

**FACTORS INFLUENCING ACADEMIC PERFORMANCE OF  
STUDENTS IN KENYA CERTIFICATE OF SECONDARY  
EDUCATION IN IMENTI NORTH DISTRICT, KENYA**

**KAIMENYI N. EVELYN**

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THE DEGREE OF MASTER OF ARTS IN PROJECT PLANNING  
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## DECLARATION

This research project report is my original work and has not been submitted for an award of a degree in any other University.

Signed \_\_\_\_\_

Date \_\_\_\_\_

KAIMENYI N. EVELYN

L50/75003/2012

This research project report has been submitted my approval as the University Supervisor.

Signed \_\_\_\_\_

Date \_\_\_\_\_

Chandi J. Rugendo

Lecturer

School of Continuing and Distance Education

University of Nairobi

## **DEDICATION**

To my late dad Joseph Kaimenyi and brother Eric who before the achievement of this dream went to be with the Lord and to my lovely daughter Tiffan Njeri and my little niece Cot'Vel, for your endurance and patience throughout my study.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

KCPE	:	Kenya Certificate of Primary Education
KCSE	:	Kenya Certificate of Secondary Education
GoK	:	Government of Kenya
MOE	:	Ministry of Education
MOEST	:	Ministry of Education Science and Technology
BOG	:	Board of Governors
PTA	:	Parents Teachers Association
MLA	:	Masterly Learning Approach
TIVET	:	Technical Industrial Vocational and Entrepreneurship Training
NGO's	:	Non-Governmental Organisations

## ABSTRACT

This project was on the factors influencing academic performance of students in the Kenya Certificate of Secondary Education (KCSE) in Imenti North District. The district has had a low mean score in the Kenya Certificate of Secondary Education for over a period of five years. The purpose of the study was to investigate the factors that influence academic performance of students in Kenya Certificate of secondary Education. The objectives of the study were to examine if discipline, the availability of resources, level of motivation and teaching approaches influences the academic performance of students in KCSE in Imenti North District. The study sought to answer four research questions. How do students' discipline, availability of learning resources, level of students' motivation and teaching approaches influence academic performance of students in Kenya Certificate of Secondary Education in Imenti North District? The study was carried using descriptive survey design. The targeted population was 36 head teachers, 260 form four teachers and 2115 form four students from the public secondary schools of Imenti North District. The sample size was 32 schools, 32 head teachers, 252 form four teachers and 322 form four students which were determined using the Krejcie and Morgan sample size determination table. The questionnaires were administered to the respondents. Descriptive and inferential statistics were used to analyse data. After analysis the results were summarized and presented in tables. The results from the data analysis show that student's discipline influences academic performance of students in KCSE in Imenti North District. Availability of resources influenced academic performance of students in KCSE. From the analysis we could not link students' motivation as a factor that influences academic performance of students in Imenti North District. Teaching approaches do not influence academic performance of students in KCSE. From the study findings the recommendations were that discipline is very significant to the performance of students in KCSE and therefore be emphasized and strengthened through guidance and counseling programmes in all schools where the ministry of education could sponsor the counselors. Students should also be taught self-discipline and the school management should not only deal with discipline through punishments but also guidance and counseling. Schools should provide adequate resources to in order to facilitate teaching and learning in schools. This should be done as soon as possible. Education officers in the district should ensure that teachers have well written notes and other learning resource materials like notes as this has been found to affect the performance of students fro from further findings. The ministry of education through the education officers should organize in service courses for teachers from time to time for professional experiences. Head teachers and entire school management should be encouraged to offer result based motivation to students in the district as this had been associated to better results among some schools in Imenti North district. As much as possible schools in Imenti North district should be equipped with enough books and well stocked laboratories for effective learning as this had been found to affect the performance of schools in Imenti North district. The community should put up more single sex schools as they were few in the district and they performed better than the many mixed schools that performed poorly. Suggestions for further research were also made, that a similar study is done in private schools in the same district for comparison purposes. That a similar study be done in other districts in the country for comparison.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Education is Matos (2006) pointed that education is a social fact that is very vital to every society. He explained that it is through education that skills, knowledge and values are transmitted across generations of a country with the aim of attaining social, economic, political continuity and advancement in a country. He added that unlike the past where natural resources counted most in the development of a country, today only an educated population is able to contribute meaningfully and sustainably to development. In most education systems of the world, secondary education is optimal higher learning that prepares one for university or vocational training (Fairmon, 2010). In developing countries education accounts for 15% of public recurrent expenditure but this can be as high as 30% (Heyneman and Ferrel, 1987). Until the end of 20<sup>th</sup> century many well paying manufacturing jobs were available for those with only a high school education. Today this has changed significantly (Rigg,2010).For example, according to the US Bureau of labour statistics in 2007, the unemployment rate of high school graduates is 4.4% and they earn 1.5 times less than those with. In India, Chauhan (2008)pointed that low school enrolment and completion rates, high dropout and failure rates are reported are the characteristics amongst the weaker section of the society degrees.

The development of secondary education in Africa and other low income countries is receiving renewed efforts (Ndala, 2006).. For instance, between 1960 and 1963 enrolment in Africa educational institutions increased five times to about 63 million. It increased to about 9% in 1970 with a gross enrolment of 75% in 1983 at primary level compared to 36% in 1960. Enrolment at tertiary level increased to 21,000 in 1983 (World Bank 1988). In South Africa students continue to fail citing their problems as poorly trained teachers, inadequate learning resources and many of them coming from broken families (Gelder, 2010). Ayot and Lillis (1986: 12) warn that, “Kenya is possibly the only country in Eastern Africa in which the highest proportion of education cost is born by pupils, parents and community”. The Kamunge Commission Report (1988) observes that the feature of Kenya’s formal education and training since independence has been a rapid

growth in enrolment at all levels. Kenya Certificate of Secondary examination is the entrance to private and public universities as well as colleges (Okenyo, 2007). Those who fail in the KCSE examination are most likely to join the high number of unemployed youngsters who look for informal jobs in a country that has few of them (Magogha, 2009).

KCSE is part of formal education in Kenya which was introduced by the British colonial rule but has undergone several reviews. In 1965, a commission came up with 7-4-2-3 system where one spent 7 years in primary school; 4 years in secondary school; 2 years in A' level and 3 years at the university. However, in 1981, another presidential commission recommended the current 8-4-4 system where one spent 8 years in primary school; 4 years in secondary school and 4 years in the university. This system was launched in 1985 (Kinuthia, 2009). In Kenya, education is a strong foundation of the future. (Zena, 2006). However, over the last four years, at least 100,000 of the 300,000 who sat for the KCSE had no grades to get them to the university. In 2008, half of the 304,000 students who sat for KCSE scored less than D+ (Makokha, 2010). Heavy investment by the government, parents and the community at the secondary school level of education should translate to good results from students as individuals and the school in general. Despite the bad country's economy, the government offers loans to students who get university grades through the Higher Education Loans Board.

According to statistics, recent KCSE performance in Imenti North District has been wanting and there is need to assess the situation and recommend suitable actions for implementation. (Table 1.1) candidates' results are graded from the highest grade (A) to the lowest grade (E) on a twelve (12) points scale. A mean grade of C+ which is equivalent to seven (7) points on the twelve (12) point scale is the minimum requirement at the tertiary institutions of learning. A C+ grade therefore is considered an indicator that a student has capacity to advance to the next level. Owing to this poor performance the researcher attempted to explore the factors that influence academic performance of students in KCSE. This will enlighten education officers, principals, teachers and students to work better performance in Imenti North District.



## 1.2 Statement of the Problem

Secondary education is the basic requirement for selection into tertiary institutions and further skills training (MOE, 2005). Performance of students is a product of social-economic, psychological and environmental factors. Education plays a significant role in political, economic and social realms of development. According to Eshiwani (1983), poor performance leads to undesirable wastage through dropouts and repeaters. It also denies pupils the continuation of schooling through formal system of education. He goes further to point out that any region of the country lags behind either in number of pupils who attend school or in number of pupils who pass national examinations, then that region cannot efficiently participate in the democratization of education.

Table 1.1 shows the grading system for KCSE as adopted from MoE (2013).

**Table 1.1 Grading system for KCSE adopted from MoE (2013)**

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Points	12	11	10	9	8	7	6	5	4	3	2	1

Scores are described based on the average score in all 8 subjects. Thus a student with an average score of 10 points in the 8 subjects is said to have earned a B+ in the KCSE exam (Kamba, 2010).

In Imenti North District the government has provided bursaries and adequate staffing. However, even with all these resources the KCSE performance in Imenti North District is wanting. (see to table 1.2). This indicates that the KCSE performance in Imenti North district is an issue that requires urgent attention from educators and researchers. This is a drawback since the university entry points are raising by day. This study explored the factors that influence academic performance of students in KCSE in public secondary schools of Imenti North District.

**Table 1. 2 Mean score in KCSE examination in Imenti North District**

<b>Year</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>
Mean score	5.349	5.286	4.842	4.733	3.847

**Source: District Education Office Imenti North District (2013)**

On average the Districts performance is far below the required mean score of C+ which is an equivalent of 7 points which is a requirement to join higher institutions of learning. The above shows that the students who qualify to join institutions of higher learning are few hence do not impact the mean score positively.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate the factors that influence academic performance of students in Kenya Certificate of Secondary Education in Imenti North District.

### **1.4 Objectives of the Study**

The objectives of this study were:

1. To examine how students' discipline influence academic performance of students in Kenya Certificate of Secondary Education in Imenti North District.
2. To assess how the availability of learning resources influences academic performance of students in Kenya Certificate of Secondary Education in Imenti North District.
3. To examine how the level of motivation influences academic performance of students in Kenya Certificate of Secondary Education in Imenti North District.
4. To assess how teaching approaches influences academic performance of students' in Kenya Certificate of Secondary Education in Imenti North District.

## **1.5 Research Questions**

The study was guided by the following questions:

1. How do students' discipline influence academic performance of students in Kenya Certificate of Secondary Education in Imenti North District?
2. How does the availability of learning resources influence academic performance of students in Kenya Certificate of Secondary Education in Imenti North District?
3. How does the level of students' motivation influence academic performance of students in Kenya Certificate of Secondary Education in Imenti North District?
4. How do the teaching approaches influence academic performance of students in Kenya Certificate of Secondary Education in Imenti North District?

## **1.6 Significance of the Study**

The findings of this study will benefit various stake holders. The education officers in the area will be enlightened on areas that need more resources, attention and effort. It will equip the teachers with the specific information on areas that need improvement and hence guide their actions. The findings will expose the importance of discipline and motivation to students in reference to KCSE performance. The information from this study will also be useful to the Ministry of education in formulating training materials and policy to guide schools' governing bodies. This study will also assist in developing guidelines for head teachers and schools. It will contribute to the existing body of knowledge on KCSE performance as well as form a basis for further studies in future. This being the case, the government resources (input) will ensure a high output which is the KCSE performance and not into wastage.

## **1.7 Limitations of the Study**

The sampling frame of the study only covered Imenti North district thus limited to generalization of the findings. The researcher was faced with socio economic and environmental challenges like bad weather, distance and lack of receptiveness from the respondents because they could be wary of divulging their personal information. This was avoided by visiting the respondents and creating a rapport and also explained them the purpose of the exercise. The performance being considered was for students who have

already left schools where the study was being carried out hence the data was from a secondary source.

### **1.8 Delimitations of the Study**

The study covered public schools in Imenti North District. Imenti North District extends from Meru town which is the Meru county headquarters to the surrounding rural areas. Therefore some schools were urban and others rural. This was purposely done to ensure that the study cut across both urban and rural schools so that findings were generalized to both categories.

### **1.9 Assumptions of the Study**

The basic assumption of the study was that the independent variables namely discipline, motivation, resources and teaching approaches had influence on students' KCSE performance, the dependent variable. The study assumed that respondents gave correct and valid information that assisted in getting valid data. It was also be assumed that the selected sample represents the whole population.

### **1.10 Definition of Significant Terms**

<b>Academic performance</b>	Attainment of grades that allow a student to proceed to tertiary level of education and training
<b>Learning resources</b>	Refer to qualified teachers, laboratory equipment library materials, e.t.c for KSCE students.
<b>Discipline</b>	Use of rules and punishment to control overt behaviour in a student such as lateness, noisemaking, destruction of school property, etc.
<b>KCSE students</b>	Students in secondary schools who will be sitting for their KCSE examinations in the year 2012
<b>Level of motivation</b>	This is the level of effort a student is willing to expend towards achievement of quality grades in KCSE.

<b>Mean score</b>	The grade of C+ and above that is needed by KCSE students for advancement to tertiary education and training
<b>Teaching approach</b>	Class organization, methods of teaching and other positive behavior of the teachers such as motivating students that help students to attain the required grades in KCSE.
<b>Availability of learning resources-</b>	availability of texts, videos, software, and other materials that teachers use to assist students to meet the expectations for learning

### **1.11 Organization of the study**

The study was organized into five chapters. Chapter one contains the background of the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, limitations, delimitations, basic assumptions of the study and the organization of the study.

Chapter two dealt with literature review derived from relevant studies carried out on the factors that influence academic performance of students in KCSE which were students discipline, availability of learning resources, motivation and teaching approaches.

Chapter three outlined the research methodology applied in the study and included research design, target population, sample size and sampling techniques, sample size, sampling techniques, research instruments, questionnaires, validity of the instruments, reliability of the instruments, and finally piloting of the research instruments. The study also presented the operationalization of variables table. Chapter four presented analysis, presentation and interpretation of data. Chapter five presents summary of findings, discussions of findings, conclusions, recommendations and suggestions for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter deals with overview of education in secondary schools. The chapter analyses overview of education in Kenya, secondary school education in Kenya, the concept of academic performance of students in public secondary schools, students discipline and their academic performance in KCSE, availability of learning resources on academic performance of students in KCSE, school management and administration, level of motivation and academic performance of students in KCSE, the concept of teaching approaches on academic performance of students, theoretical framework, conceptual framework and the summary of the chapter.

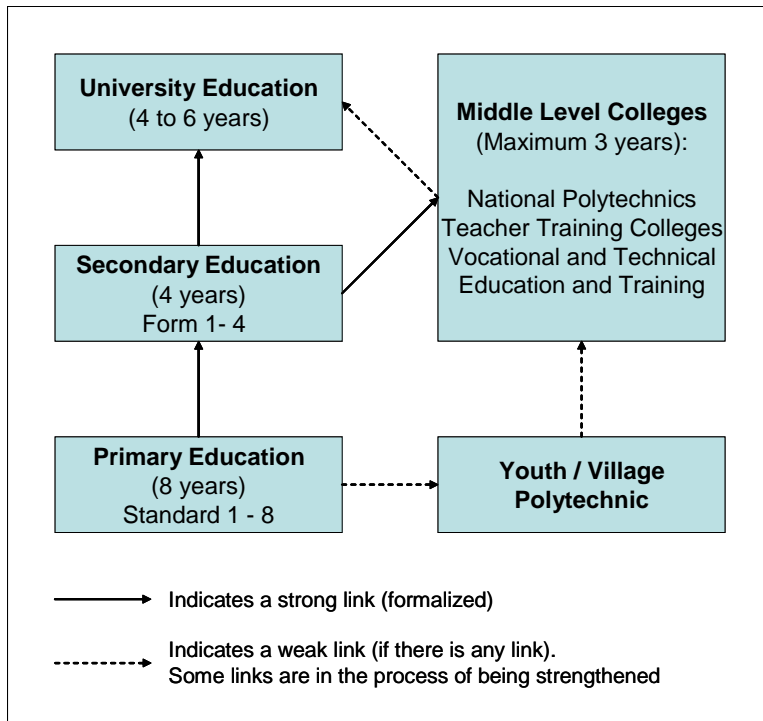
#### **2.2 Overview of education in Kenya**

According to Uemura (1999), the current education system of 8-4-4 in Kenya (represented in figure 2.1) came into being in 1985 through an act of parliament after the abolition of the then system of 7-4-2-3. As per the abbreviation this mode of education system is made up of; 8 years in Primary level, 4 years in Secondary level, and 4 years at university level or Technical, Industrial, Vocational and Entrepreneurship Training (TIVET). The Government of Kenya (GoK) is acquitted with the importance of creating chances for post-primary school graduates, children and youth who are not able to finish primary or secondary levels or who are not at a position to connect to higher levels of learning and therefore youth Polytechnics and Technical Institutes have been provided, so that to offer market-driven courses to cater for these groups of children.

The main aim of the education interventions in Kenya is to ensure that all children are able to enroll to primary school in order to reduce the variance in education admission and in the worth of education. The other objective is to improve school admissions and quality and to reduce disparities at all levels of education. This is in conjunction with the vision 2030 for social pillar on education; which is “to achieve globally competitive

quality education, training and research for sustainable development”, as described in Kenya’s Vision 2030. (ERSWEC, 2003).

Figure 2.1 shows the current Kenya’s structure of education that shows the number of years a student goes through.



**Figure 2.1: The structure of Kenya’s education system adopted from (Uemura, 1999)**

### 2.3 Secondary school education in Kenya

Secondary school education in Kenya starts right after primary school education. Secondary Schools are categorized in Kenya as either Public or Private. The Kenya Government sponsors public schools by providing teaching staff through the Teachers Service Commission. The fees paid by students in public schools are regulated by the Government and is used to buy teaching and learning resources. It is also used to buy boarding facilities and pay workers who assist in the provision of services to the students. Public schools are further categorized into; national Schools which admit their students from all Counties in the Republic of Kenya; County Schools which admit students from the County in which the school is situated; day Schools which admit students from within

the immediate vicinities of the respective schools and private Schools are owned and managed by individuals or organizations that determine their own admission criteria. Private schools help to increase admission space in secondary schools as Public Schools cannot admit all that are due for Form One. Public and Private schools can be boarding or day schools, they can also be boys only or girls only, or mixed schools (Kremer, 2012). World Bank (2008) observed that due to the declining quality of education offered in Kenya's free primary system, the importance of a secondary education cannot be overstated. Official estimates claim that while 7.6 million Kenyans attend primary schools, only about 810,000 are currently enrolled in high school. Even more alarming are the statistics for Kenyans attending university for instance in 2005, only 10,211 students went on to join universities and colleges after high school. Kenya Certificate of Secondary Examination is done by students at the end of four years in secondary school. This is the examination that qualifies them to private and public Universities as well as colleges (Okenyo, 2007).

#### **2.4 The concept of academic performance of students in public secondary schools**

Education is considered a basic need and academic performance is positioned quite high on the national agenda, with educators and policy makers putting effort in testing, accountability and other related concerns (Mark 2003) The Kenya's education arrangement is dominated by examination oriented training, where passing exams is the only standard for performance since there is no internal structure of monitoring learning achievements (Maiyo, 2009). Orodho 2008) explained that, In some regions of Kenya, poor performance in the Kenya Certificate of Secondary Education (K.C.S.E.) has been attributed to factors such as, absenteeism of pupils from school, lack of facilities, lack of teacher motivation, understaffing and lack of role models, though these factors differ depending on the critical region as well as the school.

A report by Kanere (2009) writing for the refugee press pinpointed that many students who attend schools in camps performs poorly during exams. However, people have different opinions about this problem. The report showed that most students blamed the teachers with an explanation that teachers do not explain lessons clearly and as a result,



students could not understand the material being taught and hence they did not score good marks on assignments and exams. Some other students claimed that teachers speak in difficult English that is hard to understand. Consequently, students are unable to grasp lessons and eventually perform poorly. The same study, Kanere (2009) sought to find out the opinion of the teachers on performance from the teachers point of view and found out that, according to teachers the blame was on students and their parents. Some teachers reported that students were not serious about their education and that they do not respect their teachers including doing their assignments as instructed. Other teachers said that students perform poorly because their parents were not responsible enough. However on their side, parents have a different opinion on the cause of poor performance. For example some parents blamed the fact of overcrowding in classes. This makes classroom management a problem to the teachers. Kenya Certificate of Secondary Education (KCSE) involves taking exams in 8 subjects as presented in Table 2.1 of the Kenya’s grading system.

**Table 2.1 Grading system for KCSE adopted from MoE (2013)**

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Points	12	11	10	9	8	7	6	5	4	3	2	1

Scores are described based on the average score in all 8 subjects. Thus a student with an average score of 10 points in the 8 subjects is said to have earned a B+ in the KCSE exam (Kamba, 2010).

## **2.5 Students' discipline and their academic performance in KCSE**

Discipline influences performance (Enamiroro,2010; Kindiki,2009; Isabe Freire and Amado 2009). It is one of the yard stick to assess the school performance since it helps in creating a conducive learning environment (Robert, 2003). Discipline is an important ingredient that plays a crucial role in the school system (Azizi, 2009). School discipline is the system of rules, punishments and behavioral strategies appropriate to the regulation of students and maintenance of order in schools. Its aim is to create a safe and conducive learning environment (Robert, 2003). Very serious discipline problems such as violence,

substance abuse and weapon possession threaten the physical well-being of students and create an unsafe educational environment (Robert, 2003). Such school indiscipline has been of late an issue of concern for educators and policy makers owing to the outbreak of secondary schools strikes and burning of schools (Amado and Freire, 2009). The government has responded to the unrest in schools in various ways. Concerned stakeholders have aired their views regarding possible causes and also prescribed a number of solutions to the problem. The government has set up committees and commissions to investigate the causes of the problem of unrest in schools and various recommendations have been made. For example, the Sagini Report (Government of Kenya, 1991) on unrest and indiscipline in secondary schools notes that the problem has not been restricted to public secondary schools but that the public universities have also experienced their fair share of student unrest and indiscipline. Shitanda Report (Government of Kenya, 2000) and Wangai Report of (Republic of Kenya, 2001).

As an example, the year 2008 saw a lot of unrest in public secondary schools. There was an outcry from the public regarding this perennial problem. The government responded by setting up yet another committee. For one thing, the long-term goals of education and economic development could be undermined. The country has continued to lose much in terms of human resources and property due to unrest in schools. Quality education is also undermined, as invaluable learning time is lost. Students' unrest in public schools is a major drawback to the goal of poverty eradication. Ignorance and disease thrive as the meagre national resources go to undo the damages caused during such unrests.

(Nancee, 2008) explains the reason for this as being the age at which students are in secondary school that is puberty; it is a stage of growth in human beings that introduces an individual confusion of priorities and aggravation of depression through the environment occurrences. One of the discipline issues in secondary schools is attending classes where some fail to attend. This indiscipline has been shown to lower academic performance (Enamiroro, 2010). It has also been shown by (Sheldon, 2011) that partnership of the family, the school and the community is very effective and lowers the number of students being punished. The reasons that have been put forward are

overloaded curriculum, autocratic school administration, drug and substance abuse, poor living conditions, excessive use of corporal punishment, lack of effective school guidance and counseling service, pressure for excellent academic performance, abdication of parental responsibility, incompetent board of governors, culture of impunity in the society, mass media, prefect system and post-election violence (Institute for security studies, 2008). The level of discipline in Kenyan secondary schools is very low. Mostly used techniques for disciplining includes suspension (most common) followed by manual work, guidance and counseling (most effective) and sometimes caning (very effective) (Kindiki, 2009). As a way of curbing indiscipline, the GOK has banned corporal punishment and introduced guidance and counseling units in all secondary schools (MEOST, 2005). Discipline is a key in academic performance. Schools with the very best performances associate their performances to good discipline by the students.

## **2.6 Availability of learning Resources on academic performance of students in KCSE.**

Provision of quality secondary education is important in generating the opportunities and benefits of social economic development (World Bank, 2005). For example secondary education is now being recognized as the cornerstone of education systems in the 21<sup>st</sup> century's well as being important in increasing a bright future for individuals and nations (World Bank, 2010). Education is the main exit route from poverty and the backbone of growth and development (Muoluko, 2007).

In Kenya education financing is based on the cost sharing policy introduced in 1988, which requires most costs in education to be met through partnerships between public sector, NGOs, religious organizations, development partners, communities/individuals, private sector and the government. The government provides professional development for teachers, remuneration, and provision of infrastructure, administration and management, bursaries and scholarships for needy students. The other players provide infrastructure development and maintenance, catering and accommodation in boarding and remuneration for non-teaching staff. With the recent introduction of free primary education and free secondary tuition the education subsector requires increased resources

towards recurrent and physical infrastructure expansion (Onsomu, 2006). Resources are vital factors that make a system function. Some of the major resources that enhance the effectiveness of schools include parents/guardian, financial support, government financial support, trained teachers, classrooms, laboratories, stationary/teaching aids and textbooks/ libraries. (Olatunde, 2010) It is the provision of resources into the system and effective utilization of such resources that determine the success or achievement of the set goals of the system (Olabanji, 2010; Ekundayo, 2010). Studies have shown that inadequacy/lack of resources in secondary schools lead to poor performance (Legolto, 2002; Olatunde, 2010; Olabanji 2010; Ekundayo, 2010). This is the state in most countries in Africa. The relationship between teachers mean score and availability of non-basic teaching and learning materials showed that in class-rooms where the materials were present teachers scored significantly higher than those whose classes did not have the items.(APHRC, 2010). Learning resources are very important in performance. Students require all needed learning materials for ease in their studies. It is difficult to explain a laboratory experiment in theory alone without going to the laboratory experiments.

## **2.7 School Management and Administration**

Management is the art of getting together to accomplish desired goal through directing and controlling an organization or effort for the purpose of accomplishing o goal (Wanderi, 2011)The fortunes of man throughout the ages have been desired largely by the leaders. The success failure of man's quest for both freedom and security has seemed to rest largely on the motives, wisdom, and efforts of those to whom he has entrusted leadership. Parental involvement in schools through Board of Governors (BOG and Parent-Teacher Association (PTA) has been acknowledged widely in both developing and developed countries (Kamba, 2010) He explained that this parental involvement is associated with school effectiveness and children performance. In the past as explained by Mkhonto (1998) public schools were governed by school committees whose members were not democratically elected but were handpicked by the village elders. Therefore the management structures of public schools were unrepresentative, illegitimate and undemocratic. With the evolved education structures there was need to develop a

democratic education. This change in the education structure made it possible for key stakeholders in education to exercise their rights and responsibilities by involving themselves in the governance of local public secondary schools (Baffour, 2006).

Leadership is one of the most important reasons for success or failure of institutions (Seren and Kindiki, 2007). School leadership influence how programmes are run and the way to go for teachers, students, support staff and the community in general (Simwa, 2007). In Kenya currently , primary schools are led by school management committees and Parents Associations, secondary schools, middle level colleges, and TIVET are led by school Management Boards while universities are managed by councils. Internal managers of schools are teachers, who are in constant touch with the students and sometimes influence their decisions immensely while the external management is by BOG (Kindiki, 2009). School Management Boards are appointed by the minister of education and are responsible for curriculum development, hiring and remuneration of support and subordinate staff. They also act as custodians and trustees of movable and immovable properties of their schools. However there are no definite criteria enumerating the skills necessary for appointment to a board.

Equally members are not rewarded which results to most public schools being managed by old and unenergetic retirees, semi-literate business people or the semi-skilled often ignorant of elementary law or the basic concepts of public finance, human resource management and organizational management (Munyiri, 2008). School Management Bodies and chairpersons in secondary schools are not providing the necessary leadership that would promote the practices necessary for schools continuous improvement. However some head teachers are providing the required leadership with a considerable number of school managements empowering their employees. The majority of schools are not committed to strategic, quality planning though they promote human development initiatives (Waithanji, 2011). A school principal is a planner, director, coordinator, organizer, advisor and problem solver (Maduvaborn, 2002 as cited in Ekudayo, 2010). School heads are important components in education the education system and their leadership style is one of the stimulants to make the system more effective (Khen, 2000).

Academic performance in secondary school is explained by the prevailing style of leadership, however the style may be limited if the school doesn't have good teachers, funds, head teacher lack of experience and the culture of the school towards academic performance is poor. Among the various leadership styles it has been found that effective school performance requires visionary and transformational leadership. Democratic leadership positively correlates with performance. The leader builds trust, respect and commitment because the style allows the people to have a say in decisions that affect their goals and how they do their work. In laissez faire leadership style, it was found to have a negative correlation with performance. This is because head teachers fail to follow up on the work they have delegated and consequently performance declines. They leave everything to the mercy of the subordinates some of whom lack the necessary skills and competencies to execute the work while others may not like to work unless they are supervised. Situational leadership is frequently used. School managers have to come to terms with the fact that adoption of a particular style in a specific situation leads to schools effectiveness rather than relying on a single style. Leaders and styles of leadership used have a key role in performance. Visionary and transformational leadership lead to good performance.

### **2.8 Level of motivation on academic performance of students in KCSE**

Motivation can be conceptualized as students' energy and drive to learn and work effectively to achieve to their potential at school and the behaviour that follow from this energy and drive (Andrew, 2003). Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behaviour. (Biehler and Snowman, 1993) The ultimate goal of schools is to transform its students by providing knowledge and skills and by building characters and instilling value. This is a process that requires motivation to initiate guide and maintain goal oriented behaviour (Kendra, 2011). There are two types of motivation; intrinsic and extrinsic (Kirk, 2011). Extrinsic type can be in the form of a reward or praise for doing well in a task. Intrinsic motivation arises from a desire to learn a topic due to its inherent interests for self-fulfillment enjoyment to achieve a mastery of the subject. According to (Skinner, 1985), students' motivation to undertake a task depends on expected reward. Efficient learning will take

place when there is strong motivation of learner to learn by the teacher. This motivation may be aroused by either extrinsic or intrinsic stimuli both of which are important in directing and regulating the learner's behaviour towards attainment of the desired goals. Students should therefore be motivated through various ways which may include advising them on career choices, providing the required physical facilities like laboratories and verbal encouragements.

A wide range of students support sharing information and responsibilities (Einsproch, et al. 2001) Research has shown that good everyday teaching practices can do more to counter students' apathy than special efforts to attach motivation directly (Kirk 2011. Many students do poorly because they do not understand what to do or why they should do it. As such the teacher should spend much time explaining why they teach what they do (Harris, 2010). Teaching industry is also important where the teacher's gives examples that makes conclusion and generalization later. This according to Herrings helps to maintain interest and increase motivation as well as teach the skills of analyzing and synthesis (Harris, 2010). The behavioral interpretation of motivation rests on B. F. Skinner's behavioral learning theories and focuses on the reinforcement of desired behaviour through the use of extrinsic reward. (Biehler and Snowman, 1993) states that behavioural interpretations of learning help to explain why some pupils react favorably to particular subjects and dislike others. Social theorists, such as Albert Bandura, emphasize the impact of students' identification and imitation of someone, pointing out their resulting positive academic outcomes. The major limitation of the cognitive view of motivation is that it is very difficult to "induce students to experience a cognitive disequilibrium sufficient to stimulate them to seek answers" (Biehler and Snowman, 1991).The humanistic view of motivation as developed by Abraham Maslow states that people are motivated by their individual needs to address certain natural concerns. These concerns, in turn, can be ranked hierarchically in terms of importance. He thus proposed a five-level hierarchy of needs: physiological needs, safety needs, belongingness needs, esteem needs, and self-actualization needs.

Physiological needs are the most basic human needs such as hunger, thirst, and shelter. Safety needs refer to the desire to find a safe and secure physical environment.

Belongingness needs allude to an individual's desire to be accepted by his peers, while esteem needs refer to the desire to have a positive self-image and to receive recognition from others. Self-actualization needs are at the top of the pyramid and represent the concern for the development of full individual potential. The main premise of this theory is that people will not seek to satisfy higher needs, such as self-actualization needs, unless the lower needs, called deficiency needs by Biehler and Snowman, are met. In the educational setting, students will be led to seek satisfaction and self-actualization if their basic needs for safety, relaxation, belongingness, a clean and orderly environment are addressed and met. Teachers, therefore, are in a key position to satisfy these basic needs. Maslow described cognitive needs and aesthetic needs which play a critical role in the satisfaction of basic needs. Maslow maintained that such conditions as the freedom to investigate and learn, fairness, honesty, and orderliness in interpersonal relationships are critical because their absence makes satisfaction of the five basic needs impossible. (Biehler and Snowman,1993)The limitation of Maslow's theory is that teachers may not know which of a student's needs is not satisfied; or even if they know, they might not be able to fill that need. However, teachers can always enhance students' self-esteem by creating classroom conditions that will increase students' achievement.

## **2.9 The concept of teaching approaches on academic performance of students.**

Every student learns and responds to information uniquely (Chang, 2010). Teaching and learning styles improves student's achievement (Stitt- Gohdes, 2001). Correct teaching methods are critical to the successful teaching and learning. Knowledge of how teaching methods affect students learning may help educators to select methods that improve teaching quality, effectiveness and accountability to learners and the public (Wachanga and Mwangi,2004). Effective teaching practices ensure effective learning takes place which generally results in independent, self-motivated learners (Waimsley,2010) As part of monitoring curriculum implementation and giving feedback, principals should intensify lesson observations, mentoring, coaching and professional guidance with a view to improving the teaching practice of the teacher (APHRC, 2010)A teaching method is seldom used by itself. In a typical lesson an effective instructor normally uses more than



one method for example; a demonstration is usually accompanied by a thorough explanation, which is essentially a lecture (Melissa, 2000).

Cooperative learning is a comprehensive approach to teaching that derives from a theory of education and encompasses key assumptions about what students should learn and how they learn (Duke,1990) lessons are arranged so that each student ranging from the fastest to the slowest learner has a contribution to make. The students in this approach tutor one another and are thus likely to acquire more. (Sapon,1990 as cited in Wachanga and Mwangi, 2004). Mastery of learning approach (MLA) is an instructional method where students are allowed unlimited mastery of content taught (Kibler, 1981 as cited in Changeiywo and Wambugu, 2008) MLA involves breaking down the subject matter to be learned into units of learning each with its own objectives. The strategy allows students to study material units until they master it (Dembo,1994 as cited in Chengeiywo and Wambugu, 2008) Mastery of each unit is shown when the students acquire the set pass mark of the diagnostic test. MLA helps the students to acquire prerequisite skills to move to the next unit. The teacher is also required to do task analysis and state the objectives before designating the activities. MLA can help the teacher to know students area of weakness and correct it thus breaking the cycle of failure. Results of research studies carried out on MLA suggests that MLA yields retention and transfer of material, yields greater interest and more positive attitudes in various subjects than non-mastery learning approaches (Kibler, 1981).

Other report studies with similar findings (Hon, 1990; Ngesa, 2002; Wachanga and Gamba, 2004). The dominant teaching practice include; individual seatwork, recitation and whole class teaching. It was revealed that (47.65%)of teachers with teaching experience of 10 or less years used individual seatwork compared to with more than 10 years teaching experience who tended to use the whole class approach. With regard to gender a higher proportion of male teachers (45%) used the whole-class approach as compared to (25%) of female teachers. (APHRC, 2010). The following five were identified as teaching models: Inductive teaching which develops students thinking skills, Deductive teaching which focuses on the concepts, Synectic teaching which promotes the

idea of looking at a familiar idea from a new perspective, Concept attainment teaching explores and develops the concepts, Constructivists teaching which encourages students to apply knowledge, skill and critical thinking processes (Waimsly, 2010). Lecture teaching method is when the educator is the central focus of information transfer little exchange occurs between the instructor and the students during a lecture. Students weak in note taking skills have trouble understanding what they should be remembering from the lecture. Students find it boring and lose interest as such should only be used when appropriate such as when teaching large groups (Melissa, 2000). Group or cooperative learning is an instructional strategy which organizes students into small groups so that they can work together to maximize their own and each other's learning. Students using this strategy tend to have higher test scores, higher self-esteem improved social skills and greater comprehensive of the subject they are studying. In guided discussion learning method the instructor relies on the students to provide ideas, experience, opinions and information. Learning is achieved through the skillful use of questions and closed by a summary of the material covered. Demonstration-performance method is based on simple yet sound principles that we learn by doing where students perform the skills under supervision and are finally evaluated. (Melissa, 2000). As discussed varying teaching methods is very important as it ensures sustained concentration of the students. Use of one teaching method creates monotony and lack of interest. The teacher should be careful to engage the students during the teaching sessions either in discussions or in tutoring each other. The teacher should pose challenges to students in order to sharpen their creativity and thinking as they look for ways of solving the challenges. This will ensure participation by all students and good KCSE performance.

### **2.10 Theoretical Framework: Institutional Theory**

This study is based on the institutional theory. Institutional theory explains how institutions' structures, mechanisms of social order and cooperation governing the behavior of two or more individuals; behave and function according to both empirical rules on how individuals and groups construct institutions, how institutions function in practice, and the effects of institutions on society. Institutional theory is focused on the systematic study of people's collective behaviour in institutions (Suchman, 1995).

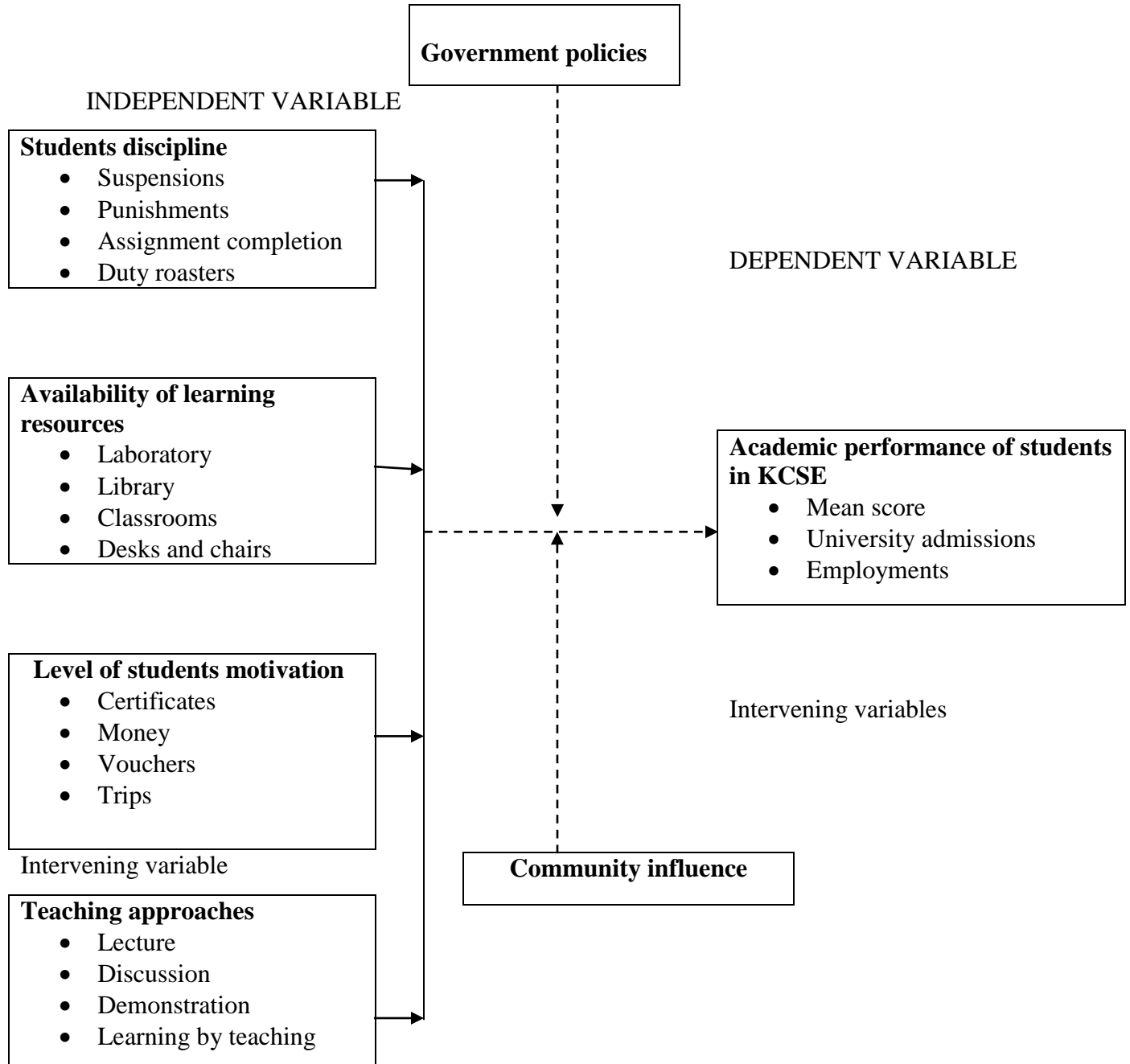
According to the institutional theory, there are three forms of isomorphism that influence governance at both the national-level and the social-level. These include; coercive isomorphic pressure, mimetic isomorphic pressure and normative pressure. Coercive isomorphic pressure and mimetic isomorphic pressure are positively related to perceived governance legitimacy while the normative pressure (e.g., religious tension) is negatively related to perceived legitimacy (Scott, 2001). Therefore, institutional theory emphasizes that organizations are more than just a means to produce goods and services but they are also social and cultural systems. As such, this theory argues that organizations, and organizational actors, not only seek to compete for resources, but they ultimately seek legitimacy (Suchman, 1995). From this perspective, one of the keys to understanding social systems in which schools are components is by understanding the institutional environment because it is these forces which guide or constrain legitimacy seeking. While the concept of “institution” has been conceptualized in diverse ways (Scott, 1987), it generally refers to relatively enduring systems of social beliefs and socially organized practices associated with varying functional areas of societal systems (e.g., religion, work, politics, laws, and regulations). In an overview by Scott (2001) he explained that there are three levels of analysis that institutional theory utilizes. At the highest level, there are societal (and global) institutions, where models and menus are both formally proposed and informally enacted. These provide the institutional context: what is deemed possible, acceptable, and legitimate. Such institutions shape, constrain and facilitate structures and actions at lower levels. At the second level are the governance structures, consisting first of organizational fields, and then of organizations themselves.

An organization field is defined as those organizations operating in the same domain e.g. a school along with other organizations that critically influence their performance (e.g., funders, contractors, and partners). The organizational level of analysis is also important since organizations vary by function, size, structure, culture, and capacity for change and they all influence, and are influenced by their organizational fields and institutional environments. Finally, there are the actors in institutional settings, who may be individuals or groups (Hartley, Butler & Benington, 2002). Each of these levels influences, and is influenced by the forces of diffusion and imposition of institutional

norms, while inventing new ways of operating and negotiating the establishment of institutional norms. Therefore, a critical assumption within institutional theory is that all social actors are seeking legitimacy, and reinventing legitimacy norms, within the institutional environment (North, 1990). These constraints and forces all converge to create isomorphism, or similarity of structure, thought, and action, within institutional environments.

## 2.11 Conceptual Framework

This study was guided by the conceptual framework in Figure 2.2 that relates factors that influence students' academic performance in KCSE in Imenti North.



**Figure 2.2: A Conceptual Framework Analysis Model**

### **2.11.1 Discussion of the Conceptual Framework**

The conceptual framework was developed to provide clear links of dependent and independent variables as they relate to each other in this study. The independent variables of students' discipline, availability of teaching and learning resources, level of students' motivation, and teaching methods are all but factors that influence academic performance of students in KCSE. The dependent variable is KCSE performance. The moderating variable is government policies which have an impact on performance. The moderating variable is government policies while the intervening variable is community influences which have an impact on performance.

### **2. 12 Summary**

The chapter looks at literature review on factors influencing academic performance of students from a global perspective narrowing down to the Imenti North District. The study aimed at examining students' discipline, availability of resources and level of motivation as factors that influence academic performance of students in KCSE. The rising need of competitive grades in order to secure opportunities in the higher learning institutions highly dictate the need to improve on; school administration and management, discipline, availability of teaching and learning resources, levels of student motivation and teaching approaches.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter focuses on the research methodology that was used in this study to answer the research questions. It presents the research design, sample and sampling procedure, research instrument that were adopted in the study. It also explains the piloting of the research instrument, validity and reliability of the research instrument, data collection methods, data analysis techniques and ethical considerations.

#### **3.2 Research Design**

Descriptive survey design was used to explore factors influencing students' performance in KCSE in Imenti North District. Mugenda and Mugenda (1999) described descriptive survey as the process of collecting data with an aim of testing hypothesis or answering questions concerning the current status of the subject under study. This study employed descriptive survey research design as it was best suited for the study since it allowed the researcher to generate both numerical and descriptive data that was used in measuring the relationship between variables as well as determining their influence on KCSE performance.

#### **3.3 Target Population**

A target population is a group of individual objects or items from which samples are taken for measurement (Kombo and Tromp 2006). The study targeted the head teachers or deputy head teachers, Form Four teachers and Form Four students. The students having been in the school for the last three years were well equipped with information needed in the study. The Form Four teachers interact with the students on daily basis and were therefore well informed on what factors influenced academic performance of students in KCSE. The principals were considered because they are coordinators and facilitators of the learning in schools. They are answerable on students' performance to the Ministry of Education thus their response was key to the study. Imenti North District has thirty six (36) public secondary schools both day and boarding as presented by Ministry of

Education (2013). Therefore the target population was 36 head teachers, 260 form four teachers, and 2115 form four students.

### 3.4 Sample Size determination and Sampling Techniques

This section describes the procedure used to determine the sample sizes and the sampling techniques employed.

#### 3.4.1 Sample size determination

Mugenda and Mugenda (1999) explained that “Where time and resources are available, a researcher should take as big a sample as possible”. However, generally, the sample size depends on factors such as the number of variables in the study, type of design, method of data analysis and the size of the accessible population. This study applied a stratified random sampling technique to ensure representation of all school categories. The researcher used Krejcie and Morgan sample size determination table as quoted by Mulusa (1998) (Appendix 5). From the sample size determination table, the target population of 2115 students required a sample size of 322. Teacher target population was 260 therefore the sample size is 152. The target population for head teachers was 36 resulting to a sample of 32 distributed among the 32 randomly selected schools as shown in table 3.1.

**Table 3.1: Sampling of head teachers/schools**

School type/Head teacher	Target Population	Sample Size
Mixed day	20	18
Boys only boarding	5	4
Girls only boarding	9	8
Mixed boarding and day	2	2
<b>Total</b>	<b>36</b>	<b>32</b>

#### 3.4.2 Sampling techniques

In order to select the 322 students the study purposively selected two prefects both girl and boy from the form four students in each of the 32 schools totaling 64. The rest of the students were evenly distributed among the 32 schools with 2 schools each being



allocated an extra student. The form four subject teachers were similarly randomly selected. Head teachers or their deputies were purposively selected as the representative sample.

### **3.5 Research Instruments**

Data was collected using self-administered questionnaires. Questionnaires were used because it saves time and all the respondents were literate and therefore could answer to them comfortably. Closed ended questions and a few open ended questions were administered to the sample chosen for the study so as to be used in collection of primary data. According to Bryman and Bell (2003) closed ended questions have an advantage over open ended questions since they are easy to process answers, enhance comparability of answers and make them easier to show relationship between the variables. However, the questionnaire also enabled the researcher to use open-ended questions to the minimum thus permitting a greater in-depth response from the respondents. These particular responses enabled the researcher to get greater insight into the feelings, decisions and thinking of the respondents. The researcher also carried out a pilot test for the questionnaires to assist the researcher to get some ideas on the quality of the questionnaire, the clarity, the length of the questionnaire and to ensure that the items in the instrument are stated clearly and are not ambiguous (Mugenda and Mugenda, 1999).

#### **3.5.1 Validity of the Instruments**

Validity indicates the degree to which an instrument measures what it is supposed to measure. (Kothari, 2004) the questionnaires were well structured to ensure that they remained focused, accurate and consistent in the course of the study. This was assured through wide consultations between the researcher and the University Lecture/supervisor giving guidelines. Peer proofreading was used to ensure both face and content validity of the instruments.

#### **3.5.2 Reliability of the Instruments**

This is a measure of the degree to which a research instrument yields consistent results or data after repeated trials, (Mugenda, 2003). The questionnaires were first tested on a

selected sample of 3 schools in Central Imenti District which is outside Imenti North District and it was repeated after one week. The procedures used in pretesting were identical to those that were used during the actual study or data collection. Comments made by respondents during pretesting were used to improve the instrument. After the piloting a test -re-test method was used to ensure reliability.

### **3.5.3 Piloting of the Research Instruments**

Pre-testing of research instruments for validity and reliability was carried out. The purpose of pilot exercise is to get the bugs out of the instruments so that subjects in the main study do not experience any difficulties in completing it and so that one can carry out a preliminary analysis to see whether the wording and format for which the main data was analyzed.(Bell,1993). The research instruments were pre-tested in three schools in order to check on validity and reliability. This was to assist identify possible problems during the main study and clarify on the instruments and appropriateness of the language.

### **3.6 Data Collection Procedure**

The researcher visited the selected schools and created a rapport prior to the collecting of data. Appropriate permission for teachers and students to participate in the study was sought in advance by the researcher from the respective school administrators. Data was collected using self-administered questionnaires. The questionnaire was appropriate because it saved on time and the targeted respondents were literate. It also ensured uniformity in the way questions were asked. Equally respondents feel free to answer sensitive questions if they are not required to disclose their identity (Mulusa, 1988 as cited by Mugambi, 2006). Data was collected from head teachers, form four teachers and form four students.

### **3.7 Data Analysis Techniques**

The questionnaires were cross examined to ascertain their accuracy, completeness and uniformity. Data was first cleaned by ensuring completeness of information at the point of collection. It was coded and organized into different categories. Data was analyzed using descriptive and inferential statistics in order to answer the research questions and

objectives. This helped to draw inferences over factors that influence the dependent variable. The results from the data analysis were interpreted; inferences made and presented using and frequency distribution tables. To determine whether there was any relationship between the dependent variable which was academic performance of students in Kenya Certificate of Secondary Education and other variables in the study, correlation was applied.

### 3.8 Ethical considerations

Informed consent was obtained from all those participating in the study. Those not willing to participate in the study were under no obligation to do so. Respondents' names were not indicated anywhere in the data collection tools for confidentiality and information gathered was only used for the purposes of this study. The necessary research authorities were consulted and permission granted. As stated earlier a copy of the findings will be availed through the Email at request to the respondents.

### 3.9 Operationalization of Variables.

The indicators were denoted by the main variables in order to render them measurable as presented in Table 3.2.

**Table.3.2 Operationalization of variables**

<b>Objective</b>	<b>Variable</b>	<b>Indicator(s)</b>	<b>Measurement Scale</b>	<b>Data collection method</b>	<b>Data analysis Methods</b>
To examine factors that influence academic performance of students in KCSE.	<b><u>Dependent variable</u></b> academic performance of students in KCSE	Mean score	Interval	Questionnaire	Descriptive statistics
To examine the influence	<b><u>Independent</u></b> Students'	Suspensions	Ordinal	Questionnaire	Descriptive statistics

of discipline on academic performance of students in KCSE	discipline	Punishments	Ordinal		
To analyze the influence of the availability of and learning resources on academic performance of students in KCSE	Teaching and learning approaches	Availability of resources  Utilization of resources	Nominal  Ordinal	Questionnaire	Descriptive statistics
To examine the influence of the level of motivation on academic performance of students in KCSE.	level of student motivation	Availability of motivation  Frequency of motivation	Nominal  Ordinal	Questionnaire	Descriptive statistics
To assess the influence of teaching approaches on academic performance of students' in KCSE	Teaching approaches	Teaching approaches used	Nominal	Questionnaire	Descriptive statistics

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter deals with the analysis of data, their presentation and interpretation as collected in 32 schools. Data are presented in tables and analyzed as was collected from the sampled schools. The analysis aimed at addressing the purpose of the study, which was on factors influencing students' performance in KCSE in Imenti North District. Performance in relation to the various independent variables mentioned in Chapter one are presented and discussed.

#### **4.2 The Questionnaire Return Rate**

A total of 32 questionnaires were administered to head teachers, a total of 152 questionnaires were administered to form four teachers, and a total of 322 questionnaires to the form four students. In each case there was 100% return rate which was realized after persistent follow up on reminders. This was very adequate for the study since according to Mugenda and Mugenda (1999) a 50% response rate is adequate, 60% good and above 70% is rated very well.

#### **4.3 Demographic characteristics of the respondents**

The study sought demographic information on gender, age, academic qualifications, teaching experience, and students' entry behavior since all these would enable the study categorize the respondents.

##### **4.3.1 Distribution of respondents by gender**

All respondents were asked to indicate their gender and the findings are as presented in Table 4.1.

**Table 4.1 Gender of respondents**

Gender	Head teachers	Percentage	Teachers	Percentage	Student	Percentage
Male	18	56.25	83	54.6	169	52.5
Female	14	43.75	69	45.4	153	47.5
<b>Total</b>	<b>32</b>	<b>100</b>	<b>152</b>	<b>100</b>	<b>322</b>	<b>100</b>

Table 4.1 results indicate that majority of the respondents were male 270(53.4%) while the remainder were female. This is an indication that three areas of analysis are male dominated.

#### 4.3.2 Distribution of respondents by age

The school head teachers and Form Four teachers were asked to indicate their age bracket since this would be critical in the analysis on experience. The findings were presented in table 4.2.

**Table 4.2 Age of respondents**

Gender	Years			
	21-30	31-40	41-50	Above 50
Male	3	25	61	10
Female	3	17	51	14
<b>Total</b>	<b>6</b>	<b>42</b>	<b>112</b>	<b>24</b>

Table 4.2 results indicate that majority of head teachers and form four teachers are over 40 years of age 136 which is 60.9%, an indication that they had a good experience and were mature enough. Experience is considered on promotion for the principal's since they have remained in the teaching profession for a long time. In regard to form four teachers it is evident they can handle the form four students well due to experience and maturity.

#### 4.3.3 Distribution of respondent's academic qualifications.

The head teachers and form four teachers were asked to indicate their academic qualifications. The findings are as shown in table 4.3.

**Table 4.3 Academic qualifications of the respondents.**

Academic Qualifications	Frequency	Percent
Diploma	6	3.3
Degree	111	60.3
Masters	67	36.4
<b>Total</b>	<b>184</b>	<b>100.0</b>

Table 4.3 results show that majority of the principals and teachers were bachelor of education degree holders which conqurs with government policy emphasizing the employment of graduate teachers in secondary schools. 36.4% of the principals and teachers had masters degrees, indication of a professional growth among the teachers. Only 3.3% teachers were diploma holders which could be as a result of bridging the gap of inadequate staffing.

#### 4.3.4 Distribution of respondents teaching experience

The head teachers and form four teachers were asked to indicate their teaching experience in age bracket. This was critical in the analysis of experience as indicated in Table 4.4.

**Table 4.4 teaching experience of the respondents**

Number in years	Frequency	Percent
0-10	6	3.3
11-20	21	11.4
21-30	124	67.4
Above 30	33	17.9
<b>Total</b>	<b>184</b>	<b>100.0</b>

Table 4.4 results indicates majority 157(85.3) of head teachers and teachers have a teaching experience of more than twenty years an indication that they have been in the profession for long.

#### **4.3.5 Distribution of respondents entry score**

The students were asked to show how many marks they attained in KCPE in a bracket. This was very critical in analyzing their academic performance in KCSE as indicated in Table 4.5.

**Table 4.5 Entry score of the respondents**

Marks Scored in KCPE	Frequency	Percent
100 – 200	6	1.9
201 – 300	140	44.1
301 – 400	57	18.4
401 – 500	8	2.6
NA	105	33
<b>Total</b>	<b>316</b>	<b>100.0</b>

Table 4.5 results shows that most students scored marks 201-300 out of the possible 500 marks in their KCPE representing 44.1% of the students that responded to the question.

#### **4.4 Discipline analysis**

The study sought information on how discipline was scored, rated, availability of school rules and action against those students who broke the set school rules in various schools.

##### **4.4.1 Distribution of respondents scores on discipline.**

The respondents were asked to score discipline in their various schools and this was very critical in analyzing the influence of discipline on performance as indicated in Table 4.6.



**Table 4.6 Discipline score**

Discipline score	Frequency	Percentage
Strongly agree	303	60.6
Agree	137	27.0
Neutral	0	0
Disagree	0	0
Strongly disagree	66	13.0
<b>Total</b>	<b>506</b>	<b>100.0</b>

Table 4.6 indicates majority of the respondents 440(87.6%) strongly agreed and agreed that discipline influences performance of KCSE in their respective schools.

#### **4.4.2 Distribution of how respondents rate discipline**

The respondents were asked to give the discipline description in their schools. This was critical in analyzing discipline in the sampled schools as indicated in Table 4.7.

**Table 4.7 Rate of discipline by the respondents**

Description of discipline	Frequency	Percent
Very Good	105	21.1
Satisfactory	260	52.0
Needs improvement	134	26.9
<b>Total</b>	<b>499</b>	<b>100.0</b>

Table 4.7 results show that only 21.1% of the respondents said that discipline in their schools was very good an indication that discipline was an issue of concern in schools in Imenti North District.

#### **4.4.3 Distribution of respondents on the availability of school rules.**

The respondents were asked to indicate whether their schools had a set of school rules and the response was as indicated in Table 4.8.

**Table 4.8 Availability of school rules**

Availability of school rules	Frequency	Percentage
With rules and regulations	491	98
Without rules and regulations	10	2
<b>Total</b>	<b>501</b>	<b>100</b>

Table 4.8 shows that almost all respondents said that all their schools had a set of school rules from the information given.

#### **4.4.4 Distribution of the respondents on action taken on breaking the school rules.**

All respondents were asked to score on whether they agreed that discipline influences performances. The results were as indicated in Table 4.9.

**Table 4.9 Action taken on breaking school rules**

Action on breaking school rules and regulations	Frequency	Percentage
Suspensions/punishments	300	61.1
Warnings	116	23.6
Nothing happens	74	15.1
<b>Total</b>	<b>490</b>	<b>100.0</b>

Table 4.9 indicates that suspensions and punishments was the common action against breaking of set school rules and regulations according to majority of the respondents who were students. Warnings accounted for 23.6% which shows the action taken lesser mistakes. Some respondents wrote that depending on what rule one went against that determined the kind of punishment given.

#### **4.5 Distribution of respondents' data on resources.**

The study sought information on the number of students and teachers in each school, the availability of resources in the laboratory and how experiments were done in the laboratory and adequacy of books in the library.

#### 4.5.1 Number of students in each school

The students were asked to state how many they were in their classes. This was a very critical response in indicating whether the available resources were enough for all the students and the result was as indicated in Table 4.10.

**Table 4.10 Number of students**

Number of students a in a class	frequency	percent
0 – 10	4	1.32
11-20	12	3.9
21 – 30	37	11.8
31- 40	29	9.2
More than 40	126	39.5
NA	109	34.2
<b>Total</b>	<b>320</b>	<b>100.0</b>

Table 4.10 shows that most of the classes have more than 30 pupils. As per the Education Act, large classes make classroom management a problem to the teachers. This is an indication that most classes are overpopulated.

#### 4.5.2 Distribution of respondents on the number of teachers in each sampled school.

The respondents were asked to state the number of teachers in their schools and this was important in determining if the schools were well staffed with teachers. The results were as indicated in Table 4.11.

**Table 4.11 Number of teachers in each school**

No. of teachers in school	Frequency	Percent
0-10	13	2.6
11-20	219	43.4
21-30	146	28.9
31-40	96	19.1
Above 40	30	5.9
<b>Total</b>	<b>504</b>	<b>100.0</b>

Table 4.11 results shows that majority of the respondents said that the number of teachers in their schools were 11-20 representing 43.4% of the sample taken, an indication that most schools in Imenti North District are understaffed.

#### **4.5.3 Distribution of respondents' data on adequacy of laboratory resources.**

The respondents were asked if the laboratory had adequate resources and this was critical in determining whether they were adequate for all students. The results were as indicated in Table 4.12

**Table 4.12 Adequacy of laboratory resources**

Available resources in the laboratory	Frequency	Percent
Adequate resources	172	53.3
Inadequate resources	150	46.7
<b>Total</b>	<b>322</b>	<b>100.0</b>

Table 4.12 results show 53.3% of the schools laboratories have adequate resources an indication that almost half of the schools in Imenti North District have inadequate resources in the laboratories.

#### **4.5.4 Distribution of respondents data on lab experiments**

Students were asked to show how they do the experiments in the laboratory sessions. This is critical in order to be able to understand the students' performance. The results were as indicated in Table 4.13.

**Table 4.13 Laboratory experiments**

Experiments in the lab.	Frequency	Percent
We do on our own	91	28.3
Sometimes teacher does	182	56.6
Teacher always does the experiment	49	15.1
<b>Total</b>	<b>322</b>	<b>100.0</b>

Majority of the respondents in table 4.13 said that the teachers sometimes do the experiments with the students while other times students do it on their own.

#### **4.5.5 Distribution of respondents' data on adequacy of library resources.**

The respondents were asked if the library had adequate reading resources and this was critical in determining whether they were adequate for all students. The results were as indicated in Table 4.14.

**Table 4.14 Adequacy of library resources**

Available resources		
In library	Frequency	Percent
Adequate resources	268	53.3
Inadequate resources	234	46.7
<b>Total</b>	<b>502</b>	<b>100.0</b>

Table 4.14 results show 53.3% of the schools libraries have adequate learning resources an indication that almost half of the schools in Imenti North District have inadequate resources in the libraries.

#### **4.6 Motivation analysis**

The study sought information on the availability of motivation in schools, levels of motivation, and forms of motivation and if motivation was related to performance.

##### **4.6.1 Distribution of respondents data on the availability of motivation in schools**

The respondents were asked if their schools had forms of motivation and this was critical in analyzing if it influenced performance. The results were as indicated in Table 4.15.

**Table 4.15 Availability of motivation in schools**

Motivation in schools	Frequency	Percent
Available	289	57.2
Not available	217	42.8
<b>Total</b>	<b>506</b>	<b>100.0</b>

Table 4.15 results indicated that majority of the respondents from the data above said that motivation in their schools was available. An indication that majority of students were well motivated.

#### **4.6.2 Distribution of respondents data on levels of motivation**

The respondents were asked to rate the level of motivation in their schools and the response was critical in analyzing motivation. The results were as indicated in Table 4.16.

**Table 4.16 Level of motivation**

Level of motivation	Frequency	Percent
Highly motivated	149	46.7
Not motivated at all	69	21.7
Demotivated	101	31.6
<b>Total</b>	<b>319</b>	<b>100.0</b>

Table 4.16 shows majority of the respondents said that the level of motivation was high.

#### **4.6.3 Distribution of respondents on forms of motivation**

The respondents were asked what forms of motivation was available in their schools. The results were as indicated in Table 4.17.

**Table 4.17 Forms of motivation in schools**

Forms of motivation	Frequency	Percent
Money	36	7.2
Issue of certificates	153	30.3
Vouchers	56	11.2
School trips	259	51.3
<b>Total</b>	<b>504</b>	<b>100.0</b>

Table 4.17 results were an indication that majority of the respondents said that school trips were the most common form of motivation offered to students.

#### **4.6.4 Distribution of respondents on whether motivation is related to performance.**

The respondents were asked to show whether motivation was related to performance and the results given were as indicated in Table 4.18.

**Table 4.18 Motivation and academic performance**

Motivation and academic performance	Frequency	Percent
Related	260	80.9
Not related	62	19.1
<b>Total</b>	<b>322</b>	<b>100.0</b>

Table 4.18 results show that 80.9% of the respondents said that the motivation of students is related to the academic performance.

#### **4.7 Teaching methods**

The study sought information on the various types of teaching methods used by teachers in the schools and the readiness by teachers with teaching notes.

##### **4.7.1 Teaching methods used in schools**

The respondents were asked what teaching methods are used in their schools and the response was as indicated in Table 4.19.

**Table 4.19 Teaching methods used in schools**

Teaching methods used	Frequency	Percent
Lecture/explaining method	347	69.1
Discussion/collaboration method	86	17.1
Demonstration method	56	11.2
Learning by teaching method	13	2.6
<b>Total</b>	<b>502</b>	<b>100.0</b>

Table 4.19 results shows that most respondents used two teaching methods in their schools i.e. lecture or explaining method and demonstration method. This was a clear indication that there was monotony in the teaching methods.

#### 4.7.2 Teachers readiness with notes

The respondents were asked if the teachers were well prepared with teaching notes when going to teach and the response was critical in analyzing the teaching methods used. The results were as indicated in Table 4.20.

**Table 4.20 Teacher readiness in class**

Teachers readiness for classes	Frequency	Percent
With notes for teaching	340	67.8
Without notes for teaching	162	32.2
<b>Total</b>	<b>502</b>	<b>100.0</b>

Table 4.20 shows majority of the respondents 67.8% said that the teachers are well prepared with teaching notes for their study.

#### 4.8 Performance.

The study also sought information on performance and this was critical in analyzing the KCSE performance in various schools.

##### 4.8.1 Schools performance rate

The students were asked how they rated KCSE performance in their respective schools. The results were as indicated in Table 4.21.



**Table 4.21 Performance rate**

KCSE Performance	Frequency	Percent
Above average	77	24
Average	163	50.7
below Average	81	25.3
<b>Total</b>	<b>321</b>	<b>100.0</b>

Table 4.21 results shows that majority of the respondents said that the KCSE performance in their schools was average.

#### **4.9 School fees payment.**

The study further sought to know if students' fees was pain on time and this was critical in analyzing the KCSE performance of students.

##### **4.9. 1 Payment of fees regarding time.**

Students were asked to state whether their fees was paid on time and the results were as indicated in Table 4.22.

**Table 4.22 Fee payment**

Fee payment	Frequency	Percent
On time	118	36.8
Late payment	93	29.0
NA	110	34.2
<b>Total</b>	<b>322</b>	<b>100.0</b>

Table 4.22 shows the students who pays their fees late were almost half of the students an indication that most of the time the students were at home to collect fees.

#### **4.10 Comparison of schools KCSE performance.**

The study sought information on comparison of schools to the rest regarding performance. This was critical in analyzing why a certain school performed better or worse.

#### 4.10. 1 Comparison of schools to the rest

Students were asked to compare their schools KCSE performance to other schools in the district. The results were as indicated in Table 4.23.

**Table 4.23 Comparison of schools**

Comparison of schools performance to the rest in the district.	Frequency	Percent
It's a performer	44	13.8
Its average	119	36.8
It needs improvement	159	49.3
<b>Total</b>	<b>322</b>	<b>100.0</b>

Table 4.23 results indicate that the majority of the respondents stated that their respective schools needed to improve.

#### 4.11 Variable Analysis

From the results of the data analysed the study sought to find the relationship between the variables discipline, availability of resources, levels of motivation and teaching methods used.

##### 4.11.1 To examine if discipline influenced students' performance in KCSE in Imenti North District.

To examine if discipline influenced students' performance in KCSE data was analysed and presented in Table 4.24.

**Table 4.24 Discipline description and Performance rate**

Performance rate			
Discipline description in %	above average	average	below average
Very good	26.5	0	0
Satisfactory	63.2	54.5	27.8
Needs improvement	10.3	45.5	72.2
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

Results of table 4.24 shows that 63.2% of the respondents who felt that their schools performance in KCSE was above average also felt that their schools discipline levels were satisfactory with a further 26.5% of the respondents who felt that their schools discipline was very good claimed that their schools performance was above average. A further 54.5% of the respondents who felt that their schools performance was average also felt that their schools discipline as good. Further 72.2% of the respondents' who claim that their schools discipline needs improvement also felt that their school performance was below average .We thus see an association between the performance of the school and discipline in that the better the discipline the more likely the school is it to perform in KCSE.

#### **4.11.2 To establish the relationship between the action against the set out school rules and regulations influences KCSE performance in Imenti North District.**

The study sought to find the relationship between breaking the school rules and the academic performance of students. The results were as indicated in Table 4.25.

**Table 4.25 Action against setout school rules**

Action against school rules in percentage (%)	Performance rate		
	Above average	Average	Below average
Suspensions/punishments	68.33	27.1	0
Warnings	23.34	32.9	22.7
No action	8.33	40.0	77.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

68.3% of those respondents who felt that their school was a performer compared to other schools in Imenti North district felt that a student who acts against the set out school rules and regulations is suspended or punished with a further 8.33% feeling that nothing happened at all. Further, 77.3% of the respondents who felt that the schools discipline needed improvement claim that their school was not a performer (needs improvement) compared to other schools in the district. Thus again we see an association between

students discipline and better performance and hence conclude that better discipline enhances better performance in schools in Imenti North district.

**4.11.3 To establish the relationship between the adequacy of resources (laboratory) and KCSE performance in Imenti North District.**

The study sought the information on how resources were related to the academic performance. The results were as indicated in Table 4.26.

**Table 4.26 Adequacy resources in laboratory**

Adequacy of resources in % in laboratory	Performance rate		
	above average	average	below average
Adequate	98.5	56.1	33.33
Inadequate	1.5	43.9	66.67
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

98.5% of those respondents who rated their schools performance as above average claim that when they visit their schools laboratory, they find it easy to get all the materials they need for their study. Only 1.5% of the respondents who rated their schools performance as above average claim that their school dint have sufficient materials for their laboratory. Further, 66.7% of the respondents who claim that their schools laboratory was not adequately equipped also claim that their school performance was below average. This can be attributed to the fact that these students or teacher feel disadvantaged by their schools lack of adequate facilities and hence give up on either serious coaching to students or students themselves lose hope in better performance owing to poorly equipped laboratories. We thus note an association between the performance and availability of well-equipped laboratory. Thus we conclude that the availability of teaching and learning resources affect the performance of students in Imenti North district.

#### 4.11.4 To establish the relationship between the adequacy of resources (library) and KCSE performance in Imenti North District

The study sought information on the relationship between performance and resources library. The results were as indicated in Table 4.27.

**Table 4.27 Adequacy of resources in library**

Performance rate

Adequacy of resources

in the library in %	Above average	Average	Below average
Yes	73.7	62.12	38.9
No	27.3	37.88	61.1
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

73.3% of those respondents who claim that their schools performance was above average claim that their schools library was well equipped with a further 27.3% claiming that their schools performance was not based on well-equipped library. A 62.12% of those respondents who claim that their schools performance was average associate to a well-stocked library as opposed to 37.88% who did not associate this with a well-equipped library. Moreover, 61.1% of those respondents who claim that their school performance was below average claim that the library was not well equipped, as opposed to 39.9% who did not associate their schools lack of performance to inadequate learning resources i.e. library. Thus we can clearly note an association between better performance and well equipped libraries, lack of schools performance due to lack of better leaning facilities hence conclude that learning facilities affect the performance of students in Imenti North district.

#### 4.11.5 To establish the relationship between the availability of motivation and KCSE performance in Imenti North District

To examine the availability of motivation influences KCSE performance in Imenti North District. The results were as indicated in Table 4.28.

**Table 4.28 Availability of Motivation**

Availability of motivation in %	Performance rate		
	Above average	Average	Below average
Available	77.0	62.3	81.6
Not available	23.0	37.7	18.4
<b>Valid cases 506</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

77% of those respondents who rated their schools performance in KCSE was above average also felt that motivating students directly translated to better performance in school as opposed to 23% who had different opinion. Moreover, 81.6% of those student who believed that their school performance was below average also felt that motivating students could lead to an improvement in performance. Thus we not both those students who claim their schools performance was above and below average claim that motivation was a factor for better performance of the schools. However their schools performance cannot be linked to motivation, thus we cannot link motivation to performance of students in Imenti North District.

#### **4.11.6 To establish the relationship between the availability of motivation and KCSE performance in Imenti North District**

The study sought information on the relationship between forms of motivation and academic performance. The results were as indicated in Table 4.29.

**Table 4.29 Availability of forms of motivation**

Availability of forms of motivation	Performance rate		
	Above average	Average	Below average
Available	36.8	10.2	40
Not available	63.2	89.8	60
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100</b>

63.2% of those respondents who claim that their school does not offer any form of motivation felt that their schools performance in KCSE was above average compared to 36.8% of the respondents who felt that their school offered some form of motivation and

still performed better in KCSE. Further, it can be noted that 60% of those students who felt that their schools performance was below average associated it to lack of motivation in school compared to 29.9% who did not associate their schools poor performance to lack of motivation, we thus note that students who are properly motivated are more likely to perform better in KCSE in Imenti north district than those who are not.

#### **4.11.7 To establish the relationship of teaching methods and academic performance in Imenti North District**

The study sought to find the relationship of teaching methods and academic performance. The results were as indicated in Table 4.30.

**Table 4.30 Teaching methods**

Teaching methods in %	Performance		
	Above average	Average	Below average
Lecture	68.9	79.7	80
Discussion	13.8	8.1	10
Demonstration	134.8	9.5	10
Learning by teaching	3.5	2.7	0
<b>Valid cases 506</b>	<b>100</b>	<b>100</b>	<b>100</b>

68.9% of the respondents who claim that the rate of performance of their school was above average claim that the most popular teaching methods were the explanation method. This was further claimed to be the most popular method by the 79.7% of those respondents who claimed that their school performance was average as well as 80% of those respondents who rated their schools performance as below average. Thus irrespective of the teaching approach which in this case explanation was the most popular, respondents claim that different performance in their schools. We thus are not able to link teaching approach to success of student in KCSE in Imenti North district.

#### **4.11.8 To establish the relationship between the teaching methods and KCSE performance in Imenti North District**

The study sought information on the availability of teaching notes by the teachers. The results were as indicated in Table 4.31.

**Table 4.31 Availability of teaching notes**

Availability of teaching notes in %	Performance rate		
	Above average	Average	Below average
Available	95.7	95.5	26.7
Not available	4.3	4.5	73.3
<b>Valid cases 506</b>	<b>100.0</b>	<b>100.0</b>	<b>100</b>

95.7 % of those respondents who claim that their schools was a performer associate it to well organized notes from their teacher with only 4.3% claiming that this was not the reason. More to this, 73.3% of those respondents who felt that their school needed an improvement in terms of performance felt that this was due to lack of proper resources (well organized notes from their teachers), thus we note that those students who felt that their school was a performer were more likely to report having received better noted from their teachers that those students who had reported that their school needed an improvement in terms of performance. We can thus conclude that better teacher resources affect the performance of students in Imenti North district.

#### 4.12 Inferential statistics.

The study further analyzed the variables namely discipline, availability if resources, levels of motivation and teaching methods.

##### 4.12.1 Symmetric measures of discipline

Symmetric measures of discipline were as presented in Table 4.32

**Table 4.32 Symmetric measures of discipline**

		Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.
Interval	by Pearson's R	0.43	.000	1.864E9	.000 <sup>c</sup>
Ordinal	by Spearman	0.56	.000 <sup>c</sup>		
Ordinal	Correlation				
<b>Number of Valid Cases</b>		<b>506</b>			

a. not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.



Using the Pearson's correlation we note a computed figure for the two variables of .43. This shows an average positive correlation between discipline and performance of students. Hence we cannot ignore the schools discipline if better performance of the schools in Imenti North district is to be considered.

#### 4.12.2 Symmetric Measures of action against school rules

In analyzing the symmetric measures of actions taken against those who broke the school rules, the results were as presented in Table 4.33

**Table 4.33 Symmetric Measures of action against school rules**

		Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.
Interval	by Pearson's R	.660	.000	2.8674	.000 <sup>c</sup>
Ordinal	by Spearman Correlation	.898	.000 <sup>c</sup>		
<b>Number of Valid Cases</b>		<b>506</b>			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

Again we note a positive strong correlation between the schools discipline of .660 and performance. Schools that punish students for wrong doing are more likely to perform better as compared to those schools that are known to nothing.

#### 4.12.3 Symmetric measures of availability of resources (laboratory)

In analyzing the symmetric measures of the availability of resources, the results were as presented in Table 4.34.

**Table 4.34 Symmetric measures of availability of resources (laboratory)**

		Value	Asymp. Error <sup>a</sup>	Std. Approx. T <sup>b</sup>	Approx. Sig.
Interval by	Pearson's R	0.52	.075	8.546	.000 <sup>c</sup>
Ordinal by	Spearman Correlation	0.69	.075	10.806	
<b>Number of Valid Cases</b>		<b>322</b>			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

Considering the above correlation table the relation between the availability of well-equipped laboratory and better school performance is positive at .52. This means the better the lab is equipped the better the performance. The study did not however test the hypothesis to check whether this is significant at a given level of confidence and we suggest further studies to ascertain this.

#### 4.12.4 Symmetric measures on teaching notes

In analyzing the symmetric measures on teaching notes, the results were as presented in Table 4.35.

**Table 4.35 Symmetric measures on teaching notes**

		Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.
Interval	by Pearson's R	0.272	.075	5.546	.000 <sup>c</sup>
Interval					
Ordinal	by Spearman Correlation	0.262	.075	7.806	.000 <sup>c</sup>
Ordinal					
<b>Number of Valid Cases</b>		<b>506</b>			

a. Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

From the correlation we note a positive linear relationship of 0.272 between teacher resources and performance in schools thus we conclude as above that better teacher resources in terms of proper notes affects positively the performance of students in Imenti North district.

#### 4.12.5 Symmetric measures of motivation.

In analyzing the symmetric measures of motivation, the results were as presented in Table 4.36.

**Table 4.36 Symmetric Measures of forms of motivation**

		Value	Asymp. Error <sup>a</sup>	Std. Approx. T <sup>b</sup>	Approx. Sig.
Interval	by Pearson's R	.572	.075	8.546	.000 <sup>c</sup>
Interval					
Ordinal	by Spearman	.662	.075	10.806	.000 <sup>c</sup>
Ordinal	Correlation				
<b>Number of Valid Cases</b>		<b>322</b>			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The Pearson's correlation coefficient of .572 indicates a positive linear relationship between motivation and schools performance in KCSE. Thus we conclude that a school that is motivated well is more likely to perform better in KCSE that a school that is not well motivated.

#### 4.12.6 Symmetric measures of teaching approaches

In analyzing the symmetric measures of teaching approaches, the results were as indicated in Table 4.37.

**Table 4.37 Symmetric Measures of teaching approaches**

		Value	Asymp. Error <sup>a</sup>	Std. Approx. T <sup>b</sup>	Approx. Sig.
Interval	by Pearson's R	.104	.076	.545	.587 <sup>c</sup>
Interval					
Ordinal	by Spearman	.044	.080	.537	.592 <sup>c</sup>
Ordinal	Correlation				
<b>Number of Valid Cases</b>		<b>506</b>			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The Carl Pearson correlation of .104 shows almost no linear relationship between the teaching approach and performance in KCSE among these schools under study. This further supports our claim that teaching approach does not necessarily affect the performance of students in Imenti North district.

To examine the relationship between KCSE performance and the availability of well-prepared teaching notes for study by teachers.

#### 4.12.7 Symmetric measures of teaching notes

In analyzing the symmetric measures of teaching notes, the results were as indicated in Table 4.38.

**Table 4.38 Symmetric Measures of teaching notes**

		Value	Asymp. Error <sup>a</sup>	Std. Approx. T <sup>b</sup>	Approx. Sig.
Interval	by Pearson's R	0.272	.075	5.546	.000 <sup>c</sup>
Interval					
Ordinal	by Spearman	0.262	.075	7.806	.000 <sup>c</sup>
Ordinal	Correlation				
<b>Number of Valid Cases</b>		<b>506</b>			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

From the correlation we note a positive linear relationship of .272 between teacher resources and performance in schools thus we conclude as above that better teacher

resources in terms of proper notes affects positively the performance of students in Imenti North district.

#### **4.5 Summary**

This chapter has dealt with analysis of the principals, teachers and students' data. It was evident from the analysis that discipline is a key factor to performance. The undisciplined students spent a lot of time on suspension and punishment which made them miss lessons. It was also clear that lack of motivation led to poor performance. The study found out that resources were available in the schools but were not fully utilized which resulted to poor performance. Failure to vary and combine the teaching methods meant that there was monotony and lack of interest. This is automatically detrimental to students who lack interest and have low concentration span.

**CHAPTER FIVE**  
**SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND**  
**RECOMMENDATIONS**

**5.1 Introduction**

This chapter presents the summary of the study, conclusions drawn from the findings of the study and the recommendations for possible action and for further research. The main aim of the study was to examine the factors that influence the academic performance of students in the Kenya Certificate of Secondary Education in Imenti North District.

**5.2 Summary of findings.**

All findings in the study are analyzed based on the research variables which are discipline, availability of resources, levels of motivation and teaching methods.

**5.2.1 To examine whether discipline influenced academic performance of students in KCSE in Imenti North District, the following was evident.**

63.2% of the respondents who felt that their schools performance in KCSE was above average also felt that their schools discipline levels were satisfactory with a further 26.5% of the respondents who felt that their schools discipline was very good claimed that their schools performance was above average. A further 54.5% of the respondents who felt that their schools performance was average also felt that their schools discipline as good. Further 72.2% of the respondents' who claim that their schools discipline needs improvement also felt that their school performance was below average .We thus see an association between the performance of the school and discipline in that the better the discipline the more likely the school is it to perform in KCSE.

**5.2.2 To establish if the availability of learning resources influences academic performance of students in KCSE in Imenti North District, the following was realized.**

98.5% of those respondents who rated their schools performance as above average claim that when they visit their schools laboratory, they find it easy to get all the materials they

need for their study. Only 1.5% of the respondents who rated their schools performance as above average claim that their school dont have sufficient materials for their laboratory. Further, 66.7% of the respondents who claim that their schools laboratory was not adequately equipped, claim that their school performance was below average. This can be attributed to the fact that these students or teacher feel disadvantaged by their schools lack of adequate facilities and hence give up on either serious coaching to students or students themselves lose hope in better performance owing to poorly equipped laboratories. We thus note an association between the performance and availability of well-equipped laboratory. Thus we conclude that teaching and learning resources availability affect the performance of students in Imenti North district.

73.3% of those respondents who claim that their schools performance was above average claim that their schools library was well equipped with a further 27.3% claiming that their schools performance was not based on well-equipped library. A 62.12% of those respondents who claim that their schools performance was average associate to a well-stocked library as opposed to 37.88% who did not associate this with a well-equipped library. Moreover, 61.1% of those respondents who claim that their school performance was below average claim that the library was not well equipped, as opposed to 39.9% who did not associate their schools lack of performance to inadequate learning resources i.e. library. Thus we can clearly note an association between better performance and well equipped libraries as well as lack of schools performance due to lack of better leaning facilities hence conclude that learning facilities affect the performance of students in Imenti North district.

Using the Pearson's correlation we note a computed figure for the two variables of .43. This is shows an average positive correlation between discipline and performance of students. Hence we cannot ignore the schools discipline if better performance of the schools in Imenti North district is to be considered.

68.3% of those respondents who felt that their school was a performer compared to other schools in Imenti North district felt that a student who acts against the set out school rules and regulations is suspended or punished with a further 8.33% feeling that nothing

happened at all. Further, 77.3% of the respondents who felt that the schools discipline needed improvement claim that their school was not a performer (needs improvement) compared to other schools in the district. Thus again we see an association between students discipline and better performance and hence conclude that better discipline enhances better performance in schools in Imenti North district.

**5.2.3 To examine the influence of the level of motivation on academic performance on students in KCSE in Imenti North District the results indicated the following.**

63.2% of those respondents who claim that their school does not offer any form of motivation felt that their schools performance in KCSE was above average compared to 36.8% of the respondents who felt that their school offered some form of motivation and still performed better in KCSE. Further, it can be noted that 60% of those students who felt that their schools performance was below average associated it to lack of motivation in school compared to 29.9% who did not associate their schools poor performance to lack of motivation, we thus note that students who are properly motivated are more likely to perform better in KCSE in Imenti north district than those who are not.

77% of those respondents who rated their schools performance in KCSE was above average also felt that motivating students directly translated to better performance in school as opposed to 23% who had different opinion. Moreover, 81.6% of those student who believed that their school performance was below average also felt that motivating students could lead to an improvement in performance. Thus we not both those students who claim their schools performance was above and below average claim that motivation was a factor for better performance of the schools. However their schools performance cannot be linked to motivation, thus we cannot link motivation to performance of students in Imenti North District.

**5.2.4 To assess the influence of teaching approaches on academic performance of students in Imenti North district the following was realized that;**

68.9% of the respondents who claim that the rate of performance of their school was above average claim that the most popular teaching methods was the explanation method.



This was further claimed to be the most popular method by the 79.7% of those respondents who claimed that their school performance was average as well as 80% of those respondents who rated their schools performance as below average. Thus irrespective of the teaching approach which in this case explanation was the most popular, respondents claim that different performance in their schools. We thus are not able to link teaching approach to success of student in KCSE in Imenti North district.

95.7 % of those respondents who claim that their schools was a performer associate it to well organized notes from their teacher with only 4.3% claiming that this was not the reason. More to this, 73.3% of those respondents who felt that their school needed an improvement in terms of performance felt that this was due to lack of proper resources (well organized notes from their teachers), thus we note that those students who felt that their school was a performer were more likely to report having received better noted from their teachers that those students who had reported that their school needed an improvement in terms of performance. We can thus conclude that better teacher resources affect the performance of students in Imenti North district.

### **5.3 Discussions**

This section uses the findings relative to other empirical studies. The discussion is presented in terms of study objectives.

#### **5.3.1 Influence of students discipline on academic performance of students in Imenti North District.**

Discipline is an important ingredient that plays a crucial role in the school system (Azizi, 2009). School discipline is the system of rules, punishments and behavioral strategies appropriate to the regulation of students and maintenance of order in schools. Its aim is to create a safe and conducive learning environment (Robert, 2003).Such school indiscipline has been of late an issue of concern for educators and policy makers owing to the outbreak of secondary schools strikes and burning of schools (Amado and Freire, 2009). The study findings were that most schools in Imenti North District have very low levels of discipline and no wonder the bad grades being experienced. Discipline influences performance (Enamiroro,2010; Kindiki,2009; Isabe Freire and Amado 2009). It is one of

the yard stick to assess the school performance since it helps in creating a conducive learning environment. (Robert, 2003). One of the discipline issues in secondary schools failing to attend classes as well as assignments. This indiscipline has been shown to lower academic performance (Enamiroro, 2010). It has also been shown by (Sheldon, 2011) that partnership of the family, the school and the community is very effective and lowers the number of students being punished. Schools and other educational institutions are facing large problems regarding the students' lack of self-discipline resulting to underachievement of the students in the school as well as violence within the school premises. (Nancee, 2008) explains the reason for this as being the age at which students are in secondary school that is puberty. In Kenya many cases of indiscipline have been reported. In 1999, some male students locked up 4 prefects and killed them with petrol, in 2001 some 68 students were burned by two boys and the latest case of Endarasha boys where 2 boys died. The reasons that effective school guidance and counseling service, pressure for excellent academic performance, abdication of parental responsibility, incompetent board of governors, culture of impunity in the society, mass media, prefect system and post-election violence (Institute for security studies, 2008). The level. Mostly used techniques for disciplining includes suspension (most common) followed by manual work, guidance and counseling (most effective) and sometimes caning (very effective) (Kindiki, 2009). As a way of curbing indiscipline, the GOK has banned corporal punishment and introduced guidance and counseling units in all secondary schools (MEOST, 2005). As such the community, parents and teachers must make every effort and emphasize discipline at all costs to ensure that students are self-disciplined. It is also clear that disciplined students are motivated towards working hard on their own and this translates to good KCSE results.

### **5.3.2 Influence of the availability of resources on academic performance of students in KCSE in Imenti North District.**

With the recent introduction of free primary education and free secondary tuition the education subsector requires increased resources towards recurrent and physical infrastructure expansion (Onsomu, 2006). In Imenti North District it was realized in the study that there were not enough resources in the schools. When students are not able to

access these resources learning becomes a problem. Resources are important in leaning activities. Financial support from the government aand parents support in paying trained teachers, building classrooms, laboratories, stationary/teaching aids and textbooks/libraries. (Olatunde, 2010) It is the provision of resources into the system and effective utilization of such resources that determine the success or achievement of the set goals of the system (Olabanji, 2010; Ekundayo, 2010). Studies have shown that inadequacy/lack of resources in secondary schools lead to poor performance (Legolto, 2002; Olatunde, 2010; Olabanji 2010; Ekundayo, 2010). This is the state in most schools in Imenti North District. Learning resources are very important in performance. Where schools performance was better, it was noted that there was enough facilities in it. Adequate facilities equally motivate students to work. When students have enough reading material in their library, adequate laboratory equipments they are motivated to read on their own and do practicals in the laboratories.

### **5.3.3 Influence of motivation on academic performance of students in KCSE in Imenti North District**

Motivation can be conceptualized as students' energy and drive to learn and work effectively to achieve to their potential at school and the behaviour that follow from this energy and drive (Andrew, 2003). Motivation has also been defined as the level of effort an individual is willing to expend toward the achievement of a certain goal. Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behaviour.(Biehler and Snowman, 1993) The ultimate goal of schools is to transform its students by providing knowledge and skills and by building characters and instilling value. This is a process that requires motivation to initiate guide and maintain goal oriented behaviour (Kendra, 2011). From the study findings it was realized that there are students who associate their good performance with the motivation given to them. It is therefore important for parents and schools to emphasize on motivating students in Imenti North District.

#### **5.3.4 Influence of teaching methods on academic performance of students in KCSE in Imenti North District.**

Correct teaching methods are critical to the successful teaching and learning. Knowledge of how teaching methods affect students learning may help educators to select methods that improve teaching quality, effectiveness and accountability to learners and the public (Wachanga and Mwangi, 2004). Teaching methods constantly evolve, but the essence of the pedagogical approach in the secondary classroom is the reciprocal relationship between teaching and learning. Effective teaching practices ensure effective learning takes place which generally results in independent, self-motivated learners (Waimsley, 2010) As part of monitoring curriculum implementation and giving feedback, principals should intensify lesson observations, mentoring, coaching and professional guidance with a view to improving the teaching practice of the teacher (APHRC, 2010) A teaching method is seldom used by itself. In a typical lesson an effective instructor normally uses more than one method for example; a demonstration is usually accompanied by a thorough explanation, which is essentially a lecture (Melissa, 2000) .It was a clear indication from the study that the teaching methods used were monotonous and teachers should come up with other methods to teach the students to avoid boredom.

#### **5.4 Conclusions**

It can be concluded that education is a fundamental rights of every child. Imenti North District students' performance has been worrying because it is leading to so many unemployment cases due to lack of education. In order to achieve this it is concluded from the study that the discipline levels are wanting and should be dealt with immediate effect. Lack of fees caused the students to be sent away most of the times and led to the poor performance in the district. Lack of enough resources in the schools also led to the students' poor performance in KCSE since the resources available could not cater for all the need of the students. Some students associated their motivational levels to their performance in the KCSE. The study also found out that the teaching methods were monotonous and boring.

## **5.5 Recommendations**

1. Discipline and type of discipline measures is very significant to the performance of students in KCSE. It should therefore be emphasized at all costs by both teachers and head teachers. Students should be taught self-discipline and the school management should not only deal with discipline through punishments but also guidance and counseling to the students.
2. Education officers in the district should ensure that teachers have well written notes and other learning resource materials e.g. notes has this has been found to affect the performance of students
3. Head teachers and entire school management should be encouraged to offer result based motivational to student in the district had this had been associated to better results among schools in Imenti North district.
4. As much as possible schools in Imenti North district should be equipped with enough books and well stocked laboratories for effective learning as this had been found to affect the performance of schools in Imenti North district.

## **5.6 Suggestions for further research were also made:**

1. That a similar study be done in private schools in the same district for comparison purposes.
2. That a similar study be done in other districts in the country for comparison.

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**APPENDICES**

**APPENDIX 1: LETTER TO THE RESPONDENTS**

**KAIMENYI N. EVELYN**

**P.O BOX 800**

**MERU-60200**

**EMAIL:** kaimenyie3@yahoo.com

**REF: REQUEST FOR ASSISTANCE OF FILING RESEARCH QUESTIONNAIRES**

I am a student at Nairobi University doing a Masters Degree in Project Planning and Management. I am carrying out an academic research on students' academic performance in KCSE. You have been chosen because you are better placed to tell us the various factors affecting academic performance in Imenti North District.

The information offered to me will be treated with absolute confidentiality and will not be unduly disclosed. Neither your names nor that of the school will be recorded. All the information will only be used as pertains to this study and not otherwise.

However, you are free to request for a soft copy which can be sent to you by email.

Your assistance and cooperation will be greatly appreciated.

Thank you in advance for your cooperation.

Yours faithfully,

.....

KAIMENYI N. EVELYN

## APPENDIX 2: QUESTIONNAIRE FOR PRINCIPALS

### INSTRUCTIONS:

Please answer these questions as honestly as possible. Write your responses in the spaces provided. Put a tick where applicable as per the question. Please don't write your name on the questionnaire.

### SECTION A: DEMOGRAPHIC INFORMATION

1. Please indicate your gender.

Male

Female

2. What is your age in years?

21-30

31-40

41-50

Above 50

3. What is your highest education level?

Diploma

Degree

Masters

Others

(specify)

4. For how many years have you been teaching?

1-5 years

6-10 years

11-15 years

Over 16 years

### SECTION B: DISCIPLINE

1. a.) Do you have a set of school rules?

Yes

No

b.) If yes, what action is taken when a student fails to abide by the rules?.....

.....

2. Discipline influences KCSE performance in your school, kindly score

Strongly agree

Agree

Disagree

Strongly disagree

3. In your opinion, what can be done to enhance discipline in order to influence KCSE performance in your school? .....

**SECTION C: TEACHING AND LEARNING RESOURCES**

5. Approximately how many students do you have in your school?

- a. 0 – 50
- b. 51-100
- c. 101-150
- d. 151-200

6. How many teachers do you have?

- a.) 0-10
- b.) 11-20**
- c.) 21-30
- d.) 31-40**
- e.) 41-50

7. Does the school library have enough books for studies?

- a.) Yes
- b.) No

8. Please name some other resources adequate in your school (if any)

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

**SECTION E: TEACHING APPROACHES**

9. What teaching approaches are used in your school? Please tick.

- Lecture method
- Discussion method
- Demonstration method
- Recitation method

10. Do all teachers have well written notes in preparation for study?

**SECTION F: MOTIVATION**

11. Does the school have any form of motivation to enhance performance?

- Yes
- No

12. How would you rate the motivation of students in the school?

- Highly motivated
- Not motivated at all
- Demotivated

13 a.) In your opinion, is motivation of students related to academic performance of the school?      Yes       No

14. How often are students motivated in your school?

- a) Once a year
- b) Once every term
- c) Occasionally
- d) Rarely

**THE END**

**Thank you for your assistance**

## APPENDIX 3: QUESTIONNAIRE FOR TEACHERS

### INSTRUCTIONS:

Please answer these questions as honestly as possible. Write your responses in the spaces provided. Put a tick where applicable as per the question. Please don't write your name on the questionnaire.

### SECTION A: DEMOGRAPHIC INFORMATION

1. Please indicate your gender.

Male

Female

2. What is your age in years?

21-30

31-40

41-50

Above 50

3. What is your highest education level?

Diploma

Degree

Masters

Others  (specify)

---

4. For how many years have you been teaching?

1-5 years

6-10 years

11-15 years

Over 16 years

### SECTION B: DISCIPLINE

4. a.) Do you have a set of school rules?

Yes

No

b.) If yes, what action is taken when a student fails to abide by the rules?.....  
.....

5. Discipline influences KCSE performance in your school, kindly score

- Strongly agree
- Agree
- Disagree
- Strongly disagree

6. In your opinion, what can be done to enhance discipline in order to influence KCSE performance in your school? .....

**SECTION C: TEACHING AND LEARNING RESOURCES**

7. Approximately how many students do you have in your school?

- a. 0 – 50
- b. 51-100
- c. 101-150
- d. 151-200

8. How many teachers do you have?

- f.) 0-10
- g.) 11-20**
- h.) 21-30**
- i.) 31-40**
- j.) 41-50**

9. Does the school library have enough books for students studies?

- c.) Yes
- d.) No

10. Please name some other resources adequate in your school (if any)

.....

**SECTION E: TEACHING APPROACHES**



12. What teaching methods do you mostly use in your school? Please tick.

Lecture method

Discussion method

Demonstration method

Recitation method

13. Do you have well written notes in preparation for study?

**SECTION F: MOTIVATION**

14. Does the school have any form of motivation to enhance performance?

Yes

No

15. How would you rate the motivation of students in the school?

Highly motivated

Not motivated at all

Demotivated

16. In your opinion, is motivation of students related to academic performance of the  school? Yes

No

17. How often are students motivated in your school?

e) Once a year

f) Once every term

g) Occasionally

h) Rarely

**THE END**

**Thank you for your assistance**

## APPENDIX 4: QUESTIONNAIRE FOR STUDENTS

### INSTRUCTIONS:

Please answer these questions as honestly as possible. Write your responses in the spaces provided. Put a tick where applicable as per the question. Please don't write your name on the questionnaire.

1. Indicate your gender by putting a tick ( ) against the appropriate response.

Male  Female

2. How many marks did you score in KCPE out of 500?

- a.) 100 – 200   
b.) 201 - 300   
c.) 301 - 400   
d.) 401- 500

3. How many are you in a class?

- a.) 10 – 20   
b.) 20 – 30   
c.) 30 – 40   
d.) 40 – 50

4. Kindly indicate occupations of your parents/ guardians.

Father .....

Mother.....

Guardians.....

5. What was your performance in last term exam

- a.) 100 – 200  
 b.) 201 - 300  
 c.) 301 - 400  
 d.) 401- 500

6. How would you rate the KCSE performance of your school?

- a. Above average  
b. Average  
c. Below average

7. Is your school fees always paid on time?

Yes

No

8. Comparing your school to the rest in the district what would you comment about the performance of this school?

- a.) It's a performer
- b.) Its average
- c.) Its need improvement

**SECTION C: TEACHING AND LEARNING RESOURCES**

11. Approximately how many students are you in your school?

- a. 0 – 50
- b. 51-100
- c. 101-150
- d. 151-200

12. Does the school library have enough books for your studies?

- e.) Yes
- f.) No

13. When you attend the laboratory do you find it easy to access all the materials you need?

- a.) Yes
- b.) No

14. Please name some other resources adequate in your school (if any)

.....  
.....

**SECTION D: DISCIPLINE**

1. Do you have a set of school rules?

Yes

No

2. Discipline influences KCSE performance in your school, kindly score

Strongly agree

Agree

Disagree

Strongly disagree

3. How would describe the discipline in your school

a. V.Good

b. satisfactory

c. Needs improvement

4. According to you when you (a student acts) act against the set out school rules and regulations what happens

1. Suspended/punished

2. Warned

3. Nothing happens

### SECTION E: TEACHING APPROACHES

1. What teaching approaches are used in your school?

Lecture method

Discussion method

Demonstration method

Recitation method

2. Do all the teachers have well written notes for your study?

a.) Yes

b.) No

3. When you go to the laboratory for experiment session, does your teacher demonstrates the experiment or you are given instructions and you do on your own

a.) We do on our own

b.) Sometimes he/she does

### SECTION F: MOTIVATION

1. Does the school have any form of motivation to enhance performance?

Yes

No

2. How would you rate the motivation of students in the school?

a) Highly motivated

b) Not motivated at all

c) Demotivated

3. In your opinion, is motivation of students related to academic performance of the school?  Yes  No

4. How often are students in your school motivated?

- a. Once a year
- b. Once every term
- c. Occasionally
- d. Rarely

5. In your opinion what are the factors that influence students performance in KCSE examination in your school?

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

4. In your opinion what can be done to improve this performance?

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

**THE END**

**Thank you for your assistance**

**APPENDIX 5: Krejcie and Morgan Sample Size Determination Table**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population size  
“S” is sample size.