

**INFLUENCE OF INSTITUTIONAL FACTORS ON LEARNERS'
ACADEMIC PERFORMANCE IN FRENCH AT THE KENYA
CERTIFICATE OF SECONDARY EDUCATION IN NAIROBI
COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been presented for award of any other degree in any other university.

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DEDICATION

I dedicate this piece of work to my dear son Jeremy Waswa Sheldon, and in memory of my late parents Mr. and Mrs. Sheldon Munala.

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ABBREVIATIONS AND ACRONYMS

CEFL	Common European Framework of reference for Languages.
DRC	Democratic Republic of Congo
FIDSR	Foundation for International Development Study and Research
K.C.S.E	Kenya Certificate of Secondary Education
K.I.C.D	Kenya Institute of Curriculum Development
NACOSTI	National Council for Science, Technology and Innovation
PGAAP	Peer Group and Adolescent's Academic Performance
USA	United States of America

ABSTRACT

The purpose of this study was to investigate the institutional factors that influence learners' academic performance of French at the Kenya Certificate of Secondary Education in Nairobi County. Specifically, the study was set to establish the influence of experience of teachers of French, availability of French teaching and learning resources, peer groups and attitude toward French on learner's academic performance in French at the Kenya Certificate of Secondary Education in Nairobi County. This research was based on the Systems theory. The research design employed was Expost facto where the target population consisted of 16 schools, 16 principals, 16 teachers of French and 480 learners of French. The study embraced the use of stratified random sampling method for selection of respondents. The researcher used questionnaires and interview schedules to gather information from the respondents. The study used test-re-test technique to determine instrument reliability. The findings of the study were; teachers' teaching experience influenced learners' academic performance as more experienced teachers produced better results than less experienced teachers. Teachers who attended in-service trainings were very effective in their teaching and content delivery. Availability of teaching and learning resources positively affected the academic performance of learners in French. The lessons allocated for teaching French were not enough and this negatively affected syllabus coverage. Peer group had little influence on the learners' subject selection and academic performance. Both the teachers and learners enjoyed French lessons. Based on the findings of the study, it was concluded that; Teachers' teaching experience influenced learners' academic performance as more experienced teachers produced better results. Although many schools lacked enough teaching and learning resources for French, the resources were purchased once every year by the government and this made teaching and learning more authentic. Finally, teachers and learners had positive attitude toward French and this significantly affected the academic performance of the learners. From the research, several recommendations are made; Teachers of French should attend in-service trainings regularly to boost their teaching experience and to better subject content delivery. The government should support schools offering French with more funds to buy enough teaching and learning resources. The number of French lessons should be increased from four to at least six per week. Learners taking French should form their own peer group for them to discuss and communicate in French all the time.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The world has become a global village and technology has greatly contributed to industrialization which in turn requires proper communication channels between people of all walks of life. This cannot be achieved if the language of communication is not common among people of different races and backgrounds hence the need to offer foreign languages in the Kenyan Education system.

In France, during the 1789 Revolution, there was a clear language policy in place in that a schoolmaster was to be appointed in every village to teach the French language, but this was never enacted. It was generally understood that education was to be conducted in French, but masters are known to have used local vernaculars in various institutions and on many occasions (Martel, 2007b). In Europe, the European Council published the Common European Framework of Reference for languages (CEFL) in 2001. This is a document that sets levels of fluency in a foreign language in different areas of professionalism. Until now, these levels are used as a benchmark in the field of learning and teaching of languages in various countries of the world. In France, they are included in the code of education as levels of proficiency in foreign languages of which a learner must obtain both at school and at college levels.

The main innovation of the CEFL consists of an evaluation scale that measures the learners' mastery of a language, independent of the evaluator, and transferable to anybody who undertakes the language examination, unlike other rating systems that are often specific to a country, or even to a body, and generally applicable to a single language. It follows therefore that more and more evaluators' organizations align their evaluation on the levels of the CEFL scales, or at least provide a grid to be used for conversion.

French language is the 6th most spoken language on all the five continents of the world. Currently, there are over 220 million French Speakers worldwide, of whom 72 million are partial French speakers. In Europe, 39.8% of the population speaks French. The Sub-Saharan and the Indian Ocean account for 36.03%, while North Africa and the Middle East have 15.28% speakers of French, (Organisation Internationale de la Francophonie).

French and English languages share the distinction of being taught as foreign languages in the education systems of a good number of countries in the world. (France Diplomatie) indicates that French is one of the working languages of the United Nations alongside English, Spanish, Russian, Arabic and Chinese as well as one of the three procedural languages of the European Union, together with English and German and the only language of preference for use in the European Union Court of Justice deliberations.

For French language to spread more widely, schools must consistently provide high-level teaching and ensure that learners are armed with a sound grasp of the target language. In India, French learning is rising by 10-15% each year. The question that beckons is whether Francophone countries possess the ability to assert linguistic pluralism in international and consequently promote the teaching of French in the whole world in various educational systems.

The West Africa Francophone states have devised a new approach to teaching of French. Eight French-speaking States: Benin, Burkina Faso, Burundi, Cameroon, DRC, Mali, Niger and Senegal have agreed to develop primary school education in national languages as well as French, in order to combat a failure among children whose mother tongue is not French. According to the French Ministry of Foreign Affairs and International Development Organization, ELAN-Africa which stands for School and National Languages in Africa, this initiative was launched in 2012 to help governments to put this policy in place.

In Kenya, teaching of French was first introduced in prestigious and leading African schools because they were well endowed in terms of the necessary requirements for curriculum implementation, i.e., materials, facilities and equipment, Gicheri (1983). This trend continued even after independence and up to this moment, French is offered in all national and county schools, as well as sub-county and private schools. Generally, performance of French at the Kenya Certificate of Secondary Education (KCSE) examination is stagnant in

that more than 60% of the candidates who sit for this examination fail to score grade C+ overall, which a learner needs to attain as a whole, so as to join the Kenyan universities (Alliance Française, 2006). This fact is illustrated in Table 1.1.

Table 1:1 French Performance at K.C.S.E in Nairobi County, 2011-2015

Year	Mean score	Mean grade	Maximum attainable performance	
			Mean score	Mean grade
2015	7.41	C+	12	A
2014	7.28	C+	12	A
2013	7.03	C+	12	A
2012	6.93	C+	12	A
2011	7.21	C+	12	A

Source: Nairobi County education office

However, studies show that national and county schools perform better in the subject as compared to other category of schools. This is why this study seeks to investigate the institutional factors that influence academic performance of French at the Kenya Certificate of Secondary Education. The independent variables to be discussed are: the influence of the teaching experience of teachers of French on learners' academic performance in French at the Kenya Certificate of Secondary Education in Nairobi County, the influence of availability of French teaching and learning resources on academic performance of learners in French at the Kenya Certificate of Secondary

Education in Nairobi County, the extent to which peer groups influence the learner's academic performance in French at the Kenya Certificate of Secondary Education in Nairobi County and the influence of the attitude toward French on the learners' academic performance at the Kenya Certificate of Secondary Education in Nairobi County.

Kenya is part of the African continent hence the need for teachers and learners in educational institutions to continue intensifying the teaching and learning of French as one of the foreign languages, alongside English which is a language of instruction and Kenya's official language. The teaching of French as a foreign language is geared toward enabling the learners to acquire the necessary skills and knowledge so as to compete favorably in the global job market. The official languages in Kenya are Kiswahili and English (Constitution of Kenya, 2010). The two languages are taught as compulsory subjects in both primary and secondary schools. While Kiswahili is Kenya's national language, all other subjects use English as the language of instruction in all learning institutions.

When learners join Form one in secondary school, they are introduced to foreign languages in selected schools. One of the foreign languages is French. It is offered as an elective subject from Form one and learners who take the French language sit for a national exam at the end of their four year cycle in secondary school. The exam is a comprehensive one that tests the four main skills namely: oral, listening, writing and reading skills. French is the first

foreign language of choice in Kenya and this is clearly evidenced by the widespread number of schools where it is offered as well as the increasing number of higher institutions of learning offering the language in different capacities. French is a foreign language in Kenya because it is not a first or second language and therefore it is not a means of communication among the citizens. According to the secondary education syllabus, the general objectives of teaching French in Secondary Schools are to: Equip learners with communicative skills for effective communication in a Francophone environment, give learners accessibility different forms of oral and written materials in French, facilitate further studies in Francophone Institutions and countries where French is spoken, to promote global peace through the understanding and appreciation of the cultures of French – speakers and ,through a more positive understanding of foreigners.

In Kenya, the language policy has from time to time laid emphasis on English as the official language and Kiswahili as the national language but with the change of the Kenyan education system in 1985, Kiswahili has become a compulsory and examinable subject at both primary and secondary level. Kiswahili language is given the status of an official language, according to the Constitution of Kenya (2010) alongside English. According to Chokah (2013), foreign languages have suffered from lack of clear policies that could be used to guide their status and place in the system of education.

This research article therefore proposes to look at institutional factors that influence the learners' academic performance in French at the Kenya Certificate of Secondary Education in Nairobi County, bearing in mind that the teaching of French has been in the Kenyan education system for nearly fifty years now.

1.2 Statement of the Problem

Secondary school learners who take French as a foreign language in Nairobi County do not perform as expected at the Kenya National Certificate of Secondary Education. This trend is worrying because learning a foreign language at secondary school level is essential as it enables the learner to compete favorably at the international level, in the field of employment. Average performance by learners in the French language at the Kenya Certificate of Secondary Education has greatly hampered the ability of learners to compete favorably and to take up international jobs where the applicant is required to speak and write competently at least two international languages of which French is one.

Since 1998, the Kenya government has been employing teachers of French according to the need in specific areas. The outcome is that many teachers of French who do not secure employment with the government have no option but to seek other forms of employment elsewhere. A good number have found themselves in situations where they need to teach French for other purposes other than for passing national examinations. In the past five years, teachers in

secondary schools, colleges and universities have benefited from in-service trainings organized by the French and the Kenyan governments so as to ensure that the teachers of French are up to date with the modern trends of language teaching. For the teacher of French as a foreign language in Nairobi, there is a relatively wide variety of teaching material to choose from bearing in mind that Nairobi is centrally placed geographically, that is, it is near the Alliance Française which is a French institution as well as a resource center. Nairobi, being the Kenyan capital city has relatively many employment opportunities for French speakers.

This research therefore, seeks to investigate the influence of variables such as influence of teachers' teaching experience, availability of French teaching and learning materials, peer groups and attitude on the learner on the academic performance of French at the Kenya Certificate of Secondary Education and propose possible solutions to this problem.

1.3 Purpose of the Study

The purpose of the study was to determine influence of institutional factors on learners' academic performance in French at the Kenya Certificate of Secondary Education in Nairobi County.

1.4 Research Objectives

The study was guided by the following objectives

1. To determine the influence of teaching experience of teachers of French on learners' academic performance in French at the Kenya Certificate of Secondary Education in Nairobi County.
2. To establish the influence of availability of French teaching and learning resources on the learners' academic performance in French at the Kenya Certificate of Secondary Education in Nairobi County.
3. To determine the extent to which peer groups influence the learners' academic performance in French at the Kenya Certificate of Secondary Education in Nairobi County.
4. To establish the influence of the learners' attitude toward French on the academic performance in French at the Kenya Certificate of Secondary Education in Nairobi County.

1.5 Research Questions

The study was guided by the following questions:

1. To what extent does the experience of teachers of French influence the learners' academic performance in French at the Kenya Certificate of Secondary Education in Nairobi County, Kenya?
2. Does the availability of the French teaching and learning resources influence the learners' academic performance in French at the Kenya Certificate of Secondary Education in Nairobi County, Kenya?
3. To what extent does peer group influence the learners' academic performance in French at the Kenya Certificate of Secondary Education in Nairobi County, Kenya?

4. What is the influence of the learners' attitude toward French on the academic performance in French at the Kenya Certificate of Secondary Education in Nairobi County, Kenya?

1.6 Significance of the Study

The study findings may be useful to teachers of French as the research seeks to investigate the institutional factors that influence the academic performance of their subject of specialization, at the Kenya Certificate of Secondary Education. The study findings may enlighten teachers of French by encouraging them to seek better ways of content delivery to the learner for them to realize the institutional goals and objectives.

The findings of this study may enable school head teachers to address hindrances and obstacles to better performance in French at institutional levels. The study findings may be useful to the Institute charged with the duties of Curriculum Development (K.I.C.D) as they may provide them with the insight to design or review the curriculum for teacher training.

In addition, the findings of this study may form a bank of rich literature review to the few studies carried out on institutional factors that influence the academic performance of French at the K. C. S. E. level. The Quality Assurance and Standards Inspectorate through the Ministry of Education may make use of this report to plan for in-service courses for teachers of French.

1.7 Limitations of the Study

A study limitation may refer to the constraints or drawbacks which could be theoretical as well as practical that the researcher may find and over which he or she has little or no control, Orodho (2004). The research used descriptive survey which may be limited due to the dependence on the co-operation of respondents. The main challenge was the limited availability of respondents due to their busy work schedule.

1.8 Delimitations of the Study

Delimitations are parameters of the research which are used to narrow the scope of the study, Cresswell and Plano (2007). This study was confined to Nairobi County, Kenya. The research only involved principals, teachers and learners of French in public secondary schools in Nairobi County.

1.9 Assumptions of the Study

The study was based on the following assumptions;

1. The secondary school principals in Nairobi County appreciate teaching of French as one of the foreign languages in their institutions.
2. The Kenya Certificate of Secondary Education is an acceptable measure of the learners' academic performance.

1.10 Definition of significant terms

Academic Performance refers to the process of carrying out or accomplishing a given action or task in education and this is measured against the achievement of short or long term educational goals (Business Directory).

Attitude refers to the integration and summary of cognitive and affective reactions due to evaluative judgments, Crano and Prislin (2006).

Communication refers to the process of remitting and exchanging information and common understanding from one person to another (Keyton, 2011).

Education is the process of transferring knowledge, skills, values, norms and attitudes from one generation to the other.

Foreign Language refers to any other language spoken by an individual other than his or her first language.

French as a Foreign Language refers to a language learnt by people for their studies or their career and who do not live in a French speaking country (Macmillan Dictionary).

Institutional Factors refer to predictors of the learners' academic performance which are based at the institutional level.

Learner refers to someone who learns or takes up knowledge or beliefs.

Motivation refers to the desire to achieve a goal, Gardner (1985).

Performance is defined as the process of accomplishing a given task, or function and this can be measured against preset standards of accuracy, completeness, cost and speed (Business Directory).

Teaching Experience refers to knowledge that is gained from what one has seen, met, or subjected to, in a classroom situation (Collins Dictionary).

1.11 Organization of the Study

This study project is organized into five chapters. Chapter one of the study comprises of introduction, background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions and definition of significant terms. Chapter two deals with a review of related literature which is made up of: Introduction, the influence of the teaching experience of teachers of French on learners' academic performance, the influence of French teaching and learning resources on learners' academic performance, the influence of experience of teachers of French on learners' academic performance in French, the influence of availability of French teaching and learning resources on academic performance of learners in French, the extent to which peer groups influence the learner's academic performance in French and the influence of the learners' attitude toward French and the academic performance, a summary of the Literature review, theoretical and conceptual framework. Chapter three is comprised of research methodology covering, research design, target population, sample size and the sampling technique, research instruments, instrument validity, reliability of instruments, procedures of data collection and data analysis techniques. The fourth chapter is on data analysis, interpretation and presentation. Chapter

five is a summary of the study, conclusions relating to the research objectives, recommendations and suggestions for studies to be carried out in future.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, literature reviewed is on influence of institutional factors on learners' academic performance in French at the Kenya Certificate of Secondary Education and these include influence of teaching experience of teachers of French on learners' academic performance, the influence of availability of French teaching and learning resources on learners' academic performance, the influence of peer groups on learners' academic performance in French and to determine the influence of the learner's attitude toward academic performance in French.

2.2 Teaching Experience of teachers of French and learners' academic performance in French

The teaching experience of teachers plays a vital role on learners' academic performance in French at secondary school level. Teachers who have many years of service in teaching are usually equipped with a healthier and richer background of knowledge for purposes of consultation and hence, they are better placed in terms of insight and idea contribution to the teaching and learning process, take up corrections positively and they tend to be more democratic in a classroom situation. The lien between the teaching experience of teachers and learner achievement shows that learners taught by more experienced teachers are high achievers. This is due to the fact that experienced teachers have good content mastery skills and they effectively

carry out classroom management sessions which are geared toward dealing with different types of classroom problems (Gibbons, Kimmel, & O'Shea, 1997). In addition, more experienced teachers concentrate more keenly on the best ways on how to approach particular topics, deal with learners who are differently endowed, and who originate from diverse backgrounds, (Stringfield & Teddlie, 1991).

Studies show that in – service training attendance by teachers is among the indicators of experience. The teachers who attend in-service training courses are better placed in terms of imparting of the right content and the effective methods to employ, are good in creation and exploitation of their lesson objectives and therefore, they fully become part of the program (Fullan, 1992). Therefore, with a better comprehension of the learners, teachers easily understand them and this leads to a healthy connection between the two parties. At this point, the learners begin to redefine their school work through the knowledge and skills imparted by the teacher. Through interaction, the teachers acquire knowledge about the learners and hence the teacher connects with the learner easily. It is important to mention that it is an uphill task to measure the real impact of experience on a teacher's effectiveness than measuring other attributes of the teacher. Consequently, attempts by researchers with the aim of interpreting the correlation between the teachers' teaching experience and their effectiveness in a classroom have produced completely varying results with no particular pattern. Teacher effectiveness improves on a very fast speed during the first three years of teaching and

reaches the peak in the fifth year, Murnane (1996). The teacher effectiveness shows no considerable improvement on the attainment of the fifth year.

On elementary learner achievement, Murnane and Phillips (1981) state that teaching experience has an observable positive effect on the learner. This is during the first seven years of the teaching service. At high school level, Ferguson (1991) states that learners taught by teachers with a longer experience in the teaching fraternity score higher in their examinations as opposed to those whose teachers have less than nine years of teaching experience. Therefore, Rivers and Sanders (2002) imply that teacher effectiveness generally increases during the first ten years of service. The reviewed literatures have not indicated how the teaching experience of teachers influences the performance in French as a subject in national examinations and that is why I undertake to carry out this study.

2.3 Availability of French teaching and learning resources and academic performance of learners in French

Learning and teaching resources can be defined as items or environment that has been structured so that a user may learn from it to achieve one or more defined goals (Davies, 1975). These comprise of the materials used by both the teacher and the learners in the classroom or outside the classroom in order to facilitate the learning process. These resources include and are not limited to: the print media like the textbooks, audio-visuals and broadcasted resources, community resources and guest speakers as well as the use of information

technology. According to Songole (1999), the most important teaching resource that distinguishes schools is the provision of textbooks.

Failure to effectively incorporate and exploit learning resources during content delivery leads to a classroom of bored and less motivated learners. During the learning process, knowledge acquisition by learners is enhanced by a systematic use of teaching and learning strategies. When French language teaching and learning resources are available, there is a notable positive impact in the performance and achievement of learners. According to Ayot (1992), the availability of adequately trained manpower is crucial for the proper implementation of curriculum programmes and innovation. Bishop, (1985) also asserted that human resources are important in curriculum implementation and attainment of the laid down syllabus objectives.

In addition, Ibukun, Oyetakin, Iyiomo, Akinfolarin and Ayandoja (2012) carried out an investigation on how human resource allocation and utilization impacted on the academic performance of learners in Ondo State Secondary schools in Nigeria. In this study, teacher quality was the independent variable while the dependent variable was the learners' academic performance. A sample of 900 teachers, 100 head teachers were selected by use of purposive random sampling, questionnaires were used for the purpose of data collection and descriptive survey design was used with t-test being employed to test the hypothesis. The study findings revealed no significant difference between the

quality of teachers allocated to junior public and junior private schools in terms of the academic performance of learners in Ondo State.

The study on impact of human resource allocation and utilization on the academic performance found out that there was no notable difference in the teaching staff quality in relation with the learners' academic performance between the public and private schools even though, according to the study, it was revealed that most public schools had qualified teachers as compared to private schools where graduate teachers without teaching qualification were higher (21%) than in public junior schools (18%). The study on the quality of teachers may be examined from different perspectives which could range from the teaching and learning skills applied in the classrooms and their effectiveness and these can be measured through the use of observation schedules. The teachers' proficiency in the preparation of curriculum implementation materials can be reviewed through document analysis.

Nambuya (2013) examined the effect of institutional based factors on the learners' performance at KCSE in Kenya. The study revealed that human resource was not handled satisfactorily since most of the head teachers and boards of management do not employ adequately trained school workers and their numbers were not enough to handle all learners. Based on the findings of these researchers, it can be firmly stated that availability of facilities, teaching of the appropriate content, location of a school in a conducive environment and provision of needs of learners cannot measure up to the important and

vital role that the teacher plays in an institution. The teacher must be there to guide the learner toward the road map of success.

2.4 Peer groups and the learner's performance in French

Peers are people who are of averagely the same age and have had or continue to have similar experiences, Wachira (2009). These common aspects form the basis upon which peer friendships are formed and maintained. An example of a peer friendship is a friendship between two learners who are classmates and who have been raised up together, mostly in the same neighborhood. Many a times, these peer groups lead to peer influence and peer pressure. Peer influence is the subtle indirect effect that peers have on each other as they interact. This could have either a positive or negative impact on the peer. This effect causes change in behavior of an individual as the individual either willingly or unknowingly picks up the behaviors of his or her peers. Peer pressure on the other hand refers to the real or imagined coercion that one experiences from his or her peers to act or behave in a particular way. Both peer influence and peer pressure may influence a learner's academic performance positively or negatively according to how they are handled. The influence of the peer educational climate is defined by the amount and the style of help that learners receive from the peer group; this is determined by elements of the peer context, like the mode of communication and ways of effectively relating to each other, attitude toward value and expectations.

Landau (2002) opined that excellent performing learners tend to associate themselves with peers who take their academic studies seriously as opposed to those who have little or no interest in their school work. It is at adolescence stage that young people decide whether to pay their allegiance to either their mode of worship, academics or to their family. It is at this stage that adolescents wonder about the importance of education in their lives and this is where they make up their minds regarding their motivation, engagement, and achievement in academics.

Temitope and Ogunsakin, (2015) undertook a study on whether peer groups can influence the secondary school learners' academic performance in Nigeria. The study revolved around 225 secondary school learners who were randomly selected from five mixed schools, where questionnaires were issued to all the participants who were asked to respond to Peer Group and Adolescent's Academic Performance (PGAAP) questions. To test the hypotheses, Spearman Rank correlation coefficient was used. According to data collection and analysis, it was concluded that age, gender and religion difference do not matter in determining academic performance among secondary school learners. The results further revealed that peers' relationship, socialization, location, motivation and drug use impact majorly on learners' academic performance at school.

2.5 Learners' attitude toward French and the academic performance.

Attitude can be defined as a mental state of readiness which is geared toward responding to something based on past experiences which can influence a person's behavior, Allport (1935). At elementary level when learners develop a positive experience with other languages, they very easily develop positive attitudes toward those languages, school, environment and toward their peers. Motivation in people is built on the basis of attitude. Perkins (2013) observes that the learners' attention in the classrooms is greatly influenced by the teachers' attitude. This is in agreement with Adesoji and Olatunbosun (2008) who opine that the teachers' characteristics are directly related to the learners' attitude.

Akey (2006) carried out a longitudinal study among high school learners of grade 9-11 to ascertain if there existed any relationship between the learners' academic achievement with learner attitudes, behavior and the school content. In the study, she concluded that the secondary school learners' reading success was directly and positively influenced by his or her attitude. Learners who exhibited a negative attitude toward reading had lower test scores than those with a positive attitude. A study carried out by Mbugua and Kiptui (2009) revealed that academic achievement of learners depended a great deal on their attitudes toward a particular subject. Starks and Paltridge, (1996) concluded that the learning of any language is related to the attitude of the learner, just like international discussions that have come up with the same opinion about the learner and the attitudes that he or she portrays and the effect on language

acquisition. Recently, both first and second language researchers have considerably undertaken the study on attitudes and learner performance in learning institutions. Chamber (1999) advises that in order to effectively teach a second language to a learner, the teacher must realize that attitude is an integral part of the learning. Haitema (2002) from his findings on the study on attitude reveals that language achievement is positively related to the learners' affective characteristics. Weinburgh (1998) in his research supports the idea that research on learners' attitude toward language learning is inevitable. Weinburgh stresses on the fact that attitudes toward learning influence behaviors such as selecting, reading books, as well as holding a communication in that language. Secondly, there is a proven relationship between attitudes and learner achievement at school. The study reported that achievement is influenced by attitudes, and not achievement influencing attitudes. It can be argued that attitudes influence one's behaviors, and by extent, the learning process. Therefore, the environmental components in which the learner finds him or herself in influence language learning due to the continuous interaction between the learner and the environment. The success of language learning is impacted on by both negative and positive attitudes.

A study carried out by Sande (2015) on attitudes of learners toward learning French in Gaborone secondary schools in Botswana proved that learners had positive attitudes toward learning French but that attitudes were affected by gender and future career choice. He recommended that teachers should expose

learners to French television channels and radio stations as well as allowing fun and interaction during lessons so as to arouse more interest in the learners.

2.6 Summary of the Literature Review

This literature review outlines various kinds of interactions taking place in primary and secondary schools with regard to French academic performance in national examinations. The research was aimed at establishing how interactions of factors influence the learners' academic performance in French. Such factors include teachers' teaching experience, availability of teaching and learning resources, peer group and learners' attitude toward the subject.

Studies carried out by Gibbons, Kimmel and O'Shea, (1997) stated that more experienced teachers produced better learner results. This is because the experienced teachers are well versed with content delivery and are armed with adequate skills and knowledge on how to deal with learners from different backgrounds. Landau (2002) opined that keen learners are careful as they only associate with peers who take their studies seriously as opposed to those who do not value academics. Bishop, (1985) pointed out on the importance of human resources in curriculum implementation and attainment of syllabus objectives. On human resource allocation and the effect on academic performance, Ibukun, Oyetakin, Iyiomo, Akinfolarin and Ayandoja revealed that there was no major difference in the quality of the teaching staff in relation to the learners' academic performance between public and private schools. Their studies differ from the one I am undertaking because I am using

stratified random sampling technique which ensures more inclusiveness of the respondents as opposed to purposive sampling, which is not inclusive. Mbugua and Kiptui (2009) state that indeed the learners' academic performance was influenced by their attitudes toward a particular subject. Sande (2015) in his study found out that learner attitudes toward learning of French were affected by gender and future career choice. It is also clear that attitudes affect performance; however, little has been done to understand how teachers and learners' attitudes affect the performance of French. In my study, one of the factors to be studied is how attitude toward French influences the learners' performance in examination. Some of the studies give contributions to improvement of performance of French generally but none of them has addressed institutional factors influencing the learners' academic performance in French at the K. C. S. E. level in Nairobi County, Kenya. Therefore, the current study seeks to provide information to fill this gap.

2.7. Theoretical Framework

This research study was based on the Systems theory. Ludwig Von Bertalanffy, a biologist by profession was the main proponent of the Social Systems Theory in the 1940's. This is because Ludwig Von Bertalanffy was working toward revival of the unity of science. Systems Theory investigates the intellectual organization of an occurrence, irrespective of its type or spatial scale of existence. In doing so, this theory examines principles that are basically common to all entities that are complex, and comes up with models to describe them.

Ludwig Von Bertalanffy pointed that real systems can acquire new properties through emergencies due to their tendencies of interacting with their environments. This in turn results into a continual evolution. Instead of reducing a school system to the properties of various departments, systems theory puts emphasis on the relationships and arrangement of these departments that makes them into a whole. According to the systems theory, components that make up a system must work in unison for the proper functioning of the whole system. In case there is failure of a sub-system, the success of the whole system is at stake. Okumbe (2001) undertook a study of Getzel's and Guba's conceptualization of administration of a school as a social system. In order for a social system to achieve its organizational goals, there has to be proper assignment of positions, provision of facilities, organizing procedures, regulation of activities and performance evaluation.

The core function of a school as a social system is to provide education to its clients, in this case, learners. The school has roles which are defined in terms of role expectations whereas the individuals within the social system such as the school principals, teachers of French, the learners, exhibit different characteristics and therefore, they are considered to perform their roles by ensuring that the expectations are met effectively and efficiently. In this study therefore, the school, the teacher and the student characteristics are seen to contribute individually to the performance of the learner in his or her examination. In case of negative characteristics exhibited by any or all the

parties aforementioned, the performance of the learner will be negatively influenced.

2.8. Conceptual Framework

A conceptual framework is a graphical model that shows the relationship between different variables in an investigation, Orodho (2005). The model here below is demonstrating the relationship between the variables under this research.

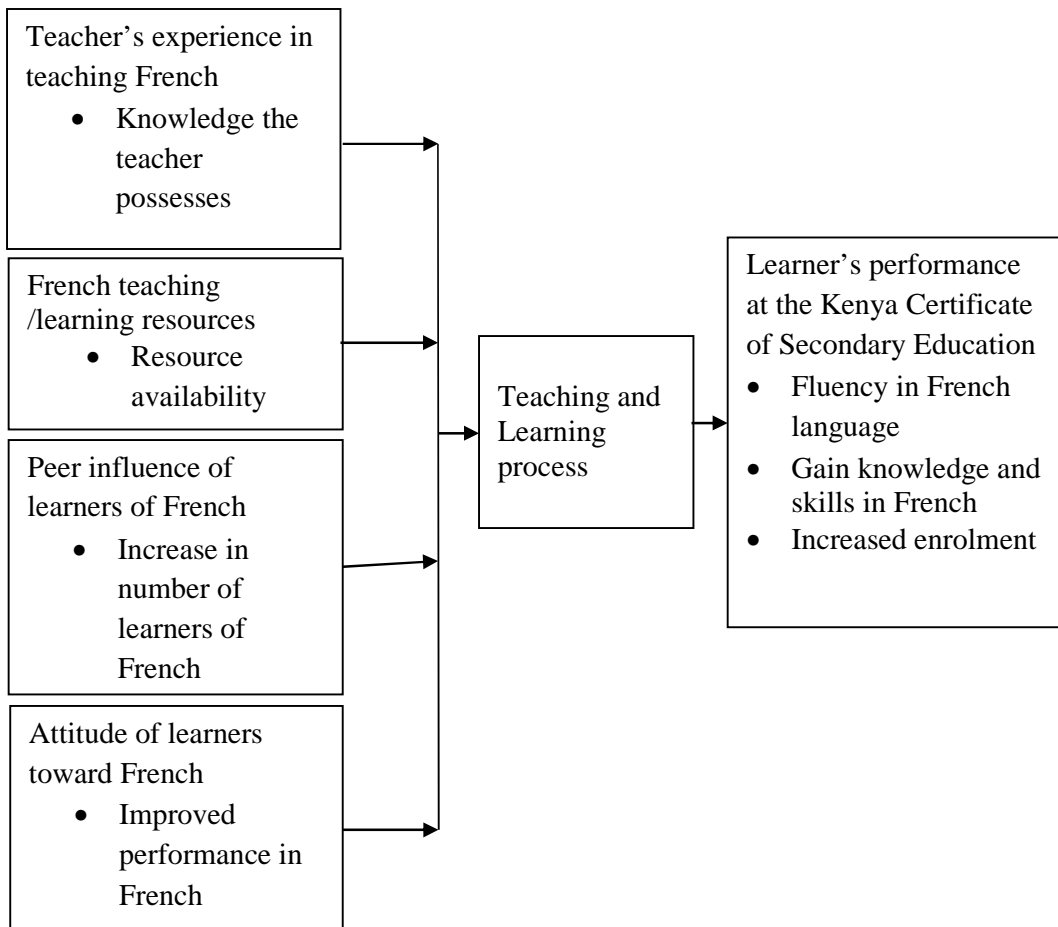


Figure 2.1: Conceptual framework on institutional factors that influence performance of French

In Figure 2.1, it can be seen that a teacher's teaching experience determines in a big way the knowledge the teacher possesses. This enables the teacher to use the appropriate resources so as to expose learners to a wide range of information through the teaching and learning process. Positive peer influence and attitude portrayed toward French by the learner automatically lead to increased enrolment, gaining of knowledge and skill in French as well as good performance. The output will be evidenced in the learner's fluency and good academic scores in French at the Kenya Certificate of Secondary Education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of the research methodology and this comprises of introduction, research design, target population, sample size and the sampling procedure, instruments to be used for data collection, validity of instruments, reliability of instruments, data collection procedures and techniques of data analysis.

3.2 Research Design

Borg and Gall (1989), define a research design as the process whereby a researcher formulates an empirical test with the aim of supporting or disputing knowledge claims. The researcher based this study on the Expost facto design. In this case, a dependent variable is compared to variables that are already in existence. Expost facto design is a non-experimental research technique although it shows properties of a real experiment because of the separation and analysis of the different groups in the investigation. Events that occurred in the past form the basis of the independent variable, hence the name 'expost facto'. Expost facto exhibits qualities of an experimental research design in that there is a comparison of two or several groups of variables with similar backgrounds but exposed to different conditions due to nature. Expost facto design was the most preferred for this study because the research was seeking to establish the learners' performance trends in French at the Kenya Certificate of Secondary Education for the past five years and the K.C.S.E results are already available.

3.3. Target Population

Mugenda and Mugenda (2003) define target population as the population for research result generalization by the one carrying out the investigation. For this study, the target population was 16 teachers of French as a foreign language and 480 learners of French in public secondary schools in Nairobi as well as the school principals. Teachers of French are on the ground in that they are the ones who teach the language and encounter the challenges in the classrooms whereas learners of French are the ones who undertake the curriculum offered. School principals are key in the provision of learning resources as well as the equipment and any other support the learner and the teacher may require.

3.4 Sample size and Sampling Procedures

According to Mugenda and Mugenda (2003), sample size refers to the process of selecting a given number of cases from the population that is accessible. The sample population was carefully picked by use of the stratified random sampling procedure with the aim of achieving the desired representation from various subgroups in the target population. Stratified random sampling was used to sample different genders, different ages and different levels of education. This in turn ensured inclusion of each subgroup in the sample. The samples comprised of learners and teachers of French as well as the school Principals. This is whereby 16 out of 20 schools were selected comprising 2 National, 12 County, and 2 Sub-County schools. Sixteen principals, 16 teachers of French (1 teacher per school) and 144 learners of French who

comprised of 100 from county schools, 30 from national schools and 14 from sub-county schools were selected from the 16 schools by the random sampling process. Mugenda and Mugenda (2003) state that 30 percent of the target population accounts for an appropriate sample size which can effectively represent the overall generalization to be arrived at by the researcher.

Table 3.1: Sampling Frame

Category of respondents	Population	Sample	%
Learners of French	480	144	77
School principals	16	16	100
Teachers of French	16	16	100
Total	512	176	77

3.5 Instruments of Data Collection

The research instruments used in the study were questionnaires together with interviews. A questionnaire can be defined as an effective research instrument of data collection which consists of varied questions for the purpose of gathering information from respondents of the investigation. Sir Francis Galton invented the questionnaire in 1838. Questionnaires are easier to administer to a big sample population and they provide a lot of useful information. Questionnaires have several advantages such as their affordability, provision of standardized answers, use of less effort in filling them up as opposed to verbal or telephone interviews. Therefore,

questionnaires make it convenient for the researcher to compile data. In some instances, provisions of standardized answers in the questionnaires tend to frustrate the users. Another major limitation of questionnaires is the illiteracy level of some respondents who are therefore unable to read and write and consequently, failure to respond to the questions. Hence there may be lack of research concreteness for some demographic groups, when one is using questionnaires.

Interview schedules are efficient ways of getting the current and authentic as well as precise information. The learners', teachers' and the principals' questionnaires comprised of close-ended type questions, in tandem with the study objectives, and the respondents were required to indicate Yes or No to each statement by ticking in the space indicated at the end of each statement. Respondents were required to give short responses to open-ended questions. The researcher held brief interview sessions with school principals. The formulated research questions covered length of time that French language had been offered in the school, academic work, learner exposure on the available working opportunities in French through guidance and counseling sessions, the available French teaching and learning resources, student attitudes toward French as a subject, and peer group influence on the learner.

3.6 Instrument Validity

Instrument validity is the process of determining whether the phenomenon under study is adequately represented by the data analysis and the results

obtained. Validity of a research instrument has to do with the level to which the instrument gives an accurate measure of what it is designed to measure, Mugenda and Mugenda, (2003). The research instruments were piloted by administering them to a random sample of respondents from two schools. The results were used to make judgment especially on content validity to ensure that it was in line with the objectives. The content validity of the items in the questionnaire and interview schedule was validated by consulting the supervisors. The supervisors went through the questionnaires and the interview schedule to ascertain the content and face validity and to ensure that the two research instruments indeed measured what they were meant to.

3.7 Instrument Reliability

Instrument reliability refers to the process whereby a research instrument is consistently yielding the same data or results after being subjected to repeated trials (Mugenda & Mugenda, 2003). In this case, test-retest method was used by the researcher to determine the degree at which similar results could be arrived at with a repeated measure of accuracy, so as to determine instrument reliability. The reliability correlation co-efficiency (r) was computed by use of the Pearson's Product Moment Correlation Coefficient. A correlation of between 0.7 to 1 is considered reliable (Mugenda & Mugenda, 2003). The r computed was 0.78; hence the research instruments were reliable.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

r = Pearson Correlation Coefficient

n = Values in first set of data

y= Values in second set of data

n = Total number of values

3.8 Data Collection Procedures

The researcher requested for and was given an introductory letter for data collection from the University of Nairobi. The researcher then applied for a permit from the National Commission for Science, Technology and Innovation (NACOSTI) that authorized data collection. A copy of this permit was given to the Deputy County Commissioner – Nairobi County, the County Director of Education – Nairobi County. The researcher then booked an appointment with school principals and teachers so as to collect the data required for the undertaking of this investigation. The questionnaires were administered to the respondents and the school principals were interviewed by the researcher in person.

3.9 Data Analysis Techniques

Questionnaires were crossed checked to ascertain their accuracy, completeness and uniformity of information. Coding was done by assigning numerals for the purpose of minimizing the number of categories. The researcher employed both qualitative and quantitative data analysis techniques. Qualitative research questions were discussed as per the theme. Results were analyzed and presented in forms of pie charts, frequency tables and histograms. Data was generated in frequencies and percentages. To analyze data, the researcher

employed descriptive statistics in forms of working out means and standard deviations and by use of Pearson's Product Moment Correlation Coefficient (inferential statistics).

3.10 Ethical Considerations

According to Driscoll and Brizee (2012), a researcher needs to be fully aware of the ethics that guide a research activity when conducting research in an academic setting. The researcher requested to be permitted to undertake research from the target population whom she conducted research on, was careful and sensitive when asking difficult questions with observance of full level objectivity during the interviews. The researcher ensured she was not biased and that she accorded fair consideration to the respondents. In addition, the researcher chose her subjects based on what would benefit the study. For the research process, the researcher applied for Institutional Board Approval from the University of Nairobi so as not to violate any of the above considerations. The researcher endeavored to accurately represent what she observed on the ground and what she was told. The researcher contextualized the interview responses and discussed small parts of observations in their appropriate context.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1. Introduction

The main aim of this research was to investigate the influence of institutional factors on learners' academic performance in French at the Kenya Certificate of Secondary Education in Nairobi County. This chapter comprises of data analysis, findings, presentation and interpretation of the findings. Descriptive statistics were employed in the process of data analysis and this was interpreted by use of percentages and frequencies. The presentation of this chapter has been done in line with the research objectives, together with the questionnaire return rate and the demographic information.

4.2. Questionnaire return rate

The term questionnaire return rate as defined by Baruch (1999) refers to the proportion of the questionnaires handed back to the researcher by the respondents, after filling them. Table 4.1 indicates the questionnaire return rate for the study.

Table 4.1: Questionnaire return rate

Targeted respondents	Sample size	Responses	Return rate (%)
Learners	144	128	88.9
Principals	16	12	75
Teachers	16	14	87.5
Total	176	154	87.5

The results on Table 4.1 indicate that 87.5 percent of research instruments were returned. According to Baruch (1999), a response rate of above 80 percent is adequate for social sciences studies. Therefore, the return rate was deemed adequate for data analysis.

4.3 Demographic information

This section presents the distribution of principals, teachers and learners by their gender and age bracket; principals' and teachers' highest qualifications in academics.

The principals were asked to state their gender. This was because the gender of the principal tends to influence learners' discipline which in turn affects performance. Their results are shown in Figure 4.1.

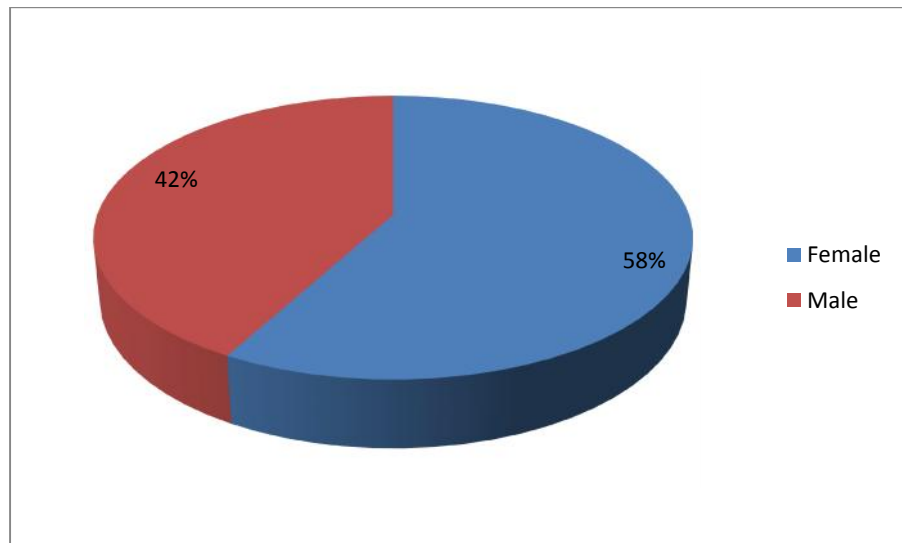


Figure 4.1: Distribution of principals by gender

Figure 4.1 shows that a majority (58 %) of principals of schools were female. This was a very clear indication that there were more female principals in schools where French was taught as a subject in comparison with the male principals. This was a confirmation of gender disparity in the leadership of schools in the County. When the learners were asked to indicate how the principals' gender influences learners' decision in choosing French as a subject in the school, the respondents indicated that a majority of female principals tend to encourage the learners to take up French whereas the male principals did not really encourage the learners to choose the subject. Gender of principals influences the learners' in choosing French.

The teachers of French were asked to indicate their gender. The teachers' gender influences learners' decisions in subject choice because the gender of the teacher of French is important as it is linked to the learners' perception of French subject. The findings are shown in Figure 4.2.

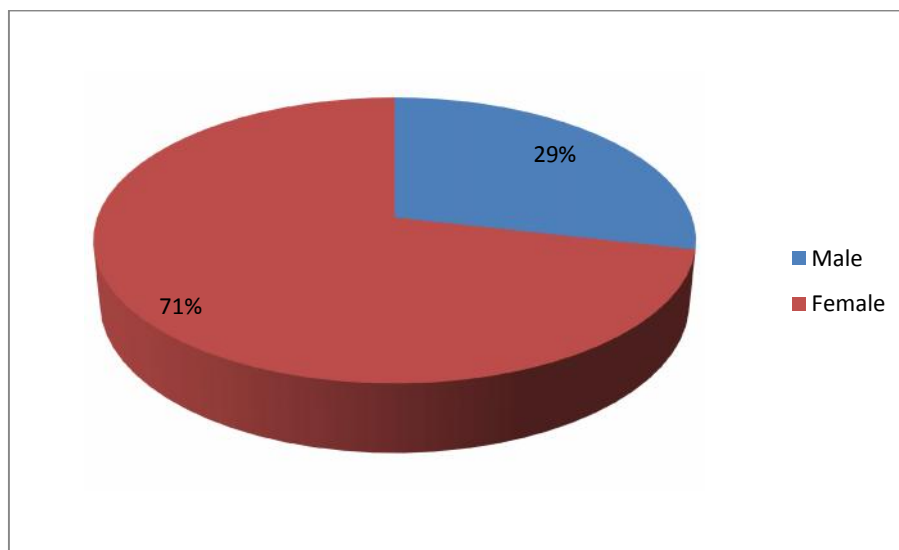


Figure 4.2: Distribution of teachers of French by gender

The study findings in Figure 4.2 indicate that the majority (71 %) of teachers of French were female. This implies that there is gender disparity among the teachers of French in secondary schools in Nairobi County. When asked to indicate how teachers' gender influence learners' decision in choosing French as a subject in the school, the respondents indicated that most female teachers tend to be hands on with the subject while male teachers tend to not be involved in the subject. Gender influences the learners' decisions especially the male learners who want to take up French as a subject but they have no inspiration from the teachers hence these could affect learners' performance and attitude in the subject.

The research sought to establish the gender of learners taking French in different classes as there is tendency of gender bias among learners when selecting subjects. The responses are shown in Figure 4.3.

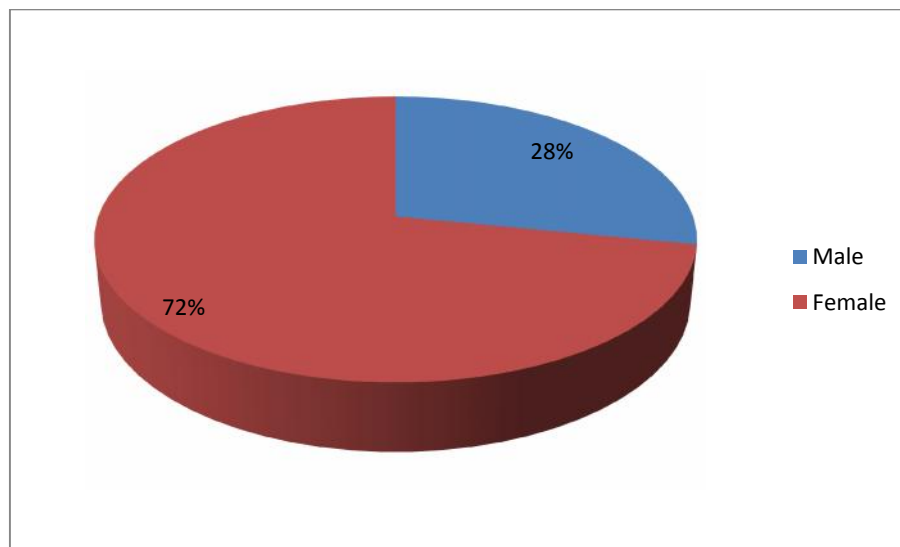


Figure 4.3: Distribution of learners by gender

Figure 4.3 indicates that the majority (72 %) of learners who take French were female. This indicated that the females thrive in French and prefer the subject more compared to their male counterparts. The male learners' attitude toward French showed that they preferred not to choose the subject because it was difficult to understand and hence the female learners dominated the field. This concurs with the study undertaken by Sande (2015) on investigation of learner attitudes toward French in Gaborone secondary schools (Botswana) in which it was concluded that learners had a positive attitude toward learning French although the study also revealed that attitudes were affected by gender and future career choice.

The principals were also asked to indicate their age bracket so as to determine if there is a relation between the learner performance and the teachers' teaching experience. The results are indicated in Table 4.2.

Table 4.2: Distribution of principals by age

Age in years	Frequency	Percent
Over 55 years	7	58.4
50 – 54 years	3	25
45 – 49 years	1	8.3
40 – 44 years	1	8.3
Total	12	100

The data in Table 4.2 indicate that, majority of principals (58.4 %) are aged over 55 years. This could be credited to the fact that leadership goes hand in hand with experience which is a result of time.

The teachers of French were also asked to indicate their age bracket as the age of teachers may be largely proportional to teaching experience and this would directly affect performance of French. Their responses are outlined in Table 4.3.

Table 4.3: Distribution of teachers of French by age

Age in years	Frequency	Percent
45 – 49	2	14.3
40 – 44	3	21.4
35 – 39	5	35.7
30 – 34	4	28.6
Total	14	100

The data in Table 4.3 indicate that many teachers of French (35.7 %) were aged between 35 year and 39 years while 28.6 percent are aged between 30 years and 34 years. This shows that the newly recruited and young teachers are the ones who have specialized in teaching French. This boosts the performance and the learners’ attitude toward the subject because it is taught by young teachers.

The learners were asked to indicate their age bracket. This was important so as to ensure that the respondents were mature enough to give appropriate answers to questions asked and the age of a learner may dictate their attitudes toward French. Their responses are shown in Table 4.4.

Table 4.4: Distribution of learners by age

Age in years	Frequency	Percent
Over 19 years	36	28.1
17 – 19 years	38	29.7
14 – 16 years	54	41.2
Total	128	100

Table 4.4 shows that the respondents were requested to state their age as per the school record of admission. Many of the learners, 41.2 percent were in the age bracket of 14 – 16 years while 29.7 percent fell in the age 17 – 19 years age bracket and 28.1 percent fell in the category of over 19 years. This was an indication that the learners were mature enough to understand and answer appropriately the questions that they were being asked.

The research sought to establish the academic qualifications of principals. This is important as it seeks to ascertain whether there is a relationship between principals' qualifications and learners' performance. The responses are shown in Figure 4.4.

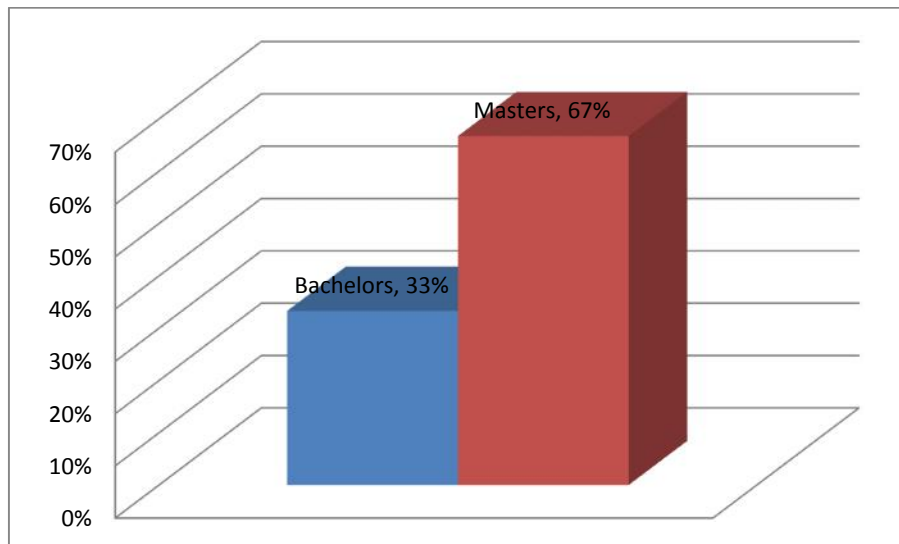


Figure 4.4: Distribution of principals by academic qualification

Figure 4.4 indicates that majority of principals (67 %) had master’s degree in education. This implies that all principals were qualified as teachers and had competent skills to guide the teachers of French on how to positively influence learners’ performance in French at KCSE .Woolnought (1994) suggests that qualified graduate teachers who are well trained have good mastery of content and expertise on the subjects they handle and are well equipped with the necessary pedagogical skills.

The teachers of French were asked to indicate their academic qualifications so as to determine whether French teachers’ qualification level had any impact on learners’ performance. Their responses are shown in Figure 4.5.

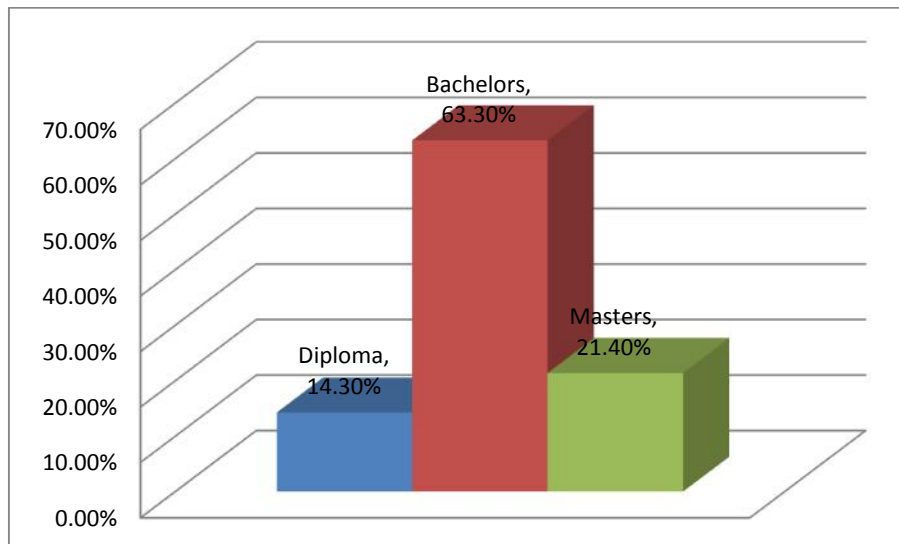


Figure 4.5: Distribution of teachers of French by academic qualification

The data in Figure 4.5 indicate that, majority of teachers of French (64.3 %) had a bachelor’s degree in education. This indicates that the teachers were qualified to handle the learners. Darling–Hammond (1998) defines a well-qualified teacher as the individual who holds a relevant certificate and possesses a major in the field of specialization. The knowledge and the competency that the teacher holds form part of the indicators of a teacher’s formal qualification. However, one limitation is that with the formal qualification, one is unable to analyze how well prepared the teacher is as concerns his or her teaching. Huang and Moon (2009) opine that, 40 to 60 percent of the learners’ academic performance and achievement is influenced by the teacher qualification. In Kenya, Maundu (1986) concludes teacher qualification and learner performance and achievement have a significant correlation. Qualified teachers are capable of realizing good performance of the learner because the teachers give excellent instructions to the learner as

well as in forms of other inputs. Akinsolu (2010) argues that the performance of learners in schools is pegged on the availability of qualified teachers.

4.4 Influence of the teaching experience of teachers of French on the learners' academic performance

Objective one was to establish the influence of teachers of French on learners' academic performance. To respond to this objective, the French mean grade in K.C.S.E for the past five years was sourced from the teachers. Their responses are shown in Table 4.5.

Table 4.5: Mean grade of French in the last five years

Year	M/G	F	%	M/G	F	%	M/G	F	%	M/G	F	%
2015	A	3	21.4	A-	7	50	B+	4	28.6	B	0	0
2014	A	4	28.6	A-	6	42.9	B+	3	21.4	B	1	7.1
2013	A	2	14.3	A-	8	57.1	B+	2	14.3	B	2	14.3
2012	A	3	21.4	A-	6	42.9	B+	2	14.3	B	3	21.4
2011	A	1	7.1	A-	5	35.7	B+	4	28.6	B	4	28.6

n=14

The finding in Table 4.5 indicates that many schools (50 %) had a mean grade of A- in KCSE in the year 2015, 42.9 percent had a mean grade of A- in the year 2014. From the table, it is observable that as time goes by, the number of A plains and A minuses increases while the number of B pluses and B plains decreases. When asked for the reasons of improved performance with time,

the teachers noted that their teaching effectiveness improved with improved experience. This is in agreement with Murnane (1996) who opined that within the first three years of teaching, teacher effectiveness improves rapidly but reaches its peak between the third and fifth year.

The study purposed to find out the teachers' teaching experience of French. Their responses are shown in Table 4.6.

Table 4.6: Distribution of teachers by teaching experience

Age in years	Frequency	Percent
Over 8 years	4	28.6
6 – 8 years	8	57.1
3 – 5 years	2	14.3
Total	14	100

The findings in Table 4.6 indicate that a higher number of teachers of French (57.1 %) had a teaching experience of between 6 – 8 years. This suggests that they had gained the requisite experience to enable them to produce good academic performance. Teachers who were more experienced proved to have a richer background of knowledge and skills to draw from and largely contributed workable ideas to the teaching and learning process, considered correction and criticisms positively, a fact which rendered them more democratic in the classroom.

The study sought to investigate the correlation between the teaching experience of the teachers of French and learners' academic performance. Their responses are shown in Table 4.7.

Table 4.7: Relationship between teaching experience and learners' academic performance

French teaching experience	Learners' academic performance					
	Low		Average		High	
	F	%	F	%	F	%
Over 8 years	0	0	0	0	4	100
6 – 8 years	1	12.5	2	25	5	62.5
3 – 5 years	2	100	0	0	0	0

The observations in Table 4.7 indicate that teachers with 3–5 years teaching experience, account for a below average academic performance of learners (100 %). On the other hand, for teachers with over 8 years teaching experience, produce learners of a higher academic performance (100 %). This implies that the learners' academic performance becomes better as the number of the teachers' years of experience progresses. When principals were asked about the relationship between teaching experience and learners' academic performance, majority indicated that more experienced teachers produced better results than less experienced teachers. This is in agreement with Gibbons, Kimmel and O'Shea, (1997) who noted that learners taught by more experienced teachers realized better test scores than those handled by new and less experienced teachers. This further confirms the fact that teachers who had handled learners for a longer period of time had good content mastery together

with appropriate classroom management skills, a quality which enabled them to resolve different types of dynamics as presented in a classroom situation. Furthermore, teachers who possess more experience were deemed more capable of concentrating on the most valid procedures and methodologies as concerns teaching and handling of challenging topics with learners who differ in their potentials and knowledge acquisition techniques (Stringfield & Teddlie, 1991).

The research sought to establish whether the teachers of French had attended in-service courses as in-service programs are intended to expose teachers to modern trends in teaching methodologies which should in turn enhance learners' performance. The responses are shown in Figure 4.6.

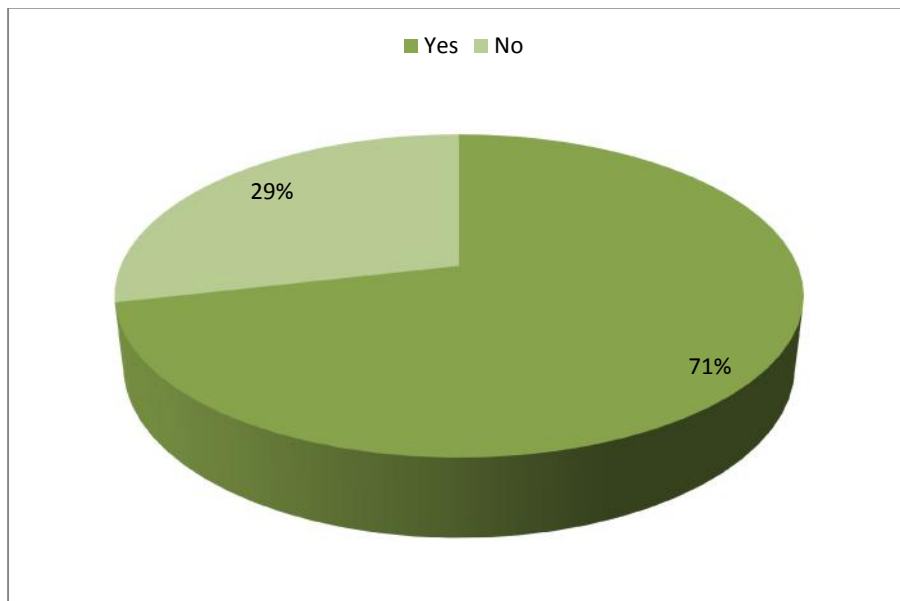


Figure 4.6: Teachers attendance of in-service courses

The results in Figure 4.6 indicate that the majority of teachers of French (71 %) had attended in-service courses. Teachers who attended in-service training courses scored highly in terms of teacher of experience. This cemented the assumption that these particular teachers were well exposed, from time to time, to professional development activities. Coonen (1987) emphasized that teachers who failed to attend in-service training courses were found to be less effective in classrooms as compared to their colleagues who strived to undergo this training. It is worth noting that professional activities give teachers' confidence and in a way the teacher's ability is perfected as they are exposed the latest trends in the teaching methodologies. For learners of French to realize an improvement in KCSE, there have to be concerted efforts geared toward enhancement of the knowledge, skills and dispositions of teachers.

4.5 Influence of availability of French teaching and learning resources on the learners' academic performance

The main aim of this study was to determine the influence of availability of French teaching and learning resources on the academic performance of the learner. To address this objective the principals were asked whether the schools had enough teachers of French as the adequacy of teachers affects performance. Their responses are shown in Figure 4.7.

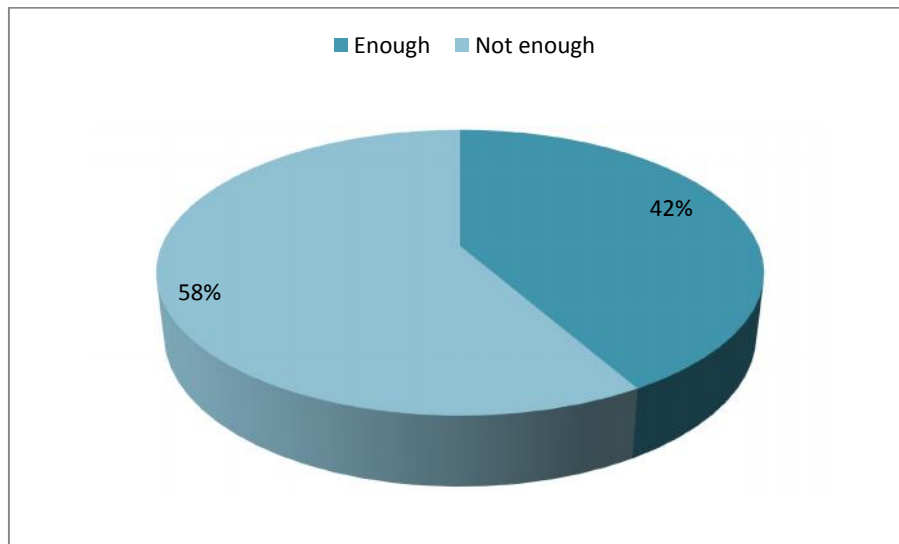


Figure 4.7: Adequacy of teachers of French

The results in Figure 4.7 indicate that majority of principals (58%) said that they did not have enough teachers of French in their school. Lack of enough teachers of French affects the performance of the subject as teaching and learning is negatively affected. Akinsolu (2010) asserts that performance of learners is largely dependent on the availability of qualified teachers in schools. The principals were requested to indicate if they had the following resources in their learning institutions. Their responses are shown in Table 4.8.

Table 4.8: Resources available in schools

	Available		not available	
	Frequency	Percent	Frequency	Percent
French laboratory	2	16.7	10	83.3
Internet	5	41.7	7	58.3
Projector	7	58.3	5	41.7
Radio Cassette/CD Player	10	83.3	2	16.7
Teaching Aids	10	83.3	2	16.7
Text books	12	100	0	0

n=12

The results in Table 4.8 confirm the fact that the majority of schools (83.3 %) have radio cassette/ CD player, 58.3 percent have projectors, and 100 percent have text books for French. This implies that the availability of these resources was crucial to determine levels of educational attainment leading to desirable performance in KCSE at the end of the learners' four years of schooling. 58.3 percent of schools have no internet and 83.3 have no French laboratory. This is in agreement with Crosnoe (2005) who noted that better academic performance is enhanced where there is more access to resources, furthermore Court and Ghai (1986) found that the distribution of resources such as books and equipment accounted for scholastic differences among learners. When asked if the above resources are at learners' disposal, majority of the principals agreed.

The principals were further asked the frequency of purchase of French resources. Their responses are shown in Table 4.9.

Table 4.9: Frequency of purchase of French resources

	Frequency	Percent
When required	2	16.7
Once per year	9	75
Once per term	1	8.3
Total	12	100

The findings in Table 4.9 indicate that the majority of schools (75%) purchased resources for French once every year. This is due to the fact that the government allocates funds for the purchase of learning and teaching on yearly basis and also the resources are very expensive.

The study purposed to establish from teachers whether availability of teaching and learning resources influenced the learners' academic performance in French. Their responses are shown in Figure 4.8.

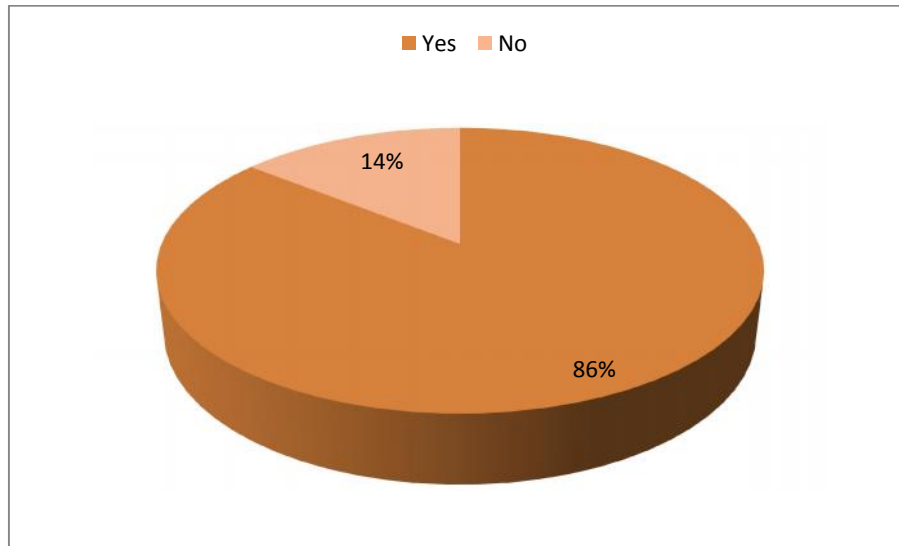


Figure 4.8: Influence of availability of resources on learners’ academic performance.

Figure 4.8 indicates that the majority of teachers (86 %) supported that availability of teaching and learning resources positively affect the academic performance of learners in French. The resources make teaching and learning to be interesting and simple. This in turn positively affects the performance in KCSE.

The research sought to establish from teachers the ratio of French text books to learners in classes. Their responses are shown in Table 4.10.

Table 4.10: Ratio of text book to learners

Ratio	Frequency	Percent
1: 1	11	78.6
1: 2	2	14.3
1: 3	1	7.1
Total	12	100

The findings on Table 4.10 indicate that a good number of teachers (78.6 %) indicated that the ratio of text book to learner was 1: 1. This implies that each learner had his/her book and no sharing. Having own text book gives the learner ample time to read and revise which in turn improves the performance in the subject. This finding concurs with Eshiwani (1993) who observed that text books are among the determinant factors in academic performance.

4.5.1 Time allocation for French

The research sought to establish the number of lessons allocated for French per week. Majority of the teachers (100 %) said that French was allocated four lessons per week. When asked if the lessons were enough, majority of the teachers (85.7 %) said that the lessons were not enough as compared to English which was allocated 7 – 8 lessons per week. Fewer lessons per week affected the syllabus coverage which in turn impacted negatively on the performance of French in KCSE. On the subject of open days to discuss learners' performance of French, majority of the teachers (100 %) agreed that they had such days which were held per term.

4.6 Influence of peer groups on the learners' academic performance

The main purpose of objective three of the study was to determine whether peer groups influenced academic performance of the learners. To address this objective learners taking French were asked if they feel secure belonging in a peer group as peer groups may influence learners performance. Their responses are shown in Figure 4.9.

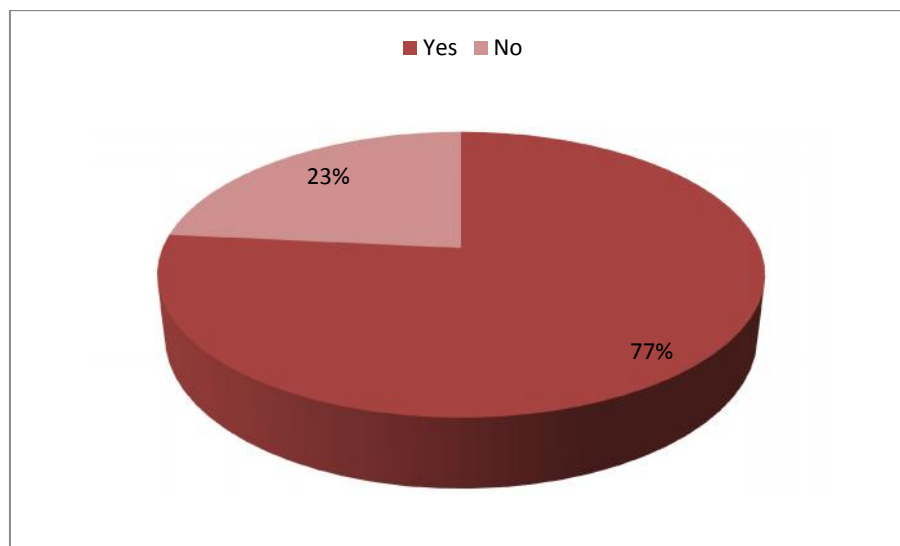


Figure 4.9: Learners' security feeling of belonging to a peer group

Figure 4.9 shows that the majority of the learners (77 %) feel secure belonging to a peer group. Peer pressure influences behavior such as decision making of learners e.g. selection of subjects. Learners who chose French as a subject due to peer pressure other than their ability, were negatively affected in their performance. Landau (2002) argues that high achievers in schools choose not to associate with poor performers because the latter have no interest in their studies.

The learners were further asked how long they had been learning French. This was important as it enabled the researcher to determine whether the learners improved. The results are shown in Table 4.11.

Table 4.11: Learners’ period of learning French

Period in years	Frequency	Percent
3 – 4 years	50	39.1
1 – 2 years	31	24.2
Below 1 year	47	36.7
Total	128	100

The findings on Table 4.11 indicate that most of the learners (39.1 %) have been learning French for the period ranging between 3 – 4 years. This implies that they have grasped the knowledge about the subject and this may improve their performance in KCSE.

The study sought to establish from the learners, the language they use in communication with their peers. Their responses are shown in Figure 4.10.

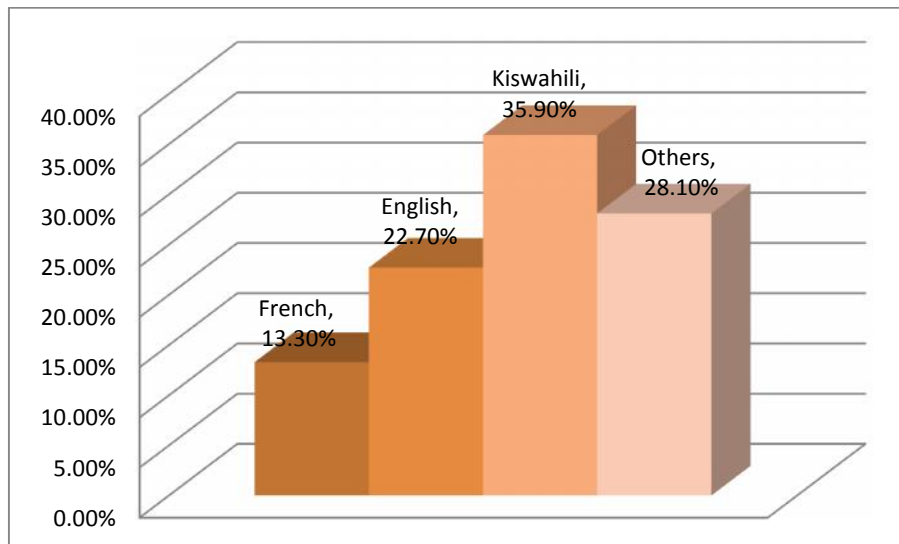


Figure 4.10: Languages that learners use in communication with their peers.

Figure 4.10 indicates that most of the learners (35.9 %) use Kiswahili in communication with their peers while 28.1 percent used other languages. 13.3 percent of the learners taking French use the language to communicate with their peers. This implies that the peers have little influence when it comes to using French as a tool for communication. This may affect academic performance of the subject as the learners spent more time with their peers.

The research sought to determine who influenced the learners to enroll in French subject. Their responses are shown in Figure 4.11.

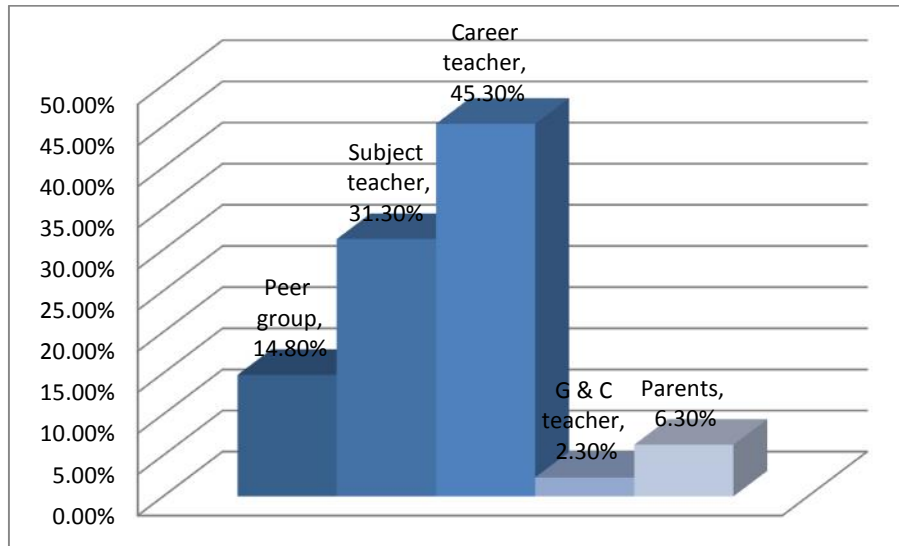


Figure 4.11: People influencing learners to enroll in French subject

The Findings in Figure 4.11 indicate that most of the learners (45.3 %) were influenced by their career teacher to enroll in French subject. This implies that many learners would take French as a career. Only 14.8 percent of the learners were influenced by peer group to enroll in French subject. This shows that peer group has little influence when it comes to selection of subjects. The aim of the study was to establish if peer group had influence on the learners' academic performance in French. The results are shown in Figure 4.12.

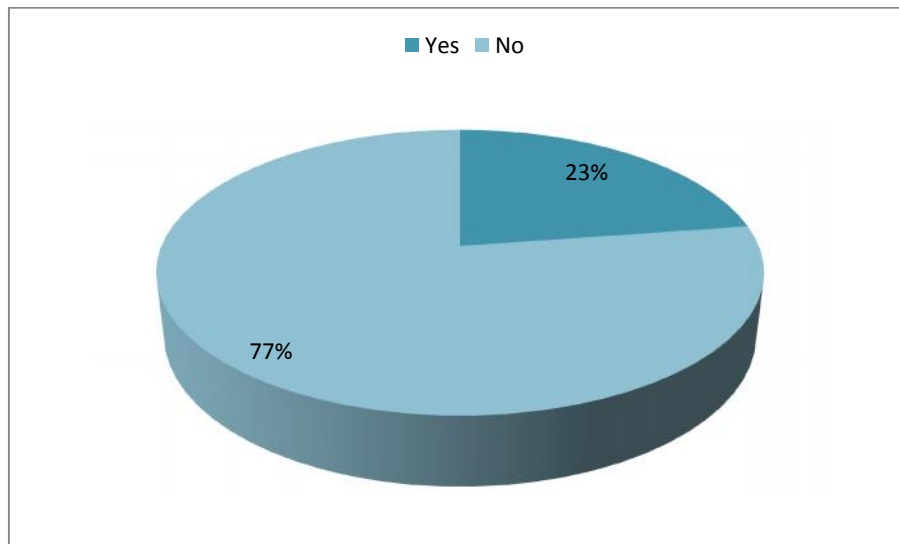


Figure 4.12: Influence of peer group on the learners' academic performance

The results in Figure 4.12 show that the majority of the learners (77 %) said that peer group did not influence their academic performance in French. This was due to the fact that peer group did not influence their choice of the subject. The findings are in contrast with research done by Temitope and Ogunsakin, (2015) who found out that peer groups influence academic performance.

4.7 Influence of the attitude toward French on learner's academic performance.

In the fourth study, the objective was to determine the influence of the attitude toward French on the learners' academic performance in French. To address this objective the researcher asked about the number of learners taking French

as a subject in each class. This was important as it ensured that the target group gave the correct data. Their responses are shown in Table 4.12.

Table 4.12: Number of learners taking French per form

Form	Frequency	Percent
Form One	47	36.7
Form Two	31	24.2
Form Three	28	21.9
Form Four	22	17.2
Total	128	100

The findings on Table 4.12 indicate most of the learners (36.7 %) taking French were in Form One with a small number (17.2 %) taking it in Form Four. This implies that a small percentage of learners take French up to KCSE. This shows that the ratio of learners taking French to the final French learners is small. The lower the learner to teacher ratio, the higher the availability of teachers' services to learners (National Center Education Statistics, 2004). Therefore, the performance of the learner improves as there is more contact hours between the student and teachers. According to Meenakshi (2008) a learner's perception of his/her teacher, peer groups, future needs and the syllabus covered affects language learning. Learners with a negative attitude toward a subject tend to perform worse in that particular subject as compared to those learners who exhibit a positive attitude on the

same. The learners were further asked about their attitude toward French as an examinable subject. Their responses are shown in Table 4.13.

Table 4.13: Learners' attitude toward French as an examinable subject

Attitude	Frequency	Percent
Very positive	83	64.9
Positive	38	29.7
Very negative	3	2.3
Negative	4	3.1
Total	128	100

The findings in Table 4.13 indicate that the majority of learners (64.9 %) taking French, have very positive attitude toward French as an examinable subject. A positive attitude toward the subject makes it interesting and easy to understand hence good performance in KCSE. As Carroll and Garavallia (2004) put it, that learner behaviors and motivation are greatly influenced by the learners' self-set goals. However, effective study methods and motivational strategies culminate into a successful academic performance of the learner, otherwise, the efforts would be fruitless if they do not lead to the achievement of the self-set goals.

The learners were presented with eight items that were measured on a five point Linkert scale. The range was strongly agree (SA), agree (A), undecided

(U), disagree (D) and strongly disagree (SD) and results are shown in Table 4.14.

Table 4.14: Learners' Attitude toward French

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
French is an easy subject Compared to other languages	44	34.4	52	40.6	14	10.9	10	7.8	8	6.3
The content in French syllabus is too much	37	28.9	42	32.8	29	22.7	11	8.6	9	7
French is an important academic subject	69	53.9	52	40.6	3	2.3	3	2.3	1	0.7
French should be made compulsory	51	39.8	40	31.2	13	10.2	14	10.9	10	7.8
I enjoy French classes and Reading French books	70	54.7	48	37.5	2	1.6	5	3.9	3	2.3
French is only useful in boosting mean score	8	6.3	10	7.8	20	15.6	57	44.5	33	25.8
Through French one acquires basic knowledge for career choice	49	38.3	65	50.8	10	7.8	3	2.3	1	0.7
I would want to pursue a French related course in university	42	32.8	59	46.1	17	13.3	6	4.7	4	3

n = 128

The findings in Table 4.14 indicate that most of the learners (40.6 %) agreed that French is an easy subject compared to other languages. Thirty two point eight percent also agreed that the content in French syllabus was too much.

Majority of the learners (53.9 %) strongly agreed that the subject should be made compulsory as 54.7 percent strongly agreed that they enjoyed French lessons as well as reading French books. These responses are recipe for positive attitude towards French as a subject. Meenakshi (2008) argues that an individuals' attitude to language is influenced by the learners' perception of the class teacher, peer group, syllabus offered as well as the learners' awareness for future needs. Weinburgh (1998) in his study argues that more research on learner attitudes toward the learning of a language should be undertaken. Reading culture and communication in the target language are some of the behaviors influenced by the learners' attitude.

The study sought to establish from teachers, the learners' attitude toward French. They were presented with five items that measured on five point Linkert scale. The range was strongly agree (SA), agree (A), undecided (U), disagree (D) and strongly disagree (SD) and results are shown in Table 4.15.

Table 4.15: Teachers' Perception of Learners' Attitude toward French

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Learners enjoy learning French	6	42.9	5	35.7	1	7.1	2	14.3	0	0
They are always attentive during French lessons	8	57.1	4	28.6	0	0	2	14.3	0	0
French examinations are hard to them	2	14.3	2	14.3	0	0	6	42.9	4	28.6
They prefer communicating in French	3	21.4	4	28.6	2	14.3	4	28.6	1	7.1
French is their best subject	7	50	4	28.6	2	14.3	1	7.1	0	0
n = 14										

Findings in Table 4.15 indicate that most teachers (42.9 %) strongly agreed that learners enjoyed learning French. Majority of the teachers strongly agreed that the learners were always attentive during French lessons. This implies that learners have positive attitude toward French.

The study further sought to establish from teachers their attitude toward French. They were presented with five items that measured on five point Linkert scale. The range was strongly agree (SA), agree (A), undecided (U), disagree (D) and strongly disagree (SD) and results are shown in Table 4.16

Table 4.16: Teachers' attitude toward French

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
French syllabus is relevant for learners	5	35.7	6	42.9	2	14.3	1	7.1	0	0
I enjoy teaching French	8	57.1	5	35.7	0	0	1	7.1	0	0
My learners are always motivated to learn French	7	50	6	42.9	1	7.1	0	0	0	0
French is useful in life	5	35.7	4	28.6	3	21.4	2	14.	0	0
I am happy with my Mean grade in French	10	71.4	4	28.6	0	0	0	0	0	0
n = 14										

Table 4.16 indicates that many teachers (42.9 %) agreed that French syllabus was relevant for learners, 57.1 percent strongly agreed that they enjoyed teaching the subject. Fifty percent strongly agreed that their learners were always motivated learning French. Many teachers (35.7 %) strongly agreed that French as a subject was useful in life. Majority of the teachers (71.4 %) were happy with their mean grade in French. Teacher's attitude directly affected the learners' attitude toward the subject. This is in agreement with Wirth & Perkins (2013) who indicated the learners' concentration in the classroom was to a large extent determined by the teacher's attitude. Adu and Olatundun (2007) contend that teachers' attitudes are very forceful and important determinants of the performance of the learners in secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a summary of the research findings and the analysis of the results, in line with the study objectives, research hypothesis, questions, recommendations and the various areas to work on for further research.

5.2. Summary of the Study

The major purpose of this study was to determine influence of institutional factors on learners' academic performance in French at the Kenya Certificate of Secondary Education in Nairobi County. Specifically, the study was carried out so as to investigate the influence of the teaching experience of teachers of French, availability of French teaching and learning resources, peer groups and attitude toward French on learner's academic performance in French at the Kenya Certificate of Secondary Education in Nairobi County.

The study employed Expost facto design where the target population consisted of principals, teachers of French and learners taking French at the secondary school level. The study respondents were selected by use of stratified random sampling method and they comprised of 16 principals, 16 teachers of French (1 teacher per school) and 144 learners learning French.

Questionnaires and an interview schedule were used by the researcher as the study instruments. After getting a letter of introduction from the University

Of Nairobi and a research permit from the National Council of Science and Technology, the researcher visited the Deputy County Commissioner – Nairobi County and the County Director of Education – Nairobi County and requested for an introductory letter to the target respondents.

5.3 Summary of the Findings

The research revealed that most of the schools (50 %) had a mean grade of A- in KCSE in French in the year 2015, 42.9 percent had a mean grade of A- in the year 2014. On the influence of teaching experience of teachers of French on learners' academic performance, teachers with 3-5 years teaching experience had a below average (100 %) learners' academic performance, while learners who had been taught by teachers with over 8 years teaching experience had a higher academic performance (100 %). This shows that the learners' academic performance becomes better with the increase of the number of the teaching years of the teacher. Majority of the principals indicated that more experienced teachers produced better results than less experienced teachers. The findings of the study show that majority of teachers of French (71 %) had attended in-service courses. One of the main indicators of teacher experience was teacher attendance of in – service training courses.

On the influence of availability of French teaching and learning resources on the learners' academic performance, the research revealed that the majority of principals (58 %) said that they did not have enough teachers of French in their school. The study revealed that majority of the teachers (86 %) supported

the fact that availability of teaching and learning resources positively affected the academic performance of learners in French. The resources make teaching and learning to interesting and simple. This in turn positively affects the performance in KCSE. The study established that French was allocated four lessons per week of which majority of the teachers (85.7 %) felt that the lessons were not enough as compared to English which was allocated 7–8 lessons per week. Fewer lessons per week affected the syllabus coverage which in turn affected the performance of French in KCSE.

The research revealed that the majority of learners' (77 %) felt secure belonging to a peer group. Peer pressure influences behavior such as decision making of learners e.g. selection of subjects. Learners who chose French as a subject due to peer pressure other than their ability ended up performing poorly. Many learners (45.3 %) were influenced by their career teacher to enroll in French. Only 14.8 percent of the learners were influenced by peer group to enroll in French. This showed that peer group had little influence when it came to selection of subjects. On the influence of peer group on the learners' academic performance, majority of the learners (77 %) said that peer group did not influence their academic performance in French. This was due to the fact that peer group did not influence their choice of the subject.

Many learners (40.6 %) agreed that French was an easy subject compared to other languages. Thirty two point eight percent also agreed that the content in French syllabus was too much. Majority of the learners (53.9 %) strongly

agreed that the subject should be made compulsory as 54.7 percent strongly agreed that they enjoyed French classes and reading French books. These responses were recipe for positive attitude toward French as a subject. The study revealed that many teachers (42.9 %) strongly agreed that learners enjoyed learning French. Majority of the teachers strongly agreed that the learners were always attentive during French lessons. This showed that learners had a positive attitude toward the subject hence a better performance in KCSE.

On the teachers attitude toward the subject, many of the teachers (42.9 %) agreed that French syllabus was relevant for learners, 57.1 percent strongly agreed that they enjoyed teaching the subject while 50 percent strongly agreed that their learners were always motivated learning French. Many teachers (35.7 %) strongly agreed that French as a subject was useful in life. Majority of teachers (71.4 %) were happy with their mean grade in French. Teacher's attitude directly affected learners' attitude toward the subject and contributed significantly to student attention in the classrooms.

5.4 Conclusions

Based on the foregoing findings, several conclusions were arrived at; Teacher's teaching experience influenced learners' academic performance as more experienced teachers produced better results that less experienced teachers. Although many schools lacked enough teaching and learning resources for French, the resources were purchased once every year due to the

availability of funds which the government provides on yearly basis with an aim of making teaching and learning interesting and simple.

Majority of the learners felt secure belonging to a peer group although very few used French while communicating with their peers. Many learners were influenced by their career teacher to enroll in French compared to a small number of learners who were influenced by peer group. Peer group had little influence on subject selection and on learners' academic performance.

Finally, teachers and learners both had positive attitude toward French and this positively affected the academic performance of the learners. Learners were very attentive and motivated in learning the subject.

5.5. Recommendations

The following recommendations were made by the study:

1. Teachers of French should attend in-service trainings regularly to boost their experience in teaching the subject and for more effective content delivery.
2. The government should support schools offering French as a subject with more funds to buy enough teaching and learning resources. The number of French lessons should be increased from four lessons to at least six per week.
3. Learners of French should strive to communicate in French while in their own peer group to enable them practice the language all the time.

4. Both teachers and learners should have a positive attitude toward French so as to achieve good academic performance.

5.6. Suggestions for Further Study

Other issues which require further investigation emanated from the study. The following area needs further research;

- i. A study to determine institutional factors that influence the learners' academic performance in French at the Kenya Certificate of Secondary Education should be extended to all public secondary schools in other Counties.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Munala Eshery,
University of Nairobi,
Department of Educational Administration and Planning,
Kikuyu Campus
P.O Box 92,
KIKUYU.

Dear Sir/Madam,

RE: REQUEST TO COLLECT DATA FOR RESEARCH PURPOSE.

I am a postgraduate student at the University of Nairobi pursuing a Master's degree in Educational Administration. I would like you to permit me to collect data in your school. My research is on **Influence of Institutional factors on learners' performance in French at the Kenya Certificate of Secondary Education in Nairobi County, Kenya.**

Kindly allow me to carry out the study in your school. The data obtained will be used for this study only and the respondents' identity will not be disclosed.

Thank you for your cooperation.

Yours faithfully,

Eshery Munala.

APPENDIX II

QUESTIONNAIRE FOR LEARNERS

Introduction: This study intends to collect information on Institutional factors that influence performance of learners in French at the Kenya Certificate of Secondary Education. You are kindly requested to tick the appropriate response as indicated, to express opinion, and use the provided space. The information given will only be used for the purpose of this research and respondents' identity will not be disclosed. Kindly respond to all items.

Section A: Demographic information

1. What is your gender? Male () Female ()
2. Please indicate your form.
Form 1 () Form 2 () Form 3 () Form 4 ()
3. How old are you? 14-16 years () 17-19 years () above 20 years ()

Section B: Influence of peer groups on learners' performance

4. How long have you been learning French?
Never () below 1 year () 1- 2 years () 3-4 years ()
5. Indicate the language you use with your peers
 - i. French ()
 - ii. English ()
 - iii. Kiswahili ()
 - iv. Others specify _____
6. a) Were you ever influenced by anyone to enroll in French subject?
b) If yes, who?

- i. Peer Group ()
 - ii. Subject teacher ()
 - iii. Career teacher ()
 - iv. Guidance and counseling teacher ()
 - v. Parents ()
7. Do you participate in French Drama Festivals? Yes () No ()
If yes, up to what level do you participate? Please specify. _____
8. Do you organize or attend French symposia? Yes () No ()
If yes, kindly indicate the frequency. Once per term () Once per year ()
9. Do you feel secure if you belong to a peer group? Yes () No ()
10. Do peer groups influence your performance in French subject?
Yes () No ()

Section C: Influence of the attitude toward French on learners' academic performance.

11. What is your attitude to learning French as a KCSE examinable subject?
- i. Very positive ()
 - ii. Positive ()
 - iii. Negative ()
 - iv. Very negative ()
12. a) Do you have a French club in your school? Yes () No ()
b) If your answer is yes to the above question, how often do you meet for club activities? Once per week () Once per term () Once per year ()
13. During the French lesson, what language do the teacher and learners use?
English () French ()

14. Do you receive tokens/gifts when you score highly in French?

Yes () No ()

15. a) Do you set targets to achieve in French for each exam undertaken?

Yes () No ()

b) If your answer is yes, how often do you set the targets?

Once per term () Once per year ()

16. How often do you hold French discussions with your friends?

Once per week () Once per month ()

17. Do you regard French as a career subject? Yes () No ()

18. Indicate the extent to which you agree or disagree with each statement by

ticking () on the appropriate columns using the key below. Strongly agree

[SA], Agree [A], Undecided [U], Disagree [D] or Strongly Disagree [SD]

STATEMENT	SA	A	U	D	SD
French is an easy subject compared to other languages					
The content in French syllabus is too much					
French is an important academic subject					
French should be made compulsory					
I enjoy French classes and reading French books					
French is only useful in boosting mean score					
Through French one acquires basic knowledge for career choice					
I would want to pursue a French related course at the university					

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Introduction: This study intends to collect information on Institutional factors that influence performance of learners in French at the Kenya Certificate of Secondary Education. You are kindly requested to tick the appropriate response as indicated, to express opinion, and use the provided space. The information given will only be used for the purpose of this research and respondents' identity will not be disclosed. Kindly respond to all items.

Section A: Demographic information

1. What is your gender? Male () Female ()
2. What is your age bracket? 30 – 34 () 35 – 39 () 40 – 44 () 45 – 49 ()
3. What are your academic qualifications?
Certificate () Diploma () Degree () Masters () P.H.D ()

Section B: influence of the experience of teachers of French on learners' performance.

4. a) Have you ever attended an In-service course? Yes () Non()
b) If yes, how often? Please specify. _____
5. For how long have you taught French?
0- 2 year () 3-5 years () 5- 8 years over 8 years ()
6. What is the relationship between teaching experience and learners' academic performance?
Low () Average () High ()
7. How many learners take French in?
Form One _____ Form Two _____ Form Three _____ Form Four _____

8. a) What was the mean of French at K.C.S.E in the following years?

YEAR	NUMBER OF LEARNERS	K.C.S.E GRADE
2015		
2014		
2013		
2012		
2011		

b) Give reasons for the trend in the table above

Section C: Influence of availability of French teaching and learning resources on performance of learners in French at the Kenya Certificate of Secondary Education

9. According to you, are there enough teaching and learning resources in your school? Yes () No ()

10. Which of the following resources are at your disposal for your use in the French class?

a) Radio Cassette/CD Player	
b) Projector	
c) Internet	
d) Text books	
e) Teaching aids	
f) French laboratory	

11. Are the above resources at the learner's disposal? Yes () No ()

12. What is the French text book ratio in your class? 1:1 () 1:2 () 1:3 ()

13. a) How many lessons/hours are allocated for French per week? ____

b) Are the lessons enough?

14. Have you ever gone on a linguistic trip in a Francophone country?

Yes () No ()

15. a) Do you have open days so as to discuss the learner's performance of French with their parents? Yes () No ()

b) If your answer above is Yes, please specify the frequency

Once per month () Once per term () Once per year ()

16. From which regions do your learners emanate?

Nairobi County () All over the country ()

17. a) Do learners take initiative to intensely revise French during their free time? Yes () No ()

b) If yes, how often? Please specify. _____

Section D: Influence of the attitude toward French on learners' academic performance.

18. Indicate the extent to which you agree or disagree with each statement by ticking () on the appropriate columns using the key below. Strongly agree [SA], Agree [A], Undecided [U], Disagree [D] or Strongly Disagree [SD]

STATEMENT	SA	A	U	D	SD
Learners enjoy learning French					
They are always attentive during French lessons					
French examinations are hard to them					
They prefer communicating in French					

French is their best subject					
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19. Indicate the extent to which you agree or disagree with each statement by ticking () on the appropriate columns using the key below. Strongly agree [SA], Agree [A], Undecided [U], Disagree [D] or Strongly Disagree [SD]

STATEMENT	SA	A	U	D	SD
French syllabus is relevant for learners					
I enjoy teaching French					
My learners are always motivated to learn French					
French is useful in life					
I am happy with my Mean grade in French					

APPENDIX IV

INTERVIEW SCHEDULE FOR PRINCIPALS

1. How old are you?
2. What is your highest academic qualification in education?
3. Explain the relationship between teaching experience and learner academic performance?
4. What is the teachers' and learners' attitude towards French?
5. How does attitude influence learners' academic performance?
6. How are learners motivated when they perform well in French?
7. How many teachers of French does your school have?
8. How often do you purchase your resources for French?
9. In what ways does the French Embassy support French in your school?
10. Explain how availability of teaching and learning resources influence learners' academic performance?

APPENDIX V


RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/16/89332/14535**
MS. ESHERY H MUNALA **Date Of Issue : 1st November,2016**
of UNIVERSITY OF NAIROBI, 31624-600 **Fee Received :ksh 1000**
NAIROBI,has been permitted to conduct
research in Nairobi County

on the topic: INFLUENCE OF
INSTITUTIONAL FACTORS ON STUDENTS'
ACADEMIC PERFORMANCE IN FRENCH
ON KENYA CERTIFICATE OF SECONDARY
EDUCATION IN NAIROBI COUNTY, KENYA

for the period ending:
1st November,2017


Applicant's
Signature




Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officer will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No.A11551

CONDITIONS: see back page

APPENDIX VI
RESEARCH AUTHORIZATION



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
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P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/16/89332/14535

1st November, 2016

Eshery H Munala
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of institutional factors on students' academic performance in French on Kenya Certificate of Secondary Education in Nairobi County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **1st November, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.