

**THE CAUSES AND EFFECTS OF POOR ACADEMIC PERFORMANCE IN
SELECTED SECONDARY SCHOOLS IN KABARTONJO DIVISION,
BALINGO NORTH DISTRICT
KENYA**

BY

RUTH NDUKU MUNGUTI

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DECLARATION

I **RUTH NDUKU MUNGUTI**, do declare that, this is my original work and it has never been submitted to any university.

Signed ;  date; 08/9/2010

RUTH NDUKU MUNGUTI

APPROVAL

This research report has been under my supervision and with my final approval, it is now ready for submission.

Signed; 

MR. OKURUT GODFREY

Date; 08/09/2020

DEDICATION

This is a special dedication to my beloved husband, my best friend Zachariah Ndunda and my dear children Anne Mukii and Timothy and not forgetting my parents Johnson and Naomi.

ACKNOWLEDGEMENT

I extend my sincere thanks to my supervisor Okurut Godfrey for his tireless efforts and i also thank the almighty god.

I also thank my friends Maria, Jackline and my brothers James Manasseh, Stanley and my sister Elizabeth for her financial support.

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ABSTRACT

The purpose of this study was to investigate the causes and effect of poor academic performance in secondary schools in Kabartonjo Division, Baringo North District, Kenya. The specific objectives of the study were to determine if discipline affects the students' academic performance, to determine if a teacher's quality affects the students' academic performance; and to determine if school facilities affect the students' academic performance in Secondary schools. The methods used for data collection was questionnaires and interview guides to students, teachers and head teachers of the schools involved in the study. In chapter four, the findings were presented and interpreted in relation to the study objectives and research questions. While linking to the existing literature, results included demographic characteristics, frequency and percentages. Based on the findings it was observed that teacher qualities, discipline of students; and school facilities have a direct impact on the students' academic performance. In chapter five, development of solutions to the problem, summary of the findings and conclusions were attempted. The findings suggested recommendations that the Government should provide more teaching learning facilities in schools to make the learning environment more attractive to students and teachers among other recommendations.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The government of Kenya attaches great importance to the development of education sector, for it recognizes that education is a powerful tool for transformation of society (Education White Paper 1992). Education plays a key role in achieving moral, intellectual, ideological, cultural and social development of the people in society, as well as the national goals of unity, democracy, economic progress and security of all its citizens. Emphasis is put on the role of education in liberating people from the vicious cycle of poverty, dependence, ignorance, disease and indignity, and in the process of building a self reliant nation with a sustained independent economy.

The government notes with concern the problems it faces in its effort to cause rapid development of education. The quality of education has been seriously eroded at all levels due to civil strife and economic decline. Schools are ill-equipped, instructional materials are in short supply, teachers are poorly remunerated and many of them are unqualified or incompetent.

Although the government has undisputed need for bringing about the desired changes and improvement in the system of education, it is at this stage having severe resource constraints. It's therefore, quite a challenging task to cater for the development needs of education.

The Kenyan Human Rights Commission Report (KHRCCR 1999) notes that there are not enough secondary schools to absorb all children who qualify for secondary education. Many school administrators overwhelmed with pressure from parents, admit large numbers of students which do not march with the available facilities and teachers. A lot of discipline problems have been reported in schools due to unmanageable numbers.

Chaube (2000) explained that it's a right of the individual to receive at least primary and secondary education which is important in democratization of any society. Secondary education is designed to provide children with the academic knowledge and skills they need to function successfully in society and to prepare them to pursue further education, to enter the work force to be responsible active citizens.

The quality of the teaching force, alongside the completion rates and transition rates, are some of the key determinants of efficiency and effectiveness at any level of Education (MOEST 2000) According to UNESCO (1964), whatever the pattern of teaching may be, the teachers part in it is the most important single factor.

If students do not receive the knowledge and skills they need to be productive, then the schools have not succeeded in their mission (US Department of Education 1991). It's upon this background that the study will be undertaken to investigate the causes and effects of poor academic performance.

1.2 Statement of the problem

According to the Ministry of Education (MOE) report of the third Teacher Education Conference in Njoro (1995) the student's academic performance has been reducing heavily. According to data obtained from Baringo North District Education Office (District Education Office) academic performance is likely to be wanting as reflected in the poor performance of students in KCSE results of all the previous years. This therefore necessitates the need to carry out the study into the factors affecting the academic performance of students in Kabartonjo division, Baringo North District, Kenya.

1.3 Research Objectives

1.3.1 General objective

The general objective of the study was to investigate the causes and effects of poor academic performance of students in Kabartonjo division, Baringo North District, Kenya.

1.3.2 Specific objectives

1. To determine if discipline affects the students' academic performance.
2. To determine if teacher qualities affects the students' academic performance.
3. To determine if school facilities affect the students' academic performance.
4. To find out the effects of poor academic performance

1.4 Research questions

1. What is the relationship between discipline and the students' academic performance?
2. What is the relationship between teacher qualities and the students' academic performance?
3. What is the relationship between school facilities and the students' academic performance?
4. What are the effects of poor academic performance among secondary school students?

1.5 Scope of the Study

This study was carried out in Kabartonjo Division, Baringo North District, Rift Valley Province, Kenya, where data was collected for the study. Six out of ten schools in Baringo North District were selected to represent the District. The Schools were; Kapkiamo, Kapchepkor, Rimo, Kasisit, Tanyileel and Kasok

1.6 Significance of the study

This research is significant in a number of ways:

It tries to provide information to policy makers in the education ministry, administration of schools; teachers, parents and other stakeholders who will enable them make improvements in education service delivery.

It tries to guide students together with their parents to identify means of improving upon academic performance.

It tries to contribute to the existing literature about better education service delivery and provoke further research in this field.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter is a summary of the relevant literature consulted. It reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study i.e the causes and effects of poor academic performance. It is guided by the objectives of the study outlined in chapter one.

Evon (2000).Refers to literature review as being the systematic identification, location and analysis of documents containing information which is related to the problem and the chapter therefore deals with the review of existing literature.

2.1 Role of the Teacher in Academic Performance

The role o the teacher is basic and critical in improvement (UNESCO 1994) in addition Coombs (1984) confirms that the quality of education and the learning achievements of students depend heavily on the competence, personality and dedication of the teacher. There is a strong relationship which is established between the teacher and the taught, which at the heart of the pedagogic process. Although knowledge can be acquired in different ways the distant of education as well as the use of new technologies have proved their effectiveness for the questionality of pupils, in particular for those who have not mastered the process of thinking and learning, the teacher remains irreplaceable (UNESCO 1992). In developing countries, instrumental time is so crucial for learners due to lack of adequate resources. Hadad (1985) argues that trained teachers in developing centres are particularly important in the management of instrumental tasks and teacher centred activities. Standards performance improvement highly depends on the quality of instruction that teachers provide. Anderson (1991)

Many initiatives to raise students' performance are thus premised on the fact that teachers' pedagogical skills do affect students achievement.

(Saha 1983) Guthrie (1970) supports this observation by insisting that there is a significant relationship between teacher variables and students achievement. Such variables include verbal ability, amount of academic preparation, strong cognition focus, orderliness, teacher directed activities and controlled practice, knowledge of teaching methodology and subject matter.

High students gain scores thus appears to be crucial in assessing the efficiency of a teacher and a school. Norries (1993) postulates that efficient teachers should be identified by criteria of effectiveness such as high student gain scores on selected measures of performance. Performance indicators reflect quality and output. It is through these indicators that the teachers and schools can be accountable to market forces and consumer choices (Norries 1993).

Therefore in the execution of their work, teachers should established the classroom as a safe and secure place (learning) environment in which pupils can expect warmth and acceptance without having to earn them (Hopkins 1997) Teachers comments and behaviors, should contribute to quality of classrooms climate and behaviors increased pupils sense of acceptance, comfort and order. Kyriacou (1975) says that to establish the said climate in class, a teacher must stimulate pupils to think for themselves, be constructive and helpful in criticism of pupils and convey high expectations for work pupils produce. The teacher should also show interest and enthusiasm for the subject matter by employing key classrooms qualities that constitute effectiveness teaching as explaining points clearly and pupils' level to revision and examination techniques, teaching for

understanding rather than reproduction of material and being confident and at ease when teaching.

2.2 Teacher Qualification and Academic Performance

Teachers should have high mastery of subject content by going through formal education, which is beyond the level of his students (Psacharopolous 1985) this is supported by caillods (1989) who found teachers with more post secondary education to achieve more with their students than teachers with less post secondary education.

The economist is much more interested in the relationship between input and output of the school systems as a measure of its productivity and efficiency. (Beeby, 1966) school quality can be seen as the level of material inputs allocated per each school pupil and the level of efficiency with which material inputs are organized to raise pupils performance (Eshiwani 1993).

The teacher is therefore a central input in the school system whose role on determining achievement needs investigation. Teacher certification and academic qualification are particularly important at upper secondary level (Alexander & Simmon1980)

This view is supported by Husen (1978) who says that there is a positive association between teacher training variables and standard learning. They are convinced that training teachers do make difference and that teacher's qualifications, experience and amount of education and

knowledge are truly related to students' achievements. Muandu (1986), Twoli (1986), Sifuna 1989 and Ojwang (1995) found significant effect of teacher qualification on achievement of students.

But Thias and Corney (1972) on the other hand revealed zero correlation between teacher qualification and students examination scores in Kenya, Egypt and Paraguay. Psacharopoulos (1985) also points out those students do almost as well when studying under untrained teacher as they do when studying under trained graduate from university.

Jones (1997) studied the effect of trained and untrained teacher in classroom performance in Barbadoes and established that trained teachers do not have advantages over untrained teachers in classroom performance. Therefore the need to confirm the effect of training on students achievement which will help the government to justify the huge expenditure on teachers training. The past studies stress education on qualification but even after achieving almost 100% teacher training for secondary level, the achievement in mathematics has remained low deteriorated to the detriments of girls.

2.3 Teacher's Length of Experience and Academic Performance of

Besides the view Parmay (1979) that there is an efficiency "freeze" by teacher after 15 years of teaching experience, a study done by Thias and Carnoy (1972) in Kenya show that teacher experience is better predictor of examination performance than is the formal qualification of the teaching staff. They however hasten to add that this may not be due to the accumulated years of experience but probably due to the respect accorded to the older from the young generation in African societies and the fact that senior staffs are rarely transferred compared to the younger staffs.

Bridges (1986) Eshiwani (1986) and Ojwang (1995) from their studies confirmed that students with experienced teacher do better than those with less experienced teacher. Can the government then reverse to training on job and cut training costs to make education more cost effective.

But alexander and Simmon (1980) say experience is more associated with achievement of students only at the Secondary level and further research is necessitated. Conducting this production function with teacher variables will enable me to discover the best combination of teacher characteristics (input) that can be functionally associated with performance (output). In the case of Kenya, the literature review shows that no study has examined the input output relationship at the school level with particular attention to teacher variables. This study tends to fill this gap as well as provision of a rationale for re- training and professional re-orientations services for serving mathematics teachers for educational planners and ensure cost effectiveness in the education system.

2.4 Teachers' Motivation and Academic Performance of Students

Teachers who spent time preparing lessons and marking homework and class work tend to achieve better result than those who don't (colloids 1989).

Government needs to lift the teachers' morale though most cannot afford monetary incentives, but by improving in rewards, career opportunities, initiatives and in service preparations, status and prestige by attracting high quality recruits and retaining talented practitioners in teaching and leadership posts (UNESCO 1994).

But teachers hardly spend any time preparing their lessons, they often don't use schemes of work nor do they keep records of work covered by pupils. Discipline relies too heavily on punishment. (CASTME)

(International Formal of education department 2001; 361 - 374)

Otieno (1997) studying the role - overload among secondary school teachers in Nairobi found a significant relationship between role-overload and achievements of students. He says that job stress is a major factor in low teacher morale, poor performance, absenteeism and high job turnover. Teachers experiencing job stress have low morale and are not in a position to provide quality teaching. Both female and male workers in human service fields may experience same amount of stress but do cope differently, Malach and Jackson 1978 cited in Otieno (1997).

This call for the investigation on how much the teacher is motivated to participate in subject panels, external examinations marking, co-curriculum activities, regular teaching, frequent testing, lesson preparations and remedial teaching which facilitate high achievement in examination and consequently quality outputs.

2.5 Discipline of Students and Academic Performance

In recent years, policy makers, educators, parents and students increasingly have expressed concern about the incidence of school related criminal/behaviour. Although concern has grown, several researchers show that violent behaviours, smoking, theft have increased especially in secondary schools.

School discipline has a diversity of connotations, as many people perceive it to mean many different things. According to Kasozi (1997) discipline refers to a situation of remaining inside legal bounds of law as laid down by the school administration.

Scheviakore (1955), Musaazi (1982) emphasize the need for orderliness in the school. They emphasize that students, teachers, school employers and administrators should all be orderly as school discipline and good academic performance is a collective responsibility and a prerequisite for school success.

The Education Policy Review Commission Report (EPRCR 1992) clearly spells out discipline as one of the aims and objectives of education at all levels of the education system.

According to Mafabi (1995) discipline is the underlying factor in all school activities; they cannot be pursued without it. In the absence of discipline, there is anarchy, a situation which makes it impossible for schools goals to be achieved. Most of these writers emphasize the need for discipline as a prerequisite for school success; however, they do not explicitly illustrate how discipline can be enforced in the school setting. School of authorities should not only stress the importance of discipline they also need to put mechanisms of enforcing it.

Okumbe (1998) describes discipline as the action by management to enforce organizational standards. He stresses that all members of educational organization are required to strictly adhere

to the various behavioral patterns necessary for maximum performance. In support of this, Chaube (2000) contends that an opinion may be formed about the school by observing the discipline among students. It is necessary for every school to enforce certain rules of conduct to ensure discipline and discipline is essential if rules are to be implemented.

According to Musaazi (1982) student discipline means that students are provided with an opportunity to exercise self control to solve school problems, to learn and to promote the welfare of the school. Ssekamwa (2000) in agreement with Musaazi adds that discipline is the development of self worth, self control, respect for self and others and the adherence to the school routine set up in terms of schedules and school regulations.

It is very important for school authorities to give freedom to the students to develop the self esteem and exercise self control. There are many school authorities who use this approach to enforce discipline in schools. The researcher however feels that this method could be effective for post secondary school students and may not be appropriate for secondary Scholl students.

Docking (1980) considers discipline as an important element in the process of socialization formation of character, a system of controls, which enables teaching to take place on as conceptually related to the process of education.

According to Mafabi et al (1995) symptoms of indiscipline include; habitual absenteeism from class and from school as a whole, late coming, telling lies, rudeness, vandalism, aggression, smoking and drinking while at school, evading school activities, bullying of new students, indecent forms of

dressings. These however do not explain how these behaviors affect academic performance because there are many students involved in these kinds of behavior but perform well.

Zoe Bellars and Brad McGann, eighth-graders at Swanson Middle School in Arlington, do their homework faithfully and practice their musical instruments regularly. In a recent delayed gratification experiment, they declined to accept a dollar bill when told they could wait a week and get two dollars. Those traits might be expected of good students, certainly no big deal. But a study by University of Pennsylvania researchers suggests that self-discipline and self-denial could be a key to saving U.S. schools.

According to a recent article by Angela L. Duckworth and Martin E.P. Seligman in the journal *Psychological Science*, self-discipline is a better predictor of academic success than even IQ. "Underachievement among American youth is often blamed on inadequate teachers, boring textbooks, and large class sizes," the researchers said. "We suggest another reason for students falling short of their intellectual potential: their failure to exercise self-discipline. We believe that many of America's children have trouble making choices that require them to sacrifice short-term pleasure for long-term gain, and that programs that build self-discipline may be the royal road to building academic achievement." But how, educators, parents and other social scientists want to know, do you measure self-discipline? Duckworth, a former teacher studying for a doctorate in psychology, and Seligman, a psychology professor famous for books such as "Learned Optimism," used an assortment of yardsticks, including questions for the students (including how likely they are to have trouble breaking bad habits, on a 1-to-5 scale), ratings by their teachers and parents and the \$1-now-or-\$2-later test, which the researchers call the Delay Choice Task.

The results: "Highly self-disciplined adolescents outperformed their more impulsive peers on every academic-performance variable, including report card grades, standardized achievement test scores, admission to a competitive high school and attendance. Self-discipline measured in the fall

predicted more variance in each of these outcomes than did IQ, and unlike IQ, self-discipline predicted gains in academic performance over the school year."

The study looked at one group of 140 eighth-graders and another group of 164 eighth-graders in a socio economically and ethnically diverse magnet school in a Northeast city. The names of the city, the school and the students were not revealed, so this reporter attempted a very small and unscientific version of the Delay Choice Task at Swanson.

Of the 10 eighth-graders approached during their lunch period, eight chose to forgo \$1 right away in exchange for \$2 in a week. The mothers of Zoe and Brad, who both declined the \$1 offer, said they were not surprised by their children's decisions and thought the correlation of self-discipline with academic success made sense.

"I remember when Zoe was in the second grade, they had to do this poster of what they would do with \$1 million," recalled her mother, Arlene Vigoda-Bellars, a former journalist. Her daughter said she would use it to go to Harvard. In preparation for that college competition, Zoe is taking intensified algebra and second-year Spanish, has a voice scholarship at a music school and plays first flute in Swanson's symphonic band.

Bertra McGann, (2000) a technical writer married to a Foreign Service officer, said that when Brad was 4, the family lived in Kenya and he was put in a class with older students. "He would come home from school and hand me the flashcards and work on his sight reading -- an extraordinary amount of self-discipline for a 4-year-old," she said. Now 13, Brad plays clarinet and basketball and earned his black belt in tae kwon do by practicing two hours a day, six days a week for two years.

Some experts expressed doubt about the Delay Choice Task. "I'd assume it was some kind of scam, take the buck and run," said Bob Schaeffer, public education director of FairTest, the National Center for Fair & Open Testing, a nonprofit group that is critical of over-reliance on testing in U.S.

schools. Zoe refused to take the \$2 at the end of the experiment. "I think it is rude to take money from strangers," she said. (Bertra McGann, 2000)

Zoe always does her homework the minute she gets home from school at 2:30 p.m. Her friends, however, are not so diligent. During a telephone interview, Zoe noted that several of her friends' "away messages" -- put up on their online instant-messaging systems to explain why they aren't responding -- said they were doing their homework. "It's Sunday night," she said. "I finished mine Friday." (Bertra McGann, 2000)

According to Bertra McGann (2000), Some educators said schools can teach self-discipline. Rafe Esquith, an award-winning Los Angeles teacher, often tells his low-income fifth-graders about a study that showed that hungry 4-year-olds willing to wait for two marshmallows were more successful years later than those who gobbled up one marshmallow immediately.

Ryan Hill, director of the TEAM Academy Charter School in Newark, N.J., said students at his school, a Knowledge Is Power Program middle school in a low-income neighborhood, are required to stay at school until their homework is done if TV interfered with study the night before. "Over time, they learn to just do their homework before watching TV, delaying gratification, which becomes a habit of self-discipline," Hill said. (Bertra McGann, 2000)

Educational psychologist Gerald W. Bracey noted the power of self-discipline in sports, citing tennis star Chris Evert, who triumphed over more talented players because she practiced more. Martha McCarthy, an education professor at Indiana University, said such habits could be taught in early grades, with methods such as "giving students time to visit with their friends if they have been attentive during a lesson." (Bertra McGann, 2000)

Will there be a Self-Discipline Test, the SDT, to replace the SAT? Most experts don't think so. Clever but lazy college applicants could "pretty easily figure out what the right answers would be to appear self-disciplined," said University of Virginia psychology professor Daniel T. Willingham. Bruce Poch, vice president and dean of admissions at Pomona College in Claremont, Calif., said

self-discipline was good but not necessarily the only key to success. Albert Einstein, Poch said, "wasn't the most self-disciplined kid, at least according to his math grades through school." (Bertra McGann, (2000)

That hasn't stopped Duckworth, who has two small daughters, from using her findings at home. Her eldest daughter, Amanda, 4, gets only one piece of saved Halloween candy each night after dinner. Asked why, Amanda says slowly and carefully, "It is de-LAY of gra-ti-fi-ca-tion. (Bertra McGann, 2000)

2.6 Quality of Teachers and Academic Performance

Various writers have come up with views about the characteristics of competent teachers and benefits of having such teachers as follows:

Craig et al (1998) holds the view that the quality of the teachers' performance determines the students' achievement. Factors such as the year of teacher training, the teachers verbal fluency, subject matter knowledge, having books and materials, knowing how to use them, teacher expectation of pupil performance, time spent on classroom preparation and frequent monitoring of student progress determine the quality of performance of a teacher.

Regardless of the training, the experience and the preparation undergone, a teacher should have adequate motivation to teach. Lack of incentives in schools and small salaries offered to teachers compel them to work in many places to make ends meet. This renders many teachers ineffective at their work.

The common wealth Report (1974) explains teacher competence as having a knowledge of child development, of the material to be taught and suitable methods, his skills must enable him to teach, advice and guide his pupils, community and culture with which he is involved; his attitudes should be positive without being aggressive, so that his examples are likely to be followed as he transmits explicitly, and implicitly the national aims and moral and social values.

In support of this, Konchhar (2000) contends that discipline problems cannot be prevented yet most of them will not arise in the classroom of intelligent, hardworking, teachers who plan their work effectively, motivate their students skillfully and provide a friendly climate.

Rayns (1969) holds the view that, "Teaching is complex and many sided demanding a variety of human traits and abilities. These may be grouped into two, first those involving the teacher's mental abilities and skills, his understandings of psychological and educational principles and his knowledge of general and specific subject matter to be taught and second; those qualities stemming from the teacher's personality, his interest attitudes and beliefs, his behaviour in working relationships with pupils and other individuals and the like".

In time with these views, Brinkerhott and white (1988) argued that teachers have the authority to control what goes on in classrooms and that authority must be established with each separate class. Some teachers are unable to do this; their classes run wild and their students terrorize them.

Anderson, et al (1992) contends that nothing is more critical to the quality of school than its staff. Teachers contribute to the whole development of children both inside and outside the classroom and not simply through the transmission of information and skills. Teachers need to interact with children even outside class. This instills confidence among the children in dealing with the teacher and enhances free interaction even in class.

Hargreaves and Fullan (1992) hold the view that on top of having deeper knowledge of and confidence in teaching their subject(s), the teacher should know how to teach mixed ability classes and how to respond to different learning styles of their pupils.

It's from the above many; writers give many characteristics and qualities, which effective teachers should possess. There are many students who perform well without teachers in some subjects while others will well-qualified teachers perform poorly. The researcher therefore aims at establishing the effect of teacher competence on academic performance of students in secondary schools.

2.7 Facilities in Schools and Academic Performance

The success or failure of secondary schools is measured against the presence or absence of structures and facilities provision and management. Nsubuga (1977) holds the view that an important element of a good school is that of facilities. He emphasizes that a good school should have adequate facilities which help with teachers and pupils to effectively teach and effectively learn in a convenient and comfortable environment.

According to Kochhar (2001) physical facilities contribute a lot to the general atmosphere of the school. He suggests that healthy surroundings, good sanitary arrangement leave little scope for irritation. Adequate library and reading room facilities, special room for different subjects, common room and so will keep the children busy and away from indiscipline.

Musaazi (1982) and Ssekamwa (2000) agree that most programmes of instruction and pupil services require some physical facilities such as school building, school grounds, enough desks, chairs, teaching materials and laboratories needed in instruction and incidental to institution. The possession of adequate facilities in the school for studying is a characteristic of an effective school.

However, there are many students who perform well in schools with limited facilities and there are also many students who perform poorly in schools, which are well facilitated. The researcher therefore aims at carrying out a critical analysis of the correlation between academic performance and the availability of facilities in secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter presents the general research methodology that was used in this study which includes the research environment, population, instrument of data collection and analysis.

3.1 RESEARCH DESIGN

The researcher used the most suitable design which gave successful results to the study. Qualitative and quantitative methods of research, which give a deeper effect on the causes and effects of poor academic performance in secondary schools, were applied in this research.

The researcher adopted quantitative methods because the study calls for phenomena relating or involving a number of poor academic performances and their effects. The information that was found was included in description of qualitative data and presentation on bar graphs, pie chart and tables.

3.2 AREA AND POPULATION OF THE STUDY

The study was confined to Kabartonjo division, Baringo North District, Kenya, where data was collected for the study. Six out of ten schools in Baringo North District were selected to represent the District. The Schools were; Kapkiamo, Kapchepkor, Rimo, Kasisit, Tanyileel and Kasok

3.3 SAMPLE SELECTION AND SIZE

A total of 149 respondents from 10 schools were selected randomly for the study. They cut across all the levels, i.e district, provincial and national.

3.4 INSTRUMENTS OF DATA COLLECTION

The following methods were applied in the collection of the data, namely: face to face interviews, questionnaires, observation, research and document examination and analysis.

3.4.1 PRIMARY METHODS

The following are some of the primary methods used to obtain first hand information from the respondents:-

Observation

This method is very useful especially where the required information is not easy to obtain due to restrictions imposed on the obtaining of such information. Observation involves visiting the area of concern and taking note of what was going on and then coming up with conclusions.

Face-to-face interviews

This involves physical contact with direct questions posed to the people being interviewed. It is useful in obtaining first-hand information on the topic being investigated and therefore identifying and gathering ideas and opinions. The interviews are mainly structured type with specific questions asked.

Questionnaires

This method involves written questions sent to the targeted group to acquire information that cannot be obtained using the above research methods. It is crucial as it provides ample time for the respondents to answer the questions and send the feedback at their convenient time.

3.4.2 SECONDARY METHODS

Document examination and analysis

The researcher examined and analyzed performance reports, journals and other related documents for more information which cannot be obtained by the above mentioned methods.

Research

This is a very instrumental fact finding technique to this research. Documents such as journals, magazines, reference books, other people's research work and the internet including user groups and bulletin boards provide good sources of relevant information.

3.5 PROCEDURES OF DATA COLLECTION

Permission to conduct research was obtained from both the university and the district administration where the research was to be carried out. Questionnaires were administered to the respondents having assured them of maximum confidentiality.

3.6 DATA ANALYSIS AND PRESENTATION

The data collected was interpreted and analyzed. Descriptive statistics were used to present the results obtained from data analysis. This involved the use of bar graphs and tables which help to present the findings in a summarized manner.

3.7 LIMITATION OF THE STUDY

The following constraints were expected to be encountered during the study: Financial problems, limited time and poor response from the respondents. However, the researcher found a sponsor to finance her, get financial support from parents and even borrowed money from other people to solve the financial constraint. The researcher started the fieldwork early so as to complete the research within the given time. The researcher also involved as many respondents as possible and therefore got enough information, such that where respondents gave irrelevant information or failed to respond, the researcher had enough information from other respondents to come up with viable conclusions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The study investigated the causes and effects of poor academic performance in Kabartonjo division, Baringo North District, Kenya. The findings are presented in chapter four below:

4.1 Discipline in Schools and Academic Performance.

When the students and teachers were requested to respond to the question on what they considered to be the level of discipline in their school, the following were the results.

Table 1 The level of discipline in the school

Comment	Number of respondents	Percentage
Very high	24	16.1%
High	30	20.1%
Moderate	78	52.4%
Low	17	11.4%
Total	149	100%

Students and teachers had different views about the level of discipline in their schools. However, quite a small number respondent that the level of discipline was very good which represented 54 of the total number of respondents. Majority were of the opinion that discipline was moderate or low.

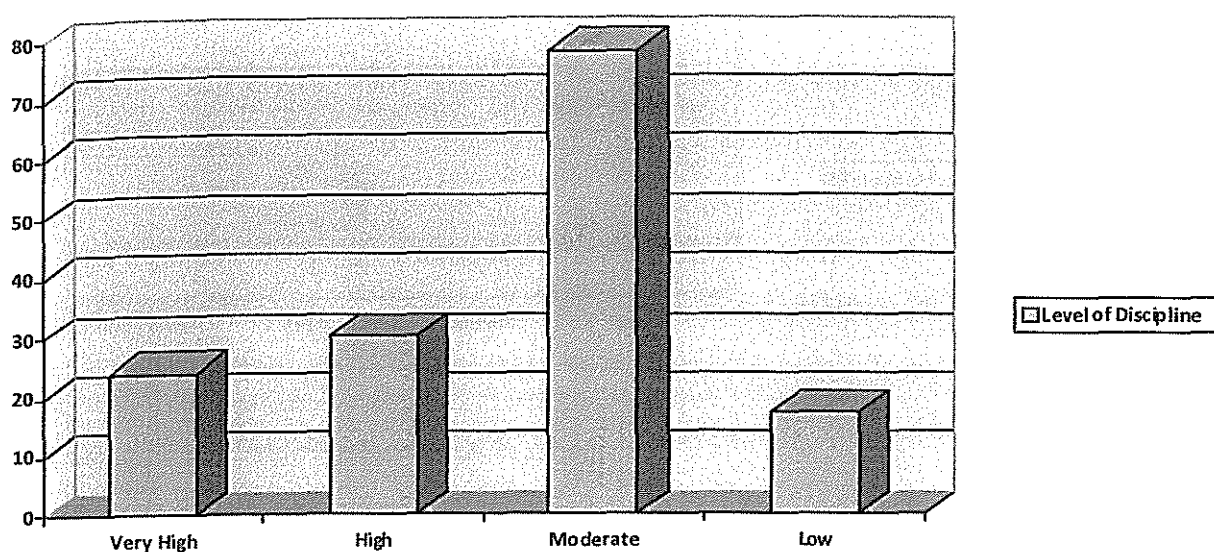


Figure 1 The level of discipline in the school

The responses about the level of academic performance in schools judged at national level were as follows:

Table 2 Level of Academic Performance in schools

Comment	Number of respondents	Percentage
Very high	16	10.7%
High	41	27.5%
Moderate	77	51.7%
Low	15	10.1%
Total	149	100%

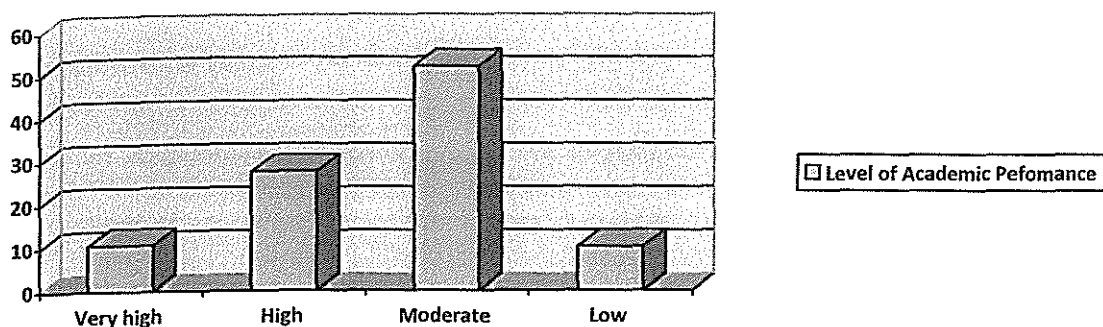


Figure 2 Level of Academic Performance in schools

The results were statistically significant. The students and teachers had different views on the level of academic performance of their schools judged at national level. Those who stated that performance was very high or high were 57 while those who were of the view that performance was moderate or low were 92. These meant that the majority of students and teachers recognize the importance of discipline vis-à-vis academic performance.

Table 3 Combining table I and II the results are as follows

Comment	Level of discipline in school	Academic performance at national standards
Very high	16.1%	10.7%
High	20.1%	27.5%
Moderate	52.4%	51.7%
Low	11.4%	10.1%
Total	100%	100%

From table III, the researcher established that responses on discipline and academic performance moved in the same direction.

A big number of respondents whose responses on moderate and low discipline tallies with an equally big number of responses on academic performance. This implies that when discipline is moderate or low 95, academic performance is equally moderate or low 92. Conversely when discipline is high 54 academic performance is equally high 57.

Students were asked to state the most common types of indiscipline in their schools and the responses were as follows;

Table 4 Types of indiscipline in schools

Comment	Frequency	Percentage (%)
Late coming	60	40.1
Dodging classes	45	30.0
Escaping from school	38	25.3
Disrespect for teachers	4	3.6
Others e.g. vandalism Immorality, bullying, drug abuse, noise making.	2	1.0
Total	149	100%

The research established that late coming, escaping from schools, dodging classes are indiscipline cases common in the schools. From Table IV, it can be observed that most types of indiscipline are

associated with deviance from schools routine represented by 95.4%. This includes late coming (40.1%), dodging lessons (30%), and escaping from school (25.3%). Only 4.6% are other types of indiscipline. Students miss classes and this directly affects their performance.

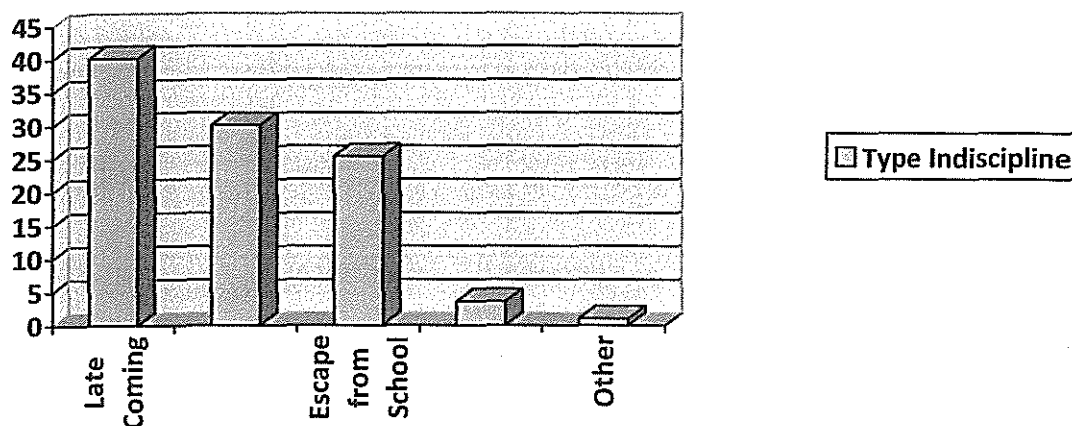


Figure 3 Types of indiscipline in schools

4.2 Quality of Teachers and Academic Performance

To establish the effect of quality of teachers on academic performance in the schools, a number of items were included in the questionnaire that required head teachers to state the teachers in each school and their qualification.

Table 5 Qualification of teachers

Classes	Graduate teachers	Diploma teachers	License teachers
Form 1	(40%)	(60%)	-
Form 2	(52.6%)	(47.4%)	-
Form 3	(8.2%)	(75%)	2(16.7%)
Form 4	(38.1%)	(61.9%)	1(48%)
Total	(36.4%)	(59.7%)	3(3.9%)

According to EPRCR (1992) both graduate and diploma teachers are qualified to teach secondary schools. Only 3.9% of teachers do not have the teaching qualification.

However, the teacher pointed out that although the available teachers are qualified they are not enough to effectively handle the large numbers of students.

Responses about the experience of teachers were as follows;

Table 6 Experience of teachers

	Frequency	Percentage
Less than 2 yrs	83	55.8
3-5yrs	19	13.0
6-8yrs	18	11.7
Above 8yrs	29	19.5
Total	149	100%

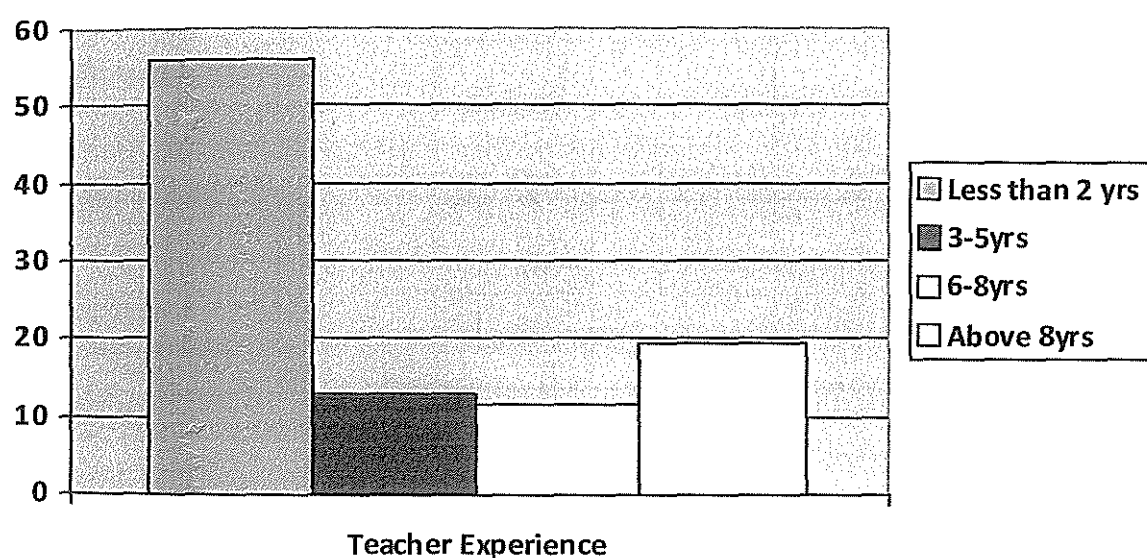


Figure 4 Experience of teachers

The results show that 68.8% have experience of less than 5yrs of teaching while 31.2% have more than 5yrs of teaching.

To establish whether the limited experience had any effect on the quality of teaching, questionnaire were administered to Heads of departments and students. A number of observations were also made to assess the performance of teachers during the teaching learning process.

The questionnaire for heads of departments required them to assess their teachers in as far as quality teaching is concerned.

The responses were in table VII below;

Table 7 Rating of Heads of departments about teachers

Item	Strongly agree	Agree	Disagree	Strongly disagree	Total
Preparation of schemes of work	2	3	2	1	9
Giving exercises	2	5	1	1	9
Making exercise	2	2	4	1	9
Making corrections with students	3	5	1	0	9
Completion of the syllabus	1	5	2	1	9
Total	10	20	10	4	9

The table VII shows the responses of Heads of Departments about the performance of teachers in the four schools.

93% of the heads of departments were of the view that teachers make preparations for teaching while 6.8% commented that teachers don't make adequate preparations for teaching.

Students were also asked to assess the quality of teaching in their schools.

The results are shown in table VIII below;

Table 8 Students rating of teachers' performance

Item	Strongly agree	Agree	Disagree	Strongly disagree	Total
Explanation of subject matter concepts	41	89	9	1	140
Giving exercises	25	89	25	2	140
Making exercise	40	81	17	2	140
Making corrections	20	91	22	7	140
Free interaction with students	31	76	20	13	140
Total	157	517	93	25	140

Results from table VII show that 90.48% of the students were of the view that teachers explain the subject concepts thoroughly on the other hand 9.52% responded that the explanations of subject concepts were not clear. 74.29% indicate that teachers give exercises in class while 25.71% were of the view that teachers don't give exercises in class. Also, students revealed that 81.9% of the teachers mark exercise while 18.1% do not mark exercises. 72.4% of the students further held the

view that teacher make corrections after making the exercising while only 27.6% did not. This therefore means that students were satisfied with the quality of teaching.

4.3 Facilities in school and academic performance

The students head teacher and heads of department were requested to rate the adequacy of facilities in schools for teaching and learning. The results were summarized and presented in the table IX below.

Table 9 Rating of adequacy of facilities in schools

Rating	Frequency	Percentage
Strongly agree	6	4.5
Agree	45	30.1
Disagree	68	45.5
Strongly disagree	31	19.9
Total	149	100%

From table IX the respondents who were of the view that the schools had adequate facilities for teaching and learning were 34.6%, while those who were of the view that the facilities were not adequate were 65.4%.

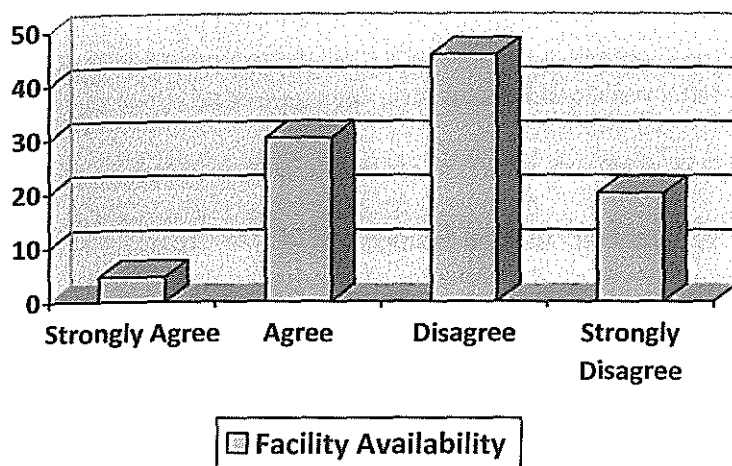


Figure 5 Rating of adequacy of facilities in schools

Interviews with head teachers revealed that schools depend mainly on fees from parents which is not even paid on time. Any capital developments in these schools are done from the fees raised. Most of the parents are poor and cannot afford high fees for their children.

Students also pointed out that they lack important facilities like computers and televisions in their schools. Therefore they are not kept abreast of the innovations, inventions and current issues important for academic work. This puts them at a competitive disadvantage in relation to those students who use internet and other facilities to access information which is not available in text books.

From the questionnaire responses, interviews and observations, there are limited facilities in schools. Lack of facilities for teaching and learning is negatively affecting the academic performance of these schools.

4.4 Effects of Poor Academic Performance in Secondary Schools

From the research, it was discovered that poor academic performance caused a strain in parent-child relationships. This is because when a student performs poorly in academics, the parents tend to set rules which in most cases are not readily accepted by their children especially at the adolescent stage.

The consequences of academic failure extend beyond adolescence and results in truncated educational attainment, which has implications for status attainment and well-being in adulthood as well as larger patterns of social inequality.

Low-performing students are less likely to graduate from high school and less likely to go to colleges than other students, which is important because high school dropouts earn substantially less money as adults than high school or, especially, college graduates.

High school dropouts, caused by poor academic performance, have higher unemployment rates than do persons with more education. This is because many jobs require a high school certificate or even some kind of skills learnt in high school.

Moreover, adult educational and occupational attainment significantly predicts mental health, longevity, relationship formation, and public service. Since academic failure can destabilize the individual life course, changes in the rates of academic failure could have serious ramifications for the stability of the society.

For these reasons, academic failure in secondary schools can be viewed as a social problem, one that merits further attention.

CHAPTER FIVE

DISCUSION, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

This chapter deals with the summary of the findings, conclusions and recommendations. These are presented according to each of the objectives for purposes of being systematic and they are discussed in relation to research carried out (library research, interviews) that was used to guide the student where applicable.

5.1 Discussions

Students and teachers were asked about the level discipline of students in their schools. The respondents had different views about this issue. 36.2% were of the view that discipline was high while 36.8% were of the opinion that discipline was low. The respondents also had varying views about the level of academic performance in their schools. 38.8% were of the view that the level of academic performance was high or very high while 61.7% were of the view that academic performance was moderate or law. Therefore it was discovered that the indiscipline of students affected negatively their achievement in academic performance.

5.2 Recommendations

As a result of the above conclusions, the researcher finally makes the following recommendations to the various stakeholders in a bid to curb the problem of poor academic performance and its effects on individuals and the society at large.

- 1 School children should be encouraged to work hard by providing scholarships to the best students in class. This will encourage competition among the students.

- 2 Some of the schools can be made partly day and partly boarding to cater for students who come from far and can afford boarding fees. This could reduce on late coming and escaping from school.
- 3 More meetings between school administrators, teachers, students and parents should be organized to sensitize the parents about their roles in disciplining their children.
- 4 To retain teachers in upcountry schools, government should consider introducing upcountry allowance in the remuneration scheme of teachers.
- 5 Government should provide more teaching learning facilities in schools to make the learning environment more attractive to students and teachers.
- 6 Computer facilities with internet should also be provided in schools so that students can access information relevant to their studies and to expose them to what is happening in the world like their counter parts in other schools.

5.3 Conclusions

The following conclusions were generated from the findings of the study.

The results obtained indicate that when the students are indiscipline the time for the study is disrupted and wasted. This greatly affects academic performance.

Teachers in Kabartonjo division, Baringo North District, Kenya, are qualified and perform their work well. Therefore the poor academic performance is not attributed to the teachers.

Schools in Kabartonjo division, Baringo North District, Kenya, were found to have limited facilities and this contributes to the poor academic performance. The schools with more facilities obtain better quality results than those with fewer facilities.

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QUESTIONNAIRES

QUESTIONNAIRE FOR STUDENTS

Dear respondent,

I am a student of Kampala International University carrying out an academic research on the topic "The Causes and Effect of Poor Academic Performance in Secondary Schools in Kabartonjo Division, Baringo North District, Kenya." You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: Do not write your name anywhere on this paper

Background information

1. Age

- a) 13-15 b) 16-18 c) 19-21

2. Sex

- a) Male b) Female

3. Class

- F.1 F.2 F.3 F.4

Please indicate the number that is appropriate to you or your situation on the right side boxes, using the rates given below.

Strongly agree	agree	disagree	Strongly disagree
4	3	2	1

(a) Discipline of students and academic performance

1.	Students regard towards school regulations	
2.	The level of discipline in our school is low	
3.	Teachers concern towards discipline is low	

(b) Facilities in school and academic performance

1.	We have adequate furniture in classrooms	
2.	We have a library with relevant books we use for academic purposes	
3.	The available facilities are adequate for studies	

QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am a student of Kampala International University carrying out an academic research on the topic "The Causes and Effect of Poor Academic Performance in Secondary Schools in Kabartonjo Division, Baringo North District, Kenya." You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: Do not write your name anywhere on this paper

Background information

1. Age

20 – 25

26 – 30

30 – 35

36 – 40

Above 40

2. sex

Male

Female

3. Highest qualification attained

Certificate

Diploma

Degree

Other

4. State whether you are a trained or licensed teachers

a) Trained teacher

b) Licensed teacher

Please indicate the number that is appropriate to you or your situation on the right side boxes using the rates given below;

Strongly agree	agree	disagree	Strongly disagree
4	3	2	1

Quality of teachers and academic performance

1.	Teachers in this school make schemes of work and lessons plans before going to teach.	
2.	Teachers in this school give exercises while teaching	
3.	Teacher make corrections in class with students after marking exercises	

(c) Facilities in school and academic performance

1.	We have adequate furniture in classrooms	
2.	We have a library with relevant books we use for academic purposes	
3.	The available facilities are adequate for studies	

INTERVIEW GUIDE FOR HEAD TEACHER

1. How long have you been a Head teacher in this school?
2. How do you rate the academic performance of your school nationally?
3. How many teachers do you have in your school? Please state the number of each group based on their academic qualifications.

Graduate -----

Diploma teachers-----

Licensed teachers-----
4. How is the relationship between students and teachers in your school?
5. Do you give guidance to students about their academics?
6. Could you account for the fact that some few students perform better than others under the same learning conditions?
7. What type of indiscipline commonly occurs in your school?
8. What do you consider to be the cause of indiscipline in your school?
9. Does indiscipline affect students' academic performance?
10. Could you suggest ways of minimizing indiscipline in your School?
11. Does your school have adequate facilities for teaching and learning?
12. If not what facilities are missing