

**FACTORS INFLUENCING KENYA CERTIFICATE OF SECONDARY
EDUCATION (K.C.S.E.) PERFORMANCE AMONG DAY SCHOOLS IN
KIRINYAGA COUNTY, KENYA.**

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**A Research Project Submitted in Partial Fulfillment of the Requirements for the Award
of the Diploma in Postgraduate Diploma in education in the School Of Education,
UNIVERSITY OF NAIROBI**

DECLARATION

I declare that this project is my original work and has not been submitted forwarding a degree or diploma at the University of Nairobi or any other institution of higher learning.

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DATE: 18th October, 2021

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This project report has been submitted with my approval as a university supervisor



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ACKNOWLEDGEMENT

I express my gratitude to my supervisor, Dr. Julius C. Koring'ura, for the support, encouragement and guidance throughout this research project

DEDICATION

I dedicate this work to my parents, whose love, affection, encouragement, and prayers guided me through this academic journey.

ABSTRACT.

This research was conducted to determine the factors contributing to underperformance in Kenya Certificate of Secondary Education students in Kirinyaga county day secondary schools .The literature review gave information on global, Africa and regional; Kenya included academic performance of examination. This research studied factors influencing K.C.S.E. performance in day schools in Kirinyaga County. These factors included; political interference, indiscipline, labor dynamics, the proliferation of illicit brews, the ratio of teachers to students , pressure among peers , resources available in schools , the level of motivation among the students , and background of students . The questionnaire was the main instrument of data collection. There were 215 respondents from 6 schools under

study.75.72% were in agreement that a high ratio of teacher to students had great influence on performance in K.C.S.E. by hindering a good physical contact between students and teachers which result to poor grasping of the concept being taught and also poor concentration per student.

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ABBREVIATIONS

K.C.S.E Kenya Certificate of Secondary Education

T.S.C. Teachers Service Commission

K.A.C.E. Kenya Advanced Certificate of Education

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is one of the instruments leading to economic growth. The highest level of education that a population has acquired and the cognitive skill of that population have great impact on the economic growth of the population (Elsevier, 2010). Therefore training and education are the most important equipment in bringing about growth of a county, thus performance in exams cannot be underrated. The trend in performing poorly in Kirinyaga day schools is alarming. The research will outline some factors contributing to the poor performance. According to Kirinyaga star (2014), it is believed that the politicians have in the past interfered with the management of secondary schools and want their supporters to be the principals as there is lots of money being made in secondary schools when political regimes change, principals who benefited politically feel threatened and therefore started building new political alliances and therefore lose concentration in teaching and managing schools. Political interference has also contributed to high indiscipline in these schools.

Kenya Certificate of Secondary Education (K.C.S.E), is usually taken to assess students after four years in high school. The first K.C.S.E. examination was done in 1989, when Kenya advanced from K.A.C.E (Kenya Advanced Certificate of Education), which replaced it as the requirement to join Kenyan universities. At the beginning, ten subjects were supposed to be examined. Later, K.C.S.E was reviewed two times and now only seven subjects are graded. A candidate must take the English, Kiswahili and Mathematics (three compulsory subjects), a minimum of two sciences, a minimum of one humanity, and a minimum of one technical subject.

In Kenya, K.C.S.E. grade determines admissions to both private and public Universities and only the students who get C+ get chances to join Universities for degree courses. Those who get anything lower than C+ join colleges and Technical Training Institute for diploma courses and certificate courses. Over time, the ministry of education together with the government has imposed strict rules on K.C.S.E, to avoid cheating in the examination. Each year, thousands of students sit for this examination at the end of their fourth-year in high school. This examination is very important as it determines the career path of the student. Since 2018, the students were placed in public or private universities in the country on the merit of their grades. Some of the factors contributing to poor performance have been discussed below.

1.2 Statement of the problem.

K.C.S.E. performance in Kirinyaga county day schools in current years has been a speedy dropping trend. This poor performance may result in a shortage of experts like doctors, teachers, and engineers in the future. There is therefore the need to investigate the root causes of K.C.S.E poor performance and how the problem can be dealt with, hence this research investigated the factors influencing K.C.S.E. performance in Kirinyaga county day schools.

1.3 Purpose of the study.

The research was meant to find answers to questions concerning motivation of the learners, classroom management and development which would help broadening exiting knowledge and provide solutions to different problems in the education sector which would help improve learning and teaching methods in day schools of Kirinyaga County and other schools countrywide.

1.4 Objectives of the study

1.4.1 General objectives.

1. To research on the factors contributing to underperformance in (K.C.S.E) in Kirinyaga County day schools.

1.4.2 Specific objectives.

1. To investigate the influence ratio of students to teachers on students' performance in Kirinyaga County.
2. To find out the influence pressures among peers on students' performance.
3. To evaluate how motivation among students influences students' performance in Kirinyaga County.
4. To find out the influences of family background on student performance in Kirinyaga County

1.5 Research questions

- i. What are the possible causes of poor K.C.S.E. performance in Kirinyaga county day schools?
- ii. How does influence among peers influence students' performance in Kirinyaga County?
- iii. How student motivation does influences performance in Kirinyaga County?
- iv. How family background does influences students' performance in Kirinyaga County?

1.6 Hypothesis

- i. There are no causes of underperformance in K.C.S.E. in day schools in Kirinyaga County.
- ii. Peer pressure has no effect on students' performance in Kirinyaga County.
- iii. Students' motivation plays a great role in students' performance in Kirinyaga County.
- iv. Family background influences students' performance in Kirinyaga County'

1.7 Significance of the study.

The research findings will have substantial use to both in local and national government in preparation of various schemes and design of learning and teaching where recommendations would help improve performance in K.C.S.E in day schools of Kirinyaga county and other day schools countrywide. The study findings would be an important piece of information during the assessment of K.S.C.E. performance; it would also help the examination council in conducting and marking K.S.C.E. exams. To the school proprietors, administrators, and teachers the research findings would be of importance since they would highlight the factors and remedies for the underperformance.

1.8 Limitation of the study.

The study was faced with challenges such as inaccessible roads and financial constraints to facilitate this study. Use of questionnaires as a mode of data collection which could be prone to unconscientious responses by respondents, dishonest answers, questionnaire or survey fatigue, non-cooperative respondents and interruption. These limitations however did not lead to failure of the study, the respondents received a brief training on the aim of the questionnaire and the purpose of the study, each respondent participated in the activity voluntarily.

1.9 Delimitation of the study

There are several factors affecting performance in K.C.S.E, however only causes related to teachers, students and principals were investigated due to financial and other constraints like time. The sample population for this study was limited to students at form four and forms three from public mixed day secondary schools in Kirinyaga. Only parents who lived near the schools participated in the study. The research covered 12 schools due to financial limitations.

The study will not include participants from boarding schools and also learners in form 1 and form 2 due to limited time. Additionally due to the issue of COVID-19, the study will only involve parents living within the school. When answering the questionnaires, participants will not be asked to include their personal details and also the learners.

1.10 Basic assumptions of the study

The assumptions made were:

1. All schools had equal time of learning, the syllabus is the same and the books approved are the same.
2. T.S.C. appointed qualified teachers to all the schools.
3. The participants were aware and willing to fill in questionnaires to help draw conclusions to address the purpose of the study.
4. The questions on the interview reflected exactly the research topic and provided quality data to address the research questions and collected questionnaires contained the information necessary to draw valid conclusions.

1.11 Definition of significant terms

Academic performance-attainment of K.C.S.E. grades that give chance students to join tertiary education.

Kenya Certificate of Secondary Education-the final Exam taken by students in high schools during their final year

School resources-Both physical and human resources in a school (teachers and all physical resources) meant for learning and teaching.

Peer pressure among peers influence that age mates brings towards each other which results to a positive or negative behavior.

Ratio of students to teacher, number of students handled in a class by a single teacher.

Teacher motivation the level, drive to perform the teaching duties such that when it is high a teacher puts a lot of effort, while when it is low a teacher put very little effort in his work.

1.12 Organization of the study

This study is organized in five chapters.

Chapter one consists of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypothesis, significance of the study, limitation of the study, delimitation of the study, basic assumptions and definition of significant terms. Chapter two reviews the literature relevant to the study under the following topics; student teacher ratio, pressure among peers, resources in schools, students' motivation among students and background of the student.

Chapter three covers methodology and contains population target, sample size and sampling technique, research instruments, pilot testing, validity and reliability of research instruments.

Chapter four presents the study results in table form and interprets the results in introduction, research design, subtopics of parent, teacher, student and other related factors.

Chapter five has conclusion, discussion, suggestions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The reviewed literature was grounded on students' academic performance global, in Africa and local, perspective. Areas reviewed included ratio of student to teachers, pressure among peers, available school resources, student motivation and background of the student.

According to Castrogiovani, (2002) Many of these problems reflect some aspects of poverty or inequality, including inadequate health care facilities and services, inequitable access to services in education and health, inequitable access to social services such as water, electricity and food. They also reflect normative problems with the inequality in power relations between adults and children that can lead to abusive practices such as physical punishment. This, in turn, can bolster rather than undermine the negative socialization of children for further victimization, as well as undermining the potential of education to empower children to become active agents in their own development.

2.1 Poverty:

There are a number of studies that show that schools, when they are provided with quality resources, can improve the lives and outcomes of children in impoverished communities. One such study showed a correlation between school enrollment rates and poverty rates. The results suggested that when more children attend schools, there is less poverty within a community as they receive greater opportunities to build relationships with others and access local businesses. The study also suggests that vocational training has a strong connection to poverty reduction. As students learn specific skills, they are able to apply them within their local economy, therefore contributing to the overall financial situation of the community. In a separate study, it was found that the poor were more likely to send their children to day schools. This is contrary to conventional wisdom that suggests boarding schools are best for people in impoverished areas who are unable to provide sufficient resources for children at home. The study showed that children who were sent to boarding school performed worse on the onset of high school but then improved as they progressed through their secondary studies. This was also true in terms of their socioeconomic status. Wider inequalities were found between the poor and the better off, with these differences widening at higher levels of education.

2.2.-Socioeconomic status:

A child's socioeconomic status greatly affects their social, educational and health outcomes. This is also true in relation to their access to education (Brophy, 2004). One study showed that the quality of schools was strongly associated with the children's backgrounds. Children of parents who were higher educated were less likely for a child to receive quality education than those whose parents had no formal education at all.

2.3 School type:

The type of school attended also has a large impact on different children and their outcomes. This relates to their socioeconomic status as well as their ethnicity. This was found to be true in an African context in Sudan by William Nkomo and colleagues. The results showed that in Somali-dominated schools, children had poorer literacy outcomes than those attending Arabic schools, which reflected the broad socio-economic differences between the two ethnic groups at the time of the survey.

2.4 Lack of parental participation and assistance: a lack of parental participation and assistance is also associated with differences in educational outcomes. There is a strong correlation between the quantity and quality of parental involvement and children's educational attainment. It has been shown that parents play a major role in academic success of their children, if they are supportive or involved in their education. The results showed that among boys, parents' wealth was a positive determinant of enrollment. Among girls, there was no association between parental wealth and enrollment. Overall, more children were enrolled if at least one parent had completed either primary or high school education.

2.5 School sizes:

A large number of students in schools will lead to crowded conditions which have been shown by other researchers to impact negatively on student learning. This is especially true when it comes to those who cannot speak English as fluency in English is vital for effective academic support and communication. It has been additionally shown that overcrowding leads to more time spend on cleaning and less time is spent on instruction.

2.6 School funding:

The source of funding for schools makes a difference in terms of the quality of education that can be provided. Private schools are often better funded than public schools, which is especially true in rural areas where funding is limited. This was true in Kenya as shown by Patrick Ngugi and colleagues who showed that private schools were better equipped than public ones, which had many children crammed into small classrooms with limited resources (Brophy, 2004). Therefore, it follows that a higher quality of education can be achieved if there was a greater access to public education or better funding for existing ones.

2.7 Government funding:

Despite multiple international organizations providing funds for schools, it has been found that there is little relationship between this money and the quality of education offered at those schools. The study suggested that this was because the funding provided was often based on the number of students enrolled and not the quality of education being offered, which is more characteristic of private schools. This limits all children's access to quality learning opportunities.

2.8 Slow but steady improvements in student performance:

Despite these issues, there are numerous studies that show that there have been slow but steady improvements in student performance over the years. This is more evident in countries which rank highest on the Human Development Index. For example, there was a positive (positive) correlation between higher scores on the national student tests and per capita gross domestic product.

2.9 Structural reasons:

It has been suggested by one study that structural factors such as income inequality and social stratification may be to blame for students' lack of academic success. This is because these factors can create barriers to achievement for those living in poverty.

2.10 The Ratio of student to teachers.

Classes with a smaller number of students allow teachers to use individualized teaching method i.e. focusing on one student at a time this reduces the time set to cover academic modules. This allows workability for transformations in classrooms, improved teacher teaching spirit and job contentedness (Hattle 2009: O.E.C.D. 2009). This also help in sharing of available resources in schools. Researchers have recorded that if the number of students in class is reduced it will help in narrowing the achievement gap (Adams, 2014). Peer learning is also made easy if there is low number of student per class. The students are also able to build good build personal relationships with their classmates and teachers. Many countries are transforming to smaller classes so that they can improve their academic performance. Reducing the number of students per class is a positive way to improve academic performance on those students who are average performers.

2.11 Peer Pressure

A peer is a group of people of the same age and who share same activities, they can have a positive or negative influence on one other in an adolescent life, where everyone tries to identify themselves (Castrogiavani, 2002). Peers have a great influence on academic performance and the effect does not depend on other factors such as variability on students' background gender, ethnicity and race, ethnicity. Peer influence usually start between the ages of 11 to 18 and is characterized by antisocial and risky behaviors (Ryan, 2000). At this age, that when the individuals usually make crucial decisions on religion, career and also family. They question if school an important instrument in their lives and make decisions on what to engage with, what will motivate them and what achievement they want to make in school.

Peer also has great effect on intrinsic value for school in students as far as school achievements, enjoying, and liking school is concerned. According to (Biddle, bank& Martin 2001) interacting with peers who have positive attitude toward education contributes to students' motivation, while interacting with peers who have negative attitude reduces motivation. Most parents are not participating in the peers' lives by providing supervision, and communicating life skills. This has exposed the kids to peer influence. Separation of students by teachers in school according to their performance is another drawback. This because it has made students to form groups of peers according to their performance. Alderman (2000).

2.12 School Resources

Resources available in schools play an important role in giving equal opportunity to students towards academic performance this reduces the effects of social-economic .Factors such as limited instructional resources, puts a lot of constrain the educational system hindering it from meeting all the educational demands. Guthnie, (2013) insist on the value of having an right office staff plan and enough resources to meet didactic demand. Unfavorable learning environment results to poor performance; (Juma2011) relates examination performance with

the state of resources used in learning and teaching in the school. Human resource is factor of production which is influenced by quality, quantity and motivational level.

Lack of important physical resources such as laboratory in teaching and learning of science subjects makes topics that are supposed to be taught through practical session, results in being taught theoretically (Mayama 2012). Therefore availability of enough learning and teaching resource in every level of education ensures quality and relevance are skills are imparted to of learners (Grubb, 2009).

2.13 Motivation

There is relationship between parental participation, motivation of students and performance in academics. A student who is in an environment full of motivation i.e. the student has a reason to put efforts in academics, that student is likely to put more effort so that he /she achieve high grades in academics. Kusukar, Croiser, and Cate (2012) a student is motivated by some factors such as; teacher's competency and creativity and use modules so that they can engage fully in class and participate in classroom activities.

Ells (2002) the most motivating factor in a student is previous performance in a particular subject. (Levi 2004) motivation helps in creating positive attitude in students and also increases their self-confidence. Motivation affects performance through its effects on study methods and self-regulatory behaviors (Killian 2005).

Students must fully take part in their learning so that they can be successful. Student's attitude to reading starts when they are young and goes on in their adult life.

2.14 Family Background

Family background is indicated by parenting styles, economic levels and cultural practices among student. They connect family background to students' academic achievement. Academic achievement of a child can be immensely affected by; environment around the home of the child, parents participation in the life of the child and discipline techniques the parent use, (Ferlazzo, 2015). Studies carried out by Mcwey and Herdrson (2010) on the negative effect of alcohol concludes that fathers who are alcohol abusers are not able to participate on the life of a child which leads to poor academic performance due to failure on academics' follow-up. Parents who abuse alcohol or who support ideas related to alcohol abuse, there is a likelihood that their kids will start abusing once they get to adolescent stage (Mares. et.al.2011). Parental abuse of alcohol result to defective outcomes in development of a child, health, and academic performance. Due to lack of proper education, the child will face challenges such as; poverty illiteracy and shame in the society (James, Jurich& Estes 2001).

Family togetherness has also a great impact in students' performance in academics. Students who live in neighborhoods are likely to have poor academic performance than those who live in well off neighborhood. Family background has great effect on academic performance, since it is the first encounter of informal education to a child.

CHAPTER THREE

METHODOLOGY

3.1 Introduction.

This chapter entails the methodology which was used to carry out a research on causes of poor performance in day schools of Kirinyaga County. It constitutes of the following subtitles: design, target population, sample size and sampling techniques research instruments, piloting, validity and reliability of research instruments.

3.2 Research Design

The researcher employed descriptive survey design, the design was appropriate since it described the area of study accurately. Descriptive research described areas such as characteristics, attitude, values and possible behavior. K.C.S.E. results from the county offices provided the needed information for this study. Variables used included ratio of student to teacher, pressure among peers, available resources in schools, motivation among students, and student's background.

3.3 Target Population

The targeted population was made up of selected day schools all from Kirinyaga County. Data collected from students who had completed their K.C.S.E from 2015 to 2020, principals, heads of departments, teachers, school captains and students from each school. The method for data collection was simple structured open-ended questioners and interviews.

3.4 Sample Size and Sampling Technique

The research used a census surveys since the targeted population was not large .Every member of the target population comprising; students who had completed their K.C.S.E from 2015 to 2020, principals, heads of departments, teachers, school captains and students.

3.5 Research instrumentst

The research instrument used in data collecttion included; use of interviews and questionnaire.

Questionnaires collected data from teachers and students, interviews schedule collected data from the principals.

3.5.1 Questionnaires.

Two questionnaires were used in data and information gathering: the students' questionnaire and the teacher's questionnaire.

Student questionnaires were used to enquire about classroom activities, teacher performance and general attitude on subjects and teachers.

Teachers' questionnaire was used to enquire about teachers 'qualification, teaching experience and availability of teaching materials.

3.5.2 Interview schedule

Interviews were scheduled for principals and teachers as they usually operate on tight schedules and they are usually busy and hardly find time to fill many questionnaires from researchers from time to time

The interviews were used to enquire generally about possible causes of underperformance of K.C.S.E in their respective schools.

3.6 Pilot testing of instruments.

The research instruments were first pre-tested in a randomly selected day secondary school before going into the field for the actual study data collection. The school provided a small proportion of an identical sample of the population which was not part of the sample in the actual study.

A lot of emphasis was put on the suitability of procedures, size of the sample, questionnaires demands and responses of respondents and the completeness and variety of information obtained.

The objective of the pre-testing was to help in refining the research instruments before they were used on the real research.

3.7 Validity and reliability research instruments

Interview schedule highlighted general information about the learning environment of the schools visited; this information was used to strengthen data from the interview schedule and the questionnaires. Two questionnaires used in data and information gathering for students and teachers. an appendix for each for each of these instruments are included at the end of this research project.

3.8 Data Collection Procedure

Questionnaires collected data from school captains and students and interviews were scheduled for principals, head of departments and teachers. The questionnaires were issued early to give respondents enough time to express themselves and give suggestions. Questions with items to respond to were included to ensure collection of quality data from the open-ended questions. University issued a letter of reference to act as research permit. The principals of the selected schools were contacted a day before the research day. Respondents were assured of confidentiality of the response they give. Purpose and significance of the study explained to them.

3.9 Ethical consideration

The right of privacy and autonomy of the respondent students were highly upheld during the interviews on matters concerning names, age, and place of residence. Respondents who turned down the interview or some questions were not forcefully persuaded and their decision

was utmostly respected. The filled questionnaires were all collected , after data entry they were discarded by shredding and complete burning.

CHAPTER FOUR

DATA ANALYSES, PRESENTATION AND DISCUSSION.

4.1 Results

Collected data was summarized in tabula form.

4.1.1 Summary of total showing respondents

Table 1; Summary of total respondents

School	Principals	HODs	Deans	School captains	Form three students	Form four students	Teachers	Parents
Gakoigo	2	4	3	2	10	15	6	0
Gatuto	1	5	4	2	10	15	8	3
Gacharu	2	6	2	2	15	20	10	2
Sagana	1	4	3	2	20	10	14	5
Mukui	2	3	1	2	15	10	8	1
Mwituria	1	2	1	2	10	10	5	0
Total	9	23	14	12	80	80	51	11

Data collected from questionnaires and through interviews showed that that underperformance falls into four classes ,that included factors related to students (75.72%), factors related to teachers (6.40%), factors related to family (8.52%),other like political influence,labour dynamics and proliferation of illicit brews (9.35%) .the table below shows the different types of factors that lead to underperformance and their percentages.

Table 2. Summary of factors causing poor performance

Type of factor	Percentage
Factors related to student	75.72%
Factors related to teachers	6.40%
Factors related to family	8.52%

As show on the above table ,the possible cause for underperformace of students is their incompetency to achieve academic success in K.C.S.E. while the role of the teacher in teaching and learning not considered as a possible cause,role of other factors such as labour dynamic,political influence and proliferation of illicit brew influences the performace of student than family-related causes.

4.1.2 Factors related to students.

Table 2 the different problems related to students and their percentage in order from the highest to lowest .

Table 3.Summary of problems related to students

Cause	Percentage
Failure to revise at home	22.32%
Frequent absenteeism	16.04%
Failure to understand subjects	
Finding a particular subject boring	13.68%
Lack of concentration during lessons	10.21%
Failure to complete assignments	7.10%
Dislike to study	4.36%
Student attitude towards teachers	2.42%
Lack of future plans	1.60%
Effects of mixed classes	
Finding no importance of learning	1.47%
Failure to love the school	1.21%
Quarreling with classmate	
Difficult exams	
	0.50%
Not taking subjects seriously	
Memory problem, inability to remember	
Lack of Motivation from teachers and parents	0.30%
Exam fear	
Underperformance in previous examinations	
Lack of personal study timetable	

The table above shows that failure of students to fulfill their academic responsibilities like revising contributes greatly to poor performance. Lack of interest and frequent absenteeism makes the performance worse. Spending too much with friends, lack of personal study schedule, dislike of their schools and memory problems are the main reasons for poor performance filled in questioners and interviews. Among the causes of underperformance caused by students is negative attitude towards teachers and subjects while some have no interest in education. Some students believe that poor performance is caused by their school names and locations. Boredom is also another factor which was reported to result from too much assignments, lack of teacher involvement of students in lessons and poor student-teacher relationship.

4.1.3 Factors related to family.

Family has a great impact in students' performance throughout their secondary life. Some of family causes of poor performance are summarized in the table below.

Table 4. Summary factors related to family that causes underperformance.

Cause	Percentage
Illiterate parents	3.66%
Large families	
poor parent-student relationship	
Poor parentage	1.12%
Separated parents	0.40%
Needy family	
Free and easy parents	1.22%
Family living style	

As illustrated in the table above, family problems leading to poor students' performance include poverty and poor parent-student relationship. Parent motivation plays a crucial part in student success. When parents are illiterate they have fewer ideas about the importance of education and do not follow up on students' academic progress. If the student has no self-motivation he loses academic focus. Too busy parents do not put much concentration on their children performance and progress.

4.1.4 Factors related to teachers.

A qualified teacher is an important factor in students' performance, the teacher's role plays an important part in performance. When students fail, teachers are always expected to explain and are blamed for low performances.

Table 5 shows factors that are related to teachers that lead to underperformance in K.C.S.E in relationship to the data collected from students.

Table 5. Summary of factors related to teachers.

Cause	Percentage
untrained teacher	5.25%
Unrelieved teacher	2.45%
Ineffective teaching method	1.02%
Lack of classroom management skills	
Lack of subject content	

A large percentage of students blame teachers for their underperformance in K.C.S.E. in the way they teach and present subjects. Both the students who had sat for their K.C.S.E in earlier years, and underperformed and current candidates, some teachers are not able to explain their points clearly, do not involve them in lesson participation and give assignments but do not check or discuss.

4.1.5 Other factors.

Other reasons for students performing poorly in K.C.S.E. that were given are summarized in the table below.

Table 6 Summary of other causes of K.C.S.E. poor performance.

Cause	Percentage
Peer pressure	4.25%
Financial problem	3.02%
Health problem	1.40%
Transportation problem	0.68%

Friends affect our lives in different ways. As shown in the table above, students making bad friends due to peer pressure has a negative influence on their academic performance. Toxic friendship causes negative attitude toward secondary education and also I makes the students to disrespect teachers.

Despite the fact that day schools in Kirinyaga County where data was collected are public schools managed by the Ministry of Education and students do not pay a lot of school fees, financial problem was also was among the issues students complained about.

Notes

Note 1. Teachers who have been teaching in the selected day schools reported confidently that they are highly trained and qualified, and that Teachers Service Commission (T.S.C.) frequently visits for lesson observation, the researcher reviewed the questionnaires in which students put blame on the teachers for their failure so that they could try and find out if there was any link between this students and their performance in the exam. The findings were; weak students who blamed teachers and said the teachers were untrained.

CHAPTER FIVE

CONCLUSION, DISCUSSION, SUGGESTIONS AND RECOMMENDATION.

5.1 Conclusion.

We can conclude the following from the study, factors leads to underperformed in Kirinyaga County day schools in K.C.S.E.; absenteeism among students, lack of enough leaning materials and school resources e.g. laboratory and library equipment. Teaching and learning materials are significant in that they ensure effective teaching and learning , if they are available or inadequate during teaching and learning process it result in lack of concentration , short attention span among student. This result in hindrance to achievement of the set lesson outcomes aims leading to poor performance in national exams.

The principals should ensure as they carry out their administrative duties they are also improving their relations with parents, this it will make parents to have a positive outlook towards the school thus contributing to students' performance since they will take part in disciplining the students and also motivating them.

5.2 Discussion

The study applied convergent parallel mixed method in which phenomenology design and descriptive survey were used to generate both quantitative and qualitative data the study target population was made up of 15 principals, 20 teachers, 40 form three students, 50 form four students and 45 teachers from the 12 public day schools. The tools for data collection were interview, Questionnaire and guides. A questionnaire collected data from students. Interview and guides were the tools used to collect data from the teachers and principals. Descriptive statistics analyzed quantitative data inform of percentage, content analysis technique was used to analyze qualitative data Tabulation method was used to represent data . Confidentiality of the data provided was assured and the source of data was made anonymous in the questionnaire and it was not disclosed.

Improving K.S.C.E. performance of day secondary schools in Kirinyaga County requires knowledge of the factors causing poor performance and how such causes can be reversed. Parents and some students showed little knowledge of these causes rather had speculations of the same. Speculations included laziness of students, and gender. Parents thought that teachers enjoy failing students and exams are designed to fail students, they also lacked knowledge on their role in contributing to their children success and their participation in their failure.

In the teacher related factors in was noted that only an insignificant percentage of teachers had little experience. The teachers with no passion for teaching were not in a position to assist in achieving the teaching and learning objectives. A teacher's teaching methodology

and ability to follow up on students assignments contributes in depth the level of understanding of given topics. The level of professionalism contributed much to a productive classroom atmosphere by ensuring there is a proper organization and well planned teaching structures (Farrant, 1980). Some teachers have classroom management problems that result in extreme authoritarianism, unmanageable classroom atmosphere which leads to poor content delivery and failure for students to take part in classroom discussion.

Lack of enough finances was another family related factor, which leads to problems such as lack of fees, school uniform and other learning materials. Cooper and Stewart (2013) presence of money around a child during early childhood makes most difference to intellectual outcomes, while in late childhood and adolescence stage it dictate social and behavioral outcomes, this was a study carried out by Cooper and Stewart. Study by Sum and Fogg (1991) gave the relationship between poverty and students' achievement. Their study concluded students from rich and middle class families were ranked 66% on assessments and those from poor families were ranked 19 % on assessments.

Putting into account the importance of doing assignment in achieving the learning objectives, teachers need to give assignments that are in line to the to the learning objectives. They should ensure it is marked and also discussed in class. The students should be given reasonable homework regularly. Clinic days should be scheduled to follow up students' performance.

Family responsibilities and duties given to students should be managed properly as they cause distraction and draining academic performance. Families with many children i.e. with many siblings of 6-7 are a common problem in Kirinyaga day secondary schools. This impends focus on personal study at home and in doing homework as the student is preoccupied with troubles at home for helping the parents in taking care of siblings and other duties, therefore the student lack time and efforts in completing their own education tasks.

The attitude of parents in bringing up children is also a problem. According to the data collected from students, parents do not care much about how they treat them when teaching them morals like respecting teachers. Poor financial condition in families due to parents' divorce distracts student as they are affected directly.

5.3 Suggestions

Principals and parents should come up with ways of solving fee problems without involving students i.e. not sending students home for fee which result in absenteeism of students from schools which affect K.C.S.E. performance negatively in day secondary schools of Kirinyaga County.

The problems related to family background can be solved by scheduling of administrative meetings to educate parents on how they can ensure the environment at home is conducive for the study and the importance of making environments and backgrounds conducive .

Parents Teachers Association should be treated as an important body in contributing to the development of their schools. This is by providing physical infrastructure and instructional and learning resources.

5.4 Recommendations.

The following recommendations were made ;

- 1) Students need to understand the content taught by the teachers.
- 2) The assignments given need to be marked and discussed in classes.,
- 3) Absenteeism should be avoided.
- 4) Schools should set rules and regulations governing performance and adhere to them strictly.t
- 5) Creation of a competitive environment to ensure students are motivated to learn. .
- 6) The principals should practice lesson observation of his or her staff members, .this improves the relationship between students and teachers, which leads to improved performance.
- 7) Academic clinics days should be held more regularly so as individual teachers get to meet each student and the parent so as they can discuss the performance at subject level, which will lead to general improvements in academics..

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APPENDICES.

Appendix 1: Questionnaire

Letter to the respondents.

Greetings,

I am a student from university of Nairobi, I am conducting a study entitled; **Factors Influencing Kenya Certificate of Secondary Education (K.C.S.E.) Performance Among Day Schools in Kirinyaga County, Kenya.**

I am requesting for your time to answer all the questions in the questionnaire that are useful and helpful for the completion of this study.

I urge that we give accurate answers to the best of our abilities.

The response to the questions will be treated with a lot of confidentiality.

All the positive response you give will be highly appreciated .

Thank you for your cooperation

Linet Njagi

Students' questionnaire

INSTRUCTIONS

- i. It is not an exam
- ii. All answers are varied
- iii. Please be honest and free when giving answers.
- iv. Do not write your name and your response will be held with confidence.

I. Write the name of your school

2. Indicate your gender

3. Indicate your parents' education level

Primary Education
Secondary Education
University Education

4. Indicate your parents' occupation.

- Peasant farmer
- Shop retailer
- Nurse Primary School Teacher

- University Lecturer
- Any other

5. Please indicate the level of your parents' involvement in the provision of learning resources and verbal encouragement.

- Very actively involved
- Moderately involved
- Not much involved
- Not involved at all

6. How much time on your personal time-table is allocated to study and revision

- Less than three (3) hours
- Over five (5) hours
- Three hours

Thank you for answering these questions.

Teachers' questionnaire.

INSTRUCTIONS

- i. Don't write your name

ii. Give your views freely, as your answers will be treated confidentially

1. Name of your school

2. State your teaching subjects up to three only.

3. Indicate your highest academic achievement.

- Diploma
- First degree
- Postgraduate

4. Indicate your experience period

- Three (3) years
- |less(3) years
- More than (5) years

5. Indicate the teaching you use you in your subjects.

- Lecture method
- Learner centered

6. Please indicate the adequacy or inadequacy of the following in your school

- Laboratories Apparatus
- Library Class Textbooks
- Teachers Reference Books

7. How do you reward those who perform well in your subjects

Cash awards (Money)

Token (materials)

Verbal praises

None

8. Indicate the possible causes of poor performance of K.S.C.E. in your school up to three.

9. Suggest two ways of improving performance of K.S.C.E.in your school.

10. Make any comment you think is useful for this study.

Thank you for your Co-operation

Appendix 2

Interview schedule for school principals

1. Please indicate the number students in your school

- Boys
- Girls

2. Indicate how many trained teachers there are in your school

- Male.....
- Female

3. Suggest three causes of poor performance of K.C.S.E. in your school

4. Suggest possible ways and means of improving K.C.S.E. performance in your school

Appendix 3

Work plan.

Period Activity	July	August	September	October
Proposal writing and proposal presentation.				
Reconnaissance				
Data collection and analysis				
Report writing and submission				

Appendix 4

Map of Kirinyaga county

