

**FACTORS THAT CONTRIBUTE TO STUDENTS' POOR
PERFORMANCE IN KENYA CERTIFICATE OF
SECONDARY EDUCATION (K.C.S.E.) EXAMINATION IN
KABARTONJO DIVISION, BARINGO DISTRICT**

BY:

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FULFILMENT FOR THE DEGREE OF MASTER OF
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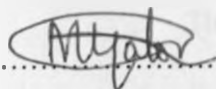
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DECLARATION

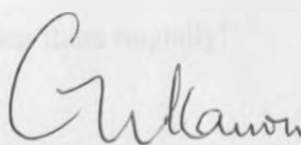
This Research Project is my original work and has not been presented for a degree in any other University.



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This Research Project has been submitted for examination with my approval as a University Supervisor



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DEDICATION

This work is dedicated
to my loving husband
David C. Yator,
who provided the financial support,
and gave me all the support
I needed for my studies.
To my lovely children,
Kimutai Jepkeitany, Kibet.
Their prayers, patience, love
and tolerance has strengthened me
all the time.
May God bless them mightily!

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I am greatly indebted to my devoted supervisor Mr. Edward N. Kanori for his professional advice, guidance and intellectual criticism from the beginning of the study to the end made it possible for me to complete this work.

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My sincere gratitude is also extended to district education officer, to all headteachers, teachers, and students in public secondary schools in Kabartonjo division, Baringo district where the study was undertaken for their genuine cooperation during the data collection.

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To Almighty Father, thank you Lord for sustaining and protecting me throughout my study period. Your praise will always be on my lips. Be glorified Lord.

ABSTRACT

The purpose of this study was to find out the factors that contributed to low academic performance of students in KCSE examinations in public secondary schools in Kabartonjo division. The study covered the period 1998-2002. It sought to identify the effects of teaching/learning facilities on performance in KCSE examinations. To identify the effects of payments or non-payment of school fees by parents and guardians, to establish how school community relations and support affects students' performance in KCSE examinations. To identify non-activities that affect teachers' effectiveness in teaching. To establish indiscipline cases that affect students performance in KCSE. To establish how effective supervision and inspection of schools and lastly administrative and managerial factors that affect KCSE performance. The review of the literature focus on the concepts, factors that affect students performance. Thus it provided guidelines and laid the background of the study.

The study was carried out in selected public secondary schools in Kabartonjo division. It consisted of 6 headteachers, 6 class teachers and 240 form four students and a district education officer. Questionnaires and interview guides were used to collect data. Data were computed using the statistical package for Social Science (SPSS) and the data was analysed and presented in frequency, percentages and bar graphs.

Some of the major findings of the study was that factors contributing to students academic performance in public secondary schools in Kabartonjo division, in Baringo District. These were:

- In terms of availability of learning facilities in the schools and their effects on

K.C.S.E. performance. The study found that:- Most schools (83.3%) had inadequate resources like lack of enough laboratory equipment, lab-room, textbooks, charts, maps, atlas and workshops.

- The effects of payments or non-payments of fees on KCSE performance. The study found that most parents (83.3%) do not discharge their socio-economic roles adequately especially in paying of school fees, purchasing learning materials like text books, pens, pencils, maps and personal needs like soaps, pocket money etcetera.
- Parents' rate of school visits to check on their children's academic performance. The findings revealed that parents in Kabartonjo division rarely visit schools to check their children's academic progress, this problem can be attributed by the level of parental education which affects their (parents) attitudes towards education. In fact 56.5% of the fathers and 66.9% of the mothers had not received any secondary education, this therefore affected performance negatively because students lacked parental motivation encouragement and inspiration.
- Indiscipline cases in school. The study found that majority of the schools (83.3%) have had indiscipline problems. Some of these indiscipline cases are solved through dialogue, others suspension and punishment. However, indiscipline causes poor performance because when unrest occurs in a school , definitely students are sent home, which means no learning takes place for their duration at home. Hence teachers may not be in a position to complete their syllabus in time and revise for the exams. It also demoralizes the teaching force.

The recommendations of the study includes the following:-

- The school administration through Parents, Teachers Association and local meetings

(barazas), should sensitize parents on the importance of education to their children. Parents should be encouraged to be monitoring their children's academic progress by visiting the school and consulting teachers on matters pertaining to academic progress.

- Poor payment of school fees was found as a factor that contributes to poor performance in the area. To curb this menace, the government should increase bursaries to various secondary schools in the district so as to assist the large number of needy but bright students whose learning is disrupted while they are sent to collect school fees.
- Since the government has abolished corporal punishment like caning in schools, they should provide schools with teachers who have trained in guidance and counselling so as to mould errant students. The government should motivate teachers by meeting their needs like sending them for seminars, providing study leaves with pay etc. This will make teachers recognized appreciated which will eventually help enhance quality teaching .

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The recommendations for further studies are in line with the findings and conclusions of the study, the following recommendations were made for future research:-

- The current study be replicated on a larger sample either from Baringo district or any other district.
- Further research is also required to study on the factors that lead to students' indiscipline cases in schools in Kabartonjo division, Baringo district.

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LIST OF ABBREVIATIONS

B. ED	-	Bachelor of Education.
B.O.G	-	Board of Governors.
D.E.O	-	District Education Officer.
E.M.S.P	-	Effective Management of Schools Programme.
H.E.L.B	-	Higher Education Loans Board
K.C.P.E	-	Kenya Certificate of Primary Examinations.
K.C.S.E	-	Kenya Certificate of Secondary Examinations.
K.I.E	-	Kenya Institute of Education.
K.I.M	-	Kenya Institute of Management.
KNEC	-	Kenya National Examinations Council.
K.N.U.T	-	Kenya National Union of Teachers.
M.ED	-	Masters of Education.
MOEST	-	Ministry of Education Science and Technology.
P.T.A	-	Parents Teachers Association.
SPSS	-	Statistical Package for Social Sciences
U.O.N	-	University of Nairobi.

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1.0 INTRODUCTION

1.1 Background Information

Education according to Sharma,' (1979) is defined as an effective weapon to fight out a war against ignorance, poverty and diseases which are root causes of restlessness throughout the world ---without education no nation can claim long life. Men make nations strong and education therefore strengthens the human mind. At the same time education according to Ogutu and Wandibba, (1987) is a process by which people acquire knowledge skills, habits, values or attitudes.

According to the 1992 Ministry of Education Science and Technology (MOEST) information handbook, one of the goals of education in Kenya, is to equip the youths with relevant knowledge, skills and expertise to enable them play effective and productive roles in the life of the nation. MOEST attempts to achieve this goal by promoting quality education in secondary schools. For instance, it develops and reviews the curriculum and other learning materials, provides teaches and organizes regular supervision of schools.

The Kenyan government recognizes the fact that education is an effective weapon and uses a relatively large proportion of its budget on education alone. For instance, the Kenya government today spends 71billion out of 232 billion that is 31% of its annual budget in financing education (Daily nation 13th June 2003 p3). Also the government has re-introduced free-primary education to all school age children. The government also controls

school fees in secondary schools through the introduction of fees guidelines to be followed by all public secondary schools. This move confirms that education is a very vital element in our society. The government relies on it for the provision of the much-needed manpower in the country.

The parents, community and other interested groups are concerned about the low standards of performance in the schools. Maranga, (1993) pointed out that general performance in education is still wanting. There are several factors which contribute to poor academic performance by pupils, Eshiwani, (1983) quoting Shiefelbein and Simmons (1981), gives the determinants of school achievement in the third world countries as: school resources and management, teachers' characteristics and student traits. According to Campbell (1983), curriculum and instruction refers to activities in which school workers engage, plan, implement and evaluate instruction programmes.

Each manager should have clearly defined philosophy and mission on which to build organizational goals to be achieved. Krug (1995) established that good schools are distinguished from others by their clear understanding of the goal. The principals ought to ensure that the curriculum offered is reflected in the mission of the school. All projects, funding, co-curricular activities and everything else should be tied to the mission.

The minister for education states that the basic reason why some schools performed better than others in examinations was that while some headteachers organized the learning process for their students, others leave it to chance, (Kombo,1988).

Hellinger et al (1995), noted that in many ways the school principal is the most important and influential individual in any school. It is her/his managerial skills that set the benchmark, the direction, the tone and the tempo of the school. Apart from setting the climate for learning and the level of professionalism, his/her managerial skills are pivotal for morale of teachers and set the degree of concern for what students may or may not become.

Up to 1984, Kenyan educational system was that of 7-4-2-3 that is 7 years of primary education, 4 years of secondary education ('O' level), 2 years high school ('A' level) and 3 years of university education. From 1985 to date, the educational system changed to that of 8-4-4. This means 8 years of primary education, 4 years of secondary education and 4 years of university education. The 8-4-4 system is more practical oriented than the 7-4-2-3 system. However, according to the 1998 Ministry of Education Science and Technology (MOEST) master plan, secondary school education is extremely crucial in that at the end of the cycle, students sit for K.C.S.E examination. The K.C.S.E examinations are administered by the Kenya National Examinations Council, (K.N.E.C), only to those students who have completed 4 years of secondary education. K.N.E.C is the national examining body created by an act of parliament in 1983 to administer school and post school examinations apart from university examinations.

In Kenya, education is a highly result-oriented discipline in that the prospective candidates and employees are judged by grades on their certificates (Okumbe, 1998). This means good performance is necessary for selection and placement of students in institutions of higher learning and also jobs in various firms. It is also vital for admission into courses in public

universities like medicine, law, engineering, and architecture. Consequently, poor performance in K.C.S.E examination undermines students' chances of joining institution of higher learning and jeopardizes their opportunities for job placement, and in most cases reduces their active participation in national development.

The annual surveys that have been carried out by the Ministry of Education, Science and Technology on secondary schools that performed well in K.C.S.E examination during the period under study (1998-2002), shows that, out of the top 50 high achieving schools, only one was from Baringo district, which was a provincial school (K.N.E.C order of merit, 1998-2002). Similar analysis conducted by the District Educational Office Baringo district have also concurred with the national trends that there were few high achieving public secondary schools in the district with Kabartonjo division being one of the lowest performing divisions .The overall performance of public secondary schools in Baringo District by category and division is reported in table 1.

Table 1: Overall mean score attained in KCSE by public secondary School in Baringo district between 1998-2002 by division

Year of Examination	Division and No. of School(s)										
	Kabarnet	Sacho	Tenges	Kabartonjo	Kipsaraman	Marigat	Mochongoioi	Tangulbei	Kolowa	Nginyany	Barweza
No. of Schools	9	3	1	7	2	4	0	1	0	1	3
1998	5.23	5.66	5.71	4.15	4.58	4.73	-	-	-	4.05	3.80
1999	5.26	6.04	6.74	3.93	4.36	4.77	-	-	-	3.90	3.62
2000	5.87	6.76	7.54	4.51	5.06	5.13	-	-	-	4.06	4.11
2001	4.43	6.87	7.10	4.43	4.99	4.64	-	-	-	3.50	3.84
2002	5.52	6.67	7.09	4.62	4.75	4.37	-	5.18	-	4.18	3.96
Overall mean	5.26	6.4	6.82	4.33	4.74	4.52	-	5.18	-	3.73	3.87
Overall grade	C-	C	C+	D+	C-	C-	-	C-	-	D+	D+
Overall %	43 %	53.3 %	56 %	36.1 %	39.5 %	37.3 %	-	43.2 %	-	31.1 %	32.3 %

(Source: KCSE order of merit analysis (1998-2002) Kenya National Examination Council, KNEC, Nairobi.)

Note: maximum, possible score is 12 on a twelve point score

Table 2: Mean KCSE scores and letters grade attained by public secondary schools in parliamentary constituencies Baringo district between 1998-2002 by division

Year of Examination	Division in parliamentary constituencies										
	BARINGO CENTRAL					BARINGO NORTH			BARINGO EAST		
	Kabarnet	Sacho	Tenges	Marigat	Mochongoi	Kabartonjo	Kipsaraman	Barweza	Tangulbei	Kolowa	Nginyany
No. of schools	9	3	1	4	0	7	2	3	1	0	1
1998	5.23	5.66	5.71	4.73	-	4.15	4.58	3.80	-	-	4.05
1999	5.26	6.04	6.74	4.77	-	3.93	4.36	3.62	-	-	3.90
2000	5.87	6.76	7.54	5.13	-	4.51	5.06	4.11	-	-	4.06
2001	4.43	6.87	7.10	4.64	-	4.43	4.99	3.84	-	-	3.50
2002	5.52	6.67	7.09	4.37	-	4.62	4.75	3.96	5.18	-	4.18
Overall mean	5.26	6.4	6.82	4.52	-	4.33	4.74	3.87	5.18	-	3.73
Overall mean letter grade	C-	C	C+	C-	-	D+	C-	D+	C-	-	D+
Overall %	43	53.3	56	37.3	-	36.1	39.5	32.3	43.2		31.1

(Source: District Education Office-Baringo District)

According to Table 2 Baringo district is divided into three parliamentary constituencies namely Baringo central, Baringo North and Baringo East. Baringo central is made up of Kabarnet, Marigat, Sacho, Tenges, and Mochongoi divisions. Baringo north consists of Barweza, Kabartonjo and Kipsaraman divisions, while Baringo East consist of Nginyany, Tangulbei and Kolowa divisions .

The mean scores in KCSE performance analysis shown in table 1 shows that the overall performance of public secondary schools during the period of study was poor in the three of the eight divisions in Baringo District, which have secondary schools. Two of the divisions have no secondary schools and one division has only one secondary school that sat for the examination last year for the first time. All these divisions that have performed poorly are situated in Baringo north and Baringo East constituencies. In fact the mean score for these two constituencies ranged between 5.18 and 3.73 (43.2 and 31.1% respectively). This can be translated to an overall mean letter grade of C- and D+, which fell to one and two full letter grades below the minimum mean grade C+ required for public universities and other institutions of higher learning.

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Nevertheless, this analysis indicated that there was an acute problem regarding KCSE by public schools in the district under study, especially Kabartonjo division. Hence, this poor performance in the district is an issue and a disturbing one not only to the parents but also to the leaders, the community, the students and the researcher. This requires urgent attention from those concerned. The researcher chose Kabartonjo division because there were more secondary schools compared to other divisions in the district, which had performed poorly. This research is therefore centered on investigation of the factors that contribute to poor performance in KCSE by public secondary schools in Kabartonjo division.

1.2 Statement of the Problem

Since education is acquisition of knowledge, skills and attitudes (Ogotu and Wandibba 1987) it is a life long process and the learners are expected to acquire something new. In Kenya, education is a highly results oriented discipline where by acquisition of knowledge, skill and attitudes of the prospective candidates and employees are judged by grades on their certificates (Okumbe, 1998). This means good performance is necessary for selection and placement of students in institutions of higher learning and also for jobs in various firms. In fact parents, community and other interested groups are concerned about the low standards of performance in the schools. (Maranga, 1993) points out that: general performance in education is still wanting. This quote is very apt for most schools in Kabartonjo division, which produces very few students with C+ and above. Majority of the schools have been performing or scoring below average in the Kenya Certificate of Secondary Education (K.C.S.E).

This fact poses a greater challenge especially for students who are not performing well at secondary school level. At the same time it is an issue that requires urgent attention from educators. This study therefore, aims at investigating factors contributing to this low performance in national examinations in Kabartonjo division.

1.3 Purpose of the Study

The purpose of the study is to find out the factors that contribute to low academic performance of students in K.C.S.E examinations in public secondary schools in Karbatonjo division, Baringo District.

1.4 Objectives of the Study

- To identify the effect of availability of learning facilities on performance in KCSE examination.
- To identify the effect of payment or non-payment of fees on performance in KCSE examination.
- To establish how school-community's relations and support affect students' performance in KCSE examinations in Kabartonjo Division.
- To identify non-school activities that affect teachers effectiveness in teaching.
- To investigate the effect of teachers transfer on students' academic performance.
- To find out how effective supervision and inspection of schools, is carried out by education officers in Kabartonjo division.
- To establish some administrative and managerial factors which directly or indirectly affect students KCSE performance in Kabartonjo division.
- To investigate the effect of school indiscipline in KCSE performance in Kabartonjo division.

1.5 Research Questions

- ◆ Does availability of key learning facilities in school affect the performance of students in KCSE examination?
- ◆ What is the effect of payment or non-payment of fees on students' performance in KCSE examination?

- ◆ How often do parents visit the school in which their children learn, to check their children's academic progress?
- ◆ Does non-school activities affect teachers' effectiveness in teaching?
- ◆ Does transfers of teachers in school affect the performance of students?
- ◆ How often do school inspectors visit schools in Kabartonjo division?
- ◆ What are the administrative and managerial factors that affect student KSCE performance in Kabartonjo division?
- ◆ What are the effects of school indiscipline in KCSE performance?

1.6 Significance of the Study

The rationale for the choice of this topic of study is that:

- ◆ The Ministry of Education may utilize the findings to eliminate those factors identified as contributing to the poor academic performance. For instance, if teacher transfers affect students performance negatively then the government can set a policy indicating when and how teachers can be transferred
- ◆ The findings will help teachers to re-examine their method of teaching in order to improve students' performance.
- ◆ The parents/guardians may use the findings to adapt any of the recommendations for the benefits of their children performance in the K.C.S.E examinations.

- ◆ The study will help future researchers in identifying priority areas in which to carry out more research on secondary schools, specifically in Kabartonjo division, and in other parts of the country
- ◆ It will also add to the growth of knowledge on factors affecting students performance

1.7 Delimitations of the Study

The study only covered public secondary schools in Kabartonjo division because there are no private secondary schools in the division. The scope will study KCSE for the last five years that is 1998, 1999, 2000, 2001, 2002.

1.8 Limitations of the Study

The study has been limited to the few selected participants, for instance: the district education officer (D.E.O), six secondary schools, all selected from Karbatonjo division, six secondary schools head teachers, six form 4 masters and mistresses of the selected schools and 240 Form 4 students. The findings of the study may not apply to other regions outside Baringo district unless prevalent circumstances do exist. The researcher was not in a position to control the attitudes of the respondents as they responded to the questions. The other major problem was lack of enough funds. For example funds for stationery, typing, photocopying, binding, transport, accommodation and food. In addition, most of the participant schools are located quite far from each other and traveling therefore was tiresome, time consuming and expensive. Accessibility problem to some schools was

evident due to poor physical infrastructure, especially roads and rain

1.9 Definition of Significant Terms.

Head teacher-refers to a secondary school manager or executive, male or female with overall administration responsibility over a school.

8.4.4 system of education-refers to the system of education recommended by the presidential working party on the second university in republic of Kenya 1981 (Mackay report). The system encompasses eight years of primary education, four years of secondary education and at least four years of university education.

Independent variables—Are defined as those variables whose values are used to predict the dependent variable. For instance, this study school administrative characteristics, teachers' characteristics, teaching/learning aids/resources, homework ,insufficient, teaching and learning hours home environment, BOG and PTA and discipline

Dependent variables- Are defined as those variables whose values are being predicted.

For instance In this study, the student's performance in 1998 to 2002 KCSE examination results is used as the dependent variable.

Variable - is any particular trait which can take a range of values in a population or sample.

Performance - Refers to the student academic level of achievement in the KCSE examinations. It is graded on twelve-point scale from the lowest E to the highest A.

Social-Economic Role-Refers to payment of school fees, purchasing of learning materials like text books, pens, maps and personal needs like soaps, pocket money and paying visit to schools to check on their children academic performance.

Public secondary schools – Refers to a four year post primary school which is developed and provided with staff through public funds.

Mean score - refers to the average point showing individual or group achievements in examination performance.

1.10 Organization of the Study

This project was organized in five chapters which includes:-

Chapter one provided details about the background of the study, statement of the problem, purpose of the study, research questions, objectives of the study, significance of the study, delimitations of the study, limitations of the study and finally the definitions of significant terms in the study. Chapter two consisted of the literature review. The review was divided into two major factors first the school environment which entails: school administration, instruction and curricular, provision and maintenance of physical facilities, school community relationships, teacher's characteristics, homework, insufficient teaching and learning hours, secondly, was home environment which includes socio-economic background, and lastly are other factors like B.O.G, PTA and eventually discipline. Chapter three described, the research methodology that was used. The research methodology includes: research design, target population, sample and sampling procedures, research instruments, validity of the instrument, reliability of the instrument, data collection procedures and data analysis techniques. Chapter four consisted of data analysis and discussions of research findings while, chapter five entails the summary of the findings, conclusions and recommendations.

CHAPTER 2

2.0. LITERATURE REVIEW

In the literature review, the researcher reviews what various scholars and authors have said about academic performance and factors that affect academic performance.

The literature review has been divided into two major factors that is: -

- ◆ The school environment which includes: school administration, school community relationship, curriculum and instruction, teaching and learning resources, physical facilities, like science and home science laboratories, etcetera, characteristics of teachers like qualified teachers and frequent transfers of teachers.
- ◆ The second factor is the home environment, which includes socio-economic environment (background of the student) and parental attitudes.

2.1 The School Environment

2.1.1 School administration

School administration plays a very crucial role in academic performance in schools. According to Mbithi (1974) administration is defined as a formalized system, which is intended to control, supervise, plan and make decisions about the various activities of an organization on the basis of established authority. In brief, administration is the authoritative art of getting things done. Therefore, it is the responsibility of the school principal to co-ordinate all activities taking place in his or her school. Consequently he or she should be knowledgeable in managerial skills, which will enable him or her

to direct, plan, supervise, monitor, control, organize and make proper decisions in the school.

Studies are found the supervisory role of the head teacher inadequate especially in instructional supervision. Njooora (1988) carried a out a study on the instructional supervisory practices of the head teacher. The purpose of the study was to establish whether head teachers performed this task and if so, to what extent. She used a questionnaire of –head teachers and teachers. Her findings revealed that head teachers never or rarely supervise instruction or the implementation of the programme. A high percentage of head teachers rarely checked teachers schemes of work, lesson plans and records of work.

Helinger et al (1995) noted that in many ways, the school principal is the most important and influential individual in any school. It is his or her managerial skills that set the benchmark, the direction, the tone and the tempo of the school, the climate for learning and the level of professionalism. His or her managerial skills are pivotal for the moral of teachers and set the degree of concern for what students may or may not become.

The headteacher is the administrator of the school, thus according to Campbell, Corbally and Nystrand (1983), the principal should be held responsible for seeing that an appropriate learning environment is established and maintained. The above argument concurs with that

of Kamotho (Kombo, 1988) who states that... the basic reasons why some schools performed better than others in examination was that while some headteachers organized the learning process for their students, others leave it to chance. It is true that those headteachers who are committed in their work are responsible and have a sound moral conduct that usually influence academics performance positively.

A manual for heads (1979) points out that “the head teachers behaviour will set the standard for the school, that is, his appearance, punctuality and morality must be beyond reproach and he should be aware that the way he behaves will be known to all in school”. This implies that, if a head teacher’s conduct is immoral, then no one will respect or listen to him/her. This therefore will influence academic performance in that some students, and teachers may become unruly, imitating their head teacher’s conduct. Coombs (1968) asserts that school interaction among the headteacher, teacher, teacher-teacher, teacher-central staff head teacher – students, teacher-student and student-student is very significant within the institutional context. He sees such interaction as making both student and teacher more accepting of the school .

Sifuna (1988) states that lack of communication, poor relationship between head teachers and teachers and students, inefficient instructional policies and practices, and leaving parents out of school activities are significant factors in contributing to poor performance in high schools. Katumanga, (Daily Nation, 20th May 2002, pp 17) stated that, lack of

effective management has contributed to poor education service delivery. However a report by Muraguri and Mugo (Daily Nation, 25th Jan 1999, pp 21) indicates that, the Kenya Institute of Management (KIM) has introduced training management programmes to improve the management of schools in the country. The programme is known as Effective Management of Schools Programme (EMSP) and it aims at complementing their professional training.

2.1.2 Curriculum and Instruction

According to Olembo,Wanga and Karagu (1992), curriculum and instruction involves setting objectives, formulating an instructional programme and evaluating it. The success of the school therefore, will mainly be judged how well the school curriculum has been carried out.

Krug (1995) noted that good schools are distinguished from others by their clear understanding of the goal. Principals must make sure that the curriculum offered is reflected in the mission of the school. All projects funding co-curriculum activities and everything else should be tied to the mission. Campbell (1986), observes that effective and efficient management of curriculum and instruction in educational institution is a basic pre-requisite for stability and improvement of academic performance.

2.1.3 Provision and maintenance of physical facilities

An institution requires physical facilities for instance, land, school buildings, playground, equipment and means of transport, teaching and learning materials like textbooks, stationery, chalks, dusters and chalk boards are also crucial in school. According to the report of the presidential working party on education and manpower training for the next decade and beyond (Republic of Kenya, 1988) the resources should be planned for properly and utilized in an effective manner to bring about efficient provision of quality and relevance in education.

Postlethwaite, (1980) as quoted by Eshiwani (1983) concurred with the statement as he stated that differences in school facilities such as library, textbooks, laboratory, dormitories, visual aids, electricity, water and playing fields seem to account for differences in achievements. Eshiwani 1983, stating on factors affecting performance in western Kenya also found that the schools that were found to have good facilities were performing well academically. Therefore, the presence or absence of school facilities distinguishes high and low achieving schools.

Wachiye (1990) says that the use of resources involves the use of more than one of the human senses at the same time during the learning process. Studies by psychologists also found out that different human senses account for varying percentage of learning. It is estimated that taste accounts for 1%, touch 1½ % and sight 83%, smell accounts for 3½ %. It is believed that 20% of what is heard is retained while 50% of what is seen is also

retained. Consequently, there is need for visual teaching aids and active students' participation.

However, the Population Council of Kenya and the Ministry of Education (1997) carried out a study to establish the effects of material inputs on the performance of students in single sex and mixed secondary schools. A directory of different types of materials that would be found in a typical secondary school was prepared. Some of these included, textbooks, libraries, laboratories, playing fields, science rooms and telephone. An examination of the material inputs in selected schools revealed that single sex secondary schools were better equipped than mixed schools. The shortage of the necessary material inputs was identified as one of the factors affecting performance of boys and girls in public secondary schools. It was further observed in some mixed schools that textbooks were collected for safe keeping at the end of each day. It was found that the practice undermined students' ability to do extra work out of class and could have hindered their performance.

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Bett (1986), carried a study on availability of teaching and learning materials. He collected data from head teachers, teachers and students, using a questionnaire. He analysed the data using descriptive statistics. The findings revealed that, poor support from the local community in the development of learning materials and facilities was prevalent in most schools. Mbuca (1986), used observation schedules and informal discussion with students in addition to a questionnaire and he came up with the same findings.

2.1.4 School community – relationships

The launching of the 8-4-4 system of education, which is more practical oriented meant that members of the community are now more involved in school affairs than ever before. The members of the community engage themselves in financing the school development projects through building funds from parents and harambee funds raising meetings. Hence, the head teacher should make a special consideration and create harmonious relations with his school community. The head teacher should understand his community and be able to work with it toward a common goal. According to Farrant (1985) The head teacher----- is responsible to the public and the community which his school serves. Though his effort and, enthusiasm, he can forge links with the community.

However, if the head teacher does not foster a cordial relationship with the community, then he/ she may be inviting mistrust, fear or even hostility. According to Mwaka (Daily Nation 10th Jan 1998 p.6) schools which have achieved high student's performance attributed their success to, excellent co-operation between the head teacher, parents and teachers. Mbithi (1989), concured with the above statement by saying, the head teacher can inculcate this cordial relationship with the community by organizing students to participate in community activities for instance in agricultural projects conserving the environment, hygiene, planting trees, making gabions, terraces and collecting gabbage. Graeme (1989) states that: "the head teacher must endeavor to respond to suitable appeals for help within the community. A shrewd head teacher will ensure that such appeals link up with the curricular activities.

2.1.5 Teacher characteristics contribute also to students' performance

The teaching force is assumed to be factor that affects students' performance. Recent studies carried out by Eshiwani (1985) points out that the quality of education depends on the quality of its teaching force in that professional teachers have been trained on best methods of organizing and presenting subjects matter to the students. Also they have been trained on how to guide and counsel students who are not taking their studies seriously, at the same time such teachers have been taught techniques on how capture students' attention and sustain their interest in learning.

Another factor related to teachers' characteristics was teachers' transfers. A study carried out by Eshiwani (1983) on factors influencing performance among primary and secondary school pupils in Western Province of Kenya reveals that teachers are often transferred before they can take a class from form 1 through to form IV. This usually affects students' performance in that change of teachers over short periods brings confusion in learning. As a result, the teachers are unable to: concentrate on their work, to know their students well enough and to prepare instructional materials appropriate to their needs, and worse, they are unable to understand the environment well to be able to manipulate it for the benefit of the students they teach.

Consequently, because of such realization, the then Minister for higher Education stated that: His Ministry was considering abolishing mid term holidays. The Minister went on to argue that such holidays did not serve any useful purpose. The Minister also disclosed that his Ministry would reduce the number of transfers to ensure continuity in education

(standard 23rd July, 1984:3) Provincial Director of Education Osiemo (Daily Nation, 27th May 2003.3) explains that: head teachers have been transferred to improve school management. He also adds that some Principals were dropped due to poor performance in their schools. Teachers should be motivated to help enhance quality teaching. This can be done by meeting their social, professional and academic needs, like sending them for seminars or providing them with study leave with pay.

(World Bank report 1986) as quoted by Sergiovani, (1987) said that satisfaction of teachers is positively related to achievement. Sergiovani indicated that achievement, recognition and responsibility were factors that contributed to teachers' satisfaction while inter-personal relationships with peers, supervision, salary, personal life and fairness contributed significantly to teacher job satisfaction.

2.1.6 Home work

According to studies carried out by Shiefelbein and Simmons (1981) on determinants of school achievement, it has been shown that there was a close relationship between the out of class academic assignments and achievements. In his study about factors that influence performance of schools in Western province Eshiwani (1983), concurs with this view that homework influences academic performance of learners. He established that over 60% of the school studied had no formal homework assignments given to students and that where it was administered there was no serious follow up by either the teachers or head teachers . Consequently, students ended up under-achieving in national examinations. He strongly attributed poor performance by western province schools partly due to the neglect of homework.

2.1.7 Insufficient teaching and learning hours

Lack of sufficient schooling hours an individual learner receives per year, is another factor for poor performance. For instance, camber and Keeves (1973), observe that the more hours allocated to institutions in a given subject, the higher the achievement of the learners. Ministries of education or governments of different countries decide in advance on the amount of time each learning level should take depending on the appropriate contents that need to be covered. However, a review that was conducted by Eshiwani (1993) shows that, schools tend to loose valuable teaching time to various activities such as too many internal examinations at the beginning and the end of teaching terms. The largest wastage of teaching time occurred at the start of every term over problems associated with collection of fees and at the closure of schools.

2.2 Home Environment

2.2.1 Socio-economic background

According to studies undertaken by scholars in both developed and developing countries, there is indication that environment is a very crucial phenomenon in explaining the students performance in the national examinations. A study carried out by Ezewu (1983) points out that people of high socio-economic background normally earn a higher income and value schools education more than those of low socio-economic status They are also more likely to posses the financial means and willingness to provide their schools with books and the necessary school materials

The argument that socio-economic backgrounds of students tend to influence their performance is advanced by supporters of the 'good home theory Tyler (1977) as quoted by Ayoo (2002). They maintained that students whose parents are educated tend to be provided with environments that stimulate education. They are also encouraged by their parents to study and read relevant books and literature. It is assumed that the provision of good reading materials and intellectual environments motivate students to learn better and perform well in public examinations.

Eshiwani (1983) conducted a study to find out factors affecting performance among primary and secondary school pupils in western province of Kenya. He identifies environmental factors as playing a major role in influencing the academic achievement of students. According to his finding, the environment in which the individual student lives influences how he/she perceives himself/ herself and shapes his/her aspirations, self-esteem and motivation. Eventually, the environment can either enhance or hinder a student's learning and educational attainment. According to studies carried out in developed countries by Duncan (1989), it is shown that there is a significant relationship between the student's academic performance and the socio-economic background of their parents. The findings, revealed that one way in which the socio-economic background affects school achievement was through the types of schools attended. Children from deprived homes, despite their mental potential, tended to go to cheaper low performing schools whereas their counterparts whose ability could be average go to well performing schools since their parents could afford.

Other studies carried out in developing countries shows that there is a significant relationship between student's academic performance and the home environment. Some home environment has no negative influence on students academic performance. These findings are supported by Abashir citing Murphee (1974). He reports that the students from illiterate homes performed comparatively better than students from more privileged homes. This implies that apart from home environment there are other major factors that affect students' academic performance.

2.3 Other Factors

2.3.1 The Board of Governors (B.O.G) and Parents Teachers Association (PTA)

According to a research carried out by Nduru (1993) on performance in K.C.P.E., in Central Imenti division in Meru district, it is suggested that head teacher work closely with the school committee and the Parents Teachers Association (PTA) as well as the school sponsors. In this way the head can win their trust and co-operation especially concerning the development of the school. He/she can do this by respecting their views and suggestions and asking their advice.

For a school to run efficiently there must be competent BOGs. The BOGs are the legal owners of the school. Citing Aringo, Munonu (1987) concurs that all secondary schools, including *harambee* schools must have BOGs. He went further to say, that the BOGs were direct agents of the minister and should inform him about problems in the school such as staff discipline.

The other board's functions according to the education act chapter 211 includes :

- To prepare and to submit to the minister for approval estimates of revenue and expenditure.
- To receive grants or grant-in-aid from public or local authority funds.
- To administer grants or grants-in-aid in respect of school in accordance with the approved estimates of expenditure.
- To submit to the minister for approval plans for the development or promotion of education in the areas to carry out the plans it approved.
- To render advice to the minister on the establishment of a new schools.
- To superintend the management of public schools
- To keep all proper books of account and other records relating there to, in respect of all its funds, property and transactions and shall prepare such accounts, in such form as the minister may prescribe. Therefore if the BOGs performs what the education act chapter 211 require of them, then there will be no mismanagement of the resources in our schools by the head teachers leading to strikes and unruliness in our schools, which is partly a cause of poor performance in our secondary schools can be averted.

2.3.2 Discipline

Discipline is a very crucial factor in determining academic achievement. If a school has disciplinary problems then it's likely that its academic results will be affected negatively, simply because students commitment to their academic work is futile. It also affects the

morale of the teaching personnel, in that each teacher might prefer asking for transfer in order to save his/her life from being attacked by the students. The above view is supported by Olembo (Kenya Times 1984, 29th march, p 6), who had this to say: -----Discipline is a bad crutch but a very good walking stick. It has on various occasions been cited as the sole explanation to the mass failure of students in examinations.

The local district education officer, Kilifi District, (Teacher Weekly, 9th Feb. to 23rd Feb. 2002 pp 8), decried the poor performance in mathematics and English subjects in last years Kenya Certificate of Secondary Education (KCSE) and urged teachers handling the two subject to double their efforts. He also attributed it to the deteriorating standards of discipline in secondary schools especially in trafficking of drugs by some students. He therefore called for immediate dismissal of students found engaging in drugs to rid the institution of cases of indiscipline. Katumanga, (Daily nation 20th may 2002 pp.17) maintains that bullying, poor management and ineffective teaching have led to unrest in schools, which results to poor performance in examination.

Wangai (Teacher Weekly 9th Feb. to 23rd Feb. 2002 pp.8) adds that cases of student unrest could be reduced if head teachers were to hold regular consultations with students. She advises that proper and effective communication between teachers and students is the only strategy for attaining our set educational goals. According to her, discipline plays a key role in the education sector. Therefore, teachers, parents and other stakeholders should be sensitive to issues raised by students in learning institutions and seek amicable solutions to problems.

Therefore, it is true that indiscipline causes poor performance because when unrest occurs in a school, definitely students are sent home, which means no learning takes place for their duration at home. Teachers therefore may not be in a position to complete their syllabus in time and revise for KCSE examinations. It also kills the morale of the teaching personnel.

CHAPTER 3

3.0. RESEARCH METHODOLOGY

This section deals with the methodology that was used in conducting this research study. It highlights the research design, target population, sample and sampling procedures, research instruments, instrument reliability and lastly data analysis techniques.

3.1. Research Design

This study was conducted as an *ex post Facto* study. According to Best and Kahn (1989), an *ex post facto* research deals with research variables that have already occurred and hence they cannot be deliberately arranged and manipulated through the intervention of the researcher. Research design has been defined by various scholars like Ogula (1995) as a framework of planning and conducting a study. Borg and Gall (1997), classified research design mainly by the method of data collection. Gay (1981), also classified research design into two categories, which included analysis and purposes. The researcher therefore combined various designs like survey and case study in her research to obtain relevant objectives.

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According to Mugenda and Mugenda (1999) a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. This design was appropriate since the researcher has used descriptive statistics to analyze the data with the use of questionnaires and interview

guides. Mugenda (1999) defines a case study as in depth investigation of the individual groups institution or Phenomena. The primary purpose of the case study is to determine factors and relationships that have resulted in the behavior study.

3.2 Target Population

Best and Kaln (1998), defined population as any group of individuals who have one or more characteristics in common that are of interest to all researchers. Mugenda (1999) too defines population as an entire group of individuals, events or objects having a common observable characteristics. However a target population according to Brinker (1988), is defined as a large population from which a sample population is to be selected. Best and Kaln (1998) define a sample as a small proportion of population selected for observation and analysis. In Brief, therefore, target population is defined as that population to which a researcher wants to generalize the results of the study. Consequently, for the purpose of this research, the target population has entailed six public secondary schools in Kabartonjo division, Baringo district.

Baringo district consists of eleven educational divisions, three divisions have four and above secondary schools, six divisions have one to three secondary schools while two divisions have no secondary schools. These are Mochongoi and Kolowa divisions. Kabartonjo division was chosen because it has seven secondary schools and also was identified to have performed poorly as compared to other divisions, especially those divisions with four and above secondary schools. Other subjects include the DEO, the 6 headteachers, 6 form four class teachers and 240 form four students of these schools. Form

IV class teachers were selected due to the fact that they are in close contact with the candidates; thus are in a better position to provide information on their performance. Form four students are chosen because they have been learning in the institutions for the last four years and they are likely to be more knowledgeable about the factors that affect students' academic performance.

3.3 Sample and Sampling Procedures

Best and Kaln (1998) defines sample as a small proportion of a population selected for observation and analysis. Each member or case in the sample is usually referred to as a "subject" or "respondent" or "interviewee" interchangeably. While sampling according to Best and Kaln (1998) is defined as a deliberate rather than haphazard method of selecting subjects for observation, to enable scientists to infer conclusions about a population of interest from the observed characteristics of a relatively small number of cases. It can also be seen as a method of selecting subjects for a study in a way that, the individuals selected represents the larger group, which they were selected.

According to Best and Kaln (1998) the ideal sample should be large enough to serve as an adequate representation of the population about which the researcher wishes to generalize and small enough to be selected economically, that is in terms of subject availability and expense in both time and money". They further emphasized that there is no fixed number or percentage (%) of subjects that determine sample. It may depend on the nature of the population of interest or the data to be gathered and analyzed.

However, in the choice of the study sample, out of seven secondary schools in Kabartonjo division, only six schools were selected. The researcher used simple random sampling to obtain manageable number of school. Simple random sampling is a method, which involves giving a number to every subject of the target population, placing the number in a container and then picking any number at random. So the researcher wrote each school on a piece of paper, fold and then put in an empty container and shuffled. Then Kimutai, a ten year old, Jepkeitany, 7, and Kibet, $3\frac{3}{4}$, years old were told to pick any two schools at random. The six schools therefore represent 85.7% of the entire study area. These schools were Moi Kabartonjo, Ayebo High, Tanyileel Girls, Kapchepkor secondary school, Kipkiamo secondary school and Kasisit secondary school.

From these schools questionnaires were administered to six headteachers, six form IV class teachers, two hundred and forty (240) form IV students and the D.E.O. These bring a total of 253 participants. From each school, one form IV class teacher and 40 form IV students were selected, where there were more than one stream, balloting was done. The form IV class teachers were selected because they are in close contact with the candidates, thus are in better position to provide information on their performance. Form IV students were selected due to the fact that they have been learning in the institutions for the last four years, hence, are more acquainted with the factors that affect their academic performance.

The D.E.O was selected because by the virtue of his position involved, he was considered well placed in providing relevant information on factors contributing to student's poor performance in KCSE Examination in Kabartanjo division.

3.4 Research Instruments

The study has mainly relied on questionnaire as the major tool for data collection. The tool was considered appropriate because the respondents were literate enough to complete the questions on their own. The items on the questionnaire were made simple in order to be effective as instruments for data collection. The questionnaire was considered appropriate in terms of saving time for both the researcher and respondents. The tool helped the respondent to give answers even to sensitive questions, as they were not required to give their names. The researcher used three sets of questionnaires for the respondent that is headteachers, teachers and students and one interview guide for the D.E.O. The three sets of questionnaires have sections A and B. Section A seeks for demographic and background information on the respondents. Section B seeks information on factors that contribute to poor academic performance in Kabartanjo division.

3.5 Pilot Testing of Research Instruments

Piloting of research instruments was done in one secondary school not included in the main study. After analyzing the responses. It was found necessary to revise and modify some items to succinctly describe the required response. The researcher pre-test the research

instrument for clarification and ascertain that they have been able to capture all the data required and to get feedback, which led to improvement in the main study.

3.6 Validity of Instrument

Best and Kaln (1998) state that validity can be thought of as utility that is the test useful for testers particular purpose? Mugenda (1999) defines validity as the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. According to Nachimias and Nachimias (1976), the validity of items in research instruments can be determined by expert judgement. To ascertain that the instrument used during the study succinctly described the required information. To ensure validity, there was one interview guide and three questionnaire guides. The validity of the instrument was reflected on the items to be structured in very simple English language, which the respondent found very easy to understand and internalize. In additional, the validity of items in the questionnaire was determined by expert judgement. The items were examined by experienced graduates, senior lecturers and supervisor to help improve validity.

3.7 Reliability of Instruments

Best and Kaln (1998) defined reliability as the degree of consistency that the instruments or procedure demonstrates. Whatever it has measured, it does so consistently. Mugenda (1999), defines reliability as a measure of the degree to which a research result yields

consistent results or data after repeated trials. However, the reliability in the research is influenced by random error. As random error increases, reliability decreases. Random error is the deviation from a true measurement due to factors that have not effectively been addressed by the researcher.

These errors might arise from inaccurate coding, ambiguous instructions to the subjects, interviewers fatigue and interviewers bias. Consequently, the researcher in designing and administering these instruments has taken care of these errors. However, according to Nachimias and Nachimias (1976), the subject of reliability would not occupy a central place in methodological literature if the instruments used in social sciences, the validity of the instruments was established by experts. Hence, the reliability of the instrument was not calculated in addition, the researcher adapted some of the instruments from a successful study done by Munoru (1897) and Kombo (1988). Thus, the instruments should be considered reliable. There are three questionnaires and one interview guide. The items reflect the objectives and research questions. All the items in the instruments are related to the research topic. The reliability of the instruments was reflected on the items that were structured in simple English language, which the respondents have found easier to understand and internalize.

3.8 Data Collection Procedures

The researcher applied for a permit to carry out research in Kabartonjo division Baringo district from the office of the president. After obtaining a permit, introduction letters from Baringo district and Kabartonjo divisional education offices to the schools where the research was conducted were obtained. The researcher made a visit to the participating schools in order to introduce, familiarize and inform the headteachers about the study and to confirm their cooperation. During the visits arrangements for administering the research instruments in each school were made. In the initial visits made to the district education offices the purpose of the study was discussed and appointments for administering the interview guide was made. The research instrument was administered according to the agreed schedule. Nevertheless, the respondents were requested not to disclose their names, or those of their schools and assured that their responses would be confidential.

3.9 Data Analysis Techniques

After fieldwork, the data collected through use of questionnaires and interview guide were coded. The data was further analyzed and interpreted to provide meaningful and final results. Descriptive statistics to answer the research questions and objectives in relation to research topic were used. The simplest way to present data according to Brinker (1988) is in frequency or percentage table, which summarizes data about a single variable. Frequencies are converted to percentages (%) so that they are easier to interpret hence in view of the above ascertain the researcher analyzed the data and presented the findings of the research in chapter four in percentages (%), frequencies, Pie charts and bar graphs.

CHAPTER FOUR

4.0 DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The data analysis in this chapter was aimed at addressing the purpose of the study, which was to investigate the factors that contributed to students' poor performance in Kenya Certificate of Secondary Education (K.C.S.E) examinations among the public secondary schools in Kabartonjo division, Baringo district. The first part of this chapter describes the demographic and background information of both headteachers and teachers. Which included:-

- Gender
- Age
- Academic qualifications
- Professional qualification
- Teaching experience
- In-service for Teacher

The second part examined the selected factors which included:-

- Availability of learning facilities and performance. (K.C.S.E)
- Effects on payment or non-payment of school fees on students' performance in KCSE examinations.
- Parents rate of school visits on children's Academic performance.

- Non-school activities that affect teachers' effectiveness in teaching.
- Effectiveness of supervision and inspection of schools.
- The effects of teachers transfers on students' academic performance
- Administrative and managerial factors on students' performance.
- Indiscipline cases in schools

Therefore, the information, perception or views regarding these factors, were generated through a number of questionnaires and interviews, which were administered to the District Education Officer (DEO), 6 headteachers, 6 class teachers and 240 students. All the questionnaires for both headteachers and teachers were returned, while 10 questionnaires out of 240 questionnaires administered to students had no response. This brings to 253 expected responses in sample and 243 actual responses were obtained. Then, the data was analysed and presented in percentages (%) and frequencies (f). The summaries of response rates are presented in table 3 below

Table 3: Summary of Response Rate

Category of Respondents	Expected Responses in Sample	Actual Responses obtained	Response Rate(%)
D.E.O	1	1	100%
Head Teacher	6	6	100%
Teachers	6	6	100%
Students	240	230	95.8%
Total	253	243	96.0%

4.2. Demographic Information of Headteachers and Teachers

The headteachers and teachers were asked to indicate their gender, age, academic qualifications, professional qualifications, teaching experience and in-service courses. The information collected was cross-tabulated in various tables.

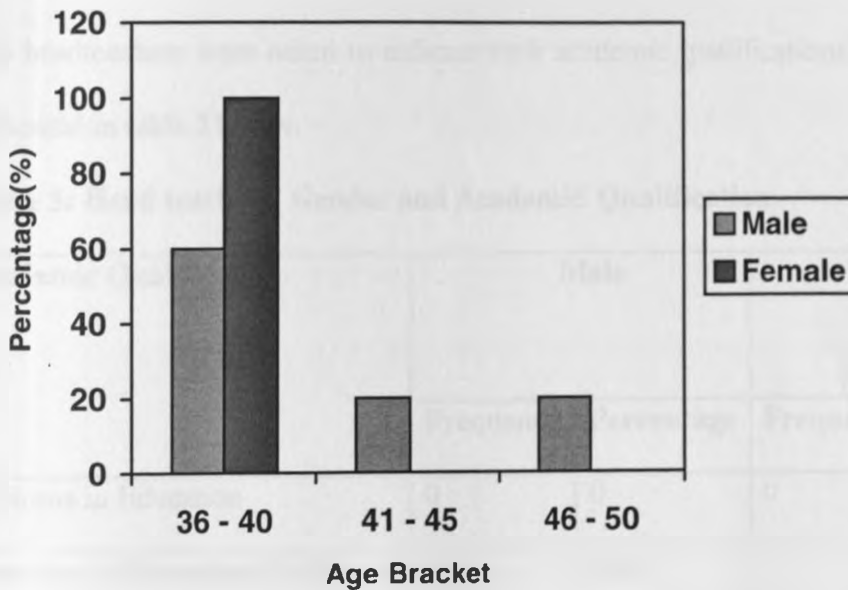
4.2.1: Headteachers Response on Gender and Age

The headteachers were asked to indicate their gender and age. The findings are presented in table 4 below.

Table 4: Headteachers' gender and age.

Age in Years	Gender			
	Male		Female	
Interval	Frequency	Percentage	Frequency	Percentage
31-35	0	0	0	0
36-40	3	60.0	1	100.0
41-45	1	20.0	0	0
46-50	1	20.0	0	0
51-55	0	0	0	0
Total	5	100.0	1	100.0

Figure 1: Headteachers' gender and age.



The findings revealed that out of the 6 respondents, 5 were male headteachers, while one was a female. This implies that male headteachers dominated the headship of schools. Hence, there is a gender imbalance among the head teachers in Kabartonjo division. Concerning age the results revealed that over 60% of the headteachers lie between the age of 36-40 years, 20% lie between 41-45 years and 20% lie between 46-50 years. Generally this implies that this age allows headteachers to have acquired a lot of experience in the school.

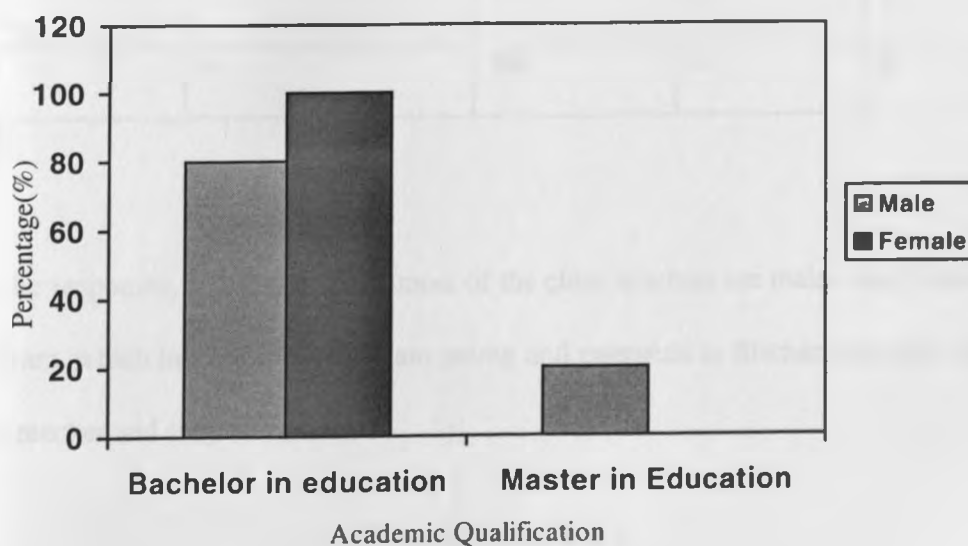
4.2.2 The headteachers response on gender and academic qualification.

The headteachers were asked to indicate their academic qualifications. The findings were presented in table 5 below.

Table 5: Head teachers' Gender and Academic Qualification

Academic Qualification	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Diploma in Education	0	0	0	0
Bachelor of Education (B.Ed)	4	80.0	1	100.0
Master in Education (M.Ed)	1	20.0	0	0
Total	5	100	1	100.0

Figure 2: Headteacher's Academic Qualification



The findings reveal that 4 male headteachers have Bachelor of Education (BED) degree and one female headteacher holds the same certificate. Nevertheless, there is one male headteacher who hold Master in Education (M.Ed) degree. This implies that most of the headteachers in Kabartonjo division are academically qualified.

4.2.3 Class teachers' response on Gender and Age.

The class teachers were asked to indicate their gender and age, the findings are presented in table 6.

Table 6: Class Teachers' Gender and Age

Age in Years	Gender			
	Male		Female	
	Frequency	Percentage	Frequency	Percentage
26-30	4	66.7	0	0
31-35	2	33.3	0	0
Total	6	100	0	0

From the responses, it is evident that most of the class teachers are males aged between 26 – 35 years, which indicates that they are young and energetic in discharging their duties as a class teacher and subject teacher.

4.2.4. Class Teachers' Academic and Professional Qualifications.

The class teachers were asked to indicate their academic qualifications. The findings were presented in table 7 below.

Table 7: Class Teachers' Academic Qualification.

Academic Qualification	Frequency	Percentage (%)
Diploma in education	1	16.7
Bachelor in Education	5	83.3
Total	6	100.0

The findings reveals that 83.3% of the class teachers have Bachelor of Education (B.Ed) degree, while 16.7% holds Diploma in Education. The above information shows that most of the class teachers are academically and professionally qualified. Therefore based on the above findings, it is evident that teacher's academic qualification is not one of the causes of students' performance in KCSE examinations.

4.2.5 Class teachers teaching experience

The class teachers also were asked to indicate the years they have taught. The findings are presented in table 8 below.

Table 8: Class Teachers Teaching Experience.

Years	Frequency	Percentage
4 years	2	33.3
5 years	3	50.0
6 and above years	1	16.7
Total	6	100.0

The results in table 8 above shows that class teachers have a varied teaching experience 33.3% have a teaching experience of 4 years, 50.0% have 5 years of experience and 16.7% have teaching experience of 6 and above years.

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4.2.6 The Number of Class Teachers who have ever Attended any In-Service Course.

Class teachers were asked to indicate whether they have ever attended any in-service course. The findings are presented in table 9 below.

Table 9: In-Service for Class Teachers

In-service	Frequency	Percentage
Yes	5	83.3
No	1	16.7
Total	6	100.0

From the findings, it is evident that more than half (83.3%) of the class teachers have had in-service courses. Only 16.7% of the total number of the teachers had no in-service courses. Therefore, the above information shows that most of the class teachers have had in-service courses. This brings out the evidence that in-service course is not one of the factors of students' poor performance in public secondary schools in Kabartonjo division.

4.3.0 This section examines the selected factors of students' poor performance in K.C.S.E. in Kabartonjo division.

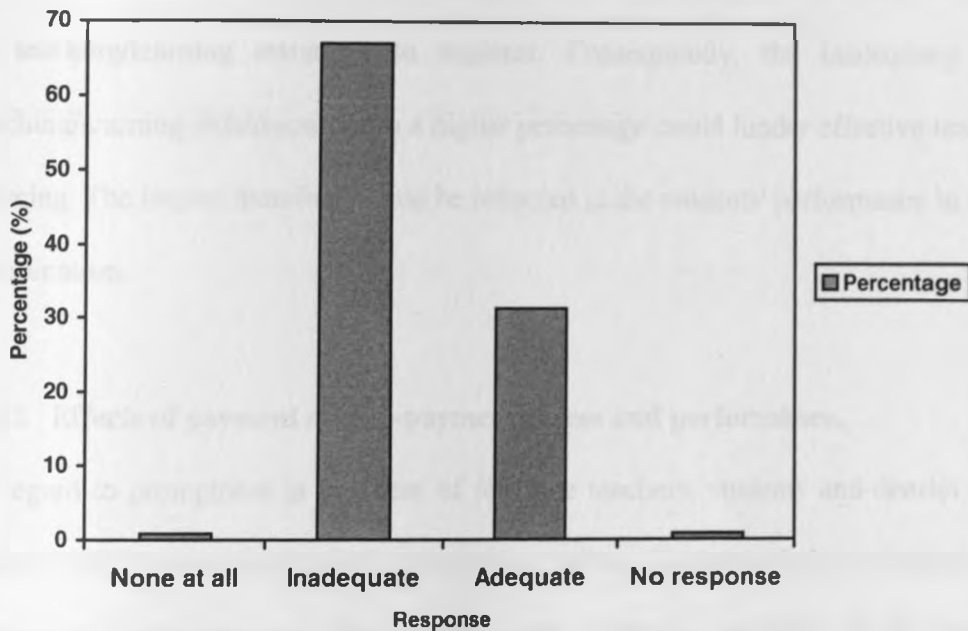
4.3.1 Shows Availability of Learning Facilities and Performance (K.C.S.E)

In regard to availability of learning facilities and performance, the head teachers, teachers, students and the District Education Officer (D.E.O) were asked to indicate the adequacy of teaching/learning facilities (teaching/learning facilities in this study refers to: textbooks, laboratory equipment's, maps, libraries, charts etcetera) However, the rationale of the question was based on assumption that, learning facilities could assist in making subjects less abstract. The response are presented in the table below:

Table 10: Students Response on Adequacy of Key Learning Facilities

Response	Frequency	Percentage
None at all	2	0.9
Inadequate	154	67.0
Adequate	72	31.3
No response	2	0.9
Total	230	100.0

Figure 3: Adequacy of Teaching/Learning Facilities



The findings revealed that high percentage of students (67.0%) indicated that there is inadequacy of teaching/learning facilities in public secondary schools in Kabartonjo division. 50% of the headteachers, 50% of the class teachers and the district education officer concurred with the students' idea that teaching/learning materials are inadequate.

These findings agree with earlier findings from a study conducted by Wachiye (1996) that availability of teaching /learning facilities are ranked among the most critical factor which influence performance. He said that the use of resources involves the use of more than one of the human senses at the same time during the learning process. Studies by psychologists also found that different human senses account for varying percentage of learning. It is estimated that taste accounts for 1%, touch 1½%, smell 3½%, hearing 11% and sight 83%. It is believed that 20% of what is heard is retained while 50% of what is seen is retained,

thus the implication of this view is that the chance of greater perception, understanding, reinforcement and retention of the subject matter may be improved through the provision of teaching/learning resources to students. Consequently, the inadequacy of these teaching/learning aids/resources to a higher percentage could hinder effective teaching and learning. The impact therefore, could be reflected in the students' performance in the KCSE examination.

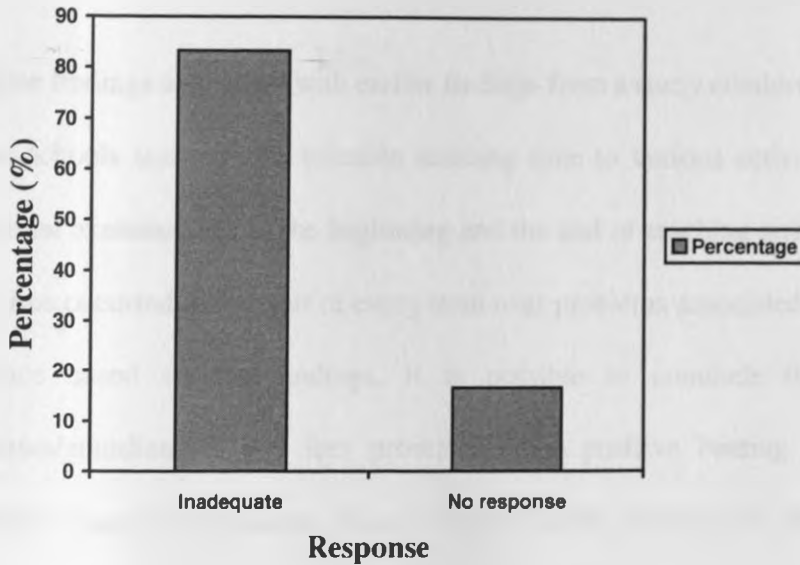
4.3.2 Effects of payment or non-payment of fees and performance.

In regard to promptness in payment of fees, the teachers, students and district education officer (DEO) were asked to indicate whether parents discharge their socio-economic role adequately (socio-economic role in this study refers to: payment of fees, purchasing learning materials like stationery, giving incentives to students to encourage them to aim higher in their academic work etcetera.). The significant of the choice of this research question was based on assumption that, promptness in payment of fees reduces time wastage in collection of fees. The responses are presented in the table below:

Table 11: Class teachers' response on parents' socio-economic role

Response	Frequency	Percentage (%)
Adequate	0	0
Inadequate	5	83.3
No response	1	16.7
Total	6	100.0

Figure 4: Adequacy of Parents Socio-Economic Role



From the findings, Class teachers revealed that high percentage (83.3%) of the parents discharge their socio-economic role inadequately, for example poor payment of schools, little or no purchasing of text books for their children and paying little or no visit to schools to check on their children academic performance, while low percentage (16.7%) have no response. The district education officer concur with class teachers idea that parents do not discharge their social-economic role especially the payment of fees. Based on the above findings, it can be concluded that negligence of parents to discharge their socio-economic roles adequately has a positive bearing in the contribution of students' poor performance in KCSE examination.

These findings agree with earlier findings from a study conducted by Ezewu (1983), that people of high socio-economic background normally earn a higher income and value school education more than those of low social economic status. They are also, more likely

posses the financial means and willingness to provide their schools with books and the necessary school materials.

These findings also agree with earlier findings from a study conducted by Eshiwani (1983), that schools tend to lose valuable teaching time to various activities such as, too many internal examinations at the beginning and the end of teaching terms. The largest wastage of time occurred at the start of every term over problems associated with collection of fees. Hence based on the findings, it is possible to conclude that the negligence of parents/guardians to pay fees promptly has a positive bearing in the contribution of students' poor performance. Simply because when students are sent home to collect fee balance, they would miss lessons while away. When they come back, in most cases the teachers will not have time for them. However, when the number of students sent home is large learning will not take place. Hence, the syllabus will not be covered in good time to pave way for revision. As a result the impact could be reflected in students' performance in KCSE examination.

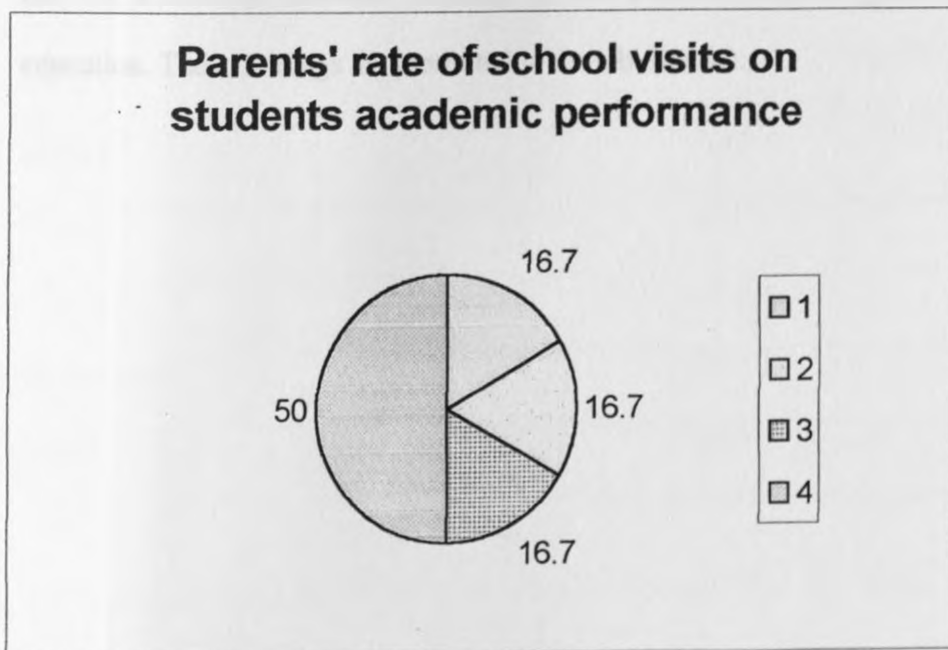
4.3.3.0 Parents rate of school visit on students academic performance

Concerning the research question which states parents rate of school visit to check on their children's academic performance, the class teachers were asked to indicate how often do parents visit the schools to check his/her child's performance. The rationale of this question was based on the assumption that when a child is visited in school it is more of psychological, that is, the child gets motivated and inspired to strive hard to excel in his/her academic work. The responses are presented in the table below:

Table 12: The parents' rate of school visit on students' academic performance.

Parents' Visit	Frequency	Percentage
Rarely	1	16.7
Not very often	3	50.0
Very rare	1	16.7
No response	1	16.7
Total	6	100.0

Figure 1



Key: 1. Rarely 2. Very Rare 3. No Response 4. Not very often

The findings in table 12 revealed that about 20% of the parents rarely visit the school,

very rarely visit the school to check his/her child's performance. Thus based on the above findings, it can easily be noted that the parents' low rate of school visit to check on the students academic performance could have had an important bearing in the students KCSE performance among the public secondary schools in Kabartonjo division.

These findings agree with earlier findings carried out by Mwaka (Daily Nation 10th January, 1998 P6) that, schools that have achieved high students' performance attributed their success to, excellent cooperation between the headteacher, teachers and parents.

However, negligence of parents to visit school to check on his/her child's performance can be attributed to low socio-economic status of the parents especially level of education. In fact in Kabartonjo division majority of the parents, had not gone beyond primary education. These findings are presented in the table below.

4.3.3.1: Parental level of education.

The students were asked to indicate their father's and mother's level of education, the findings are presented in table 13 below.

Table 13: Parents level of Education

Level of Education	Parental education			
	Father's		Mother's	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Did not attend school	22	9.6	32	13.9
Below primary school	55	23.9	46	20.0
Attained primary education certificate	53	23.0	76	33.0
Form II	10	4.3	12	5.2
Form IV	52	22.6	33	14.3
Form VI	25	10.9	20	8.7
University	8	3.5	5	2.2
No response	5	2.2	6	2.6
Total	230	100.0	230	100.0

The finding revealed that 56.5% of the students indicated that their fathers had not received any secondary education, a small percentage of the students (37.8%) indicated that their fathers had received secondary education, while a smaller percentage of students (3.5%) indicated that their fathers had received university education and 2.2% of students gave no response.

The responses on mother's level of education indicated a slightly higher percentage (66.9) of mothers who had not received any secondary education, 28.2% had received secondary education, while a smaller percentage (2.2%) had received university education and 2.6% of students had no response.

From the findings it is in evidence that a majority of the parents had not gone beyond primary education that is fathers 56.5% and mother 66.9%. So based on the above findings it can easily be noted that the parental level of education could work to the students' disadvantage in many ways. For instance, parents would have less interest in monitoring the academic progress of their children in school, it could also be a hindrance to helping and inspiring the children to acquire positive aspirations, self esteem and self-actualization in life that might eventually be reflected in KCSE examination results.

4.3.4 The Non-School Activities that Affect Headteachers' Effectiveness in Teaching.

The rationale of this research question was based on the assumption that when headteachers are not motivated in any way, be it salary, personal life, or recognition they would engage in other businesses, meaning time devoted to teaching is inadequate. As such, students may not even find them for consultation when they have difficulties.

The findings show that 100% of the headteachers in public secondary schools in Kabartonjo division have no other source of income apart from teaching. However, according to researcher's observation they conduct some businesses. They however fear to

reveal other business activities they are involved in probably because of fear that it would jeopardize their employment.

These findings agreed with earlier studies conducted by the World Bank Report (1986) as quoted by Sergiovani (1987), that, satisfaction of teachers is positively related to achievement. He also indicated that, achievement, recognition and responsibility were factors which contributed to headteacher's satisfaction, while interpersonal relationship with peers, supervision, salary, personal life and fairness contributed significantly to their job dissatisfaction.

4.3.5 Inspection and Supervision.

The rationale of this research question was based on the assumption that inspection is supposed to help the teachers to improve their teaching. Supervision was also to help teachers to see more clearly the problems and needs of students. They also give guidance to teachers so as to develop greater competence in teaching. The responses are presented in table 14.

Table 14: Headteacher Response on School Inspection and Supervision.

Inspection and Supervision	Frequency	Percent
Once per year	4	66.7
Once per term	2	33.3
More than twice a term	0	0
Others (please specify)	0	0
Total	6	100

The findings revealed that majority (66.7%) of the public secondary schools in Kabartonjo division are visited once per year, 33.3% of the schools are visited more than twice a term. Therefore based on the above findings it can be noted that insufficient inspection and supervision of schools by inspectors could have a negative influence in the students performance in KCSE examination in Kabartonjo division.

4.3.6. Administrative and Managerial factors.

The findings presented in this section were based on the head teachers' questionnaires. The details of the presentation were under the following subheadings:

- 1) Checking teachers' schemes of work, lesson plan and records of work.
- 2) Holding staff meetings.
- 3) Involvement of teachers in making school decisions.

4.3.6.1 Inspection Of Teachers' Schemes of Work, Lesson Plan and Records of Work.

The headteachers were asked to indicate how often do they check on teachers schemes of work, lesson plan and records of work. The findings are presented in table 15.

Table 15: Headteachers Inspection on Teachers' Schemes of work, Lesson plan and Records of work.

Rate of Headteachers Inspection	Frequency	Percent
Once per year	1	16.7
Once per term	1	16.7
Once per week	4	66.7
Total	6	100

The findings revealed that majority of the headteacher (66.7%) inspected teachers schemes of work, lesson plans and records of work once per week, 16.7% of the headteachers inspected teachers work once per year and 16.7% also inspected once per term. Hence, based on the above findings, it can be concluded that headteachers rare supervision on

teachers schemes of work, lesson plans and records of work could have a negative bearing in students performance in KCSE examinations among public secondary schools in Kabartonjo division. These findings agree with earlier findings from a study conducted by Njooora (1987), that headteachers never or rarely supervise teachers work/instruction.

4.3.6.2 Holding Staff Meetings in Public Secondary Schools

The significance of school administrator in holding staff meetings regularly was based on the assumption that, staff meeting would be appropriate venue for both teachers and headteachers to air out their views freely regarding students academic and administrative matters. The findings are presented in table 16.

Table 16: Holding of Staff Meetings

Duration	Frequency	Percent
Once per year	0	0
Once per term	2	33.3
Twice or over per term	4	66.7
Total	6	100

The findings in table 16 shows that 66.7% of headteachers held staff meetings twice or over per term, while smaller percentage (33.3%)held staff meetings for once per term

4.3.6.3. Involvement of Teachers in Making School Decisions.

The headteachers were asked to indicate the rate at which they consult teachers while making school decisions. The findings are presented in table 17.

Table 17. Involvement of Teachers in Making School Decision

Involvement of teachers in making school decisions	Frequency	Percent
Consulted them always	4	66.7
Consulted them some of the time	2	33.3
Never consulted them	0	0
Total	6	100

The response in table 17, revealed that higher percentage of headteachers (66.7%) consulted their teachers always compared to a smaller percentage (33.3%) which consulted them some of the times. However, based on the above findings it can be noted that involvement of teachers in making school decision does not seem to have affected students performance in KCSE examination among public secondary schools in Kabartonjo division.

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4.3.7. Transfers of teachers and students performance in KCSE examinations

This data was obtained through the interview of District Education Officer. Key informant interview was used to obtain textual data from selected District Education Officer. The officer was selected because by the virtue of his position involved, he was considered well placed in providing relevant information on 4.3.7 on teachers' transfers. The District Education Officer indicated that the performance in public secondary schools in the District particularly Kabartonjo Division was average, his observation concurred with that of the headteachers. He also indicated that 31 secondary schools in the district had done K.C.S.E. examination while three secondary schools are still in lower forms. He stated the numbers of teachers in the district are 535, whereby 411 are male and 124 are female. He indicated that majority of the teachers are graduates and very few are Diploma holders. This implies teachers in the district are academically and professionally qualified.

The D.E.O. went ahead to state that the transfers of secondary school teachers in the district was very rare exercise, this implies that there was adequate teaching staff in the district, thus transfers of teachers was not a contributing factor to students poor performance. However, The D.E.O. attributed poor performance in the district particularly Kabartonjo division as: Inadequacy of teaching/learning aids (resources), indiscipline cases in most schools, poor payment of school fees and parental attitude towards education.

These findings disagree with earlier findings from a study conducted by Eshiwani (1983), that teachers are often transferred before they could take a class from form I through to

form IV. This usually affects student performance in that change of teachers over short periods brings confusion in learning.

The Baringo District Education Officer (D.E.O), stated that differences in teaching/learning facilities in the district has made some schools especially those with adequate facilities to perform better than those with inadequate facilities. These findings concur with earlier findings from a study by Eshiwani (1983) that, differences in school facilities seem to account for differences in achievements.

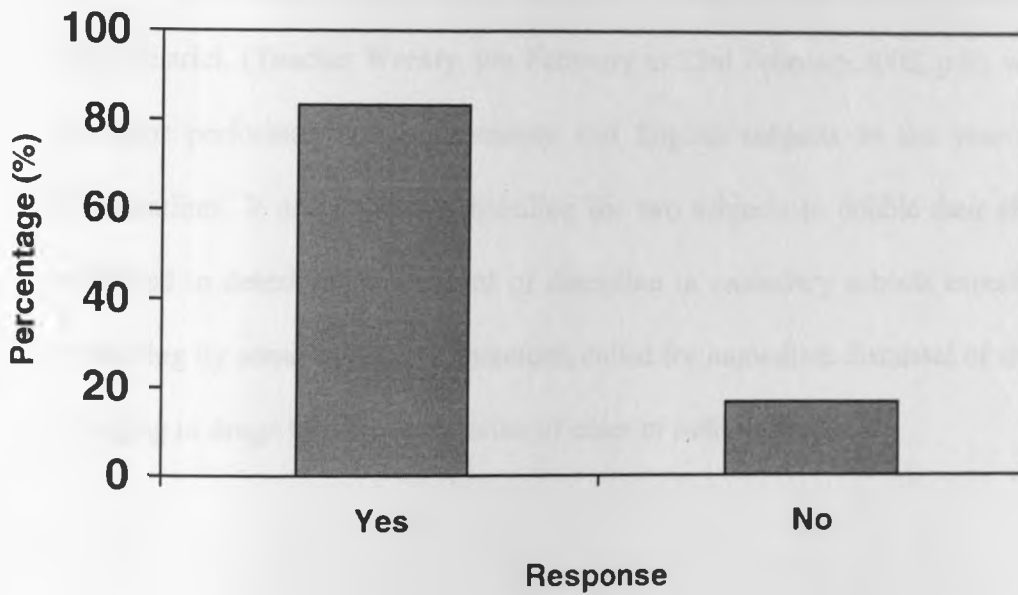
4.3.8 Indiscipline Cases in Schools

The rationale of this research question was based on the assumption that indiscipline causes poor performance because when unrest occurs in a school, students are sent home which means no learning takes place for their duration while at home, hence teachers may not be in a position to complete their syllabus in good time to pave way for revision. The headteachers therefore, were asked to indicate whether they have had indiscipline cases in their schools. The findings are represented in table 18 below.

Table 18: Indiscipline Cases in Schools

Response	Frequency	Percentage (%)
Yes	5	83.3
No	1	16.7
Total	6	100.0

Figure 5: Indiscipline Cases in Schools



The findings in table 18 revealed that 83.3% of the schools have had indiscipline cases, for example disobedient, bullying, alcoholism, drug abuse etcetera, while 16.7% have not had indiscipline cases. Therefore, based on the above findings, it can easily be noted that indiscipline cases could have had a crucial bearing in the students' performance in KCSE examination among the public schools in Kabartonjo division.

Olembo (Kenya times 1984,29th March, p.6) concur with the above discussion and he had this to say; "... discipline is a bad crutch but a very good walking stick. It has on various occasions been cited as the sole explanation to the mass failure of students in examinations."

The above findings concurred with the earlier findings by the District Education Officer, Kilifi district, (Teacher Weekly, 9th February to 23rd February, 2002, p.8), which decried the poor performance in mathematics and English subjects in the year 2001 KCSE examinations. It urged teachers handling the two subjects to double their efforts. It also attributed to deteriorating standard of discipline in secondary schools especially on drug trafficking by some students. It therefore, called for immediate dismissal of students found engaging in drugs to rid the institution of cases of indiscipline.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

The findings were obtained as follows:

- (a) In terms of availability of learning facilities in the schools and their effects on K.C.S.E. performance. The study found that:- Most schools (83.3%) had inadequate resources.
- (b) The effects of payments or non-payments of fees on KCSE performance. The study found that most parents (83.3%) do not discharge their socio-economic roles adequately especially in paying of school fees, purchasing learning materials like text books, pens, pencils, maps and personal needs like soaps, pocket money, paying visits to schools to check on their children's academic performance etcetera.
- (c) Parents' rate of school visits to check on their children's academic performance. The findings revealed that parents in Kabartonjo division rarely visit schools to check their children's academic progress, this problem can be attributed by the level of parental education which affects their (parents) attitudes towards education. In

fact 56.5% of the fathers and 66.9% of the mothers had not received any secondary education, this therefore affected performance negatively because students lacked parental motivation encouragement and inspiration.

(d) **Transfer of Teachers and performance.** The study found that the transfer of teachers was a rare exercise meaning there were adequate teachers in public secondary schools in Kabartonjo division, what could have contributed to poor performance and yet there were enough teachers, could be due to insufficient motivation in terms of pay, adequate recognition for those who perform better in their duties and insufficient involvement of teachers in institutional decision making.

(e) **Indiscipline cases in school.** The study found that majority of the schools (83.3%), have had indiscipline problems. Some of these indiscipline cases are solved through dialogue, others suspension and punishment. However, indiscipline causes poor performance because when unrest occurs in a school , definitely students are sent home, which means no learning takes place for their duration at home. Hence teachers may not be in a position to complete their syllabus in time and revise for the exams. It also demoralizes the teaching force.

(f) **Inspection and supervision in schools by education officers.** The findings indicated that majority of the schools (66.7%) are visited by the inspectors once per year.

- (g) Administrative and managerial factors. The findings revealed that majority of the headteachers (66.7%) inspected teachers' schemes of work, lesson plan and records of work once per term.

5.2 Conclusions

- ◆ Inadequacy of teaching and learning aids/resources implies that unless the provision of these facilities was improved and used sufficiently, students would continue to perform poorly in the K.C.S.E. examinations, thus contribution of funds through Harambee, donors and materials like text books, duster board, chalks board, maps, charts, lab equipment etc. should be made available on a large scale to students have to perform a better in KCSE examinations.
- ◆ Poor payment of school fees has led to poor performance, this implies that the government should increase bursaries to these various secondary schools in the area, to help the large number of needy and bright students whose learning are disrupted when sent home to collect fees, therefore this policy of increasing government bursaries should be addressed urgently and implemented, if students performance has to be improved.
- ◆ Indiscipline cases: There is urgent need for students to be more disciplined, this implies that the parents ought to assist while the students are at home to ensure that the type of behavior the students portray while at home is expected of them. If good or excellent

performance is to be achieved, also disciplining of the students should not be left to teachers alone. It should be seen as a collective responsibility among teachers, parents and the community as a whole.

5.3 Recommendations

- The school administration through Parents Teachers Association and local meetings (Barazas) should sensitize parents on the importance of education on their children. They (parents) should be encouraged to be monitoring their children's academic progress by visiting the school and consulting teachers on matters pertaining to academic progress.
- The school administration should maintain a cordial relationship between teachers, parents, students so as to help students towards better or excellent performance. This could be achieved by organizing meetings, whereby discussion on the roles of parents, students' discipline, ways and means of acquiring funds to purchase adequate teaching and learning aids, resources should be addressed.
- Poor payment of school fees was found as a factor that contributes to poor performance in the area. Hence to curb this menace the government should increase bursaries to various public secondary schools in the district so as to assist the large number of needy but bright students whose learning is disrupted when they are sent to collect school fees.

- The government should motivate teachers by meeting their social, professional and academic needs by sending them for seminars and providing them study leave with pay. This will make teachers feel recognised, appreciated which eventually will help enhance quality teaching.
- Since the government has abolished corporal punishment like caning in schools, they should provide schools with teachers who have trained in guidance and counseling so as to mould errant students because indiscipline has been cited as one of the factors that has led to poor performance in K.C.S.E. examination in the area.
- The T.S.C. should equitably remunerate teachers, and teachers should be promoted according to class performance.

5.4 Recommendations for Further Studies

The researcher suggests that the following areas require further research:

- The current study be replicated on a larger sample either from Baringo district or any other district.
- A study be carried out to establish why some public secondary schools perform better in KCSE examinations than others.
- A similar study also be carried out in an urban setting to give a balanced view of the factors which influence students academic performance in public secondary schools.
- Further research is also required to study on the factors that lead to students' indiscipline cases in schools in Kabartonjo division, Baringo district.

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APPENDICES

APPENDIX I:

LETTER OF INTRODUCTION TO THE RESPONDENTS

Margaret J. Yator
University of Nairobi
Department of Educational
Administration and Planning
P.O. Box 92
Kikuyu

Dear Sir/ Madam

**Ref: Factors that Influence Students' Performance in Kenya Certificate of
Secondary Education (KCSE)**

I am a postgraduate student at the University of Nairobi, pursuing a Masters degree in Educational Administration and Planning. I am conducting a research on the factors that Influence Students' performance in K.C.S.E examination – respondents are head teachers, form 4 students and form 4- class masters and mistresses. This is in partial fulfillment of a masters degree in administration.

The questionnaires are designed for this research only, therefore the responses shall be absolutely confidential.

Your co-operation will be highly appreciated.

Yours faithfully

Margaret J Yator

APPENDIX II:
QUESTIONNAIRE FOR THE DISTRICT EDUCATION OFFICER (D.E.O)

INSTRUCTIONS

This questionnaire is intended to help in an investigation of factors contributing to students' poor performance in Kabartonjo division.

You are kindly requested to complete this questionnaire indicating your honest response by placing a tick (✓) against your option and fill in the blanks (_____) by giving many details as you can. All information given will be treated with confidentiality and your kind co-operation will be highly appreciated, you may not sign in your name.

1. How many secondary schools are there in the district? _____
2. How many secondary schools are there in Kabartonjo division? _____
3. How many secondary teachers do you have in the district? _____
4. What are the academic qualifications of these teachers? _____
5. How would you rate students performance in the KCSE examinations by public secondary schools in Kabartonjo division by using the following (good, average and poor) _____
6. How many times have you visited schools in Kabartonjo division this year of 2003? _____
7. Do you receive complaints of non-payment of school fees from head teachers in Kabartonjo division?

APPENDIX III:

QUESTIONNAIRE FOR HEADTEACHERS

INSTRUCTIONS

This questionnaire is intended to help in an investigation of factors contributing to students' poor performance in Kabartonjo division.

You are kindly requested to complete this questionnaire indicating your honest response by placing a tick (✓) against your option and fill in the blanks (_____) by giving many details as you can. All information given will be treated with confidentiality and your kind co-operation will be highly appreciated, you may not sign in your name.

SECTION A:

1. What is the name of your school ? _____
2. Indicate which category your school falls in the following tables.

(a)

Mixed school	Boys school	Girls school

(b)

National	Provincial	District

3. What is your sex? _____

- a) Male
- b) Female

4. What is your age in years?

- c) 31 –35
- d) 36 – 40
- e) 41 – 45
- f) 51- 55

5. What is your academic qualification? _____

- a) SI
- b) Diploma in Education
- c) Bachelor of Education (B.ed)
- d) Masters in Education (M.ed)
- e) Any others (specify)-----

SECTION B.

6. How often do you hold staff meetings ? _____

- a) Once per year
- b) Once per term
- c) Twice or over per term
- d) No response

7. How often is your school being visited by school inspectors? _____

- a) Once per year
- b) Once per term
- c) More than twice a term
- d) Others (please specify) _____

8. How often do you check on teachers lesson plans, schemes of work and student records? _____

- a) Once per year.
- b) Once per term
- c) Once per week
- d) Others (please specify) _____

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

9. Are teachers in your school assigned to teach the subjects they studied in school, college, university _____

- a) Not at all
- b) To a very small extent
- c) To a larger extent
- d) Always

10. How would you rate the performance of students in the KCSE –Examination for the last five years ? _____

- a) Excellent
- b) good
- c) average
- d) poor

11. Indicate the adequacy of teaching aids / resources in your school _____

- a) adequate
- b) inadequate
- c) No response

12. How often do you consult teachers while making school decision? _____

- a) Consulted them always
- b) consulted them some of the time
- c) never consulted them

13. (i) Have you ever had indiscipline cases in your school ? _____

- a) Yes
- b) No

(ii) If your answer in question 12 (A) is yes, then how do you solve the problems of discipline in your school? _____

- a) Through dialogue
- b) Dismissing the problematic teachers and students .
- c) Calling the police to restore order .
- d) Others (please specify) _____

APPENDIX IV:

TEACHER'S QUESTIONNAIRE.

Instructions

This questionnaire is intended to help in an investigation of factors contributing to students' poor performance in Kabartonjo division.

You are kindly requested to complete this questionnaire indicating your honest response by placing a tick (✓) against your option and fill in the blanks (_____) by giving many details as you can. All information given will be treated with confidentiality and your kind co-operation will be highly appreciated, you may not sign in your name and Institution.

SECTION A:

1. What is your sex? _____
 - a) Male
 - b) Female
2. What is your age in years? _____
 - a) 25-30
 - b) 31-35
 - c) 36-40
 - d) 41 -45
 - e) 46+
3. How long have you been a teacher in years ? _____

4. Your highest academic qualification is ? _____
- a) S1
 - b) Diploma in education
 - c) Bachelor of education (B.ed)
 - d) Masters in education (M.ed.)
 - e) Any other (specify)_____
5. What are your professional qualification?_____
6. (a) Have you attended any in service course? _____
- (a) Yes
 - (b) No
- (b) If the answer to question 6(a) is yes then specify_____

SECTION B:

7. Specify the number of the tests, which you have given your class by indicating in the column below

Duration	No. of times
One week	
Once month	
One term	

8. (a) Do you give your students any home work ?_____
- a) Yes
 - b) No

(b) If your answer in question 8(a) is yes, then what percent generally completes the homework? _____

- a) 100%
- b) more than 50%
- c) less than 50%

How promptly do you return back corrected homework? _____

- a) very prompt
- b) prompt
- c) not prompt

9. What is your teaching load? _____

10. Do you think your teaching time is adequate? _____

- a) Yes
- b) No

11. Does your school have adequate teaching / learning materials? _____

- a) None at all
- b) Inadequate
- c) Adequate

13. How often do parents visit the school to check his or her child performance? _____

14. Do the parents discharge their socio-economic role, for instance (payment of school fees, purchasing learning materials and giving incentives to their children) adequately? _____

- a) None at all
- b) Inadequate.

c) Adequate

15 Are you given any of the following incentives in this school to grease your effort?_____

a) Prizes

b) Education

c) Awards

d) Any others (specify)_____

16. Apart from teaching do you have any other source of income?_____

a) None

b) Transport business

c) Shop / hotel kiosk

d) Any other (specify)_____

17. Does your head teacher involve you in decision making about the school under the following tasks?_____

a) Planning for institutional programmes.

b) Student's discipline.

c) Acquiring of resources

d) School community relations.

APPENDIX V:
STUDENT'S QUESTIONNAIRE

INSTRUCTION

This questionnaire is intended to help in an investigation of factors contributing to students' poor performance in Kabartonjo division.

You are kindly requested to complete this questionnaire indicating your honest response by placing a tick (✓) against your option and fill in the blanks (_____) by giving many details as you can. All information given will be treated with confidentiality and your kind co-operation will be highly appreciated, you may not sign in your name.

1. What is the name of your school ? _____ -
2. What is your sex ? _____ -
 - a) Female
 - b) Male
3. Are you a boarder or day scholar? _____
4. How far is your school from home ? _____
5. What is your father's level of education ? _____
 - a) Did not attend school
 - b) Below primary education
 - c) Attained primary education certificate
 - d) Form II
 - e) Form IV
 - f) Form VI

g) University

h) Others (please elaborate) _____

6. What is your mother's level of education ? _____

a) Did not attend school

b) Below primary education

c) Attained primary education

d) Form II

e) Form IV

f) Form VI

g) University

h) Others (elaborate.) _____

7. Indicate your father's occupation? _____

a) Primary teacher

b) Secondary teacher

c) Driver

d) Clerk

e) Shopkeeper

f) Small sale farmer

g) Soldier

h) Watchman

i) Cook

j) Others (elaborate) _____

8. Indicate your mother's occupation ? _____

- a) Grocery seller
- b) House wife
- c) Cleaner
- d) Small scale farmer
- e) Clerk typist
- f) Secretary/nurses
- g) Cateress/matron
- h) Others (elaborate) _____

9. Indicate how you are encouraged by your parents/guardians either by giving you material, verbal to perform better in school examinations? _____

- a) Encouraged always.
- b) Encouraged some of the times
- c) Never encouraged

10. How much time do you spend revising schoolwork while at home per week ? _____

- a) No time spent
- b) Less than three hours
- c) Between 4 -6 hours
- d) Over 7 hours
- e) If your answer in question 10 is (a) then give reasons why ? _____

11. Does your school provide adequate key learning facilities ? _____

- a) None at all
- b) Inadequate
- c) Adequate

12. Suggest ways of improving the KCSE Examination results in your own school _____

APPENDIX VI

NUMBER OF STUDENTS WHO RESPONDED IN EACH SCHOOL.

Number of Schools	Students	
	Frequency	Percentages
Moi Kabartonjo Secondary School	40	17.4
Ayebo High School	39	17
Tanyileel Girls Secondary School	39	17
Kapchekor Secondary School	38	16.5
Kapkiamo Secondary School	39	17
Kasisit Secondary	35	15.2
Total	230	100

APPENDIX VII

RESEARCH AUTHORIZATION

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: "EDUCATION", Nairobi

Telephone: Nairobi 334411

When replying please quote

Ref No ...MOEST.13/001/33C 194/2
and date



JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. Box 30040
NAIROBI

1st August ... , 20 03

Margaret Jeptoo Yator
University of Nairobi
P.O. BOX 30197
NAIROBI

Dear Madam

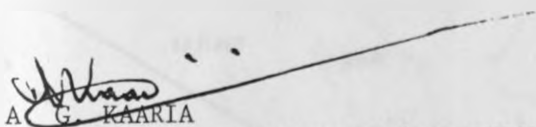
RE: RESEARCH AUTHORITY

On the basis of your application for authority to conduct research on 'Factors that contribute to poor students performance in K.C.S.E. Examination in Kabartonjo Division, Baringo District, I am pleased to inform you that you have been authorised to conduct research in Baringo District for a period ending 30th October, 2003.

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

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

Yours faithfully


A. G. KAARIA

FOR: PERMANENT SECRETARY/EDUCATION

CC
The District Commissioner
Baringo

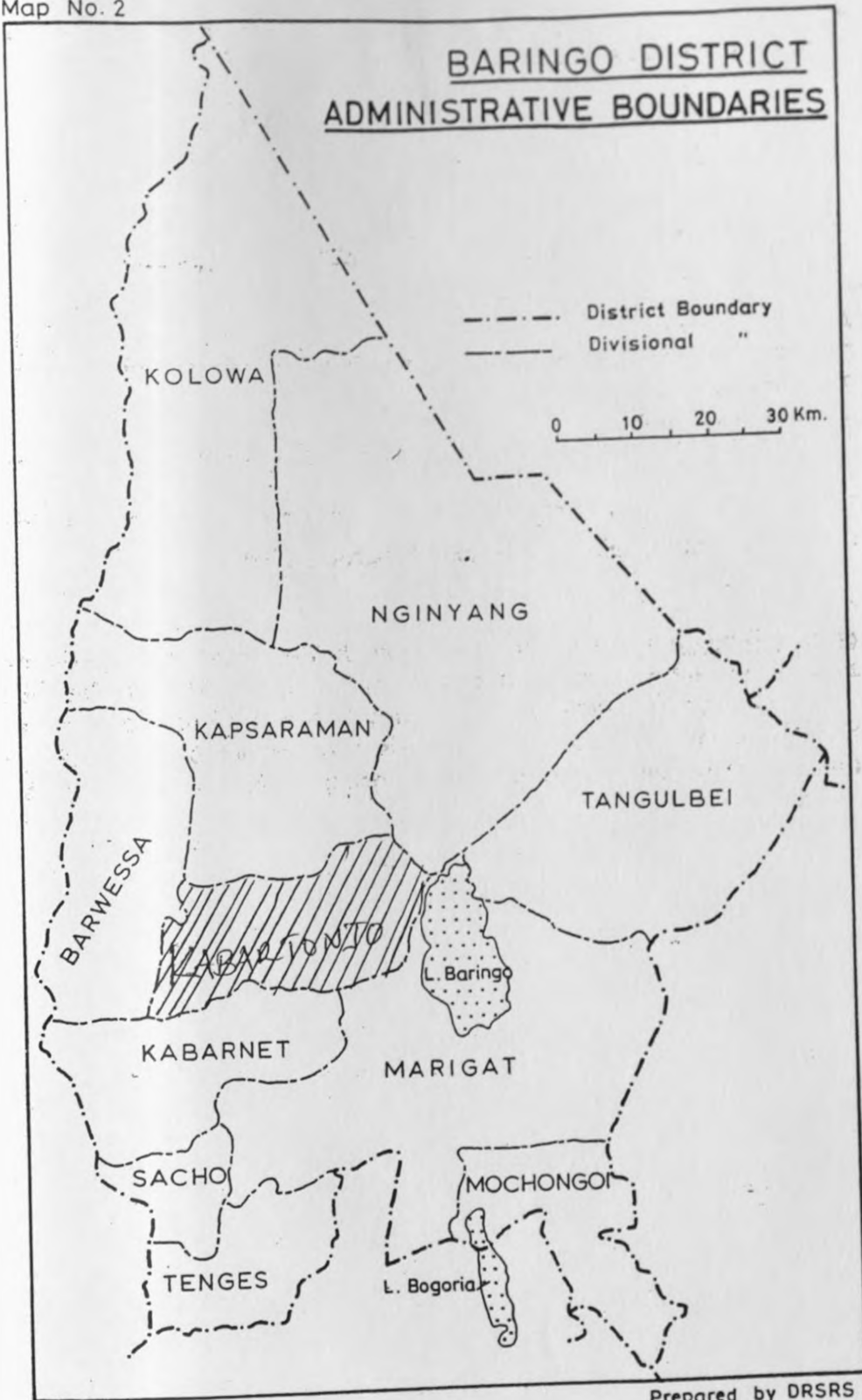
The District Education Officer
Baringo

MAP SHOWING LOCATION OF THE DISTRICT



APPENDIX I
MAP SHOWING BARINGO DISTRICT ADMINISTRATIVE BOUNDARIES

Map No. 2



ET.
[Hatched box]

KABARTONJO DIVISION.