

**INFLUENCE OF SELECTED FACTORS ON PERFORMANCE OF BUSINESS  
STUDIES LEARNERS IN SECONDARY SCHOOLS WITHIN MUKAA SUB-  
COUNTY, MAKUENI COUNTY-KENYA**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF POST GRADUATE DIPLOMA IN  
EDUCATION OF THE UNIVERSITY OF NAIROBI**

**AUGUST 2022**

## DECLARATION

### Student's Declaration

I certify that this research project is entirely original work and hasn't been presented to or submitted at any university for the purpose of receiving credit for the work.

Signature ..........

Date.....19/10/2022.....

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### Supervisor's declaration

The project report has been submitted for examination with our approval as the university supervisors.

Signature ..........

Date.....20/10/2022.....

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## **DEDICATION**

I bestow this research project to my beloved family my father, Maj. Gen (Rtd) Joseph Musomba, my husband- Peter Musyoki, and my lovely three sons- Jeremy, Chris, and Jayden for their support and encouragement.

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## **ABBREVIATIONS AND ACRONYMS**

**KCSE**- Kenya Certificate of Secondary Education

**KESI**- Kenya Education Staff Institute

**KIE**- Kenya Institute of Education

**KNEC**- Kenya National Examination Council

**MOE**- Ministry of Education

**MOEST**- Ministry of Education Science and Technology

**NACOSTI**- National Commission of Science, Technology, and Innovation

**SCEO**- Sub County Education Office

**SPSS**- Statistical Package for Social Sciences

**STR**- Student-Teacher Ratio

**TSC**- Teachers Service Commission

## ABSTRACT

Over the years, education has cheeped in and played a significant role in letting people acquire skills deemed necessary for a successful life. In ensuring that success is achieved, it is critically observed that academic education primarily focuses on learning processes and progression, enhancing students' academic performance. Literature has it that attaining knowledge is critical in elevating one's societal status. The research purposed to determine school-based factors affecting the poor performance of business studies during the KCSE examination among Mukaa sub-county secondary schools in Makueni County, Kenya. The research adopted a descriptive cross-sectional study design conducted among consenting school principals, high school students taking business studies, and teachers teaching business studies. The study incorporated structured self-administered questionnaires comprised of both closed-ended and open-ended questions. The census population sampling technique was employed to recruit potential participants. The findings indicates that the standard, frequency, and consistency of supervision, connected by the head teachers affect students' performance at all educational levels. Similarly, it was also established that utilization of teaching resources is crucial for both teaching and learning since they stimulate and diversify student learning. Thirdly, it can be observed that academic success is significantly impacted by a student's level of discipline. A student's academic performance will be severely affected if they engage in fruitless activities due to their negative attitude toward learning. Finally, teaching and learning depend heavily on teachers. This is because teachers set up the essential material and learning objectives in a way that promotes learning. Because of this, the amount of the curriculum that is covered is significantly impacted by teacher availability and qualification. The study recommends that the improvement of the teaching and learning environment in schools should be a top priority for head teachers. This includes proper managing teacher transfer and implementing prescribed curricula. Secondly, in order to encourage excellent academic achievement that will implant 21st century abilities in students, education program directors and institutions of learning should try to provide suitable teaching and learning resources. Thirdly, students should get guidance on personal development that comprise discipline and positive attitude towards learning. This will enhance their overall achievement. Finally, teachers ought to be adequately equipped with skills, attitudes and physical resources in order to support effective teaching and learning in schools. The study results and findings can be utilized teacher educators, school administrators, and educational policy makers in setting up effective strategies and policies which upon implementation by the practicing teachers can mitigate the underlying issue of poor performance.

## CHAPTER ONE: INTRODUCTION

### 1.1 Background information

Academic success is influenced by a number of variables, such as socioeconomic, psychological, and institution-based aspects affecting the learners (Olatunde et al., 2010; Palos & Petrovici, 2014; Raj et al., 2019) Kenya is a lower-middle-income country with a more considerable percentage (75%) of its population residing in rural areas that are less developed (Ndour, 2015) The majority of the school-going residents, from these rural areas, therefore, dream about success, "the American dream," while in agreement with the notion, that education is the key to success (Slapik, 2017) Academic performance, a product of "quality education," does not only broaden people's horizons but also enriches their lives Literature has it that attaining knowledge is critical in elevating one's social status Raj et al. (2019), for example, notes that education has cheeped in and played a significant role in letting people acquire skills deemed necessary for a successful life Besides, their article outlined that education primarily enhances academic performance by having a critical focus on learning processes and learning progression hence the learners' achieving success in return (Raj et al., 2019) Academic performance, however, is usually measured by students' grades which could be influenced by a several number of variables, comprising students' level of intelligence (Wood & Locke, 1987; Raj et al., 2019) Other factors are socioeconomic, psychological, and school based factors (Olatunde et al., 2010).

Education is any form of learning where through training, teaching, and research, a particular group's skills, knowledge, and habits are transferred from a specific generation. It is essential for developing any society globally, regionally, and locally (Oguntuase et al., 2013).

Globally, academic performance is considered an integral part of education. A school that consistently performs poorly is seen as an incompetent learning institution, not in a position to meet the expected standards despite a repeated assessment cycle. The issue of poor performance cuts across the world despite being associated with several problems such as a high dropout rate and high rates of indiscipline cases. A study by Lowe (2009) done in the United Kingdom also identified that the problem of underperformance cuts across the United Kingdom nation and hence recommended the schools to strategize empowerment of students' performance in the failing schools (Lowe, 2009).

Regionally, Nannyonjo (2007) did a study in Uganda on the variables affecting academic attainment in Uganda revealed several factors hindering good school performance, including features of head teachers, including training, age, and methods of monitoring.

Locally, performance has been stressed as an all-time quality education's integral part in the Kenyan nation. This is, however, not to say that there have not been schools that have alarming performance. Several studies have reported poor performance related to different factors within different schools. Among the studies conducted included a survey by Mumasi (2013), which revealed poor performance among schools from Narok Kenya.

High performance in schools and the provision of quality education are necessary for the achievement of the millennium development goals and Vision 2030. (Mumasi, 2013). Hence it is worthy of conducting this study as it will outline the school-based low-performance causative factors which, upon implementation of the recommendations to be made, will lead to mitigation of poor performance in business studies and the entire KCSE examination at large.

## **1.2 Statement of the problem.**

The impact of school-based influences on a particular subject is remain unclear (business studies) regarding performance among high schools in Mukaa Sub County in Makueni County during their KCSE exam despite dismal performance in the business studies subject in a considerable amount of time. The majority of the published research articles on institution-based variables affecting academic success, such as researches by Chemiat (2020), Onyara (2013), and Musyoka (2018), focused on overall performance studies. Nationally, there is significant low or poor KCSE exam achievement across high schools. For example, in KCSE 2020, only 143,140 (19%) of 747,161 candidates who sat the KCSE exam attained a C+ (minimum university entry requirement) and above (Nation, 2020). The situation is not different in the Mukaa sub-county in Makueni County, where most schools have been acquiring an average mean grade ranging between D minus to C plain during the KCSE exam. Only 36 out of 406 secondary schools managed 6 points (equivalent to C plain) in KCSE 2020. This can be translated as a pass rate of 8.87%, which is indeed an insignificant percentage, and a significant failure rate of 91.13%.

Taking business studies, in particular, schools like AIC sultan, Kwothithu secondary school, and St Stephen Kiima in Mukaa Sub County has had their business studies students attaining dismal performance (average of less than 4) constantly for the recent three years (2018, 2019 and 2020) It is due to this existing knowledge gap on the analysis of poor performance per specific subject, specifically business studies that the study, intended to determine the impact of selected aspects on achievement of business studies during the KCSE examination at Mukaa Sub County in Makueni County.

### **1.3 Purpose of the study**

The research pursued to examine influence of selected factors on performance of business studies among secondary schools in Mukaa Sub County in Makueni County, Kenya.

### **1.4 Objectives of the study**

#### **1.4.1 Broad objective**

To determine influence of selected factors on performance of business studies during the KCSE examination among Mukaa sub-county secondary schools in Makueni County.

#### **1.4.2 Specific objectives**

The survey's key objectives were as follows:

1. To investigate how school administration influences poor performance in business studies during the KCSE examination at Mukaa sub-county in Makueni County.
2. To assess the degree to which the availability and adequacy of teaching and learning resources for business studies affect students' academic achievement in business studies in Mukaa sub-county secondary schools in Makueni County.
3. To determine the effect of students' attitude towards business studies on their academic performance in Mukaa sub-county secondary schools in Makueni County.
4. To assess how teachers' attitudes and qualifications affect students' academic performance in business studies during the KCSE exams in Mukaa sub-county secondary schools in Makueni County.

### **1.5 Research questions**

1. To what extent does school administration influence performance in business studies during the KCSE examination at Mukaa sub-county in Makueni County?
2. How much do students' academic results in business studies depend on the accessibility and quality of teaching and learning resources in Mukaa sub-county secondary schools in Makueni County?
3. What is the attitude of Business studies students towards the subject on their academic performance in Mukaa sub-county secondary schools in Makueni County?
4. How much do the KCSE students' performances during the exam depend on the teachers' attitudes and qualifications in terms of teaching business in Mukaa Sub County?

### **1.6 Study significance.**

Based on the evaluation, the study will be regarded as crucial in offering a logical knowledge of theoretical and practical instruction. The study is anticipated to have the following advantages in addition to theoretical and practical consequences for Mukaa Sub County learners' performance in the future.

The study findings will be beneficial in highlighting the key factors influencing secondary school students' performance. Implementing the recommendations will enable Mukaa Sub County to produce a good performance.

Additionally, practicing instructors, teacher educators, and educational leaders will find the study's conclusions to be very significant by adding the body of knowledge on the current performance influencing factors and effective mitigation strategies that will ensure significant performance in not only Mukaa Sub County but the entire e Kenyan Nation at large.

Moreover, the current study's objectives of enlisting factors causing dismal performance in Mukaa sub-county secondary schools will be important to the students, teachers, and administrators in training to attain positive personal factors, including a positive attitude towards learning and excellent academic performance.

Last but not least, the findings will be of great importance to upcoming scholars in evaluating the existing unresearched gaps for the betterment of Mukaa Sub County and Makueni County on matters related to education.

### **1.7 Delimitations of the study**

The following independent variables served as the basis for this study, which was conducted in Mukaa Sub County: school administration-related factors, teacher-related factors, student-related factors, and environmental factors (availability of teaching and learning resources). The study was delimited to public schools. Data collection were among business study students, head teachers, and business study teachers.

### **1.8 Limitations of the Study**

The current research anticipated full cooperation from respondents during the data collection; therefore, respondent who may hesitate to provide data due to fear of privacy were assured of privacy and confidentiality of their responses.



### **1.9 Assumptions of the study**

The study was conducted under the presumption that the respondents would be available for the data collection process as well as cooperative, truthful, and reliable in their responses to the research questions. Besides, it was assumed that all the information given by respondents will be accurate. Furthermore, the study was conducted on the assumption that the school administrators gave the obliged consent for data collection.

### **1.10 Definitions of significant terms**

**Academic Achievement and performance** refers to a learner's educational accomplishment in business study measurable by the mean grade attained during the KCSE exam.

**Administration-related factors** in this research, it describes the principals' or Head teacher's supervisory role in overseeing a school's teaching or learning process.

**Environment-related factors** in this study refer to the school's physical facilities, including school infrastructures, business study books, library, and classrooms that business study students and teachers usually utilize during learning business study.

**Examination** refers to evaluating how well a student has learned a particular concept.

**According to this study**, poor-performing schools refer to the secondary schools whose KCSE examinations results' mean grade is below C+.

**The principal or head teacher in this research** refers to the instructor who manages a school as per the given school's authoritative power in matters concerning administration by the Teachers Service Commission (TSC).

**Public secondary schools** refer to institutions that are owned by the government and enrolled to regularly offer secondary-level instruction.

**School-based factors** refer to the school's interior elements controlled by the school.

**Teacher adequacy** refers to a favorable student-teacher ratio (STR), for example, one business study teacher versus 40 or fewer business study students.

### **1.11 Summary**

Conclusively several factors, including school-based factors, are associated with the poor performance of students during their KNEC exams in secondary schools. Most published researchers on school-based factors have focused on overall performance. Hence, there is a lack of data on the analysis of poor performance per specific subjects, specifically business studies. Therefore, the survey's goal was to identify the elements that affect performance of business studies that are specific to the institution during the KCSE examination at Mukaa Sub County in Makueni County.

## CHAPTER TWO: LITERATURE REVIEW

### 2.0 Introduction

According to the literature, a variety of aspects, including those that often have an impact on the students' socioeconomic, psychological, and school-based variables, affect academic achievement (Olatunde et al., 2010; Palos & Petrovici, 2014; Raj et al., 2019). The factors can both act as influencers or barriers. When acting as influencers, factors are known to positively impact education. Hence, good or excellent academic performance is achieved in return, whereas when acting as barriers, they negatively influence education, letting learners pose low or poor academic performance. Several researchers have presented several contrasting and similar opinions on matters related to factors affecting academic performance. Therefore, this section of the research project seeks to outline the previously published and existing pieces of literature.

The literature review intends to enlighten the school-based factors affecting academic performance as per previous studies. Besides, it seeks to identify areas of prior scholarship on a similar topic hence helping in not only giving credit to other researchers and preventing duplication of information on the same area. Furthermore, this section seeks to identify existing inconsistencies, such as research gaps and conflicts from previously conducted studies, making a case for the need for further study. Besides the outline of the empirical review of factors affecting academic performance, the literature review's scope comprises a succinct outline regarding the theoretical and conceptual framework outlining the interrelationship amongst the predictors (school-based) and outcome variable (poor academic performance) factors.

## **2.1 An overview of the influence of school-based factors on learners' academic performance.**

Onyara (2013) generally outlined that human and financial resources can significantly negatively influence learners' academic performance if not well handled. The study revealed that most head teachers and directors fail to employ enough well-trained school workers (Onyara, 2013). Besides, it outlined that most school head teachers find their schools having financial constraints due to financial resources not being well established.

Similar to this, a recent investigation by Musyoka (2018) on how school-based variables contribute learners' academic achievement on the KCSE showed a strong and positive connection between those characteristics and students' KCSE performance. The outlined school-based factors then included available teaching resources, favorable STR, appropriate and quality basic resources such as classrooms, dormitories, as well as libraries, and motivated head teachers who effectively conduct their supervisory roles. In his study, Musyoka (2018) noted that most schools' poor academic performance (declining KCSE performance in mukaa Sub County) is a result of inadequate human resources coupled with a lack of immediate replacement following a transfer of teachers from the school, insufficient teaching resources and head teachers failing to rarely vet teachers' lesson notes and conducting appraisal performances.

### **2.1 School administration and academic performance**

Besides head teachers being decision-makers in school, they are known to execute other vital roles in matters related to the school's administration that can significantly influence students' academic performance (Jafred, 2017). Therefore, the head teacher's administrative role significantly influences the school's performance. Jafred (2017) notes

that Head teachers who are known to be enthusiasts of excellent academic performance are also enthusiasts of teamwork. They believe teamwork is the working tool to achieve an excellent academic output. This demonstrates why the effectiveness of a particular school is typically evaluated in relation to the achievements of its head teacher.

Similarly, a study by Ndunda (2016) reported a substantial correlation between students' academic achievement and the contribution of the school the principals or head teachers, in that head teachers are not only the institutions' central system through which all the important duties lie but are also considered regulators of all the school-related resources that may significantly influence student academic performance (Ndunda, 2016) Besides, a study done in Uganda by Schelvince (2015) reported that head teachers are an influencing factor in a school's academic performance He based his argument on the significance of several head teachers' traits that influence students' performance. Qualifications, experience, in-service training, age and length of service at the school are only a few of the characteristics. Besides the head teacher's traits, the study also established that proper supervision plans and administrative styles could influence academic performance In contrast, poor academic performance could result from poor supervision and administrative plans.

In his study, Onumah (2016) noted that instruction's quality, regularity, and continuity of supervision normally linked with the head teachers' roles significantly influence the success of any educational level He further outlined that head teachers who perform their roles such as curriculum and instruction management, classroom instruction supervision, promotion and enhancing learning environments, and regular evaluation of students' progress, including academic achievements, among other roles, are significantly associated

with satisfactory, good, or excellent academic performance. In his study to identify the variables impacting students' educational outcomes during their assessments for the senior school certificate in Nigeria, Ankomah (2002) outlined a similar positive significance of supervisory roles on learners' academic performance. He argued that the success of schools is correlated with the existence of a robust leadership showed through excellent teachers and work management. He further argued that some of the actions (such as sitting in the classroom together with the learning students during instructional time and noting down notes which later act as a reference point during discussions with the teachers) taken by the head teacher while executing his roles are positively associated with good academic performance (Ankonah, 2002). Some of the other head teachers' roles reported to demonstrate a favorable impact on academic achievement of learners included sampling out some of the work, including class and homework exercises done by the students regularly to determine how much instruction is being accomplished by the educators, inspecting teachers' lesson plans, and vetting them weekly (Nyannyonjo, 2007, Sushila, 2004; Nyamongo et al., 2014). Nyamongo et al. (2014), however, insisted that the Head teachers' contributions have a good impact on students' academic achievement. This is exhibited when there is an outline of clear and specific goals that will guide head teachers in executing their supervisory roles. Furthermore, the principal's attitudinal trait of allowing a student to take part in governance and the head teacher's capability to ensure a favorable student-teacher ratio (STR) influence students' academic performance in return.

## **2.2 Availability of Learning and Teaching Resources and Academic Achievement.**

Instructional materials are described as those that not only support but also help and aid the learner's grasp of the ideas or concepts offered during the learning process in an

educational setting. Instructional resources are known to not only assist students with learning but also increase their interest in learning as well. They are well known to enhance learners' total participation in a class, ensuring effective learning in return. Availability and adequacy of Instructional resources can positively influence students' academic performance, whereas unavailability may influence performance negatively.

According to Agosiobe (20), exploitation of teaching resources is critical as it helps motivate the learners to learn by offering stimulation variation and helping keep students' concentration throughout the class time session. Teaching aids confirm the information by offering vibrant elaboration in cases where outlined concepts are complex to grasp. Besides, the employment of instructional materials, including but not limited to audio-visual enhances some liveliness in a class discussion. Besides that, they are well known for their positive trait of challenging independent thinking, especially when used independently. The availability of more learning resources enhances students' interest in learning and creates a lively learning environment where the students can fully engage in both classroom and outdoor activities. A school that fully utilizes the available learning materials helps its learners easily select their learning concepts. Adequacy of learning materials effectively provides the learner with the needed practical experience (Agosiobe, 2015).

Similarly, in their research, Sheillah and Sellerv (2017) argued that instructional materials are a learning ingredient and that completion of a learning program may be difficult to achieve without instructional learning materials. There is difficulty and increased chances of teachers not settling the set course objective following insufficiency.

Furthermore, a comprehensive study done by Lowe (2009) in South Africa discovered a significant association between insufficient materials used in learning as well as instruction and dismal learners' academic achievement in their assessments. Other than the achievement of learning activities through linking students' nurtured creativeness and motivation with the social and natural ecosystems. The researchers discovered that learners' poor performance is associated with the lack of relevant textbooks directed to the curriculum's requirements (Lowe, 20). On the other hand, teachers ought to utilize the available learning resources such as textbooks to enhance learners' class participation for effective learning, hence excellent academic performance. There is a variation of learners' interests and abilities, which calls for teachers' ability to effectively select and utilize vast teaching approaches to solve most of the existing personal differences in a class for excellent besides uniform academic performance (Chemiat, 2020).

Several materials, including but not limited to print, electronic, multi-media, print media such as textbooks, magazines, and newspapers, chart maps, and posters, are essential for an effective learning process that would yield excellent academic performance. It calls forth for teachers' role to utilize the available Instructional materials to positively affect learning. Some instructional materials are more significant in making learning easier. For example, print media is reported to enhance learning practical by allowing learners to watch models which make learning real. The ability of teachers to allow students to acquire learning in a manner that ensembles their favored approach enhances excellent academic performance, whereas incapability influences academic performance negatively (Lowe, 2007; Chemiat, 2020).



Last but not least, despite the unavailability of learning materials, the inability to cover the wide KCSE syllabus within a given time frame has frequently influenced learners achievement at Kenya certificate of Secondary examinations. It is, therefore, hypothesized that wide coverage of the business study syllabus, inadequate business study learning materials, and non-utilization of available resources by the business studies' teachers in school may be associated with a dismal performance in business studies during ten KCSE examinations.

### **2.3 Students related factors and Academic Performance**

Academic success and students' attitudes for studying and great performance are significantly correlated, according to a number of literary works. Putting other factors constant, students' attitude towards learning and the zeal to excel have a significant role in academic performance. Students' characteristics, including but not limited to socioeconomic background, influence academic performance. The argument is based on the fact that students from financially stable backgrounds tend to be provided with learning materials. This, however, is not consistent as there have been cases where students from financially stable backgrounds end up performing poorly, which may be due to negative learning or other interrelated factors. However, a comprehensive study by Kamuyu (2010) revealed that a learners' family socioeconomic status has an insignificant impact on a learners achievement but instead coined that it is significantly affected by a student's abilities and fortitude to accomplish the set academic objectives.

Similarly, a research by Griffin (2004) indicated that a learner's achievement depends solely on the individual student's ability and determination to obtain the academic goals set. It would take too long to cover the entire KCSE curriculum in the allotted period.

Hence, a student with a negative attitude towards learning will keep himself/herself busy with unconstructive activities, ending up with limited time for effective syllabus coverage during the last minutes and influencing poor performance (Kiboss, 2016). His study also argued that female students are mostly affected by a lack of time to study, affecting their secondary school performance.

Last but not least, a study by Mwangi (2013) similarly denoted denotes that student's achievement is affected by students' attitude towards KCSE) examination at the secondary level.

#### **2.4 Teachers' related factors and academic Achievement**

The close association between teachers' qualifications and experience with learners' achievement has been outlined by several scholars in their extensive research. According to Mumasi (2013), a study done in Nyanza by Wanga and Karanja that determined the contribution of teachers in impacting students' achievement revealed the existence of a massive dependence between students' performance and the teachers' role such as planning of curriculum and classroom management. Therefore, they resolved that an instructor has a substantial role in influencing learners' performance in national examinations, including KCSE. Moreover, a study done in Uganda by Nannyonjo (2007) revealed several teachers' characteristics that may promote students' performance among them, including but not limited to qualification, age-related factors, in-service training of teachers, teacher's experience, and teacher's strategy. Nannyonjo's findings were similar to Twoli's study conducted in 2006 on students' performance, which revealed a positive association between learners' achievement and instructors' attributes, including academic credentials and their competence during the teaching process. His study noted a direct relationship between

good teaching strategies and high school academic performance. As much as teachers are deemed a significant factor influencing students' academic performance, Kenyan secondary schools have faced shortages of qualified teachers. This factor is associated with a significantly dismal school performance (Twoli 2006; Mumasi 2013).

Other than teachers' attitudes, their availability and adequacy have been reported as significant factors that influence students' performance (Mutindi, 2018). Similarly, studies done in Tanzania by Mdee and Donatha (2015) and Mosha (2014) revealed several factors associated with a dismal performance in secondary schools. The factors outlined included but were not limited to inadequate teachers and low syllabus coverage, among other factors.

Therefore, it is hypothesized that business teachers' negative attitude toward business studies as a subject and the inadequacy of business studies teachers in Mukaa sub-county secondary schools is associated with the massive failure in business studies during the KCSE examination.

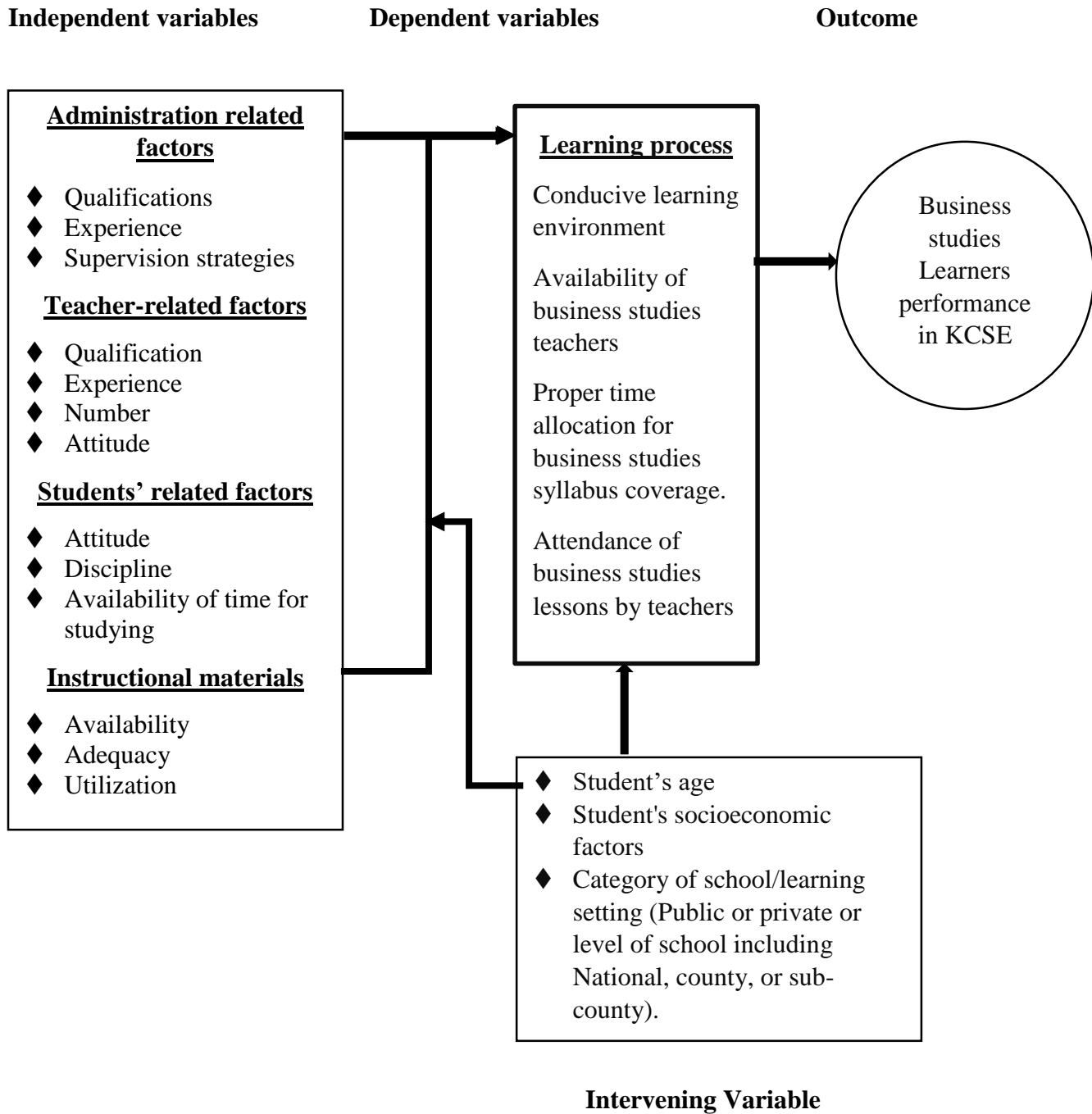
## **2.5 Theoretical framework**

The investigation will be grounded in Skinner's learning motivation theory (1993). Skinner's theory outlines that "humans' motivation to learn is through selective reinforcement of progressively more adequate approximation of the desired behavior." In this aspect, the learner's performance is inspired by their teachers, who usually provide moral support and control their emotions, the school's environmental distractors, and peer pressure. On matters of management, the theory is widely accepted (Skinner, 1993). In this aspect, it outlines that satisfied employees are more productive in their workplace as they do not contribute superior academic achievement but also specifically promote the success of the set institutional goals and purposes.

Other than employees' satisfaction, the theory also outlines the critical role of employees' attitude and motivation in influencing their productivity and the organization's overall success. There is an increased likelihood of achieving a higher level of job performance among well-motivated employees as they tend to carry out their job better than non-motivated employees. Employment of the right strategies by the organization's administration can encourage employee's loyalty, dedication, and self-awareness, that are essential for the organization's excellence. The classroom has the teachers as the main motivators, and the school is the organization. Teachers must understand the learners and their favorite inspirational and motivational ways for high performance as motivators. "Student's performance depends on immediate reward or feedback" (Chemiat, 2020). Skinner believes that learning should be based on positive reinforcement, although there is positive and negative reinforcement (Gordan & Krishanan, 2014). Coordination of all the teachers' efforts, student-related factors, and school-based factors is critical for attaining the desired effective performance. As per Skinner's sentiments, a school's success is positively influenced by an effective head teacher (who plays a key role) and other external factors. The key effective head teachers' driving force is their level of motivation. Motivation level can be applicable while playing their role in not only harnessing school resources but also giving school direction on matters of vision and mission of the school. Another classroom teacher's motivation is likely to be influenced by the head teacher's motivation, resulting in effective student performance (Chemiat, 2020). The suitability of this philosophy for this research is attributable to the circumstance that it contemplates that students' high performance is reliable on school-based factors, including school administration (head teacher) related factors, student's related factors, the accessibility of

materials for education and instruction such as textbooks, and instructors' who are the main motivators, related factors such as teachers' traits including qualifications, attitude and teaching strategies.

## 2.6 Conceptual framework.



**Figure 1:** Conceptual framework

## **CHAPTER THREE: RESEARCH DESIGN & METHODOLOGY**

### **3.1 Introduction.**

This section centers on the research method, areas of study and the population of the study. Furthermore, it highlights sampling size and methodology, data gathering, and data management. It similarly includes the ethical consideration, dissemination of results and findings, proposed budget, and proposed timeline.

### **3.2 Study design**

The research employed a descriptive cross-sectional analysis to identify the elements at the institution that contribute to poor academic achievement of business studies during KCSE at Mukaa sub-county secondary schools in Makueni County. According to Bryman and Bell (2011), assessing the rate of occurrence of a variable or the interaction of variables are often the two main goals of a descriptive study design. A mixed techniques strategy was used in the investigation (a combination of quantitative and qualitative approaches) to determine the relationship between variables (business study academic performance as the dependent variable and school-based factors as the independent variable); hence a descriptive cross-sectional research methodology is justifiable for this study. Besides, it is noted that descriptive design is applicable when there is a need to seek information describing an existing phenomenon by utilization of questions designed related to an individual's perceptions and attitude. This research is intended to obtain comprehensive information (the effect of school-based variables on business study academic achievement) through the use of a questionnaire structured with some questions related to an individual's perceptions and attitude. Furthermore, the study methodology was suitable for the research as it is intended to be conducted in a setting requiring direct responses from the participants

as well as conducting an investigation of the existing phenomena without manipulation of these variables.

### **3.3 Target Population.**

A target population, according to Mugenada and Mugenda (2012), is a comprehensive group of people, cases, or things that share some features and are of significance to the researcher for the sake of generalizing research findings. The study included all the business studies students, head teachers, and business studies teachers from AIC Sultan, Kwothimu, and St Stephen Kiima secondary school. Therefore, it targeted approximately 60 business studies students, three principals, and six business study teachers. The targeting of head teachers was attributable to their role of being in charge of academic issues at school and the curriculum hence considered to be knowledgeable on matters related to school-based factors affecting academic performance. The study excluded deputy head teachers as they are deemed to have similar supervisory roles in curriculum supervision as those of head teachers. Business study teachers are targeted as they are the student's motivators hence were considered essential in outlining teacher-related factors. The business study students were targeted to help pinpoint the student's related factors, including peer pressure and attitude influencing academic performance.

### **3.4 Sample size and sampling technique**

Cresswell (2013) describes a sample a population-drawn set of entities for accessible population characteristics estimation. On the other hand, Frankel and Wallen (2000) defined sample size as “the group of individuals on which information is obtained.” The study utilized stratified, simple random, and purposive sampling techniques for selection



of the sample size. The three schools were chosen using the random selection method (the targeted number for the current research). Purposive random selection technique was applicable to purposely choose only business study students, business study teachers, and principals, excluding other non-business students, non-business teachers, and deputy head teachers. With the use of random sampling, each institution had an equal opportunity of taking part in the research. Following the selection of the three schools, the sample size determination employed the Census method to involve 69 participants (the entire population of the students, teachers, and principals).

**Table 1:Sample size Determination**

<b>Participants</b>	<b>No</b>	<b>Percentage Distribution</b>
Principals	3	4.3%
Business studies students	60	87.0%
Business studies teachers	6	8.7%
<b>Total</b>	<b>69</b>	<b>100</b>

### **3.5 Methods of Data collection.**

#### **3.5.1 Research instruments**

Basically, standardized self-administered survey questionnaires were utilized as data gathering instruments. Those were all self-administered surveys that were provided in English, which is considered a formal language applicable in secondary schools and hence understandable by both the principals, teachers, and students as well as three different questionnaires were distributed separately, each with specific questions for a specific study participant. Simply put, there will be a questionnaire for the principals, the business studies teachers, and a questionnaire for the students partaking in business studies. Each questionnaire will comprise different sections, including a section for seeking participants'

demographic data and the other section to assess data concerning the specific objective outlined. Every questionnaire took the participant approximately 15 minutes to fill in. The use of questionnaires in this study was justifiable as it is a cheap mode of data collection. It guarantees anonymity, gives respondents time to consider their choices, is simple to assess, and allows respondents to reflect on their answers (Saunders, 2012).

### **3.5.2 Data collection Procedure.**

After receiving the Mukaa Sub County Education office's ethical clearance, the heads of the participating schools' principals' authorization, and the respondents' authorization, the process of gathering data got under way. After that, participants self-administered the survey questionnaires during the pretesting and actual data collection phases.

Pretesting helped identify potential challenges during data collection and remained an appropriate opportunity to assess the data collection tool's adequacy. Pretesting the questionnaire involved 10 % of the sample size; among six consenting participants in a randomly picked school (Bishop Ngala Secondary school) within the sub-county since it's was not among the three to be considered within the actual data collection phase. Grounded on the findings from the pretesting, appropriate adjustments were made, making the study tool effective and relevant to what it intends to measure. After successfully adjusting the research tool, it was then self-administered among the consenting participants for the actual data collection process.

### **3.6 Validity of Research instruments.**

Validity is the capacity of the survey instrument to precisely measure what it is intended to assess (Mugenda & Mugenda, 2003). Therefore, the research tool was subjected to a test-retest process to ensure that it adequately measures the key concepts of the study. In this

case, the supervising lecturer examined the research tool. During validation, the supervisor assessed the authenticity and the extent to which the questions seek to ask information that ought to meet the outlined study objectives.

### **3.7 Reliability of research instrument**

The capacity of a research tool to produce the same results over and over again is referred to as reliability (Bryman & Bell, 2010; Mugenda & Mugenda, 2003). Furthermore, consistency ensures scores are stable during the actual data collection process. A reliable study tool ensures that there is a consistency of results even when the data is gathered at different times. In establishing the reliability of the study tool, Cronbach's Alpha coefficient was determined the research tool's reliability. When a research tool has a Cronbach alpha coefficient of 0.7 or higher, according to Mugenda & Mugenda (2003), it is regarded as being very consistent or reliable.

### **3.8 Operational definition of variables.**

Determining the degree to which institution-based variables affects learners' academic achievement in business studies during KCSE involved a common question being asked to both participants to rate on an ordinal scale regarding the degree of effect they have on business study performance during KCSE. The analysis of degree or extent was ordinally classified on a scale, and numerical numbers that was designated, with 1 denoting no extent at all as the least value and 5 denoting very great extent as the largest value. The remaining values, 2, 3, and 4, will denote little, moderate, and great extent, respectively. Assessment of frequency of supervising scheme of work, lesson plan, and progress or class registers as one of the effective head teacher's supervisory roles was rated ordinally on a scale of 1 through 4 (1= Not at all, 2= Rarely, 3= Often and 4=Very often).

### **3.9 Data Analysis**

The procedure of modifying, classifying, extracting, and checking unprocessed data is known as data analysis (Malhotra & Birks, 2006). In this study, there will be the utilization of SPSS version 27.0 for data analysis. Descriptive statistics using mean, frequency, and proportions was employed to summarize the collected quantitative data. On the other hand, in accordance with Zina's suggestion, content analysis was used to examine the qualitative data from the open-ended questions using the concept of organizing, sorting out, coding and thematic analysis, searching for meaning, interpretation, and drawing a conclusion based on the research objectives (Zina, 2010).

### **3.10 Ethical Considerations**

In order to protect survey respondents, it is crucial to follow research ethical principles in all research projects. The current research utilized primary data which was gathered using questionnaires. Review and authorization of the research proposal were sought from the supervising lecturer. Permission to access the study participants and conduct the study was sought from Mukaa Sub County Education office. The research process, the study's objectives, and information about the study were explained to the participants without influencing their responses. No participant was forced to answer the questionnaire. Both verbal and written permission were acquired from the respondents prior to the commencement of actual data collection. Besides, they were assured of confidentiality throughout the entire research process.

### **3.11 Summary**

Conclusively, the section has described the procedure to be employed in conducting the main survey project. This has comprised an outline of the ideal study design for the

research; Cross descriptive cross-sectional study, target population (business students, business teachers, and head teachers of AIC sultan, Kwothithu, and St Stephen Kiima secondary schools in Mukaa Sub County. Besides the chapter has outlined that both simple stratified as well as purposive random selection techniques was employed in the selection of the research participants using census population, the study is intended to recruit 69 participants who will give out primary data using a structured self-administered questionnaire following validation and questionnaire reliability determination Quantitative (SPSS), and qualitative (content analysis) data analysis technique will then be employed where the findings will descriptively and inferentially be presented Last, but not least, this methodology section has as well pinpointed out that ethical considerations will be followed strictly and that participants will be secure and unharmed by any type of threat.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This existing section sought to analyze data being guided by the study aims and objectives.

This involves sorting out, coding and thematic analysis, searching for meaning, interpretation, as well as drawing a conclusion based on the research objectives. The section begins with analysis of respondents' response rate, reliability analysis and descriptive analysis of study variables.

##### 4.1.1 Response Rate

One way to compute response rates is to divide the total number of sample participants by the number of valid messages collected. The return rate for the study is shown in Table 2.

**Table 2: Response Rate**

Participants	Initial sample size	Returned sample	Percentage (%)
Principals	3	3	100
Business studies students	60	57	95
Business studies teachers	6	6	100

The study had purposed to utilize 69 as the sample size for the research. The returned sample for students was 95% while principals and teachers were 100%. A high response rate is necessary to guarantee that the findings accurately reflect the target demographic, and that the questionnaire was truly completed. Fincham (2008) asserts that for the majority of studies, investigators should strive for response rates of 60% or above.

#### 4.1.2 Reliability Analysis

The dependability of a questionnaire can be evaluated as a way to gauge how well the data collection method was used. Before a result may be accepted, a reliable measurement technique is necessary. To evaluate the instrument's dependability, Cronbach's alpha was employed. Table 3 discusses the outcomes.

**Table 3: Reliability Analysis**

Variable	Cronbach's alpha	Decision
Administration related factors	0.923	Reliable
Teacher related factors	0.951	Reliable
Students' related factors	0.852	Reliable
Instructional materials	0.828	Reliable
<b>Overall reliability Index</b>	<b>0.858</b>	<b>Reliable</b>

The instrument for the study had a Cronbach coefficient of 0.858, which was noted to be reliable indicator according to the reliability analysis. A research tool will always be regarded as very dependable whenever it produces a Cronbach alpha coefficient of 0.7 and higher (Mugenda & Mugenda (2003)).

#### 4.1.3 Basic Demographics (Data from Teachers )

A crosstabulation between respondents age and gender was analyzed. Tables 4 and 5 summarize the results of the research.

**Table 4: Respondent age and gender Crosstabulation**

			Gender		
			Male	Female	Total
Respondent age	26-33 years	Count	2	0	2
		% of Total	33.3%	0.0%	33.3%
	34-41 years	Count	1	1	2
		% of Total	16.7%	16.7%	33.3%

42-49 years	Count	1	1	2
	% of Total	16.7%	16.7%	33.3%
<b>Total</b>	<b>Count</b>	<b>4</b>	<b>2</b>	<b>6</b>
	<b>% of Total</b>	<b>66.7%</b>	<b>33.3%</b>	<b>100.0%</b>

According to the study, 33.3% of male participants were between the ages of 26 and 33. Similarly, 16.7% of females were between 34 and 49 years of age. This proportion was replicated by a similar percentage in male respondents while 33.3% were the female respondents

#### 4.1.4 Educational Qualification

The goal of the research was to determine the respondents' greatest level of education. The outcomes are shown in Table 5.

**Table 5: Highest professional Qualification**

	Frequency	Percent
Diploma	1	16.7
B.Ed	3	50.0
M.Ed	2	33.3
<b>Total</b>	<b>6</b>	<b>100.0</b>

Regarding education qualification, it was established that 50% had bachelor's degree followed by 33.3% with master's degree and finally, 16.7% with diploma qualification. This shows that respondents had attained requisite qualifications to be in a position to undertake their mandate in education setting.

#### 4.1.5 Work Experience

The study analyzed the data concerning to the work experience of the participants. Its finding is described in Table 6.



**Table 6: Work experience as a Teacher**

	Frequency	Percent
1-5 years	1	16.7
6-10 years	3	50.0
11-15 years	2	33.3
Total	6	100.0

According to the report, 50% had work experience ranging from six to ten years. Furthermore, 33.3% and 16.7% had work experience between 11 and 15 years and between 1 and 5 years respectively.

#### **4.1.6 in-service course Attendance**

The goal of the study was to ascertain whether participants had received any further training for career growth. The results are provided in Table 7.

**Table 7: in-service course Training**

	Frequency	Percent
Yes	2	33.3
No	4	66.7
Total	6	100.0

In-service courses are important in enhancing the skills of teachers in teaching and learning. According to the study, it was found that only 33.3% reported that they have participated in professional development course. However, 66.7% reported on the contrary that they have never participated in such professional development

#### **4.1.7 Basic Demographics (Data from head Teachers)**

Following tables include the results of the analysis done on data from head teachers.

#### **4.1.8 Education qualification**

Table 8 accurately analyzes and presents the head teachers' educational background.

**Table 8: Education Level**

Education qualification	Frequency	Percent
B.Ed	1	33.3
M.Ed	2	66.7
Total	3	100.0

Academic qualifications equips teachers have an understanding the content that ought to be taught to learners. From the finding, it was established that 66.7% had masters while 33.3% with bachelor's degree.

#### **4.1.9 Experience**

Using descriptive statistics, Table 9 examined and summarized the significance of head teachers' experience.

**Table 9: Crosstabulation on experience and Gender**

		Gender		
		Male	Female	Total
Length of time as the head teacher	1-5 years	Count	0	1
		% of Total	0.0%	33.3%
6-10 years		Count	1	0
		% of Total	33.3%	0.0%
11-15 years		Count	1	0
		% of Total	33.3%	0.0%
Total		Count	2	1
				3

% of Total    66.7%    33.3%    100.0%

---

Work experience enables individuals to demonstrate knowledge and competence on subject matter. According to the study, it was observed that 66.7% of male respondents had work experience between 6 and 15 years. This represented a larger proportion while females were 33.3% who had work experience between 1 and 5 years.

#### **4.10 Basic Demographics (Data from students)**

The basic information that were analyzed related to respondents' gender and the school type

**Table 10: Crosstabulation on School type and gender**

		<b>Gender</b>			
		<b>Male</b>	<b>Female</b>	<b>Total</b>	
School type	Boarding	Count	9	9	18
		% of Total	15.8%	15.8%	31.6%
	Mixed day and boarding school	Count	14	25	39
		% of Total	24.6%	43.9%	68.4%
Total		Count	23	34	57
		% of Total	40.4%	59.6%	100.0%

The study had stratified school category into single gender, boarding and mixed day and boarding. From the study findings, it was recognized that 15.8% represented male and female respondents from boarding school. Furthermore, it was established that 43.9% of females were sampled from mixed day and boarding while only 24.6% were represented by male respondents.

#### **4.2 Descriptive Analysis**

The main purpose for descriptive analysis was to establish patterns that relates to variables of the study. The main statistics employed in this section were percentages, means and standard deviations.

#### 4.2.1 Administrative Related Factors

The survey's primary objective was to investigate how school administration affects poor academic achievement in business studies during the KCSE examination at Mukaa sub-county in Makueni County. The findings of the variable to be analyzed include supervision strategies. The data from the headteachers regarding their supervisory strategies were descriptively analyzed and displayed in Table 11.

**Table 11: Administrative Related Factors**

Statement	N	Frequency			Mean	SD
		Rarely	Often	Very often		
Cases of teachers teaching business studies being transferred from your school	3	0%	33%	67%	3.66	0.57
Frequency of teacher replacement when they get transfer	3	33%	33%	33%	3.00	1.00
I supervise Scheme of work	3	0%	67%	33%	3.33	0.57
I supervise Lesson plans	3	0%	0%	100%	4.00	0.00
I supervise Progress records/ Class registers	3	0%	33%	67%	3.66	0.57
The head teachers influence the performance of business studies during the KCSE examinations	3	0%	33%	67%	3.66	0.57
<i>Valid N (listwise)</i>	3					

Head teachers are not only the school's central system through which all the important duties lie. According to the research, it was established that 67% of respondents affirmed that very often, there were cases of teachers teaching business studies being transferred from their schools. Similarly, 33% (Mean=3.66;SD=0.57) affirmed that there have been instances where business studies teachers have been transferred from their schools. Furthermore, 33% of respondents reported that there was a rare attempt to replace teachers who were transferred (Mean=3;SD=1.00). This might have an impact on students' academic achievement at certain schools. This finding concurs with that of Onsomu (2014)

who upholds that the high rate of teacher movement hinders efforts to reform schools because it shatters the stability and continuity of instruction. Typically, teacher mobility entails employment changes or transfers, with the latter being closely linked to teacher attrition in educational institutions. This too affects negatively students' academic performance.

Regarding the supervisory role of the head teacher, 67% of respondents affirmed that they supervise scheme of work to ensure that it is implemented to the later. Moreover, all the respondents (100%) were in agreement that they regularly supervise lesson plans in their schools while 67% affirmed that they regularly supervise progress records/ class registers. This implies that when curriculum is adequately implemented, the academic achievement of students is positively impacted by it. This survey result agrees with that of Onumah (2016) who notes that instruction's quality, regularity, and continuity of supervision normally linked with the head teachers' roles significantly influence the success of any educational level. The research further outlined that head teachers who perform their roles such as curriculum and instruction management are significantly associated with satisfactory, good, or excellent academic performance. By and large, the research recognized that to a large degree, 67% of respondents affirmed that the head teachers influence the performance of business studies during the KCSE examinations (Mean=3.66;SD=0.57).

#### **4.2.2 Teaching and Learning Materials**

The second objective for the research was to evaluate the degree to which availability and sufficiency of instruction and learning resources for business studies affect students'

business studies' academic performance in Mukaa sub-county high schools in Makueni County. Table 12 displays the finding outcome.

**Table 12: Teaching and learning Materials**

<b>Statement</b>	<b>N</b>	<b>QI</b>	<b>I</b>	<b>A</b>	<b>QA</b>	<b>Mean</b>	<b>SD</b>
Adequate classrooms for conducting business studies lessons	57	2%	44%	33%	21%	2.73	0.81
Adequate Lockers/Chairs to cater to all students doing business studies during classes for business studies	57	9%	40%	26%	25%	2.66	0.95
Well spacious library for undertaking personal studies efficiently.	57	23%	25%	32%	21%	2.50	1.07
The well spacious dining hall	57	12%	28%	37%	23%	2.70	0.96
Adequate Students' business studies textbooks.	57	11%	40%	35%	14%	2.52	0.86
<i>Valid N (listwise)</i>	57						

*Key: QI= Quite Inadequate; I= Inadequate; A= Adequate; QA= Quite adequate*

Teaching resources is critical as it helps motivate the learners to learn by offering stimulation variation. The study found that 44% of respondents reported that there were inadequate classrooms for conducting business studies lessons while only 21% affirmed that it was adequate in their schools. Furthermore, 40% of the respondents reported inadequacy in lockers/chairs to cater to all students doing business studies during classes for business studies. This may suggest that these resources are necessary for effective learning and teaching. Therefore, this could affect the way teaching and learning is conducted hence impacting overall academic performance. The results agrees with that of Sheillah and Sellerv (2017) who argued that instructional materials are a learning ingredient, and that completion of a learning program may be difficult to achieve without instructional learning materials. There is difficulty and increased chances of teachers not settling the set course objective following insufficiency.

The library is crucial to learning and instruction for both learners and instructors. This is where learners are able to conduct further research on the topic learnt. According to the study, 32% of respondents affirmed that there was a well spacious library for undertaking personal studies efficiently. However, 23% and 25% cited inadequacy of library resources which could impact on their overall achievement in their academic endeavor. This research finding is coherent with that of Chemiat (2020) who emphasizes that print media is reported to enhance learning practical by allowing learners to watch models which make learning real. Moreover, the ability of teachers to allow students to study in a manner that matches their ideal pattern enhances excellent academic performance, whereas incapability influences academic performance negatively.

Availability of textbooks is essential part of teaching and learning. According to the findings, 40% of those surveyed in the field believed that students' business studies textbooks were inadequate while 35% reported adequacy in their school establishments. Similarly, 37% of the respondents assert that there were adequate and well spacious dining hall while on contrary, 28% of respondents cited inadequacy. This finding concurs with that of Agosiobe (2015) who reports that a school that fully utilizes the available learning materials helps its learners easily select their learning concepts Adequacy of learning materials effectively provides the learner with the needed practical experience.

#### **4.2.3 Student-Related Factors**

The third objective of the research was to ascertain how learners' attitudes toward business studies in Mukaa Sub-County Secondary Schools in Makueni County influenced their academic achievement. The results of the descriptive analysis are reported in the following tables.

**Table 13: Students' Attitude**

	<b>Frequency</b>	<b>Percent</b>
Negative	3	50.0
Neutral	1	16.7
Positive	2	33.3
Total	6	100.0

Respondents were requested to affirm what was the attitude of the students undertaking business studies towards learning business studies their selected schools. The respondents indicated that generally, learners have a negative attitude as reported by up to 50% of the respondents. It was noted that 33.3% reported a positive attitude as 16.7% remained neutral. The findings concurs with that of Kiboss (2016) who asserts that a student with a negative attitude towards learning will keep himself/herself busy with unconstructive activities, ending up with limited time for effective syllabus coverage during the last minutes and influencing poor performance.

#### **4.2.4 Laxity among Learners**

The study attempted to analyze reason why learners were unable to complete their assignments. The results are shown in Table 14.

**Table 14: Reason for learners not completing Assignments**

	<b>Frequency</b>	<b>Percent</b>
Lack of adequate time	2	66.7
Lack of textbooks	1	33.3
Total	3	100.0

The findings shows that the main reason why learners were observed as not completing assignments were due to lack of adequate time (66.7%) while only 33.3% cited that they



lack textbooks. This implies that these identified factors has a potential of impacting students' academic achievement. The finding agrees with a comprehensive study done by Lowe (2009) in South Africa who discovered a significant association between insufficient materials used in learning and instruction as well as dismal learner academic achievement in their final assessments' tests.

#### **4.2.5 Students Behavior**

Student behavior is believed to have a linkage with learners' academic performance. The finding is presented in Table 15.

**Table 15: General behavior of business study students**

	<b>Frequency</b>	<b>Percent</b>
Poor	3	5.3
Fair	7	12.3
Average	11	19.3
Good	28	49.1
Very Good	8	14.0
Total	57	100.0

The study attempted to analyze general behavior of business study students. It was established that 63.1% of respondents reported that the behavior of learners was good. However, 19.3% and 12.3% reported an average to fair behavior. Finally, it was observed that only 5.3% cited that their behavior was poor. The finding is in line with that of Mwangi (2013) who denoted that student's achievement is affected by students' attitude towards KCSE) examination at the secondary level. This attitude is enhanced by their general behavior towards learning.

#### 4.2.6 Students Discipline

The learners' discipline is believed to have a positive impact on learners academic achievement. The Table 16 shows the analysis for this variable.

**Table 16: Extent does student discipline influence on the Academic Performance**

<b>Level</b>	<b>Frequency</b>	<b>Percent</b>
No extent	2	3.5
Little extent	5	8.8
Moderate extent	13	22.8
Great extent	24	42.1
Very great extent	13	22.8
Total	57	100.0

The results established that 42.1 % were of the opinion that student discipline influence the performance of business studies during the KCSE examinations in a large degree. This assessment was correspondingly followed by 22.8% of those who agreed that discipline accounts for performance from moderate to very great extent. However, only 12.3% disagreed with the conclusion. These discoveries agree to those of Innocent and Andala (2021) who assert that the enhancement of academic achievement is significantly influenced by students' discipline. However, any discipline issues among pupils have a grave impact on their degree of discipline. In order to manage students' behavior, which in turn affects their overall academic achievement, effective school discipline should be emphasized.

#### 4.2.7 Teacher-Related Factors

The fourth purpose of the research was to evaluate how teachers' attitudes and qualifications affect learners' academic achievement in business studies during the KCSE

exams in Mukaa sub-county secondary schools in Makueni County. In analyzing the variable, proportions, averages, and standard deviations were used.

**Table 17:Teacher-related Factors**

<b>Statement</b>	<b>N</b>	<b>VR</b>	<b>R</b>	<b>O</b>	<b>VO</b>	<b>Mean</b>	<b>SD</b>
Sometimes we are left without teachers for business studies in the class	57	5%	25%	44%	26%	2.91	0.85
There are cases of teachers teaching business studies being transferred from my school	57	9%	21%	18%	53%	3.14	1.04
Frequency of teacher replacement when they get transfer	57	12%	19%	14%	54%	3.105	1.11
How often do teachers give me assignments and homework	57	11%	18%	25%	47%	3.08	1.03
How often do teachers mark my assignment	57	11%	14%	39%	37%	3.01	0.97
Do your teachers mark and give you feedback in good time	57	5%	25%	23%	47%	3.12	0.96
When can you review the assignments with your instructors?	57	16%	16%	21%	47%	3.00	1.13
<i>Valid N (listwise)</i>	57						

**Key: VR=Very Rarely; R=Rarely; O=Often; VO=Very Often.**

In any academic institution, teachers are crucial to the instruction and learning process. This is because they organize study objectives as well as learning content in a way so as to elicit learning. According to the study, 44% and 26% of respondents reported that they are often left without teachers for business studies in the class. This implies that they won't be capable to cover the topics in appropriate period of time hence impacting on their overall academic performance. These results agrees with that of Onsomu (2014) who reports that the increasing percentage of teacher movement has a negative influence on efforts to improve schools because it disturbs the consistency and continuity of instruction. These

negative transfers have led to an uneven distribution of teachers among institutions and locations.

Teacher transfers have a potential of impacting negatively learning progress when not properly managed by the program leaders. According to the study, 71% of respondents affirmed that more often, there are cases of teachers teaching business studies being transferred from their schools. The finding further established that 31% reported that these teachers were rarely replaced once on a transfer. This could negatively impact syllabus coverage and general understanding of the content by the learners. These results concur with that of Adika (2020) who stresses that the extent to which the syllabus is covered is greatly impacted by teacher transfer and general absences, which prevent students from learning what is expected of them prior to their final exams. The performance of the pupils may be impacted by a teacher who elects to miss class or who has been substituted.

Assignments and homework is given to aid teaching and learning and also to ensure that learners remain focused on the subject matter. It was determined from the results that 47% of the participants alluded to the fact that teachers gave them assignments and homework very often. However, up to 29% disagreed and reiterated that they rarely receive assignments and homework. This could affect their academic performance in Business studies. Similarly, 76% emphasized that teachers marked their assignment very often while 25% has a contrary opinion of the statement. Timely feedback of students' work is essential practice in ensuring proper reinforcement is elicited in teaching and learning. According to the finding, it was noted that up to 70% asserted that teachers mark and give them feedback in good time while 30% complained on the manner in which feedback was given. Furthermore, 68% of respondents maintained that they have time with their teachers

to revise the assignments. Nevertheless, 32% claimed that they rarely have time with their teachers to revise their work. This might be the cause of dismal academic achievement in business studies. Similar research was conducted in Tanzania by Mdee and Donatha (2015) and Mosha (2014), which identified a number of characteristics that were connected to poor performance in secondary schools. The factors listed included, but weren't limited to, ineffective teachers and a narrow scope of the curriculum.

#### 4.2.8 Lesson Preparation

Teachers' performance is demonstrated by the way they prepare for lesson. The results in The research's findings are displayed in Table 18.

**Table 18: Lesson Preparation**

Statement	Very rarely	Rarely	Often	Very Often
I Prepare Schemes of work	33%	50%	17%	0%
I Prepare Lesson plans	0%	83%	17%	0%
I Prepare Records of work	0%	33%	67%	0%
I Prepare Progress records	33%	67%	0%	0%

The findings on lesson preparation and development shows that 50% of respondents rarely prepare schemes of work leaving 17% to those who regularly prepare them. Furthermore, 83% reported that they rarely prepare lesson plans for teaching while 17% affirmed the commitment to prepare the documents. Similarly records of work and progress records were rarely prepared with 33% and 67% of respondents alluding respectively.

## CHAPTER FIVE

### SUMMARY, CONCLUSION, AND RECOMMENDATION

#### 5.1 Introduction

The present chapter focusses on the key study summaries according to the study objectives, the conclusions that arise from the results and finally, it shall delve on major recommendations that emanate from the study.

#### 5.2 Summary

##### 5.2.1 Administration Related Factors

Head teachers are not only the school's central system through which all the important duties lie. In the existing research, it was found that 67% of participants settled that business studies teachers were frequently transferred from their institutions. In a similar vein, 33% said that there have been occasions in which business studies lecturers have been moved from their institutions. An uncommon attempt to replace teachers who were transferred was also mentioned by 33% of respondents. The high rate of teacher turnover makes reforming schools more difficult since it disrupts the continuity and consistency of education. Employer changes or transfers are typically involved in teacher mobility, with the latter being directly related to teacher attrition in educational institutions. Additionally, this harms students' academic achievement.

Regarding the supervisory role of the head teacher, it was noted that 67% of respondents said they supervise a work plan to make sure it is carried out as intended. Additionally, 100% of respondents indicated that they often oversee lesson plans in their schools, while 67% said the same about progress reports and class registrations. This suggests that curriculum has a favorable impact on pupils' academic achievement when it is well applied.

Therefore, the performance of any educational level is substantially influenced by the quality, regularity, and consistency of supervision that is typically associated with the head teachers' positions. According to subsequent research, head teachers who effectively manage curriculum and instruction are strongly connected with academic performance that is adequate, excellent, or very good. In general, the research uncovered that 67% of participants approved that the head teachers have a significant impact on how well students perform in business courses during the KCSE exams.

### **5.2.2 Instructional Materials**

The utilization of instructional materials is essential since they encourage students to understand by providing variety and stimulus. Without instructional learning materials, it may be challenging to complete a learning program. Instructional learning materials are a necessary component of learning. Following inadequacy, there is difficulty and a higher likelihood that teachers will fail to complete the designated course objective. According to the study, only 21% of respondents said their schools' business studies classrooms were suitable, while 44% of respondents said they were insufficient. Additionally, 40% of respondents indicated that there weren't enough chairs or lockers to accommodate all students who were taking business classes. This suggests that these resources are essential for efficient instruction and learning. Thus, this might have an impact on how instruction and learning are carried out, which would then have an effect on overall academic success.

Additionally, outstanding academic performance is enhanced when teachers are able to accommodate students' preferred learning styles, whereas incapacity has a detrimental effect on academic success. The library is crucial to learning and teaching resource. Here, students can do more research on the subject they have learned. According to the study,

32% of participants agreed that there was a sufficiently large library for effectively doing personal studies. The lack of library resources, according to 23% and 25% of respondents, could generate an influence on their overall academic achievement.

Textbooks are a crucial component of both teaching and learning. The findings showed that 40% of respondents cited that business studies textbooks for students were insufficient, while 35% said their educational institutions were suitable. Similar to this, 37% of respondents claim that the dining hall was acceptable and roomy, whereas 28% of respondents noted insufficiency. A school that makes the most of the available learning resources enables its students to choose their learning concepts with ease. The learner receives the necessary practical experience thanks to adequate learning resources.

### **5.2.3 Student Related Factors**

A student who has a negative attitude towards learning will engage themselves with useless activities, leaving little time for good syllabus coverage in the final moments and affecting low results. The study found that 50% of respondents thought that students generally had a bad attitude. Additionally, it was discovered that 16.7% remained neutral while 33.3% had a favorable attitude. The attitude of secondary school students toward any subject has an impact on their academic performance. Their general attitude toward learning supports this mindset. It was determined that 63.1% of respondents thought learners were acting well. However, 19.3% and 12.3% said they behaved in a fair to average manner. Last but not least, it was found that only 5.3% of respondents said their behavior was unsatisfactory.

The advancement of students' academic performance is greatly impacted by their discipline. The findings showed that 42.1% of respondents believed that student behavior



had a significant impact on how well business studies students performed on the KCSE exams.

#### **5.2.4 Teacher-Related Factors**

In the teaching and learning processes, teachers play a significant role. This is due to the fact that teachers set up learning objectives and required content in a way that encourages learning. In this research, 44% and 26% of respondents to the study stated that they frequently have business studies classes without teachers. This suggests that they won't be able to finish the material in a timely manner, which will affect their overall academic achievement. Because it disrupts the consistency and continuity of education, the growing teacher migration has a detrimental impact on efforts to reform schools. Due to these detrimental transfers, there is a disparity in the distribution of professors between institutions and localities.

Learning progress may be negatively impacted by teacher transfers, particularly if they are not adequately handled by the stakeholders in the educational system. According to the survey, 71% of participants agreed that it happens more frequently for teachers of business studies to be transferred from their institutions. The finding similarly revealed that 31% of participants claimed that after a move, these professors were rarely replaced. This might have an adverse consequence on the learners' general comprehension of the material and the coverage of the syllabus. Finally, teacher transfers and absences in general have a significant impact on how much of the curriculum is covered, preventing students from learning what is expected of them before their final exams.

Homework and assignments are offered to support teaching and learning and to help learners maintain their concentration on the course material. Corresponding to the survey

finding, 47% of the participants implied that their instructors provided them tasks and homework frequently. Up to 29% of respondents disagreed and reaffirmed that they receive assignments and homework infrequently. This might have an impact on how well they do academically in business studies. Similar to this, 76% stressed that teachers graded their assignments frequently, whereas 25% disagreed. Giving students timely feedback on their work is a crucial step in ensuring that teaching and learning are reinforced in the right ways. According to the findings, up to 70% of students claimed that teachers mark their work and provide feedback in a timely way, while 30% voiced complaints about the delivery of feedback. Additionally, according to 68% of respondents, they have time with their teachers to modify the tasks. However, 32% of respondents said they infrequently have time with their lecturers to revise their work. Poor academic achievement in business studies may have this as its root. Unsatisfactory high school achievement at all levels is linked to a number of variables, including incompetent teachers and a limited curriculum.

### **5.3 Conclusion**

As a result of the investigation:

The standard, frequency, and consistency of supervision, which are often connected with the responsibilities of the head teachers, affect students' performance at all educational levels.

The utilization of instructional materials is crucial for both learning and instruction since they stimulate and diversify student learning. It could be difficult to successfully accomplish a learning program without the necessary instructional learning resources.

Academic success is significantly impacted by a student's level of discipline. A student's academic performance will be severely affected if they engage in fruitless activities due to their negative attitude toward learning.

Teaching and learning depend heavily on teachers. This is because teachers set up the essential material and learning objectives in a way that promotes learning. Because of this, the amount of the curriculum that is covered is significantly impacted by teacher transfers and absences in general, which prevents students from understanding what is expected of them before their final exams.

#### **5.4 Recommendation**

1. The improvement of the instruction and learning environment in institutions of learning should be a top priority for head teachers. This includes proper managing teacher transfer and implementing curricula. In turn, this will improve students' academic achievement.
2. In order to encourage excellent academic achievement that will implant 21st century abilities in students, education program directors and institutions of learning should make an effort to provide suitable teaching and learning resources.
3. Students should get guidance on personal development that comprise discipline and positive attitude towards learning. This will enhance their overall achievement.
4. Teachers ought to be adequately equipped with skills, attitudes and physical resources so as to support effective learning and teaching in schools.

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## **APPENDIX I: CONSENT FORM**

### **Introduction and purpose of the study.**

I am Agnes Katumbi Musomba, a university of Nairobi student pursuing a post-graduate diploma in education. As a result of this, I intend to conduct a study in your school to determine school-based factors influencing the poor performance of business studies during the KCSE examination among Mukaa sub-county secondary schools in Makueni County.

You are being asked to participate in this research study. This form may contain words you may not understand; please ask the researcher to explain any words or information you may not understand. When you are invited to participate in any research, you have the right to be informed about the study procedures to decide whether you want to consent to participate or not.

**Purpose:** To assess the school-based factors that cause poor performance of business studies during the KCSE examination among Mukaa sub-county secondary schools in Makueni County.

### **Confidentiality.**

The investigator will keep all materials and data collected during the study in a secured locked cabinet in the principal investigator's office Confidentiality will be maintained, and the information you intend to provide will only be used for the study's intended purpose. No name or other identifying information will be used when discussing data.

### **Voluntary Participation.**



Your decision to participate in this study is completely voluntary. If you decide not to participate in this study, you can withdraw from the study without any penalty.

**Compensation.**

There is no compensation for participating in the study.

**Benefits.**

Participation in this study is voluntary, and there will be no involvement of monetary benefits will be involved. However, the study findings will be available online and in Mukaa sub-county education offices for future reference.

In case of any other concern that is not mentioned and concerns this study, you can

Contact the following:

**Principal investigator**

Name: Agnes Katumbi Musomba

Phone number: +254 722 567256

## **APPENDIX II: RESEARCH QUESTIONNAIRE FOR THE HEADTEACHER**

**Research topic:** School-based factors influencing the poor performance of business studies during the KCSE examination among Mukaa sub-county secondary schools in Makueni County.

### **Instructions**

I Read keenly every instruction of every question and understand then answer appropriately.

II Ask for clarification if need be.

III Do not produce any confidential information you may wish not to.

### **SECTION A: DEMOGRAPHIC CHARACTERISTICS**

(Please tick where necessary)

1) What is your gender?

a) Male [ ]                      b) Female [ ]

2). Age in years

a) 30-40                      [ ]

b) 41-50                      [ ]

c) Above 50 years [ ]

3) Education Level?

- a) Diploma [ ]
- b) B.Ed. [ ]
- c) M. Ed [ ]
- d) PhD [ ]

4) Indicate your religion

- a) Christian [ ]
- b) Islamic [ ]
- c) Hindu [ ]
- d) Other (specify).....

5) For how long have you been a head teacher?

- a) 1 -5 years [ ]
- b) 6-10 years [ ]
- c) 11-15 years [ ]
- d) Over 15 years. [ ]

6) How long have you been a head teacher in the current school?

- a) Less than five years [ ]
- b) 5- 10 years [ ]

c) 11-15 years [ ]

d) Above 15 years [ ]

7) Have you ever attended an in-service course?

Yes [ ]

No [ ]

**SECTION B: FACTORS AFFECTING PERFORMANCE IN BUSINESS STUDIES  
IN KCSE**

8. Do you have enough qualified teachers teaching business studies in your school?

Yes [ ]

No [ ]

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

.....  
.....

10. (a) Are the teachers teaching business studies supposed to teach other subjects in the school?

Yes [ ]

No [ ]

If your answer in 10 (a) above is Yes, how would you rate the average weekly teaching load of your teachers teaching business studies and other subjects within the school?

Light [ ]

Moderate [ ]

Heavy [ ]

10. (b) What effect does the teaching load have on business studies students' performance in their business studies examination?

.....  
.....  
.....

11. Do your teachers sometimes complain that students have not completed their business studies assignments as required?

Yes [ ]

No [ ]

12. If your answer to question 11 above is yes, which of the following is the most reported reason for not completing assignments?

Lack of adequate time [ ]

Lack of textbooks [ ]

Other (specify).....

12 (a) Are there cases of teachers, especially teachers teaching business studies, being transferred from your school?

Yes [ ] No [ ]

(b) Cases of teachers teaching business studies being transferred from your school?

Very often [ ] Often [ ] rarely [ ] Very rarely [ ]

Frequency of teacher replacement when they get transfer

Very often [ ] Often [ ] rarely [ ] Very rarely [ ]

(iii) How do the transfers affect the performance of business studies in the school during KCSE exams?

.....

13. How often do you supervise the following documents prepared by the teachers teaching business studies?

<b>Documents</b>	<b>Very rarely (1)</b>	<b>Rarely (2)</b>	<b>Often (3)</b>	<b>Very often (4)</b>
I supervise Scheme of work				
I supervise Lesson plans				
I supervise Progress records/ Class registers				

14. To what extent do you think head teachers influence the performance of business studies during the KCSE examinations?

- a) No extent
- b) little extent
- c) moderate extent
- d) great extent
- e) Very great extent.

### **APPENDIX III: QUESTIONNAIRE FOR BUSINESS STUDY TEACHERS**

This questionnaire is designed to gather data about yourself and your school to study Factors influencing Performance in Business studies during KCSE examinations in Mukaa sub-county secondary schools. Kindly tick appropriately as indicated.

#### **SECTION A**

##### **Demographic Information**

1. What is your gender?

Male [  ]                  Female [  ]

2. What is your age?

18 – 25 years [  ]                  26 – 33 years [  ]                  34 – 41 years [  ]

42 – 49 years [  ]                  50 years and above [  ]

3. What is your highest professional qualification?

a) Diploma [  ]

b) B.Ed. [  ]

c) M. Ed [  ]

d) PhD [  ]

4). Indicate your religion

a) Christian [  ]

b) Islamic [  ]

c) Hindu [ ]

d) Other (specify).....

5). for how long have you been a working as a teacher?

e) 1 -5 years [ ]

f) 6-10 years [ ]

g) 11-15 years [ ]

h) Over 15 years. [ ]

6) How long have you been working as a business studies teacher?

e) Less than five years [ ]

f) 5- 10 years [ ]

g) 11-15 years [ ]

h) Above 15 years [ ]

7) Have you ever attended an in-service course?

Yes [ ]

No [ ]

8 (a) what is the attitude of the students undertaking business studies towards learning business studies in your school?

Positive [ ]      Neutral [ ]      Negative [ ]

(b) Kindly elaborate on the answer you have given above.



.....  
 .....  
 .....

9. Please indicate frequency of preparation of the following documents as a business studies teacher in the school (*tick appropriately*)

Key:(4=Very often (VO); 3= Often(O); 2= Rarely(R); 1=Very Rarely(VR))

	Document	VO	O	R	VR
1.	I Prepare Schemes of work				
2.	I Prepare Lesson plans				
3.	I Prepare Records of work				
4.	I Prepare Progress records				

10. What is the general behavior of students undertaking business studies in the school?

Very good [ ]                      Good [ ]    Average [ ]    Poor [ ]

11. How does students' behavior affect performance in KCSE exams?

.....  
 .....

12. What classroom-related factors do you think contribute to the performance of Business studies among the students undertaking business studies in KCSE exams?

.....  
 .....  
 .....

13. To what extent do you think business study teachers influence the performance of business studies during the KCSE examinations?

- a) No extent
- b) Little extent
- c) Moderate extent
- d) Great extent
- e) Very great extent.

**END OF QUESTIONNAIRE**

**THANK YOU!**

## **APPENDIX IV: QUESTIONNAIRE FOR STUDENTS**

TOPIC: SCHOOL-BASED FACTORS AFFECTING PERFORMANCE IN BUSINESS STUDIES IN KCSE EXAMINATION.

This questionnaire is designed to gather data about yourself and your school to study Factors influencing Performance in Business studies during KCSE examinations in Makuu sub-county secondary schools. Kindly tick appropriately as indicated.

### **SECTION A: DEMOGRAPHIC CHARACTERISTICS**

1. What is your gender?

Male [  ] Female [  ]

2. What is the type of your school?

Single [  ] Day school [  ] Mixed Day school [  ]

### **SECTION B: FACTOR INFLUENCING PERFORMANCE IN BUSINESS**

**STUDIES.**34. Are you sometimes left without teachers for business studies in your class?

Yes [  ] No [  ]

5. (a) Are there cases of teachers teaching business studies being transferred from your school?

Yes [  ] No [  ]

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

Very often [  ] Often [  ] rarely [  ] Very rarely [  ]

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

Very often [ ] Often [ ] rarely [ ] Very rarely [ ]

(d) How do the transfers affect students' performance in KCSE exams?

.....

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

KEY: QA- Quite adequate. A- Adequate. I- Inadequate QI- Quite Inadequate

<b>Physical facilities/Resources</b>	<b>QA (4)</b>	<b>A (3)</b>	<b>I (2)</b>	<b>QI (1)</b>
1 Adequate classrooms for conducting business studies lessons				
2 Adequate Lockers/Chairs to cater to all students doing business studies during classes for business studies				
3 Well spacious library for undertaking personal studies efficiently.				
4 The well spacious dining hall				
5 Adequate Students' business studies textbooks.				

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

Very often [ ] Often [ ] rarely [ ] Very rarely [ ]

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

Very often [ ] Often [ ] Rarely [ ] Very rarely [ ]

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

Very often [ ] Often [ ] Rarely [ ] Very rarely [ ]

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

Very often [ ] Often [ ] Rarely [ ] Very rarely [ ]

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

.....  
.....  
.....  
.....

10. Does the head teacher check your business studies exercise books?

Very often [ ] Often [ ] rarely [ ] Very rarely [ ]

11. What is the general behavior of your fellow business study students in your school?

Very good [ ] Good [ ] Average [ ] Fair [ ] Poor [ ]

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

.....  
.....

13. In your opinion, what three factors lower students' performance in your school, especially on business studies?

.....  
.....

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

.....

15. To what extent does student discipline influence on the performance of business studies during the KCSE examinations?

- a) No extent
- b) Little extent
- c) Moderate extent
- d) Great extent
- e) Very great extent.

**END OF THE QUESTIONNAIRE.**

**THANK YOU!**