings indicate that teachers have many roles a part from teaching which include co-curricular involvement and involvement in discipline.

Peer pressure also influences student's performance positively and also negatively. Students are influenced in drugs taking, premarital sex and dressing. While students may believe their peers more, teachers, parents and church leaders have a role of changing students peer pressure through guidance and counselling and motivational talks.

School resources include books, buildings; lab, teachers and books influence academic performance. When inadequate the students' performance is negatively affected negatively since they complement teaching

In addition student's attitude towards school and studies impact positively or negatively towards performance. Students who like a certain teacher are likely to perform well in that subject. Again teachers, church leaders, and motivational speakers have a role in changing student's attitude. Students who have positive attitude perform better than those that have negative attitude.

It was also noted that family background of a student contributes either negatively or positively. Students need provision, encouragement, role models and parental follow-up in their academics. Students from rich families are in school throughout without missing classes while those from poor families might miss classes due to school fees issue.

5.3 Conclusions

First, the study concludes that Teacher/Student ratio affect student's academic performance and therefore, Teacher-student ratio may be one the causes of poor academic performance. High Teacher/Student ratio impacts negatively on a student academically. For instance, low contact between a student and a teacher, less physical contact between teachers and students hence, poor understanding of concept, poor individual attention to every student will lead to poor performance, poor academic performance and with few teachers will be able to meet academic needs for all the students. Areas affected by students-teacher ratio included: teachers are overworked for examples having many lessons, lack of physical contacts between teachers and students, a lot of time used in other duties apart from academics i.e. solving indiscipline cases and not able to give many exams within a the required time, no enough teachers to cater all subjects, it is possible to have direct contact with each of the students at least once per week in every school and teachers may not be able to mark books every time they are in class.

Secondly, the study concluded that peer pressure influences students' academic performance in both positive and negative ways. Some might not be interested in academic excellence hence pulling others down and vice versa and majority of students follows what their friends do. Peer influence may influence students to take drugs, engage in pre-marital sex among other activities affecting academic performance. Very few students influence other for higher academic performance.

The study also brought to attention that parents and guardian they do little when following academic performance of their children and therefore, they need to put more effort. Though peer influence was higher in females than in males, the influence is wanting and therefore teachers and parents should join hands to stop or reduce the extent of influence and it can be done from churches, schools and homes. This can be done through guidance and counseling, motivation talks, involving in extra activities like sports, drama, music and debating activities among others.

Thirdly, the study concluded that teachers, text books, buildings like laboratories, revision materials and ICT support materials including audio visuals were school resources found influencing students' academic performance. There were no enough books, one of few laboratories, limited revision materials and ICT support materials, hence no adequate support for worthy academic performance.

Fourthly, the study concluded that motivation influence students' academic performance. It was found out that attitudes of students towards academic can influence performance. Attitude toward the academic performance can be positive or negative. Some students may decide to study well on the subjects they like and more so if they like the teacher teaching it. Therefore, they cannot perform well if they are not ready to learn or put more effort. In these subjects, students limit time needed in the preparations hence negative attitude will always affects performance. Students being positive attitude perform better than those thinking negative motivation can influence their performance positively. Though most of the respondents pointed out they are not motivated, teachers, parents, religious leaders, motivational speakers and other well-wishers can talk to the student so as to change their approach on the attitude towards academic performance. Motivation is a gift that a student is given so that they are encouraged to do better in their academic in their daily lives.

Lastly, study concluded that family background affects academic performance. Failure of parents to pay fees, partial parental participatory on academics of their children, parental level of education, alcohol and drug abuse, Single parenthood, poor role models, parents' income, family size may affects academic performance in one way or the other. If these factors can be controlled, students will always have high reading culture hence, better academic performance.

Social background has been the primary reason for the inequalities of children education. The possibility of a student joining national or county school is determined by student performance in primary school resulting from student competency and

family back ground. Economic, cultural and parenting styles are the indicators of family background. Therefore, there are interrelationships that connect family backgrounds to students' academic achievement.

5.4 Recommendations

5.4.1 Recommendations Based on Research Findings

Based on the findings made in the course of this study, the following recommendations are hereby suggested:

The government through the Ministry of Education science and technology and teachers service commission should work together to employ more teachers so as to improve teachers' to students ratio since low student- teacher ratio affects negatively students' academic performance.

The principals, through the curriculum master, teachers, parents' religious leaders, motivational speakers should ensure that the counseling, motivational talks should, extra curriculum activities are set aside for the student in order to change negative attitude on poor performance to be positive.

The parents and the Government, school Board of Management and PTA should make sure that teachers, text books, buildings like laboratories, revision materials and ICT support materials including audio visuals are available for support of academic performance.

Teachers, parents, religious leaders, motivational speakers and other well-wishers can talk to the student so as to change their approach on the attitude towards academic performance.

Parents should be able to pay fees, must participate fully on academics performance of the children, avoid taking alcohol and drugs when at home, to get full family set ups, be good models and improve parental income.

5.4.2 Recommendations for Further Studies

1. In KCSE in Kirinyaga Central sub County. There is need to research on challenges facing management and prevention of student-teacher ratio, peer pressure, school resources, student motivation and family background.
2. The study focused on Kirinyaga Central sub County only, thus the same study should be done in other Sub Counties and in the rest of 47 Counties to enable generalization of results.

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APPENDIX I
LETTER OF INTRODUCTION

EDITH WAMBUI KANGANGI,
L50/70143/2013,
UNIVERSITY OF NAIROBI,
DEPARTMENT OF EXTRAMURAL STUDIES
P.O. BOX 30197-00100
NAIROBI.
EMAIL;edithwambui2013@gmail.com

Dear Sir/Madam,

REF: LETTER OF INTRODUCTION TO THE RESPONDENTS.

I am a Master of Arts degree student in the University Of Nairobi pursuing a course in Project Planning and Management at Embu Extra mural Centre. I am carrying out a research factors influencing academic performance in Kenya Certificate of Secondary Education in Kirinyaga Central sub county, Kirinyaga County. The respondent's responses will be confidential and I will not require them to write the names in the questionnaire.

Your response will be highly appreciated.

Yours faithfully,

KANGANGI EDITH WAMBUI
L50/70143/2013

APPENDIX II
QUESTIONNAIRES

HEAD OF DEPARTMENT

This questionnaire is designed for research in investigating factors that influence KCSE performance in Kirinyaga central sub county. The information provided will be treated with confidentiality and will be for academic purposes only.

Kindly fill in the questionnaire as accurately as possible.

PART A: BACKGROUND INFORMATION.

1. Your gender

Male

Female

2. What is your age in years?

40 and below

41- 50

51- 60

3. Number of years taught

Less than 10

11- 20

21- 30

Above 30

4. What is your professional qualification?

Diploma () Bed () Masters () others specify-----

5. How many teachers are you in the subject that you handle-----

-----?

6. Approximately how many students do you have per class-----

-----?

7. The table below shows the influence of teachers to studentsø ratio on academic performance. Tick according to your agreement level. 1-strongly agree (SA) Agree (A) Disagree (D) strongly disagree and undecided.

Statement	SA	A	D	SA	U
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a.	There are enough teachers to cater for all subjects in your school.					
b.	It is possible to have direct contact with each of the students at least once per week.					
c.	Teachers have no other duty with the students a part of teaching.					
d.	Teachers are able to mark books every day that they teach					

8. In your own opinion how do you think we can improve the student-teacher ratio?

í
 í í í ..í
 í í í í í í ..

9. Do you think peer pressure affects students' academic performance?

Yes No

If yes kindly explain -----

10. The table below shows the influence of peer pressure on academic performance. Tick according to your agreement level. Strongly agree (SA) Agree (A) Disagree (D) strongly disagree and undecided.

	Statements	SA	A	D	SA	U
A	Peer groups influence each other to high academic achievement.					
B	Most students are influenced by peers to drugs abuse and pre-marital sex.					
C	Most parents are not aware of what their children get to as a result of peer pressure.					
D	Most students believe more in their peers than in parents and teachers.					

	exams.					
B	Students whose parents do not show any interest in their academics are likely not to perform well in exams					
C	Self-confidence contributes to good academic performance					
D	Motivation to perform well in a subject is driven by prior success					
E	Teachers have a great role in changing students attitude					

18. Do you believe that family background has influence on students' academic performance?

Yes () No ()

If yes, kindly explain how-----

19. Kindly tick appropriately the family factor that you feel greatly influence student performance in your school

Parental level of education ()

Alcohol and drug abuse ()

Orphanage of students ()

Single parenthood ()

Poor role models ()

Parents income ()

Family size ()

THANKYOU FOR YOUR ASSISTANCE

QUESTIONNAIRE FOR PREFECT- SCHOOL CAPTAIN

The questionnaire is designed for research in investigating factors that influence KCSE performance in Kirinyaga Central Sub County. The information provided will be treated with confidentiality and will be for academic purposes.

Kindly fill in the questionnaire as accurately as possible.

PART A: BACKGROUND INFORMATION

1. Your Gender

Male () Female()

2. Age

Below 20 years ()

20-25 years ()

Above 25 ()

3. Classí í í í ..

4. Type of school

Day ()

Boarding ()

Girls ()

Boys ()

Mixed ()

Number of students in your school approximatelyí í í í í í í í í í

5. Number of teachersí í í í í í í í í

6. Approximately how many students are you in class?

7. Do you have a teacher for every subject that you take?

Yes () No ()

8. The table below illustrates how students influence academic performance for each of the statement tick against Strongly Agree(SA), Agree(A),Disagree(D),Undecided(u)

	Statement	SA	A	D	SA	U
A	A part from teaching, teachers are also involved in games, clubs and societies and other duties.					
B	It is possible to have time to see a subject teacher to discuss my performance at least once per week.					
C	All my subject teachers know me by my name					
D	Teachers are not able to mark my books every day.					
E	The timetable creates enough time to mix with our teachers and develop our talents					

8. Do you think peer pressure influence academic performance positively or negatively?

Yes () No ()

9. Which group of people do you believe students are more prone to peer pressure

Classmates ()

Relatives ()

Church youth ()

Playmates ()

10. The table below illustrates the influence of peer pressure influence on academic performance. Tick appropriately against the statements given if you strongly agree (SA), Agree (A), Disagree (D), and Undecided (U).

	Statement	SA	A	D	SA	U
a	Adolescents are more influenced by peers than even their parents					
b	Students may turn towards peers when adults seem to blame students on social identity categories e.g. poor performance and family background.					
c	Some students are treated by teachers and parents as					

	favorites while those that do not feature among result to peers.					
d	Most parents are not actively involved in their children's social life.					
e	Peer influence can be of positive academic progress.					

11. Do you think school resources influence academic performance?

Yes () No ()

If yes explain

howí .

12. The following resources are needed for academic progress. Tick those that you feel are inadequate in your school.

- Teachers ()
- Buildings ()
- Textbooks ()
- Laboratory apparatus ()
- Revision materials ()
- Library ()

13. In your own view, which of these resources do you feel should be the top 3 to be looked in yourschool?

- í í í í í í í í í í í í í í .
- í í í í í í í í í í í í í í .
- í í í í í í í í í í í í í í .

14. Do you think that student's attitude has influence on academic performance?

15. Tick as to why you joined the current school as honestly as possible.

16. Fill in appropriately using SA for Strongly Agree, Agree (A), Disagree (D), and Undecided (U).

	Statement	SA	A	D	SA	U
a	Students perform well in the subjects that they love their teachers most.					
b	Students who perform well are organized and able to work on their own.					
c	Teachers support students especially those who do not					

	receive support from home.					
d	Teachers have confidence in low achieving students and support them so they are able to improve.					
e	Students' confidence influence performance. The more the confidence the more the success in academics.					

17. Number of children in your family _____ ..

18. Type of family

Monogamous ()

Polygamous ()

Single parent ()

Any other _____ ..

19. Parents _____ level _____ of education _____ ..

20. Parents _____ economic activities _____

21. Do you think family structure (whether single parents or both parents affect performance) _____

22. The following statements are on how family background affects academic performance. Tick against the statement (SA) for Strongly Agree, Agree (A), Disagree (D), Undecided (U).

	Statement	SA	A	D	SA	U
a	Students with parents with both families perform better than those from single parents.					
b	Students whose parents have high academic achievement are motivated to work hard.					
c	How income family affect students academics due to lack of fees and other academic materials.					
d	How income parents have little or no time to discuss with their parents academic issues.					
e	Students from single parent's families are the most affected by indiscipline and lose a lot of time for academics on					

suspension.					
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23. How is your school fees paid

Parents ()

Sponsors ()

Parents and sponsors ()

Any other í

THANK YOU FOR YOUR TIME

QUESTIONNAIRE FOR DEAN OF STUDIES

Kindly answer the questions as honestly as possible. Write your response in the space provided. Please tick where applicable in response to the question. Do not indicate your name.

SECTION A: DEMOGRAPHIC INFORMATION

1. What is your gender

Male Female

2. Tick against your age bracket in years

Under 35

36-45

46-55

Over 56

3. Number of years of teaching

Below 10

11-20

21 and above

4. Type of school

Daily

Country

Extra County

National

5. Approximate number of students in your school

Less than 150

151-300

301-450

451-600

Over 600

6. In your opinion do you think teachers students ratio affect academic performance.

Yes No

If yes, kindly explain how

7. Kindly tick appropriately against the area in which students-teacher ratio affect academics in your school.

- Teachers are overworked in terms of lessons taught
- Lack of physical contact between teachers and students
- A lot of time used in other duties apart from academics
- A lot of time used in solving indiscipline cases
- Teachers are not able to give many exams within a term

8. How many teachers handle each subject in your school?

9. State some of the programmes in your school which involve teachers a part from

teaching

10. Approximately what is the workload of teachers per week?

11. Peer pressure can influence students' academic performance. Positively or negatively.

Kindly state how your students are influenced

12. Tick against some of the behaviors that find students in your school being influenced by peers.

- Drug and substance abuse
- Premarital indecently
- Dressing indecently
- Coupling
- Laziness

13. Tick against the following statement with (SA) for Strongly Agree, Agree (A), Disagree (D), and Undecided (U).

	Statement	SA	A	D	SA	U
a	Peer influence is stronger in females than males.					
b	Students whose parents aren't close to them are more prone					

19. For the following statements, tick (SA) for Strongly Agree, Agree (A), Disagree (D), Undecided (U).

	Statement	SA	A	D	SA	U
a	Motivation and confidence influence students attitude					
b	Students who are motivated to do extra work on their own perform well in school					
c	Teachers have no role to play in changing students attitude					
d	Students tend to perform well in the subjects of the teachers whom they like					
e	Most teachers have no confidence in low achieving students					

20. What do you think can be avert negative peer pressure in students?

Does family background affect student's academic performance?

Yes No

If _____ yes _____ kindly

explain í

Tick against family background factors that you find influencing results in academics in your school.

- Parents level of education High Low
- Parents income High Low
- Role models in family Present Absent
- Parents following up their children's academics Follow Don't follow
- Poor reading culture Present Absent

THANK YOU FOR YOUR ASSISTANCE

BUDGET OF THE PROJECT

ACTIVITY	COST PER ITEM	AMOUNT
reams of papers,5reams of foolscap	sh500	Sh5500
Flash disk	sh500	sh500
A4 exercise books 6	sh150	Sh900
Typing, printing and photocopying	sh5000	sh5000
Photocopy	Sh1300	Sh4200
Travelling	Sh 8000	Sh 8000
TOTAL		25000