

**FACTORS INFLUENCING PERFORMANCE IN THE KENYA CERTIFICATE
OF SECONDARY EDUCATION EXAMINATION OF THE PUBLIC
SECONDARY SCHOOLS: A CASE STUDY OF KILUNGU DIVISION,
MAKUENI DISTRICT, KENYA**


UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

BY

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AWARD OF MASTER OF EDUCATION IN EDUCATIONAL
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UNIVERSITY OF NAIROBI**

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DECLARATION

This project report is my original work and has not been presented for a degree in any university.



KIVUVA EDWARD KITIVI

This project report has been presented for examination with my approval as a university supervisor.



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DEDICATION

My project report is dedicated with a lot of respect and appreciation to my wife Christine Kitivi, and children Getrude, Peter, Victoria and Celestine who provided an inspiring and conducive atmosphere during my study. May this work inspire you to greater heights of exploration in your desired academic and professional fields. Secondly I also dedicate this work to my beloved parent Philomena Kivuva and to my late father Peter Kivuva (died 1995), may God rest your soul in eternal peace.

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LIST OF ABBREVIATION

A.I.C:	African Inland Church
A.S.A.L:	Arid and Semi-Arid Lands
B.O.G:	Board of Governors
D.E.O.:	District Education Officer
D.E.B:	District Education Board
E.M.S.P.:	Effective Management of Schools Programme
F.A.W.E.:	Federation of African Women in Education
I.P.A.R.:	Institute of Policy Analysis and Research
K.E.S.I.:	Kenya Education Staff Institute
K.C.P.E:	Kenya Certificate of Primary Education
K.C.S.E:	Kenya Certificate of Secondary Education
K.N.EC:	Kenya National Examinations Council
L.M.R.:	Leadership Member Relationship
M.O.E.ST:	Ministry of Education Science and Technology
P.D.E.:	Provincial Director of Education
P.T.A.:	Parents Teachers' Association.
S.P.S.S.:	Statistics Package for Social Sciences
T.S.C:	Teachers' Service Commission
U.N.E.S.C.O.:	United Nations Educational Scientific and Cultural Organisation.
U.N.I.C.E.F:	United Nations International Children's Education Fund
K.I.M.:	Kenya Institute of Management

ABSTRACT

This study set out to establish the factors which influence academic performance in K.C.S.E. examination in Kilungu Division, Makueni District. The research was intended to find out whether K.C.S.E performance could be attributed to specific factors that are present in the schools performing poorly. The study covered the period 1998-2003 and involved eleven public secondary schools (Mixed and single sex schools).

The Literature review was divided into four subheadings: school administrators and teacher characteristics, Teaching/learning facilities provided by the school, community and the learners background. The conceptual framework shows variables (inputs) and their expected directional effect on each other and on the output (performance).

The study was ex post facto design. Three sets of questionnaires were designed by the researcher and validated by a lecturer supervisor from the Department of Educational Administration and Planning University of Nairobi. The instruments reliability was accessed.

Random sampling technique was used to select the study sample. The sample consisted of 11 Headteachers, 50 teachers and 205 students. The questionnaire return rate was 100% for headteachers and teachers and 99% for students. The data obtained was computed using statistical package for social sciences (S.P.S.S). It was analysed and interpreted using descriptive statistics (frequencies and percentages).

Some of the major findings revealed by the study were that K.C.S.E. examination performance is influenced by among other factors the condition of the learning

facilities, K.C.P.E entry marks, availability of teachers and their workload, parents comments on academic performance of their children and their involvement in schools activities and management of homework at schools and home .

Based on the findings, it was recommended that there is need for headteachers to hold frequent staff meetings in which problems and progress of the school could be discussed. It was also recommended that there is need to expand schemes for bursary to help the students from poor socio-economic backgrounds. Finally it was recommended that there is need for headteachers to involve parents in schools activities so that they have first hand information of not only their child's welfare at school but also the school where their children attend.

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CHAPTER ONE

BACKGROUND OF THE STUDY

1.0. Introduction

Since independence, the Kenya Government has been emphasising the need for universal and quality education to its citizens in order to enhance social, economic, and individual development, (Republic of Kenya, 1964). Convinced of the importance of education, Kenya devoted the early years of independence to the expansion of educational facilities and training of qualified personnel to man her economic and administrative institutions. This is shown in the fast enrolment in Kenya's public secondary schools since independence. According to the Kenya Government Statistical Abstract of 1985, in 1963, there were 31, 120 students in Kenya's secondary schools while the enrolment rose to 510, 943 students by 1984. According to the Ministry of Education Science and Technology (M.O.E.S.T.), Education Statistics Section 2003, there is now a total of 3,992 secondary schools in Kenya with a total enrolment of 804, 000 students.

According to Todaro (1977) economic development comes about if both physical and human capital are utilised. From this perspective the developing countries like Kenya saw the need of building up the human, capital and physical infrastructure through education for the major tasks of developing the economy. From a wider perspective, education was seen as the determinant of the nature and pace of social and economic development. It was seen as a tool to equip the citizens with capacities for higher productivity. This view was supported by Kathuri (1986) who asserted that human

resources of the nation determine the character and pace of social and economic development. Financial and natural resources are exploited and used by people to develop everything else. The balanced development of the qualitative aspects of education makes those relationships possible and useful. Such balanced and relevant education system should be able to follow, stimulate and facilitate the activities that constitute economic development. The implication of this assertion is that one of the major components in development of a country is the development of the human resource. The basis of this argument is the fact that, people could learn through education how to decide for themselves what is to be developed and the direction their societies would take.

Education provides a role in alleviating poverty and improving social and economic development. The evidence of the benefits to education are well established as it raises the quality of life, health and productivity to work, increases individual access to paid employment and often facilitates social and political participation (Federation of African Women in Education (F.A.W.E.), 1998). The economies of the developing countries, Kenya included find it more and more challenging to fund education for their people. The result is that they are rethinking their priorities in terms of investment in primary, secondary and tertiary education.

Since 1985 the education system in Kenya has been 8 - 4 - 4 system. School leavers undergo 8 years of primary school education, 4 years of secondary education and 4 years minimum basic university education. At the end of form four students take Kenya Certificate of Secondary Examination (K.C.S.E). This examination is

administered by the Kenya National Examination Council (K.N.E.C). Good performance at this level is necessary for selection and placement of students in institutions of higher learning and in jobs. The demand for quality education in Kenya is therefore crucial and has led to stiff competition among secondary schools both public and private. There is a general belief among the Kenyan population that success comes when one is able to competitively pass well in the national examinations.

Most courses at the university level require more than C + grade for admission besides a good combination in the course cluster. Poor performance in K.C.S.E. examination therefore undermines student's chances of joining institutions of higher learning and minimising opportunities for job placements, consequently limiting their participation in national development.

The provincial and district schools in Kenya enrol the bulk of the students undertaking secondary school education. This is because there are only ten national schools in Kenya. Despite the fact that each provincial and district school admits students with equal ranges of entry scores, there have been a lot of disparities in performance in the Kenya secondary schools. There is also fluctuation in performance in the same provincial or district school year after year. A lot of controversy exists among experts in scholastic achievements as to the factors that contribute jointly in determining students' achievement. Among the factors that have been cited as crucial in determining the performance are discipline in schools, school administration, preparedness of students by the teachers before the examinations, students' intelligence quotient and family background (Bali et al, 1984).

Most provincial and district secondary schools in Kenya have had great disparities in performance. While some perform quite well, others have had dismal performance. Arid and Semi Arid Lands (A.S.A.L.) districts of Kenya are seriously lacking general school provisions and especially instructional facilities (World Bank, 1998). Problems in such districts are compounded by teachers' attitudes and pedagogy (Broak and Cammish, 1991). Michieka (1983) in a study on the causes of school drop out in Kisii District identified parents inability to pay schools fees as a cause of absenteeism resulting to dismal performance in the K.C.S.E. examination. He also identified parental involvement in the students' work as a factor that affects students' performance. A positive association between parents' participation in the child's schoolwork and academic performance exists. Wiseman (1968) reported that there is an effect on the school size to the schools' performance. According to Wiseman's research, larger schools receive more equipment and textbooks and are therefore better placed in terms of performance.

Poor learning environments in the developing countries have always been identified as one key factor that leads to poor performance in public secondary schools (U.N.I.C.E.F., 1990). The availability and adequacy of learning aids/resources is among the most influential factors, which may explain differing performance levels. It is generally assumed that, the use of teaching resources leads to better performance in examinations. Raju (1973) considered some individual private secondary schools to be pathetic since they lacked suitable teaching aids and have poor teaching facilities. A study conducted by Heynemann (1980) in Ndiritu (1998), showed that a school library

has a significant effect on the learners academic performance. They found out that the simple presence of a school library was significantly related to achievements in Brazil, Chile, Botswana and Uganda.

Griffins (1996) argues that school administrators have direct bearing on the achievements of the learners because they have a key role of coordinating, directing and facilitating the learning process. Griffins' assertion is that poor management has brought down many schools in Kenya. Montgomery et al (1990) linked violent and disruptive behaviour with a curriculum, which placed too little emphasis on individual non-academic achievement and too much competition. In such a setting pupils who were unable to achieve academic success turn to disruption and bullying to gain attention and status.

According to Waweru (1982) teachers experience and commitment to student learning emerge as key characteristics to successful learning. Teachers' attitudes, behaviour and teaching practices are the most significant implication for schools and learners levels of performance. Students learn better, learn more and remember more if they find pleasure in the learning experience. It is therefore important to bring about desirable change in students' attitudes for when learning is associated with a pleasurable experience it becomes a life-long endeavour.

1.1. Statement of the Problem

According to the 1992 M.O.E.S.T. information handbook, one of the goals of education in Kenya is to equip the youth with relevant knowledge, skills and expertise to enable them play effective and productive roles in the life of the nation. M.O.E.S.T.

attempts to achieve this goal by promoting quality education in secondary schools. For example it develops and reviews the curriculum and other learning materials, provides teachers and organises regular supervision of schools. Whereas some secondary schools provide academic activities that lead to effective learning and sound academic achievement by students, others do not.

This study investigated factors that influence performance among students of public secondary schools in Kilungu Division, Makueni District. The problem merited investigation mainly because of the fact that performance in K.C.S.E. examination has been quite poor in some schools while a few public secondary schools in the Division have been excelling. Results in some schools have shown positive trend while other schools have had a negative trend. This shows that students who go to public secondary schools in Kilungu Division are not able to compete successfully for national opportunities in institutions of higher learning or in training at the national level.

In Kilungu Division, provincial and district schools have registered varying levels of performance as confirmed by the Kenya Certificate of Secondary School Education examination K.C.S.E. results for the years 1998 - 2003.

Table 1: Schools in Kilungu Division Category and Enrolment 2003

School	Category	Enrolment		
		Boys	Girls	Total
1. Precious Blood (Kilungu)	Provincial Girls School (Boarding only)	-	392	392
2. Kilungu Day High School	Provincial Mixed (Day and boarding)	301	252	553
3. Kithangathini Secondary School	District Mixed (Day only)	99	106	205
4. Thomeandu Boys School	Provincial Boys School (Day and boarding)	284	-	284
5. Inyokoni Secondary School	Provincial Mixed (Day and boarding)	111	186	297
6. St. Patrick's Kyamatheka	District Mixed (Day only)	64	60	124
7. Ndolo Secondary School	District Mixed (Day and boarding)	160	136	296
8. Katulye Secondary School	District Mixed (Day only)	57	93	150
9. St. Lucia Girls' School	District Girls' School (Day and boarding)	-	109	109
10. Ikalyoni Secondary School	District Mixed (Day only)	78	93	173
11. A.I.C. Nunguni Secondary School	District Mixed (Day and boarding)	178	191	369

Source: Kilungu Division Area Education Office

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Table 1 shows the schools within Kilungu Division in Makueni District. The table shows that there are varied categories of schools within the Division. There are two girls schools namely Precious Blood Girls secondary school and St. Lucia Girls Secondary School. Thomeandu Boys Secondary School is the only boys school while the rest eight schools within the Division are mixed day and boarding schools.

Table 2: K.C.S.E. Overall Mean-scores Attained in K.C.S.E. by Public Secondary Schools in Kilungu Division 1998 - 2003

School	MEAN SCORE						POSITION					
	1998	1999	2000	2001	2002	2003	1998	1999	2000	2001	2002	2003
Precious Blood	9.44	9.09	9.55	9.19	8.83	9.74	1	1	1	1	1	1
Kilungu Day	5.51	5.98	5.69	5.95	5.80	5.92	2	9	22	10	16	17
Kithangathini	5.00	5.32	5.72	5.48	4.97	4.63	28	20	17	25	51	24
Thomeandu Boys	5.07	5.55	5.85	5.82	5.46	6.29	18	18	19	16	26	12
Inyokoni	4.88	5.67	5.57	5.57	5.08	5.18	30	13	24	20	40	46
St. Patrick's	4.07	4.13	4.00	4.10	3.93	4.48	101	84	114	94	109	87
Ndolo	4.48	3.75	4.17	5.01	5.84	6.21	92	101	102	35	151	13
Katulye	3.63	3.20	3.63	4.04	5.05	3.78	110	125	121	94	47	126
St. Lucia Girls'	3.74	3.23	4.14	3.24	4.13	3.29	100	124	106	104	109	136
Ikalyoni	4.76	5.10	4.76	4.76	3.36	4.00	60	28	62	62	127	117
A.I.C. Nunguni	2.90	3.10	3.53	3.57	3.52	3.05	132	127	120	124	130	139

Source: Makueni District Education Office (Examination Department).

Table 2 shows the results for the eleven public secondary schools in Kilungu Division Makueni District. Makueni District has a total of 17 Divisions namely, Kasikeu, Wote, Makindu, Matiliku, Kalawa, Nguu, Kilungu, Kathonzweni, Kaiti, Kilome, Kibwezi, Mbooni, Mbitini, Kisau, Mtito-Andei, Tulimani and Kee divisions. Kilungu Division borders Kasikeu, Kilome and Kee divisions. The District has a total of 136 public secondary schools of which eleven are found within Kilungu Division. The public provincial and District secondary schools have varying performances. Precious Blood Girls' Secondary School for example emerged in the ninth position nationally in the year 2003 with a mean score of 9.7425 while other provincial schools namely Thomeandu Boys school, Inyokoni Secondary School and Kilungu Day High School did not even appear in the top 100 schools in the list. None of the district secondary

schools appeared in the merit list. (Nation newspaper, Tuesday, March 2nd 2004 pg 1 - 3).

There are varying levels of performance between the schools in the Division. The mean scores within the period range from a high of 9.55 scored by Precious Blood (Kilungu) in year 2000 to a low of 3.53 scored by A.I.C. Nunguni Secondary in the same year. The implication of this is that between 1998 to 2003 some public secondary schools sent students to the university or other institutions of higher learning while others did not. This revelation made the researcher to be interested in carrying out an investigation to identify the factors influencing performance of students' in public secondary schools in the Division. Precious Blood Kilungu maintained position one in the District merit list year in year out. Thomeandu Boys School and Inyokoni Secondary Schools which are in the same category with Precious Blood have had dismal performance.

The District public secondary schools have equally varying performances. The mean score for Kithangathini Mixed Secondary School and Ndolo Secondary School have been comparing favourably with that of provincial schools. In the years 2000 and 2003, they performed better than the provincial schools. Nunguni A.I.C. Mixed Secondary has had dismal performance as indicated by the results with its worst mean score of 2.90 in the year 1998. Its district counterpart Ndolo Secondary has continually had better performance. In the year 2003 it had a mean score of 6.21 better than Kilungu Day High School (5.92) and Inyokoni Secondary School (5.18) which are provincial schools.

The factors responsible for difference in academic standards in both the provincial and district schools are not well understood or investigated. This prompted the researcher to carry out the study. Lack of knowledge of the factors that influence performance within the Division made it difficult to strategise means to counteract the differences. It was therefore important to carry out the study to establish the causes of this performance and remedy the situation.

1.2. The Purpose of the Study

The purpose of this study was to investigate into the factors that influence performance in public secondary schools in Kilungu Division, Makeni District. The Research focused on the prevailing conditions that could account for poor and good academic performance. The study specifically looked at the role played by the administrators, the teachers, the learners' background and available teaching and learning resources.

1.3. Objectives of the Study

The proposed study seeks to fulfil the following objectives:

1. To establish whether the availability of teaching/learning facilities has any influence on the schools and the students' achievement levels in K.C.S.E.
2. To determine the relationship between the academic and professional qualification of teachers and the students' performance in K.C.S.E.
3. Analyse the effects of the students' performance in K.C.P.E. examination on K.C.S.E. performance.
4. To determine the relationship between the student's home background and their performance in K.C.S.E.

5. To find out the effects of management of homework on the students level of performance.

1.4. Research Questions

1. Does the adequacy of teaching and learning facilities have any influence on the schools and the students' achievement levels in K.C.S.E?
2. To what extent do the teacher's academic and professional qualifications reflect on the performance of the students?
3. Does assigning and marking of homework by teachers affect students' performance?
4. Does the students' home background have any bearing to the students' performance in K.C.S.E?
5. To what extent does the students' performance in K.C.P.E. influence performance in K.C.S.E.?

1.5. Significance of the Study

This study was significant and timely because the government, parents and other stakeholders in education spend a big part of their resources in education. Low levels of performance leads to undesirable wastage and denies students entry into competitive courses when furthering their education or even lucrative jobs. The results of this study are useful to stakeholders in education including M.O.E.S.T., teacher training institutions, Board of Governors, (B.O.G.), Parents' Teachers' Association (P.T.A.s), District Education Boards (D.E.B.s) who may find it difficult to accept new recommendations within a short time unless the immediate results can be seen through

a well organised evaluation. They may therefore use the findings to discuss how to improve academic performance. Principals may utilise the findings to look for ways and means of correcting the situation in their individual schools. Factors that are responsible for differing performance will be documented for future research. The information should be useful to students who will be able to identify an institution that will offer a conducive atmosphere to enhance their performance in K.C.S.E.

1.6. Limitation of the Study

First, the students from public secondary schools in Kilungu Division whose poor performance in K.C.S.E. examination between 1998 - 2003 inspired this investigation were inaccessible for this study. The research was conducted in Kilungu Division and the findings generalised to the rest of Makeni District and the rest of the country with caution. The study concentrated on students, teachers and principals leaving other equally important personnel in the education sector such as the M.O.E.S.T. officers and Teachers' Service Commission (T.S.C.) officials and teacher training institution officials who through their work may greatly influence K.C.S.E. results.

1.7. Basic Assumptions of the Study

The following assumptions have been made in this study:

1. The respondents would be willing to co-operate and give honest, accurate and truthful responses to the items in the instrument.
2. The school ranking lists provided using means are accurate and therefore accepted as a way of determining the actual positions of each school in terms of performance.

3. The students in the school under study had attained the minimum entry requirements for secondary schools.
4. That the schools under study have adequate teaching and learning resources.
5. The teachers who are deployed in the schools under study have the required academic and professional qualifications for teaching in public secondary schools.

1.8. Definition of Significant Terms

Achievement: The extent to which a student has attained the goals of a course as indicated by his or her grade.

Academic Performance: Grades representing the sample of a student's achievement with respect to attained academic skills or knowledge.

Academic Qualification: The educational standards that a teacher has achieved.

District Public Secondary School: Secondary schools managed by the government and admit the best students in K.C.P.E. at district level.

Examination Performance: This refers to the overall performance of a school in the Kenya Certificate of Secondary Education (K.C.S.E.) examination.

8 - 4 - 4 System of Education: This is the current education system in Kenya and comprises eight years primary education, four years secondary school and a minimum of four years university education.

Principal: The term means the school headteacher. The term refers to a teacher who has been appointed by the Teachers' Service Commission to cater for the administrative aspect of the school.

K.C.P.E.: Refers to final national examination, which is undertaken by students in their eighth year in primary school education and determining entry to secondary schools.

Motivation: Refers to the positive feelings as a result of appraisal of one's job. It's a pleasurable or positive emotional state resulting from the appraisal of one's job or experiences.

National Schools: Refers to schools managed by the government and admits the top best students in K.C.P.E. at national level.

Professional Qualification: This refers to any form of training that teachers have undergone related to their profession and meant to improve on their professional course.

Provincial Public Secondary School: Refers to public secondary schools managed by the government through the Ministry of Education, Science and Technology and students undertake regular instruction from form one to form four.

School Administration: It refers to the general way of running school affairs by principals.

Teaching Resources: refers to equipment used by the teachers when delivering a lesson including textbooks, libraries, and desks.

Teachers' Service Commission (T.S.C.): This is a body corporate whose major functions are to provide for registration of teachers, regulations of the teaching profession and cancellation of registration of teachers in case of misconduct and remunerate teachers among other functions.

1.9. Organisation of the Study

The study is divided into five chapters. Chapter one covers the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, research assumptions and definition of terms. Chapter two constitutes the conceptual framework and pertinent literature. Chapter three covers the research methodology to be used in the study. This includes the area of study, target population, sample and sampling technique, research instruments, reliability of the Instruments, Validity of the instruments, data collection procedure and data analysis techniques. Chapter four underscores data presentation analysis and discussions of research findings. Chapter five will consist of a summary of the study, conclusions, recommendations appendices and a list of bibliography.

CHAPTER TWO

REVIEW OF LITERATURE

2.0. Introduction

The literature review discusses the factors that may contribute to performance and has been divided under the following sub-headings; School administrators and teacher characteristics, Teaching - learning resources/strategies, Physical facilities provided by the school and the community and Learners background.

2.1. School Administration and Teacher Characteristics

Various research studies have been done to determine the factors that contribute to students and school achievement. The quality of a principal in a school matters. Eshiwani (1983) noted that school administrators and teacher characteristics have an impact on performance. The desire to excel has been there since the formal education was introduced in Kenya. Africans wanted a quality education like that one of the Europeans at the dawn of independence. Quality education called upon good management and leadership in education sphere. Good performance in school is relatively equated to good administration. Eshiwani points out that schools which consistently perform well tend to have sound and efficient administrators. Duignan (1986) concurs with Eshiwani and adds that school administration is a crucial factor in the success of a school. The qualities that are expected of a school principal includes setting an atmosphere of order, creating a climate of high expectations for staff and collaborative leadership and building commitment among students and staff to the school goals.

Raju (1973) noted that the administrative role of the headteacher involves directing, controlling and management of all matters pertaining to education enhancement in the school. This implies that all the activities done in the school are performed on behalf of the headteacher.

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Griffin (1994) suggests that, for the smooth running of a school, students must be effectively involved in the administrative system of the school. A good administrator delegates responsibilities and duties to the teachers, supporting staff and the students. The spirit of teamwork should be encouraged. Coombs (1968) reiterates that the interaction among the headteachers-students, teachers-student, student-student is very significant within the institutional context. The headteacher's behaviour sets the standard for the school. If the school does well, credit goes to the headteacher who interprets national policies, executes curriculum programmes, see to students welfare, provide physical facilities and finances, induct and retrain the staff and maintain an effective school community co-ordination. Mworira (1993) agrees with this role of the headteacher and further points out that the school head and the staff must always keep the Ministry of Education, board of governors and the general public fully informed of the policies, programmes, and the schools state of affairs at an given time of the year.

Githinji (1990) identifies administrative problems that face headteachers such as lack of sufficient teaching and learning resources for teachers and learners, accounting and auditing, raising and obtaining adequate funds to finance school programmes, ensuring teachers are committed to duty, and lack of administrative experience. In this connection the headteacher must open up to let his problems known to those who are

in a position to give material and moral support. Wiseman (1968) observed that large schools attract better headteachers who in turn appoint better assistant teachers. The assistant teachers delegate proper and conducive administration, which leads to high academic achievement. Kombo (1998) in her study observed that differing organisational and administrative structure of many public secondary schools have influenced performance. Where the students of a given school are of high aptitude and have highly qualified teachers and the required school facilities, good organisational and administrative structures are still invaluable inputs.

A manual from the Ministry of Education for heads in secondary schools in Kenya (1987) asserts that the organisational and management of a school places great responsibilities on the heads shoulders. It demands from him a knowledge of office administration, personnel management, educational practice, accounting, building and maintenance. The headteachers behaviour will set the standard for the school. His appearance, punctuality and morality must be beyond reproach, and should be aware that the way he behaves will be known to all in the school and the community surrounding the school. It follows from this assertion that the headteachers could influence the students' performance in the K.C.S.E. Olembo (1977) adds to this view by explaining how a headteacher who is frustrated may gamble the energy generated by their legal authority in an attempt to crush those in school opposed to their practices. Strong and efficient leadership is therefore necessary for strengthening co-operation within the schools.

In effective schools headteachers are involved in curriculum discussion and influence the content of guidelines drawn up in the school without taking complete control (Southworth and Lofthouse 1990). Studies done in selected secondary schools in Uganda found a positive relationship between headteacher attitude and performance. Musango (1982) in his study found out that a headteacher's negative attitude towards a subject led to lack of teaching and learning of that subject. According to Sandy (1988) school organisational climate influences performance. A study carried on 286 academic and technical institutions in the Republic of Trinidad and Tabago sought to establish factors that made teachers more effective. The study found that teachers' performance was related to school climate. Dumuzio (1989) had a different view in his study. He found no relationship between school organisation climate and academic standards. Ndiritu (1999) points out that effective schools have positive ethos. They are characterised by less emphasis on punishment and critical control.

Hellinger, et al (1995) noted that in many ways the head of an institution plays a pivotal role in the school. Through their managerial skills headteachers set the school direction so as to realise a suitable learning and working environment. The headteacher is the administrator of the school. According to Campell, et al (1986) the principal should be held responsible for seeing that a suitable learning and working environment are established and maintained. Headteachers also need to put in place deliberate interventions in place to meet the specific and special needs of the student's performance in K.C.S.E.

The national committee on educational objectives and policies (1976) points out that the qualitative attributes of the teachers are of paramount importance in determining the quality of education on which intellectual development of the child is based. There are teacher characteristics, that is teacher certification and experience, teacher training, teacher pupil ratio, professional commitment and transfer index that go to contribute to performance. Learner traits that is pre-primary education, primary education and social characteristics do contribute to the learner's performance (Eshiwani 1982).

Douglas (1964) remarks that a teacher is considered not to have taught until a pupil has learned. It has been noticed that the trained personnel achieve higher in academic than the untrained lot. A teacher of high academic and professional qualification has been noticed to produce high achievement of their students in examinations. Nguru (1987) highlights on the qualification of teachers by stating that credentials of teachers both in pre-service educational attainment and the type of professional training given to them may be a major determinant of the quality of Kenya's schools.

Onguti (1987) comments that a trained teacher is an asset to the institution in which he/she is an instructor. Such a teacher has learnt the tricks of handling individual differences in the classroom situations. Such a teacher is therefore confident and able to impart the same confidence in the learners. Bett (1986) in a study of the factors affecting performance in Kericho District indicated that teachers' qualifications are a crucial factor influencing the levels of performance. The study reveals that unequal distribution of graduate teachers and ineffectiveness of teachers and headteachers has a bearing on the levels of performance to both students and schools. The study

conclusively identified the quality of teaching staff as a main determinant in the achievement of students in the examinations.

A World Bank Report (1987) noted that the number of years of schooling of a teacher was the most consistently positive and significant contributor to pupils' achievement. Nguru (1987) concurred with these findings for his study found out that not only did the teachers professional qualification matter but also their academic qualification. Kibui (1995) in his research went further to recognise and include other factors that contribute to the teacher's motivation. He observed that poor promotion and frequent transfers may demoralise the teacher's commitment to effective teaching.

Wamai (1991) reported about a study carried out in Kenya in which it was found out that academic qualification of teachers and the availability of teaching and learning resources were the most important factors that determined achievement by the learners. The study established that Harambee schools which relied mainly on untrained teachers had a failure rate of 37.7 percent in the national examinations as compared to 2 percent for the government schools which were generally manned by trained teachers. The greater the number of untrained teachers, the poor the performance and the subsequent order of merit ranking. Muragori and Mugo (Daily Nation, January 25th 1999 pg 14) pointed out that the Kenya Institute of Management (K.I.M.) has introduced training management programmes to improve the management of schools in the country. The programme known as Effective Management of Schools Programme (E.M.S.P.) aims at refining teachers' professional skills.

If the students per qualified teacher ratio remains high, performance in schools will differ depending on the varied ratios. From this perspective the student/trained teacher ratio could influence the quality of education and the schools performance. This argument is based on the assumption that a low ratio would enable teachers to pay more attention to individual students because the classes would be small. According to Eshiwani (1983) in a study carried out on factors influencing performance in examinations among primary and secondary school students in Western Province of Kenya, the increased number of untrained teachers had far exceeded that of trained teachers in the region. In 1975 the proportion of untrained teachers teaching in secondary schools in Western Province was 44.61, in 1983 it had risen to 60 percent. The proportion of untrained teachers in the Province was above the national average. This was found to contribute to low examination grades in the province. In the late 1970's a World Bank sponsored study of 32 developing countries established that teachers training make a difference and that teacher's qualification, experience and amount of education and knowledge are positively related to pupils' achievement. Hussein, et al (1978), Comber, et al (1973). According to Maranga (1982) the quantity of teachers has also an effect on the levels of performance. The quantity of teachers in Kenya is determined by their supply and demand.

It can be deduced from the foregoing discussion that the school with a high percentage of academically qualified and professionally trained teachers have a better chance of appearing at the top on the merit list after the release of K.C.S.E results.

2.2. Teaching and Learning Resources/Strategies

The availability of the teaching and learning resources makes a difference in the achievement of students. Court and Ghai (1986) found that the distribution of resources such as books and equipment account for scholastic difference among schools. Douglas (1964) observed that good teachers as they teach keep in mind what they teach and what they teach with. Learning would be passive and boring if learning resources are not incorporated effectively, organised and exploited in the learning process. It is the proper organisation of the learning resources and the use of appropriate teaching and learning strategies which will enhance the acquisition of the subject content.

Eshiwani (1988) indicates that most schools which perform poorly spend less money on the purchase of the teaching resources. Availability of adequate relevant textbooks makes the teaching task easy. Mwangi (1983) investigated factors which influence achievement in mathematics in secondary schools in Kenya and found out that availability of materials like cards and dice for teaching probability and log papers for teaching concepts such as coordinates significantly correlated with achievement in K.C.S.E. mathematics results. Kathuri (1986) in his study on factors that affect performance found no significant relationship between utilisation of teaching/learning resources and performance.

The study carried out by Mworira (1993) indicates that a good teacher is the one who understands various teaching methods and is able to convert those methods into productive teacher-student process. A Combination of carefully chosen learning

resources and teaching methods makes the teacher to be confident and consistent in his/her teaching. This makes learners to relate and interpret the learned concepts. The teacher has a greater task of selecting the right learning experiences which conform to the general objectives outlined in the syllabus. Jeffreys (1971) pointed out that for learning to be effective, it must be geared to the child's present needs and interests. The teacher should guide the learner and select the appropriate learning experience and resources that motivates the interest and aspirations of the learner. A good teacher is the one who is creative in selecting the appropriate teaching and learning resources and strategies which motivate the interest of the learners. Correct choice of the strategies enhances good performance in examination. Eshiwani (1988) asserts that extra coaching gives students adequate preparation for national examinations. Continuous assessment tests and homework are there to improve students' academic performance in schools. Such examinations are not as disadvantageous as the K.C.S.E. examination as described by the Daily Nation August 25th, 2003 pg 3 which says:

"These single shut examinations done in a few days determine the future of the child, one single error or misfortune like falling sick during the examination day and the child is condemned to be a failure for life... the exams are overwhelmed by massive revision, nay cramming of myriad facts and the child's brains require more gigabytes than the latest computers in order to store and process all the information over long period of time."

The Totally Integrated Quality and Training Report (TIQUET) also referred to as the Koech Report (1999) recommended the staggering of the K.C.S.E. to allow the candidates to sit the exam in forms three and four but nothing has been done to this effect. The report continues to state that such examination reforms would be keeping

with the world trends where the stress is to assess students each term and give them a cumulative grade point aggregate each term.

Teaching methods have been cited as a factor which affects performance. Somerset (1972) and Makau (1986) in their study indicated a strong coordination between teaching methods and pupils performance. In their studies they found out differing levels of performance between the rural and urban schools. Their studies stresses on factors that were analysed by Carol Mandi in the Daily Nation January 7th 2003 pg 6 in a story: Exams do not tell the whole story, which stated that:

"The old ranking system was unfair in that it ranked the more affluent schools with those with inadequate facilities. There are areas in Kenya where pupils learn under trees and have one teacher for all subjects. There are also areas where pupils miss school due to drought and starvation. Ranking these schools at par with those where pupils are driven to school by bus or private means and the only after school work they have to accomplish is their homework, is to say the least unfair."

Waihenya Kariuki and Sining Samuel (Daily Nation Monday October 8th 2001 – pg 15) quoting K.N.E.C. report cited poor coverage of the syllabus, failure to understand questions by students, theoretical teaching and poor teaching methods as some of the weaknesses noted in students differing levels of performance. A K.N.E.C. Report, (2002) cited lack of adequate revision time as a factor in poor K.C.S.E. performance. Comber and Keeves (1973) observed that the more hours allowed for instruction in a subject the higher the achievement.

According to Ben Nyatuka in the Daily Nation December 2nd 2001 pg 18, U.N.E.S.C.O. and Norway have come up with a project known as "The Educators of Basic Education Integrated Policy and Training Programme." It advocates an

integrated approach to be equipped with the skills of handling both formal and non-formal learning situations. This is a further step towards improving on teaching and learning strategies. Njooora (1988) in his study found out that in-service of teachers is necessary so as to keep the teachers abreast with professional advances and to prepare them for implementing new programmes.

Due to scarcity of resources the government of Kenya has introduced the policy of 'Cost-sharing'. Report of the Presidential Working Party on Education and Manpower Training for the next decade and beyond (Kamunge Report 1988). Through this policy parents have to contribute to education through provision of physical facilities while the government provides the teachers and tuition facilities. This has to an extent impacted negatively to some areas especially the ASAL areas and other poor regions that do not have the essentials. Where the problem is serious sharing of textbooks is allowed and the sharing means that not all students complete their assignments on time. This therefore leads to poor performance (Zipporah M., 2000).

2.3. Physical Facilities Provided by the School and The Community

Kenya invests in education heavily because of the belief that an educated skilled labour force is a necessary condition for sustained economic growth in terms of productivity (Meir, 1965). In 1994, the Kenya government spent 35 percent of the national budget on education. In the 2000/2001 fiscal year 40 percent of collected revenue was spend on education (Ministry of Finance and Planning Quarterly Budget Review, 2001). If so much money is invested in education, the returns should justify the physical and the financial investments. According to Waweru (1982) the school is

established for and by the community and the community should therefore be constantly informed of the school affairs. The social influence which the communities have on schools is therefore a major factor that may cause adverse effects on academic performance.

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Physical facilities like classrooms, laboratories, libraries and nature of the learning environment contribute to performance. A directory of the types of materials that could be found in a typical school prepared by the Population Council and M.O.E.S.T. in 1997 include physical facilities such as land, school buildings, playground, equipment, means of transport, teaching and learning materials like textbooks, stationeries, chalks and dusters (Gakuru, 1982). Poor learning environment in the developing countries has often been identified as one of the factors that lead to poor performance in public secondary schools (UNICEF, 1993). A study conducted by Heynemann and Loxely (1983) showed that a school library has a significant effect on the learners' academic performance. Davies (1990) in his study suggested some motivational strategies, these include a happy and secure emotional climate created through satisfying consistently harmonious relationships and interesting meaningful projects. Sifuna (1974) noted that lack of communication, poor relationship between headteachers and ignoring involvement of parents in school activities as significant factors contributing to differing levels of performance in public secondary schools. The government as the umbrella of education projects and institutions has a crucial role therefore to play towards the success and implementation of educational endeavours as noted by Mutuma Mathiu (Sunday Nation January 6th 2002 pg 23).

"The government puts aside Ksh 49 billion for education, a very good part of its budget, out of which 53 percent (or Ksh 27 billion) goes to primary schools. Ksh 6 billion out of the balance of Ksh. 22 billion is taken up by the universities, which means that Ksh 16 billion is shared out by secondary schools and other medium level colleges. Do not forget that out of that Ksh 6 billion is a hefty salary bill. The point is, there is not even Ksh. 10 to build the secondary schools we desperately need."

According to Wamai (1991) over-enrolment in government and government aided schools is usually done with the full knowledge of the M.O.E.S.T. Increasing enrolment without at the same time expanding the physical facilities results in the over-stretching of resources and consequently affect the levels of performance depending on how much in each school enrolment strains the existing facilities.

Table 3: The Number of Educational Institutions in Kenya 1999 - 2003.

Category	1999	2000	2001	2002	2003*
Pre-primary	25, 429	26, 294	27,573	28,300	28.995
Primary Public	17. 054	17, 381	17, 544	17, 683	17, 822
Private	569	1, 236	1, 357	1, 441	1,674
Total	17.623	18, 617	18, 901	19, 124	19.496
Secondary Public	2, 785	2, 888	3, 242	3, 247	3, 547
Private	412	357	389	420	452
Total	3, 207	3, 621	3, 667	3, 667	3, 999
Total	46, 235	46, 234	50, 178	51, 172	52, 467

* Provisional

Source: Ministry of Education Science and Technology

Table 3 shows the effort the government and community have done in building of educational institutions. The table indicates that there was an increase index in the

number of public secondary schools in Kenya 1999 - 2785, 2000 – 2888, 2001 – 3242, 2002 – 3247, 2003 –3547.

Table 4: Enrolment in public primary and secondary schools in Kenya 1999 - 2003.

Enrolment	Boys	Girls	Total
Public primary schools	3, 590, 456	3, 380. 078	6, 970, 534
Public Secondary schools	426, 963	377, 037	804, 000

Source: Ministry of Education Science and Technology

Table 4 shows that the enrolment of students stood at 804, 000 for the 3, 547 public secondary schools in Kenya in 2003. This indicates the strain to physical facilities available in schools due to increasing numbers of learners. Mukundi (1999) in an investigation into the factors leading to poor performance found out that lack of facilities is a major contributing factor towards poor performance and so ought to be a priority for all schools. While looking at facilities Ersen, et al (1985) said that school compounds frequently lack space for recreational use and for teaching practical and technical subjects such as agriculture and the interference of the community to the school has made it to suffer in the hands of politicians and community leaders. Bett (1986) carried out a study in the area of resources and its impact to achievement. The study found out that poor support from the local community in the development of learning materials and facilities was prevalent in most schools. The findings of this study concurred with a story carried by the Daily Nation "Mass failures reported in

pure science subjects." (Daily Nation Friday, March 1st 2002 – pg 11). The scrapping of physical sciences which never required much-equipped laboratories for chemistry and physics had a negative effect on the performance of science subjects. The paper further stated that despite claims by the M.O.E.S.T. that scrapping of physical sciences would have no real impact in examination performance, statistics presented by the Minister of Education revealed that candidates encountered serious difficulties in pure sciences, mass failures were reported in the three science subjects unlike in year 2000.

A World Bank Report (1987) on school and classroom effects on students learning in Thailand reported that students in larger schools learn more than students in small schools. Students in schools with higher student-ratio learn less than students in schools with lower student ratio. It concluded that larger schools may be more effective due to the economies of scale lower student-teacher ratios, less overcrowding and greater teacher-pupil contact. Maengwe (1985) noted that overcrowding in classrooms affected learning negatively.

Heynemann and Loxely (1983) in their study saw that the presence of a school library related significantly to achievement in Brazil, China, Botswana and Uganda. This was consistent with Coleman's study (1966) as cited in Ndiritu (1999) where the findings were that the number of textbooks on loan from the library was significantly related to learning achievement in the United States of America (USA). According to Southworth and Lofthouse (1990) a sound physical environment reflected in the schools amenities, decorative order and immediate surrounding has a positive advantage to pupils progress and achievement.

The school and the community play complementary roles, each serves the other in a special way. According to Micheka (1983) the headteacher must endeavour to respond to suitable appeals for help within the community. A shrewd headteacher will ensure that such appeals link up with the curricular activities. The headteacher can succeed by working closely with the Board of governors (B.O.G.) and parents teachers association (P.T.A.). According to the Education Act Chapter 211, among other functions the B.O.G. renders advice to the Minister on proper books of accounts and other records relating there to in respect of all its funds, property and transactions, it prepares and submits to the minister for approval estimates of revenues and expenditures, and receives and administers grants or grants in aid in respect of the school in accordance with the approved estimates of expenditure. P.T.A. links the school adequately to the society and the sponsors. If the headteacher can effectively link the functions of the B.O.G., P.T.A. and especially in terms of development, this can result to improved performance (Nduru, 1993).

2.4. Learners Background/Parental Involvement

The home environment has an exceedingly greater role to play on the academic performance of every child. Smith, et al (1989) reveals that home environment may enhance positive self-esteem which may improve academic performance. The home environment must be encouraging and supportive towards academics. Mworira (1993) comments that for a child to make the most of his educational needs, the child should have an easy access at home of instruments like books, newspapers, space, light and silence for convenient study.

Albashir (1974) cited influence of home environment as one of the factors which influences the students' performance in the national examinations. Muola (1990) studying Harambee schools in Nyandarua District asserted that there is positive relationship between students' performance and home environment. According to Waweru (1982) there are environmental factors that have been seen as handicaps to good school progress. Poverty due to low wages, unemployment, large families, retrenchment or loss of the family's breadwinner. Kinyanjui (1980) in his study saw that limited incomes among low class families have been found to restrict provision of schoolbooks, development funds and other necessary materials to ensure good performance and attendance at school. A Catholic Priest Father J.B. Mwangi concurs with the fact that home background can lead to poor performance levels (Daily Nation Tuesday, March 17th 2002 – pg 3). He said that many children were not empowered economically and for this reason, the government should assist them to get good education. Senelwa Kennedy also supports the factor of poor home ground as contributing to difficult times facing the parents and students in school (East African Standard Newspaper, January 7th 2000 – pg 18).

Avalos (1986) in his study on teaching children of the poor explained that incomes among lower class families restrict provision of tuition fees, schoolbooks and other resources necessary to ensure good performance or continuation in school. Ndiritu (1999) found no correlation between socio-economic background and performance but found out that poor children are regularly sent home from school because of non-

payment of levies. Clay Muganda concurs with this and adds that poor home ground doesn't always lead to poor levels of performance. His view is that:

"Children from poor economic backgrounds are good learners because they know they have nothing to fall back to. They are also disciplined because they fear being sent away from school and back to the deplorable conditions in which they lived earlier. Many children from well to do families on the other hand become complacent because they think that they will take after their parents whether or not they work hard. The knowledge that they have something to fall back on makes them lazy even if they are capable of doing well." (East African Standard January 16th 2002 pg 1 – 2).

Given the prevailing economic crisis in Africa, poverty is wide spread and affects schools and families alike. Existing literature indicates the extent to which parents have to cover the shortfalls due to the fiscal crisis that have had a devastating impact on household income and educational system, (Asomaning, 1994). According to Eshiwani (1983) good socio-economic conditions facilitates studies while poor ones hinder them. A big number of children fail because of the poor financial state of their parents. The atmosphere at home negatively affects the student in school. Socio-cultural custom and beliefs influence decisions to withdraw students from school, impacting negatively on their academic performance. Traditional initiation and early marriages have been identified as some of the causes of students dropping out of school and consequently resulting to poor performance.

Political instability of a country evidenced by civil strife and war have affected children's education in areas where civil war is intense. Schools are destroyed and deserted. In Kenya tribal clashes that occurred in several parts of the country resulted to a feeling of insecurity and affected learning (Daily Nation Wednesday March 31st 2004 – pg 21). People displaced during the politically instigated land clashes in the

1990s had no place to go after the government ordered them out of the forests they had settled in. Ms Julieta Masiga Refugee Consortium of Kenya Advocacy officer said that internally displaced people were like refugees and they should be provided with basic social services and funding.

Occasionally, the parents should visit the school where the children learn to monitor the academic progress of their children. It should be the parents desire to provide the educational materials in good time. Students of high academic potentials have been wasted due to lack of commitment of parents to their education. This is not the case with parents who are literate and know the worth of going to school. Kombo (1988) observes that those parents who received formal education their children tend to perform better than those with parents who did not go to school at all. A reason for the better performance is that children want to imitate their parents. The literate parents have interest and supervise their children's outdoor academic assignments Griffins (1996) shares the same opinion that parental participation is of great importance as a factor determining the pupil's performance. This relationship was observed even when the school level variables like class size, school students population, teacher qualifications and experience were controlled. According to Indongole (1987) the socio-economic background of the candidates tends to influence performance. Well educated parents tend to provide their children candidates with educationally stimulating environments by encouraging them to study and have access to relevant books and related literature.

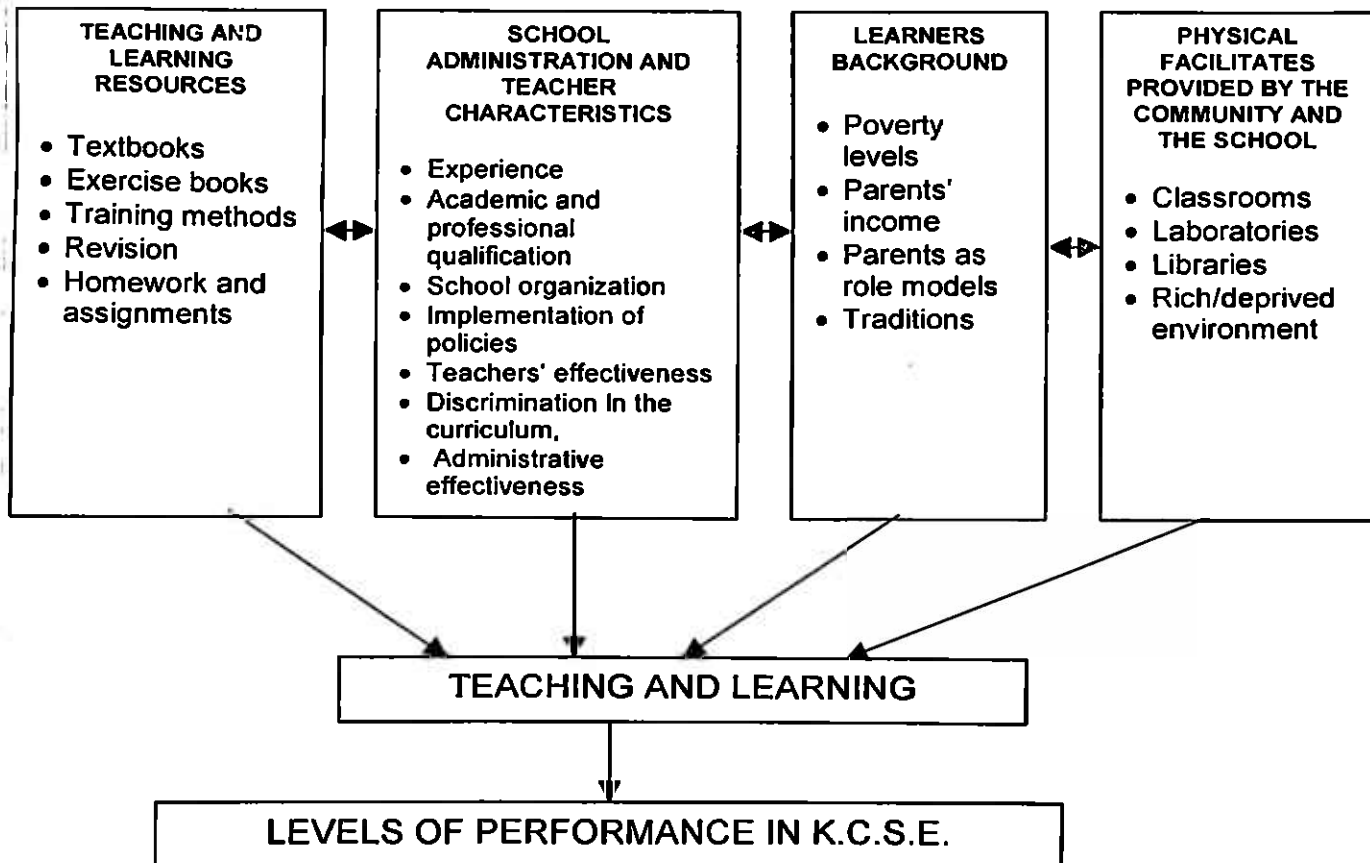
Okumu (1995) in her study with standard seven pupils in the slums of Nairobi reported a positive association between parents' participation in the child's schoolwork and performance. Children from better socio-economic backgrounds tend to have an advantage tending to perform better in school than those from deprived off families. Okumu's work agrees with a report by Cecilia Kamuyu in the East African Standard Newspaper February 16th 2002 pg 20 which explains what the parent can do as the first teacher, and how parents can enhance their children's learning outcomes. Cecilia Kamuyu states:

"Parental involvement makes a difference in a child's learning. Studies have shown that when parents get involved in school activities, performance in examination greatly improve so do facilities. The pupils also become more motivated and develop confidence."

Okwi Akana's study cited in Ndiritu (1998) in a study of 426 primary schools in Gulu District of Uganda found parental encouragement to be significantly positively related to the child's academic performance. Sewell and Hausar in Avalos (1999) in his study of education, occupation and earnings in the United States found a set of socio-psychological factors to account for additional variance in attainment. On average, parents of high achieving children seem to take more interest in the child's schooling than parents of low achieving children.

The foregoing discussion indicates that the learners' background and parental involvement could influence the student's performance in K.C.S.E. and consequently the performance in various public secondary schools. Home environmental factors with much influence on performance include parental education, occupation and encouragement.

2.5. Conceptual Framework of Factors Influencing Performance



A diagrammatic representation of the factors that influence performance. The conceptual framework of the study is based on the factors that are labelled as influencing performance. The factors that will be looked at are teaching and learning resources, school administration and teacher characteristics, learners' background and parental involvement and physical facilities provided by the school and the community and school community interaction. As shown the two-way arrow point the four factors

influencing levels of performance. The factors intersect in terms of influence; one factor may cause another. The four factors affect the teaching and learning in schools a resultant effect to performance. The process is continuous and bi-directional. The factors influence the input positively or negatively resulting to the output at the base, which is, varied performance at K.C.S.E.

2.6. Summary of the Literature Review

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It is evident from the foregoing discussion that school administration and teacher characteristics influence to a great extent performance. Academic qualification and professional qualifications are great assets in the learning process. In this consideration, academically qualified and trained teachers are well placed to supplement both ill-preparedness of learners at K.C.P.E. examination and the widespread lack of school and community physical facilities.

The availability of teaching aids/resources could also influence the performance in the examinations. Their availability could be crucial in helping the teachers to make the subjects less abstract.

It is equally important to note that the headteacher, teachers, parents and the community at large could also influence the levels of performance in the K.C.S.E examination. The influence however will vary greatly either positively or negatively from parent to parent, school to school, division to division, district to district and therefore region-to-region and country to country.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter describes the research methodology of the study under the following sub-topics: Research design, target population, sample and sampling procedure, research instrument, validity of the instrument, data collection procedures and data analysis techniques.

3.1. Research Design

The ex-post facto research design was adopted for this study. This type of design involves testing out possible antecedents of events that have happened and cannot be manipulated by the investigator (Cohen and Manion, 1994). An ex-post facto research design has been defined as systematic empirical inquiry in which the scientists do not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made without direct intervention from concomitant variation of independent and dependent variables (Kerlinger, 1992). The design was used to investigate factors that led to differing performance in K.C.S.E. examination in Kilungu Division, Makeni District. According to Kerlinger (1992), in ex-post facto research, the researcher starts with the observation of dependent variables in retrospect for their possible relationship to and the effects on the independent variables.

The design was recommended for this research because it involved study in conditions or events that had already occurred and were not existing. The dependent variable (K.C.S.E. performance) had already occurred while the factors influencing the levels of performance in K.C.S.E. could not be manipulated.

3.2. Target Population

The statistics from the D.E.O., Kilungu Division indicated that the schools were divided into four categories; girls' only boarding schools, boys only boarding schools, mixed day and boarding schools and mixed day secondary schools. The target population for the study was the 11 principals, 161 teachers and 2, 952 students in the eleven public secondary students in the eleven public secondary schools in Kilungu Division in the year 2003.

3.3. Sample and Sampling Procedure

The sample for this study consisted the headteachers, teachers and form three students in the public secondary schools in Kilungu Division. Form three students were chosen because they had stayed in the school for more years than other students. They can be in a better position to state the factors that led to poor performance, for they had interacted more with other students and the school environment. Form four students were preparing for their final examination.

The respondents comprised of 11 headteachers, 50 teachers and 205 form three students. The sample of headteachers was selected following the sample size of the schools which is eleven. Selection of 50 teachers ensured representation of male and female teachers in each school.

Simple random sampling procedure was used for this study. According to Wallen (1974) random sampling ensures that each element within the accessible population has equal and independent chance of being selected. They also maintain that the method best suits a study that involves a finite accessible population. This study was seen as fitting within this definition and therefore the procedure was applied. The form three students in each of the three single-sex schools involved in this study were listed in a consecutive manner. A table of random numbers, which is the most systematic technique for drawing a simple random sample was used to select the desired number of subjects from each school (Moore, 1963). A form of modified simple random sampling was used to select the desired members of the sample from mixed day secondary schools. Ferguson (1976) states that if a population consists of sub-populations, stratified random sampling should be used to ensure that no sub-populations are omitted from the sample and also to make the estimate of the variance of the population mean more precise.

The population from each of the mixed schools was stratified into male and female. A table of random numbers was used to select the number of the subjects to be included in the sample.

3.4. Research Instruments

To get the required information, three sets of questionnaires were used for data collection. The first set of questionnaire was for the teachers. It was set in three parts. The first part dealt with general demographic data on age, sex, marital status, academic and professional qualification and teaching experience. The second part dealt with the

teaching resources while part three dealt with the awards teachers get for their services and mode of motivation in the school.

The second questionnaire was for the school headteachers. This questionnaire was in five parts. The first part dealt with general demographic data on age, sex, marital status, academic and professional qualifications and teaching experience. The second part dealt with administration. It tried to establish the administrative characteristics of the principals and the scale adopted from Feildler, et al (1976) on leader member relationship (L.M.R.) was applied. Part three of the questionnaire consisted of questions on the availability of physical facilities in their schools. Part four of the questionnaire dealt with school enrolment. Part five dealt with examination performance of the school.

The third set of questionnaire was for the students. This one consisted questions on demographic data, previous school attended and the marks obtained, the physical facilities and learning resources in the current school. It dealt with homework, school rules/regulations, teachers and their teaching.

3.5. Reliability of the Instruments

Sample questionnaires were distributed to three schools. In each school, three students were given the questionnaire to give responses making a total of nine students. Three teachers and three principals from the three schools also gave responses to their relevant questionnaires. This constituted the pilot population study. The pilot schools were not part of the sample schools. They were be gotten from the neighbouring Kilome Division Makueni District.

The main purpose of the pilot testing was to cross-check the suitability of each of the questionnaires. Specific areas which were scrutinised include; the suitability of the language to the respondents, the clarity of each question and the choices in the responses, the time taken by each respondent in completing the questionnaire and the adequacy of the spaces provided for the written responses. This enabled the researcher to discover any major weaknesses in the research instruments.

The pre-test questionnaires were collected after one week for examination. It was then discussed with the respondents, colleagues and the supervisor to establish their content validity and reliability, the questionnaire was then revised and the final version made.

3.6. Validity of the Instrument

Mugenda and Mugenda (1999) defines validity as the accuracy and meaningfulness of inferences, which are based on the research results. Validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. The validity of the instruments is reflected on the items structured in the questionnaires in a way that respondents found it easy to understand and internalise the content. The researcher pre-tested the instruments with 9 students, 3 teachers and 3 principals.

3.7. Data Collection Procedure

The researcher collected permit from the Office of the President to be allowed to carry out the research. In addition, a letter from the District Education Office-Makueni as required by the law of carrying out a research. The researcher also visited the sampled

schools to inform the headteacher about the study and made more arrangement for issuing of the questionnaires to teachers and headteachers. The researcher attached a self-introductory letter. Questionnaires were distributed personally to individual schools. Observation of the physical facilities and teaching resources were carried out by the researcher and the research assistant.

3.8. Data Analysis

The data collected through the questionnaire was coded. The data was analysed using descriptive statistics. According to Gay (1981) descriptive statistics use frequency distributions, and percentages. The responses elicited by questionnaires from the principals, teachers and students were analysed and the results presented in frequencies and percentages. These were calculated and presented in tabular form.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0. Introduction

This chapter analyses the data collected and draws interpretations based on the analysis. The data analysis is aimed at addressing the purpose of the study that was to identify factors that influence performance in the K.C.S.E examination of the public secondary schools in Kilungu division. The main issues discussed in this chapter include questionnaire return rate, demographic and background information of the respondents and responses to the research questions. Descriptive statistics based on the factors that influence performance of K.C.S.E examination in Kilungu division are used.

4.1. Questionnaire Return Rate

Eleven questionnaires were administered to the head teachers and all the 11 were returned. The questionnaires return rate was therefore 100%. A total of 50 teachers' questionnaires were administered with a return rate of 100% too. A total of 205 questionnaires were administered to the students and only two were not returned. These questionnaires return rate was therefore 99%.

4.2. Demographic Data of the Respondents and Schools

The information obtained was derived from the completed questionnaires for the headteachers and the teachers. Frequencies and percentages were used to describe the demographic data of the respondents.

Figure 2: Pie-chart showing Gender of Teachers

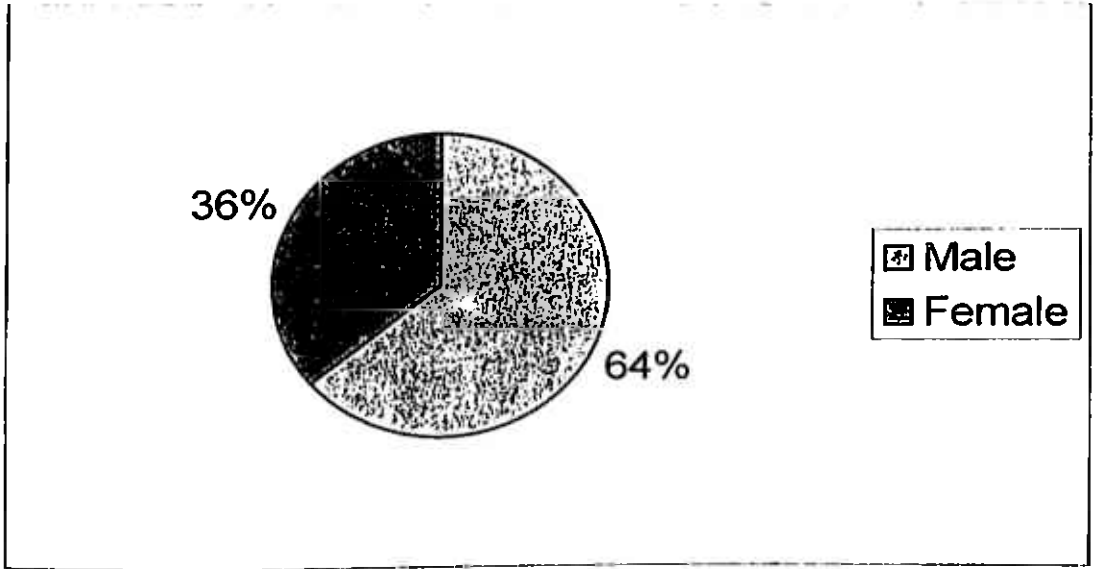


Figure 2 above shows that the sample of teachers for the study was composed of 64.0% males and 36.0% females. This confirms that majority of the teachers in the division are males. The low number of female teachers may be attributed to the fact that the seventeen divisions in Makueni district are designated as hardship areas thereby attracting few teachers. In addition there are two girls only schools, which may be another possible reason for absence of many lady teachers.

Figure 3: Pie-chart showing Gender for Headteachers

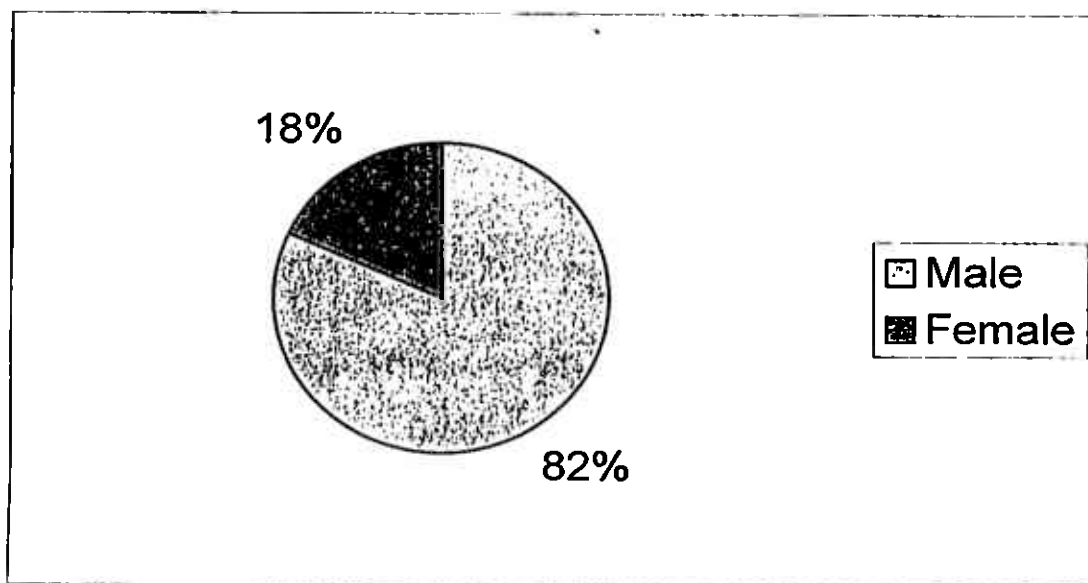


Figure 3 shows the sample for headteachers as comprising 82% and 18% male and female headteachers respectively. Because of the low number of women headteachers in the division and the fact that there are only two girls' schools, it is probably true to conclude that the few number of female headteachers is due to stiff competition for these positions from their male counterparts.

Table 5: Age Category of Teachers and Headteachers

Teachers			Headteachers		
Age group	Frequency	%	Age group	Frequency	%
20 – 29	9	18.0	20 – 29	3	27.3
30 – 39	33	66.0	30 – 39	6	54.5
40 – 49	8	16.0	40 – 49	1	9.1
			55 and above	1	9.1
Total	50	100.0		11	100.0

From table 5 above it can be deduced that majority of the teachers 66.0% fall between the ages of 30 – 39 followed by those aged between 20 – 29 comprising 18.0%. Few teachers were also found at the age group 40 – 49 (16.0%). This result confirms the prevailing condition of reduction of employment of new teachers in Kenya since 1998. These results concurs with that established by Kariuki (1998).

The results obtained also revealed that the age group 30 – 39 years is 54.5%. The age bracket 20 – 29 comprises 27.3% and only 9.1% under the age bracket of 40 – 49 and 55 and above. The large number of headteachers at age groups 30 – 39 shows that most headteachers are appointed after a considerable period of experience. The presence of 9.1% of head teachers at the age above 55 may be probably due to exemplary work enticing some boards of governors to seek for extension of service for their hardworking principals.

4.3. Marital status

Table 6: shows marital status of the teachers and headteachers in Kilungu Division.

Age group	Teachers		Headteachers		
	Frequency	%	Age group	Frequency	%
Married	39	78.0	Married	9	81.8
Single	11	22.0	Single	2	18.2
Total	50	100.0		11	100

Table 6 above shows that of the 50 teacher respondents at least 78.0% were married and only 22.0% were reported single. At least 81.8% of the headteachers were married.

Only 18.2% were reported single. This concurs with findings in the age groups for headteachers where majority were found to be at the age – group 30 – 39 an age at which most teens are married.

4.4. Academic Qualification of Teachers and Headteachers

During the study the researcher sought to investigate the academic qualification of teachers and headteachers as a factor affecting K.C.S.E. performance in public secondary schools in Kilungu Division and the results are as presented in table 8 below.

Table 7: Academic Qualifications of Headteachers and Teachers Respectively

Academic qualification	Teachers		Headteachers	
	Frequency	%	Frequency	%
K.C.S.E.	1	2.0	—	—
K.A.C.E.	7	14.0	1	9.1
Bachelors' Degree	39	78.0	10	90.9
Masters' Degree	1	2.0	—	—
Diploma	2.	4.0	—	—
Total	50	100	11	100

From table 7 above a significant finding is that many headteachers (90.9%) possess university degree education compared to just 9.1% who have K.A.C.E. qualification.

Teachers with first degree comprised the majority forming 78.0% of the number of teachers. Those with K.A.C.E certificates were 14.0% and those with diploma

certificates were 4.0%. Only 1 % had masters' degree qualification. Generally teachers within the division are highly qualified academically with only 1 % with K.C.S.E. The data obtained also indicates few postgraduate qualifiers. The low number maybe due to the high costs involved in post-graduates studies which hinder many teachers from undertaking the course. The teacher's academic and professional qualification could possibly have an impact on the performance of students in the division. This is consistent with studies carried by Somerset (1966) who noted that schools with qualified teachers tended to be more successful. Bett (1986) also found a close relationship between teachers' academic performance and students' performance in Kericho district. Similar findings were also reported by Heinemann and Loxely (1983). A possible explanation for this is that low academic qualification could imply a low mastery of subject matter and hence poor teaching. In this research work this point holds true for the Non professional teachers, S1 teachers, K.C.S.E qualifiers and K.A.C.E teachers in the secondary schools within the division.

4.5. Professional Qualifications of Teachers and Headteachers

The study sought to investigate professional qualifications of headteachers as a factor influencing K.C.S.E. in public secondary schools in Kilungu Division and the results are as presented in table 8 below.

Table 8: Professional Qualification for Teachers and Headteachers

Professional Qualification	Teachers		Headteachers	
	Frequency	%	Frequency	%
Non- Professional Teacher	4	8.0	—	—
Secondary Teacher 1(S1)	7	14.0	1	9.1
Untrained Graduate	1	2.0	1	9.1
Graduate Teacher	36	72.0	9	81.8
Diploma Teacher	2	4.0	—	—
Total	50	100	11	100

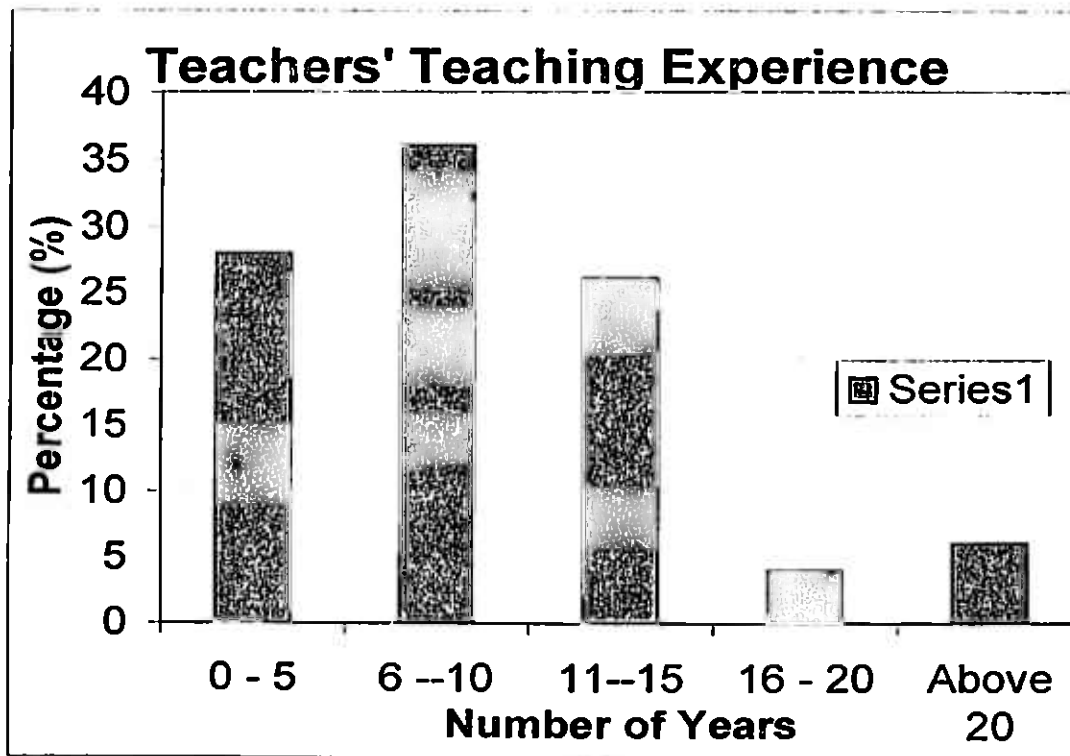
The data in the table 8 above shows that 9 (81.8%) out of the 11 head teachers in the division were graduate teachers. Similarly majority of the teachers are professionally qualified with 72.0% graduate teachers, secondary teacher 1 (S1) followed with 14.0%. The non-professional teachers accounted for 4.0% while diploma holders had only 2 %.

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4.6. Teachers' Teaching Experience

The study investigated teachers' teaching experience as a factor affecting performance in K.C.S.E. in public secondary schools in Kilungu Division and the findings are as shown in figure below.

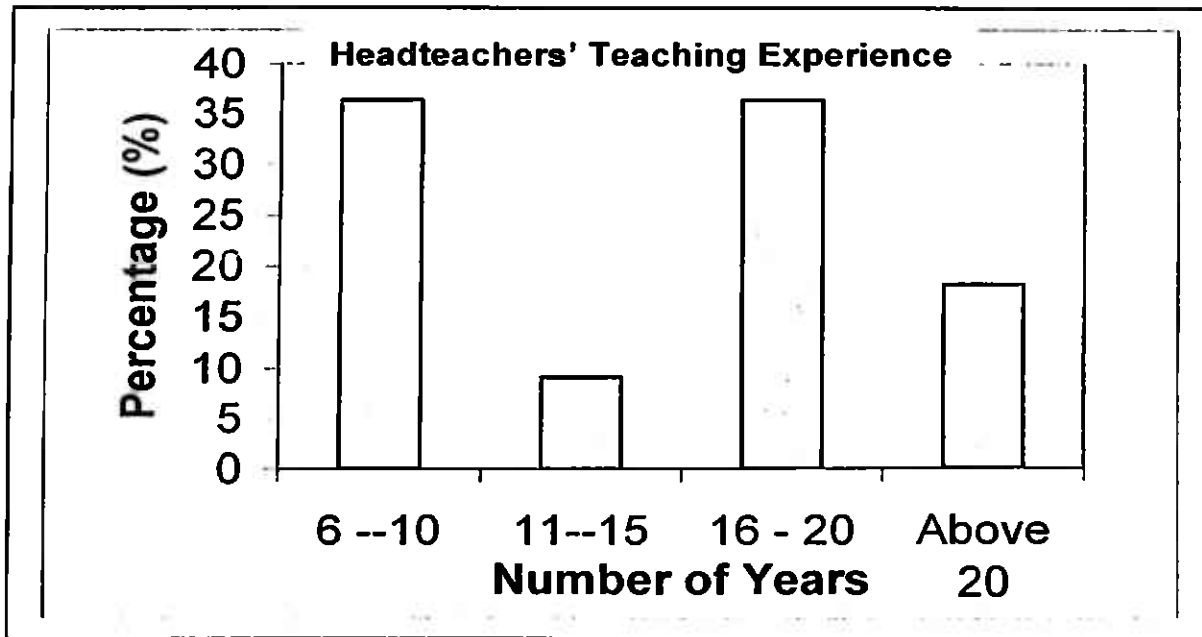
Figure 4: Graph showing Teachers' Teaching Experience



4.6.1. Headteachers' Teaching Experience

The study investigated headteachers' teaching experience as a factor affecting performance in K.C.S.E. in public secondary schools in Kilungu Division and the findings are as shown in figure 5 below.

Figure 5: Graph showing Headteachers' Teaching Experience



From figure 4 above it was found that majority of the teachers had taught for a period ranging between 6-10 years. This group reflected 36.0% while 26.0% had experience of 11 – 15 years those with 0 – 5 years experience comprised 28.0 %. Very few teachers had taught for more than 16 years and above. For the headteachers as shown in figure 5, majority of them had teaching experience within the age groups 6 – 10 and 16 – 20 both accounting each for 36.4%. Only 18.2% ranged above 20 years of age. This implies a blending of long-serving headteachers and average service appointed headteachers.

4.7. Headteachers' Duration of Training

The study investigated headteachers' duration of training as one of the factors affecting K.C.S.E. performance in public secondary schools in Kilungu Division. The findings were as presented in table 9 below.

Table 9: Headteachers Duration of Training

Number of Years	Frequency	%
3 years	5	45.5
4 years	2	18.2
Less than one year	1	9.1
No response	3	27.3
Total	11	100

From table 9 above majority of the headteachers (45%) had had a training duration of 3 years, while 18.2% had training duration of 4 years. A total of 8 (72.7%) of the administrators had received training with 3 (27.3%) not responding to the item. There were two significant training institutions in addition to Kenya Education Staff Institute (K.E.S.I.) in service courses, namely University of Nairobi 36.4 % and the Kenyatta University 18.2%. Most training took 3 years with minimal variation.

The kind of training received was thought to be vital by most of the respondents. 54.5% felt it was very useful, 18.2% useful and 27.3 % non response were treated as having no comments to make about the training.

4.8. Frequency of Staff-meetings

The study investigated how often public secondary schools in Kilungu Division had their staff-meetings. The findings are as presented in table 10 below.

Table 10: Frequency of Staff-meetings

Number of times	Frequency	%
Once in a term	17	34.0
Twice in a term	28	56.0
More than three times in a term	5	10.0
Total	50	100

From table 10 above, 17 (34.0%) schools had staff meetings once in a term. While 28 (56.0%) schools had staff meetings twice in a term and 5 (10.0%) schools had staff meetings more than three times in a term.

These findings agreed with those of Eshiwani (1982). He found a close relationship between students' performance and head teachers' involvement's in teaching and learning process. A possible explanation of this relationship is that in staff meetings problems affecting the school are discussed and sorted out. Progress also is likely to be discussed. The involvement of teachers in the running of the school and feedback on progress are likely to serve a motivating factor on the side of teachers who in turn work hard to influence performance positively.

4.9. Effect of Students' Performance in K.C.P.E on K.C.S.E performance

The study sought to investigate how students' performance in K.C.P.E. affects performance in K.C.S.E. in public secondary schools in Kilungu Division and the findings were as shown in table 10 below.

Table11: Effect of Students' Performance in K.C.P.E on K.C.S.E performance

K.C.P.E. entry Marks	Frequency	Percentage
100 – 150	10	4.9
150 – 200	10	4.9
201 – 250	120	58.5
251 – 300	33	16.1
Above 300	31	15.1
Non-respondents	1	0.5
Total	205	100.0

The table 11 above shows that majority of the respondents had scored 201 – 250 marks accounting for 58.5% while only 15.1% had a score above 300 marks. The rest accounted for 100 – 150 marks and 150 – 200 marks each with 10%. This indicates relationship between K.C.P.E entry scores and the students' performance in K.C.S.E. Similar findings were reported by Eshiwani (1983) and Sewel and Hauser (1986) in Avalos.

Table 2 shows that the mean scores for the various secondary school in the division varied depending on the type of school. Precious Blood Secondary School emerged in position one in the District between 1998 to 2003. Its least mean score was 8.83 in year 2002. This exemplary performance explains the 15.1% accounting for the respondents who had scored above 300 marks in K.C.P.E. Table 2 further reveals that day and boarding district secondary schools had poor performance. Katulye Secondary

School and A.I.C. Nunguni Secondary Schools recorded mean scores of 3.63 and 2.90 in 1998 respectively. This could be a possible explanation for the bulk of poor performers in K.C.S.E. with entry marks 201 to 250 adding up to 58.5%.

4.10. Teaching and Learning Facilities

For the purpose of this study the facilities that were investigated included textbooks, laboratory and library.

4.10.1 Adequacy of Textbooks to Students

The study sought to investigate whether students had access to textbooks as a factor affecting performance in K.C.S.E. in public secondary schools in Kilungu Division.

Table 12 below shows the extent to which textbooks were available in each class.

Tables 12: Students' Responses on Adequacy of Textbooks

Class	Adequate		Inadequate	
	Frequency	%	Frequency	%
Form 1	17	34.0	29	58.0
Form 2	14	28.0	29	58.0
Form 3	20	40.0	19	38.0
Form 4	20	40.0	18	36.0

4.10.2. Availability of the Library Facility

Headteachers were asked to indicate the presence or the absence of a library facility in their schools. Their responses are shown in table 13 below.

Table 13: Availability of the Library Facility

Responses	Frequency	Percentage
Available	4	36.4
Not available	6	54.5
Non-response	1	9.1

4.10.3. Use of the Library by the Students

Headteachers were asked how often various classes made use of the library. Their responses are as shown in the table 14 below.

Table 14: Use of the Library by the Students

Class	Don't use		Use it occasionally		Use it often		Use it very often	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1	2	18.2	2	18.2	1	9.1	1	9.1
2	2	18.2	2	18.2	1	9.1	1	9.1
3	2	18.2	1	9.1	2	18.2	1	9.1
4	2	18.2	1	9.1	2	18.2	1	9.1

4.10.4. Availability of Laboratories

Headteachers were asked to indicate whether their schools had laboratories. Their responses were as shown in the table 15 below.

Table 15: Availability of Laboratories

Availability of Laboratory	Frequency	%
Available	7	63.6
Not available	2	18.2
Non-response	2	18.2
Total	11	100.0

Of the teachers responses in form one and form two 58.0% felt that text books were inadequate 38.0% felt they were inadequate in form three and form four 36.0% accounted for inadequacy of text books. Laboratories' availability accounted for 63.6% and inavailability 18.2%. How well equipped laboratories is what could be very important but not their presence.

Libraries were significantly absent in 54.5% of the responses and only 36.4% had libraries. On library facilities 41.2% felt the library facilities were adequate while 36% felt it wasn't adequate. Classes 1 and 2 had less use of the library. Responses accounting 18.2% accounted for those who don't use the library. Class 3 had an equally poor access to the library with 18.0% accounting for using it. Class 4 had most access with a significant 18.2% of the responses for using it. Class 4 in other responses also registered non use of the facility with also 18.2% of the responses.

The data above shows that there is a relationship between learning facilities and the students' performance. This is consistent with Coleman's (1996) and Eshiwani (1992).

Such findings tend to indicate that school teaching and learning facilities play a significant role in either raising or lowering the standard of academic performance.

4.11. Teachers Workload

The study sought to find out the workload of teachers in various subjects as a factor affecting performance of K.C.S.E. in public secondary schools in Kilungu Division.

The responses are as shown in table 16 below.

Table16: Teachers' Workload

No. of lessons per week	Frequency	%
12 – 15	4	8.0
16 – 19	10	20.0
20 – 23	13	26.0
24 – 27	19	36.0
28 – 31	3	6.0

4.11.1. Availability of Teachers

The study sought to find out the availability of teachers in various subjects as a factor affecting performance of K.C.S.E. in public secondary schools in Kilungu Division.

The responses are as shown in table 17 below.

Table 17: Availability of Teachers

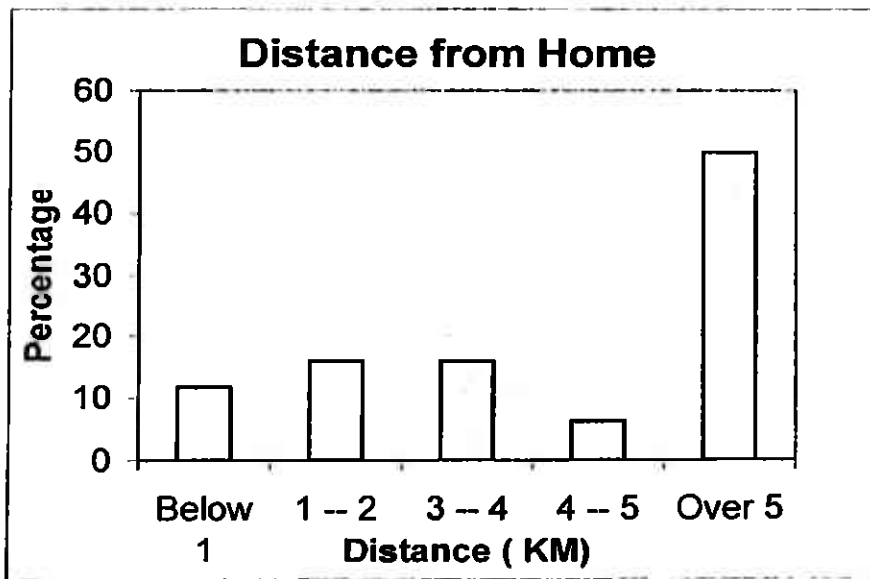
Response	Some subjects don't have enough teachers		Some subjects do not have teachers at all	
	Frequency	%	Frequency	%
True	151	73.7	26	12.7
False	51	24.9	165	80.5

From table 16 most teachers had a workload of 24 - 27 lessons per week, this accounted for 36.0%. The least workload was 12 – 15 lessons per week. From table 17 a significant finding was that 151 (73.3%) of the responses showed that some subject did not have adequate number of teachers. A further 26.0% accounted for responses that some subjects did not have teachers at all. The teachers need time to prepare the students for K.C.S.E examination. A big workload makes it difficult for teachers to prepare their students adequately. This compounded with inadequate teachers for certain subjects could adversely affect K.C.S.E examination achievement. These findings are consistent with those of Waweru (1982) who found that teacher's workload was a significant factor in determining teachers' job satisfaction and subsequently performance.

4.12: Distance Covered by students from home to school

Students were asked to indicate the approximate distances they covered from home to school and how this affected their performance in K.C.S.E. The findings were as illustrated in figure 6 below.

Figure 6: Graph of Distance covered by Students from Home to School



A considerable proportion of respondents 48.9% indicated distance to school to be over 5km. 16.1% too indicated distance to school to be between 1 – 2 kilometers and 3 – 4 km. However, this may not be a clear reflection of distance as there is a high disparity in the scores of boarding and day schools. It is important to note that the single sex institutions were boarding schools and therefore their students did not have to walk long distances to school each day. The students attending mixed schools, however walked far distances from home to school each day, roughly three quarter of them walking for more than a kilometer. This could mean students arriving to school late and very tired at the start of the day.

These findings do not concur with studies carried by Somerset (1972), Gakuru (1977), Kinyanjui (1979) and Avalos (1986), which identified a weak relationship between student distance from home to school and their performance in K.C.S.E examination.

4.13. Participation of Parents in School Activities

The study sought to investigate participation of parents in various school activities and how this affected K.C.S.E. performance in Kilungu Division. The findings are as shown in table 18 below.

Table18: Participation of Parents in School Activities

Level of participation	Discussing students academic performance		School visiting days		P.T.A. meetings		Meeting regarding students		Open day activities	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
High	129	62.9	61	29.8	62	30.2	90	43.9	71	34.6
Medium	51	24.9	47	22.9	45	22.0	73	35.6	68	33.2
Low	15	7.3	52	25.4	71	34.6	27	13.2	39	19.0

Parents' participation in school activities was grouped into three areas. These were participation in discussing student academic performance, school visiting days, P.T.A., open day activities and meetings regarding students.

There were mixed variations in parents' involvements in a number of school activities. 62.9% of the parents were actively involved in academic discussion on performance. 24.9% were moderately active and only 7.3% were less bothered. On meetings regarding students, participation was good with high and medium accounting for 43.9% and 35.6% respectively. The difference in perception between good performing and poor performing schools were not very pronounced, although well performing schools showed slightly higher percentages than the rest. It can be observed that

schools that recorded good and satisfactory results in the K.C.S.E examination showed greater parents participation ranging between medium and high. This seemed to show that involvement of parents in students' affairs had a bearing on their performance. Generally as you move away from immediate academic field, parents' involvement in school activity reduces. The percentage of relaxed parents increases in open days activities, visiting days and P.T.A. meetings. Okwiri-Akana (1991) in Muola found a positive relationship between student performance and parents participation in school activities. However Bali, et al (1984) found no relationships.

4.14. Students' Preoccupation at Home (Domestic chores)

The study also investigates students preoccupation in home chores and to found out how far they influenced the students' K.C.S.E. performance. The findings are stipulated in table 19 below.

Table 19: Students' Preoccupation at Home (Domestic Chores)

Extent of the effect	Washing and general cleaning		Working in the shamba		Looking after animals		Cooking	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
High extent	26	12.7	47	22.9	28	13.7	54	26.3
To medium	93	45.4	52	25.4	31	15.1	60	29.3
Low extent	79	38.5	101	49.3	139	66.8	83	40.5

A correlation of domestic chores, washing and general cleaning, working in shamba, looking after animals and cooking each drew various responses among the responses. Generally respondents felt these chores have little effect on their private study. Home chores classified in order of the extent to which they affected private study- cooking

had the highest percentage with 26.3% working in the shamba, looking after animals, and cleaning had 22.9%, 13.7% and 12.7% respectively. This perception was a reflection of what was on the ground. Students from mixed day schools did a lot of cooking after school and during weekends. The schools in this study that had satisfactory performances were mixed day boarding and a girl's boarding school. Majority of the students from schools that recorded poor performance perceived their working in the shamba as interfering with their private study. Therefore the influence of domestic chores cannot be ignored as impacting on K.C.S.E performance.

4.15. Management of Homework

The study also investigated on the effects of management of homework and how it affected the level of performance of the students in the K.C.S.E. in Kilungu Division.

The table 20 below shows the findings.

Table 20: Effects of Management of Homework on the Students' Level of Performance

Responses	Teachers give homework regularly		Teachers mark homework regularly		Students find time to do homework	
	Frequency	%	Frequency	%	Frequency	%
Yes	152	74.1	129	62.9	105	51.2
No	44	21.5	69	33.7	86	42.0

From table 20 above, teachers gave homework regularly in 74.1% of the respondents' schools. Teachers also checked students' homework regularly in 62.9% of the respondents' schools. 51.2% of the respondents felt students have enough time to

complete their homework assignments only 42.0% felt time was not sufficient. This 42.0% may probably be explained by day schools and boarding/day schools, where students spend a lot of time commuting to and from school. Home chores also affect their preps negatively. Those who indicated they had enough time for homework may be in boarding schools, which give adequate time, especially in the evenings for private study. Student response showed a relationship between giving of homework by teachers and students finding time to do their homework.

4.16. Brief Summary of the Chapter

This chapter attempted to establish if there was statistically significant relationship between students performance in the K.C.S.E examination and the influencing factors under study. The results of the findings indicated that the schools that had adequate teaching and learning facilities were likely to perform better in terms of academic achievement. The results also showed that schools and parents who managed their students' homework recorded satisfactory and good performance. Also it was recorded that parents' participation in school activities influenced students' performance in the K.C.S.E examination. The study established that there was a relationship between availability of teachers and students performance in the K.C.S.E examination. Finally, participation of students in home chores showed relationship to students' performance. Schools that recorded poor performance in K.C.S.E recorded greater student involvement in home chores.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

5.0. Summary of The Study

The K.C.S.E examination has been used as criterion for selection into jobs, courses of further studies or vocational training. Every year many students sit for this examination but only a few qualify for admission to institutions of higher learning (Republic of Kenya, 1997).

The purpose of this study was to investigate the factors that influence performance in K.C.S.E in public secondary schools in Kilungu division. The choice of the factors was based on assumptions backed by other researchers that there could be certain factors that influence performance in K.C.S.E. The study sought to establish the role played by head teachers, teachers, parents and students in as far as performance was concerned. The study was deemed significant to Kenyan education today because of the input by various stakeholders to education.

The study was limited by some factors beyond the control of the researcher. Firstly, there could be unreliability in K.C.S.E ranking of schools. Secondly, the study left out important personnel in the M.O.E.S.T. and T.S.C officials. Thirdly, form three students were used as respondents with caution although they were not direct contributors to the K.C.S.E results (1998 – 2003), which have been analysed herein.

The literature review was organised into sub-headings; school administration and teacher characteristics, teaching – learning resources/strategies, physical facilities

provided by the school and community and the community and learner background. From the literature review a conceptual framework was developed.

The study was an ex-post-facto design and the target populations consisted 11 head teachers, 50 teachers and 205 students. Three sets of questionnaires were designed to collect data from secondary schools. The questionnaire for head teachers had 15 items, and those for teachers and students 25 and 28 items respectively. The three sets of questionnaires contained both structured and unstructured modes of questions.

A pilot study was conducted to determine the reliability of the instruments. This was done using fifteen respondents selected randomly from the neighbouring Kilome division Makueni district. The findings of the pilot indicated the reliability of the research instruments.

The questionnaires were administered to all the public secondary schools in the division and the questionnaire return rate was 100% for head teachers and teachers and for students it was 99%

The analysis of the data was reported in order of demographic data of the respondents, effects of student performance in K.C.P.E on K.C.P.E performance, availability of teaching and learning facilities, students home background and K.C.S.E performance and the effects of management of homework on the students level of performance.

5.1. Research Findings

The research findings showed that the factors that had great influence on performance included entry behaviour for the students in form one, the availability and nature of the

teaching and learning facilities, availability or non-availability of teachers in certain subjects, provision of assignment to students and thorough follow up and management of homework specifically supervision of preps in school.

5.2. Conclusions of the Study

From the findings of the study, the following conclusions were made within the framework of the limitations of the study as stipulated in chapter one. The conclusions were also made from the analysis of the data and testing of the research questions.

One of the conclusions deduced from the findings was low entry marks at form one contributed to a great extent to poor performance. A possible explanation for this was that such students qualified to be admitted in form one in secondary schools with poor teaching/learning facilities (mainly district schools). In these schools they learned with other equally weak students who posed no competition.

It was also found that teachers' high workloads had a negative effect on students' performance. It was therefore concluded that a big workload made it difficult for teachers to prepare students adequately for their K.C.S.E.

It was also concluded that it is important to improve the condition of learning facilities in every school if performance is expected to be upgraded. This is due to the fact that poor learning facilities were associated with poor performance in this study.

It was also found out that students from poor socio-economic background tend to perform poorly in K.C.S.E. A possible explanation for this is that they are likely to be sent home often for school fees.

5.3. Recommendations

On the basis of the findings of this study and conclusions the following recommendations were made pointing to improving students performance in the K.C.S.E examination.

There is need for head teachers to hold frequent staff meetings in which problems and progress of the school can be discussed. This is likely to improve school performance as the problems affecting the school are likely to be sorted out in these meetings. There is need to consider conversion of day schools into boarding schools. The former were found to perform relatively poorer than the latter. A reason for this maybe due to partly time wasted students walking from home to school and negative effect of home chores.

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There is need to have an active policy of providing bursaries to students who come from low socio-economic background. This would reduce absenteeism which is a cause of poor performance according to the findings of this study.

5.4. Suggestions for further research

There is need to carry out further research on other personnel who could have an effect on performance such as M.O.E.S.T. staff and T.S.C personnel to establish their possible effect on performance. There is also need to replicate this study using other statistical methods to establish if similar findings will be arrived at. Lastly, there is need to replicate this study in other divisions and districts in Kenya in order to validate its claims as well as ascertain the reliability of the findings.

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APPENDIX I
LETTER OF INTRODUCTION TO THE RESPONDENT

Dear Respondent,

I am a postgraduate student pursuing a Master of Education degree at the University of Nairobi. I am conducting a research for my final year. I am therefore requesting you to spare a few minutes to answer this questionnaire. The results of this study will hopefully enable the government and communities to identify those factors that affect academic performance in public mixed day, boarding and single sex public and day schools and possibly put interventions to improve their performance.

The information you provide will be treated strictly as confidential. Neither you nor your school will be recorded.

Thank you for your co-operation.

Yours Faithfully,

KIVUVA EDWARD KITIVI
MED STUDENT, UNIVERSITY OF NAIROBI

APPENDIX II
QUESTIONNAIRE FOR TEACHERS

This questionnaire seeks to gather information to be used in a study of the factors influencing performance in the K.C.S.E. examination in Kilungu Division, Makueni District. You are kindly requested to fill this questionnaire. Your responses will be used for purposes of the study only. To ensure complete confidentiality, Please do not write your name, or the name of your school anywhere on the questionnaire. The usefulness of the information will depend solely on your honesty.

Part I: Demographic Data

Please respond to each question by ticking (✓) against the appropriate information that applies to you or writing a short statement.

1. Sex

Male []

Female []

2. Marital Status

Married []

Single []

3. Age in years

20 - 29 []

30 - 39 []

40 - 49 []

50 and above []

4. Education or academic qualification

K.C.S.E. []

K.A.C.E. []

Bachelors Degree []

Masters Degree []
Any other, (Please specify)

5. Professional Qualification

Non-professional teacher []
Primary teacher one (P1) []
Secondary teacher one (S1) []
Untrained graduate []
Graduate teacher []
Any other (Please specify)

6. Teaching experience in years

0 - 5 []
6 - 10 []
11 - 15 []
16 - 20 []
Above 20 []

Part II: Teaching Resources

The following are questions about the availability of teaching resources in your school. Please respond to each question by ticking (✓) against the appropriate information regarding the teaching resources or writing a short statement.

7. Do the students in your school use any textbooks?

Yes []
No []

8. Who supplies the textbooks for the pupils?

The school []
Parents purchase for their children []
Parents pay textbook fees to the school []

Any other specify

9. How do teachers acquire the textbooks necessary for their teaching?

From the school []

They buy their own []

The Ministry of Education supplies []

Any other (Please specify)

10. Indicate for the classes you teach the extent to which the issue of textbooks to students is adequate.

Classes	Adequate	Inadequate
1.		
2.		
3.		
4.		

11. When a student fills up an exercise book, how easy is it to supply the student with a new one?

Easy []

Difficulty []

12. Who punishes the students?

Class teacher []

Teacher on duty []

Discipline master []

The headteacher []

13. How often do you have staff meetings?

No staff meeting at all []

Once in a term []

Twice in a term []

More than three times in a term []

14. When you need an eraser (duster) pieces of chalk, notebook, pen etc. for your school use, how easily do you obtain the materials from the school?

Easily []

Difficulty []

Part III

Awards to Teachers and Motivation

The following are benefits, which teachers obtain from their schools. Please indicate the situation of these benefits in your school by ticking (✓) the appropriate one or writing a short statement.

15. Are there any kind of teachers' breakfasts or lunches?

Yes []

No []

16. Are you housed by the school?

Yes []

No []

17. If not housed do you get house allowance?

Yes []

No []

18. When do you get your pay?

Regularly []

Irregularly []

Monthly basis []

19. Do you get your full-salary?

Yes []

No []

20. Any other benefits

Yes []

No []

21. Are there any retirement benefits provided by your employer?

Yes []

No []

22. What other benefits do you get from the school in which you teach?

.....

23. What is the average number of periods that you teach in the week?

.....

24. What measures does the school administration take to ensure good performance of your school in K.C.S.E.?

.....

.....

25. In your opinion, what factors have led to varied levels of performance from year to year and student to student in your school in K.C.S.E?

.....

.....

APPENDIX IV

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire seeks to gather information to be used in a study of the factors influencing performance in the K.C.S.E. examination in Kilungu Division, Makueni District. You are kindly requested to fill this questionnaire. Your responses will be used for purposes of the study only. To ensure complete confidentiality, Please do not write your name, or the name of your school anywhere on the questionnaire. The usefulness of the information will depend solely on your honesty.

Part I: Demographic Data

Please respond to each question by ticking (✓) Against the appropriate information that applies to you or writing a short statement.

1. Sex

Male

Female

2. Marital Status

Married

Single

3. Age in years

25 - 35

36 - 46

47 - 55

Above 55

4. Education or academic qualification

K.C.S.E.

K.A.C.E. or equivalent

Bachelors Degree

Masters Degree []

Any other, (Please specify)

5. Professional Qualification

Non-professional teacher []

Primary teacher one (P1) []

Secondary teacher one (S1) []

Untrained graduate []

Graduate teacher []

Any other (Please specify)

6. Teaching experience in years

0 - 5 []

6 - 10 []

11 - 15 []

16 - 20 []

Above 20 []

7. Have you received any training in school administration?

Yes []

No []

8. If yes, where did you receive training in school administration?

.....

9. How long was the training?

10. How useful was the training?

Very useful []

Useful []

Not very useful []

Not Useful at all []

PART II

Leader Member relations Scale

Please indicate the number which best represents your response to each item.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. The people I work with have trouble getting along with me	1	2	3	4	5
2. My subordinates are reliable	4	5	3	2	1
3. There seems to be friendly atmosphere among people I supervise	5	4	3	2	1
4. My subordinates always cooperate in getting the job done	4	4	3	2	1
5. There is friction between my subordinates and me	1	2	3	4	5
6. My subordinates are good deal of help and support in getting the job done	5	4	3	2	1
7. People I supervise work well in getting the job done	5	4	3	2	1
8. I have good relationship with people I supervise	5	4	3	2	1
Total score					

Part III
Physical Facilities

Please answer the following questions regarding the physical facilities in your school.

1. Is there a library in your school? Please tick (✓).

Yes []

No []

2. If the answer to (1) above is yes, Please indicate how often each of the shown below make use of the library by ticking the appropriate column.

Class	Don't use it	Occasionally	Often	Very often	Always
1					
2					
3					
4					

3. What other physical facilities do you have in your school?

.....

Part IV: School Enrolment

4. What is the total Enrolment in your school?.....

5. What is the average size of a class in your school? Please indicate below.

Class	1	2	3	4
Average				

6. How many teachers do you have in yours school?

.....

7. How often do you call for staff meeting?

Weekly []

Monthly []

Termly []

8. Who does the work of typing and collecting of school fees?
.....
9. What is your admission criteria in Form one?
.....
10. Do you see examination performance at K.C.P.E. level as the best way of choosing form ones?
Yes []
No []
11. Are you given permission to attend form ones selection, say at a district level?
Yes []
No []
12. Where do most of the students of your school come from?
Local []
District []
All over the country []
13. How often do inspectors of schools visit your school?
Quite often []
Often []
Not at all []

Part V
Examination Performance

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14. Please indicate on the table below the mean standard score and the position of your school in K.C.S.E. in the last six years.

Year	Mean standard score	Position in the District
1998		
1999		
2000		
2001		
2002		
2003		

15. In your opinion, what factors have contributed to this kind of performance in your school?

.....

.....

.....

.....

APPENDIX V

QUESTIONNAIRE FOR STUDENTS

This questionnaire seeks to gather information to be used in a study of the factors influencing performance in the K.C.S.E. examination in Kilungu Division, Makueni District. You are kindly requested to fill this questionnaire. Your responses will be used for purposes of the study only. To ensure complete confidentiality, please do not write your name, or the name of your school anywhere on the questionnaire. The usefulness of the information will depend solely on your honesty.

Please indicate the correct option as honestly as possible by ticking (✓) on one of the options or writing a short statement where necessary.

Please respond to all questions

Section A

1. What is your age?.....
2. Please indicate your gender

Male	[]
Female	[]
3. What category is your school?

Girls only boarding	[]
Boys only Boarding	[]
Mixed boarding and day	[]
Mixed day	[]
4. How many marks did you get in K.C.P.E.?

100 - 150	[]
151 - 200	[]
201 - 250	[]
251 - 300	[]
Above 300	[]

5. How far is the school from your home?

- Below 1 Km []
- 1 - 2 Km []
- 3 - 4 Km []
- 4 - 5 Km []
- Over 5 Km []

SECTION B

6. What are the occupations of your parents?

Father

Mother

7. Who pays your school fees?.....

8. How much fees is paid per year for you?.....

9. Is your school fees paid on time?

Yes []

No []

10. Do your parents/guardians commend you upon improvement in the school examination result?

Yes []

No []

11. According to your opinion what may lead to your good or poor performance?

.....

.....

.....

.....

.....

.....

.....

12. What is your parents/guardians level of participation in the following school activities?

	High	Medium	Low
Discussion of academic performance			
Meetings regarding students			
Open day activities			
Visiting days			
P.T.A. Meetings			

13. To what extent do the following home activities affect your private study?

	To a high extent	To a medium extent	To a low extent
Washing and general cleaning			
Working in the shamba			
Looking after animals			
Cooking			

14. Are you given other work before and after the school time?

Yes []

No []

15. Do your teachers give you extra work when you do not do well in an assignment?

Yes []

No []

16. Do your teachers reward you when you perform well in school?

Yes []

No []

17. How often do you have internal examinations?

Weekly

Monthly

Termly

Yearly

Any other specify

18. Do you have preps?

Yes []

No []

19. Are the preps supervised by any teacher?

Yes []

No []

20. Do you have a personal timetable?

Yes []

No []

21. What do you use for reading at home?

Electricity []

Pressure lamps []

Generator []

Lantern Lamps []

SECTION C

22. Is there a library/libraries in your school?

Yes []

No []

23. Do you have science laboratory/laboratories in your school?

Yes []

No []

24. How often do you go to the laboratories if your answer is yes in No. 23 above?

Often []

Rarely []

Always []

25. Do you have a duplicating machine/computer/computers in your school?

Yes []

No []

26. Below is a list of facilities necessary for effective learning. To what extent are they available in your school?

Facilities	Very adequate	Adequate	Inadequate
Textbooks			
Laboratories			
Library			
Duplicating machine			

27. Which of the following statements best describes the availability of teachers in your school?

	True	False
Some subjects do not have enough teachers		
Some subjects do not have teachers at all		

28. Which of the following statements best describes how homework is conducted in your school?

	Yes	No
Teachers give homework regularly		
Teachers check students' homework regularly		
Students find enough time to do homework		

THANK YOU FOR PARTICIPATING

APPENDIX VI**TIMEFRAME FOR THE STUDY**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION**Phase**

1. Proposal Writing and presentation	March to May 2004
2. Instrumentation	
(a) Pilot testing	June, 2004
(b) Refinement of the instrument	June.2004
(c) Administration of questionnaires to the respondents	July 2004
3. Data Analysis	July to August 2004
4. Write up	October, 2004
5. Submission for examination	November, 2004

APPENDIX VI

BUDGET FOR THE RESEARCH

Item	Cost in Ksh
1. Secretarial Services	
(a) Typing proposal	2, 000
(b) Typing final copy	4, 000
(c) Photocopying	5. 000
2. Stationary	
(a) Writing materials	1, 000
(b) Duplicating papers	1, 500
(c) Pens	100
(d) Computer diskette	100
3. Travelling Cost	
(a) Consult supervisors	8, 000
(b) To the field	10, 000
(c) Education offices	5, 000
(d) Research assistant	6, 000
4. Computer data analysis	5. 000
5. Binding Costs	
(a) Binding proposal	1, 000
(b) Binding research report	1.500
6. Miscellaneous	5, 000
Total	57, 000

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: "EDUCATION", Nairobi

Telephone: Nairobi 334411

When replying please quote

Ref. No.
and date

MOEST 13/001/34C 247/2



JOGOO HOUSE "B"

HARAMBEE AVENUE

P.O. Box 30040-00100

NAIROBI

....., 20.....

6th August, 2004

Kivuva K. Edward
University of Nairobi
P.O. BOX 30197
NAIROBI

Dear Sir

RE: RESEARCH AUTHORISATION

Please refer to your application for authority to carry out research on "An Investigation into the factors influencing performance in the KCSE Examination of the Public Secondary Schools" A case study of Kilungu Division, Makueni District. This is to inform you that you have been authorized to conduct research in Makueni District for a period ending 31st December, 2004.

You are advised to report to the District Commissioner and the District Education Officer, Makueni District before embarking on your research project.

You are further expected to submit two copies of your research findings to this Office upon completion of your research project.

Yours faithfully

B. O. ADEWA

FOR: PERMANENT SECRETARY

Cc .
The District Commissioner
Makueni

The District Education Officer
Makueni