

THE CONTRIBUTING FACTORS TO THE ACADEMIC PERFORMANCE OF
STUDENTS IN SELECTED SECONDARY SCHOOLS IN NAMBALE DIVISION BUSIA
DISTRICT KENYA

A Thesis

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In Partial Fulfillment of the Requirements for the Degree
Masters in Educational Management
And Administration

By:

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DECLARATION A

"This dissertation is my original work and has not been presented for a degree or any other academic award of any university or institution of learning'.

Benson MILIMU OMUSARU

Benson

Name and signature of Candidate

11/10/2010


Date



DECLARATION B

"I/WE conform that the work reported in this dissertation was carried out by the candidate under my/our supervision."

Signed: _____

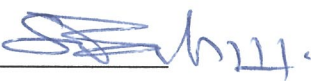


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11 / 10 / 2010

APPROVAL SHEET

This dissertation entitled " contributing factors to academic performance of the students " prepared and submitted by BENSON MILIMO OMUSANGA in partial fulfillment of the requirements for the degree of master in educational management and administration has been examined and approved by the panel oral examination with the grade of PASSED.

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DEDICATION

This effort is dedicated to my beloved parents Abuid Omusanga and Leonida Oyiera for the strong support through my studies.

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I wish to express my gratitude to all people whose support, both materially and morally have encouraged me to pursue and complete this work successfully.

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Lastly I also thank my wife and children for their continuous support throughout my education.

ABSTRACT

This study focused on the contributing factors to academic performance of the students in Nambale division of Busia district, Kenya with specific objectives to: examine the impact of parent's level of income and academic performance of the learners; establish the relationship between teachers teaching experience and learners academic performance and to establish the relationship between parents level of income and academic performance of the learners establish as well as determining factors that influence student's academic performance in K.C.S.E examinations. The research was based on descriptive survey and relied on qualitative and quantitative methods applied on the eight selected secondary schools by help of questionnaires as research instruments. The study respondents involved teachers, parents and students.

The findings showed that some aspects like level of education, income, interest of the teachers, students and parents do affect students' academic performance at K.C.S.E. Because of this, the study is guiding policy formulation to help in improving performance.

The researcher recommended the government to adopt a policy of helping low income parents and children from low income families. The researcher also recommended the teachers to have a positive attitude towards academic performance of the learners .

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ABBREVIATION AND ACRONYMS

BED	-	Bachelor of Education
E.A.C.E	-	East Africa Certificate Examination
I.O.D.L	-	Institute of Distance Learning
K.C.P.E	-	Kenya Certificate of Primary Education
K.C.S.E	-	Kenya Certificate of Secondary Education
K.I.U	-	Kampala International University
M.ED	-	Master of Education
P.G.D.E	-	Post Graduate Diploma ins Education
S.P.S.S	-	Statistical Packages for social sciences
S.M.T	-	Science Mathematics Technology
T.S.C	-	Teachers' Service Commission

CHAPTER ONE

INTRODUCTION

Background of the Study

Education is one of the most vital aspects of human resource development; Abiga and Odipo (1997), point out that, poor academic performance may result in learners having a low self – esteem and cause significant stress to the parent and even teachers.

A record of observation shows that, students from poor social economic status families in Busia District have higher chances of poor academic performance .Malnutrition due to poverty coupled with; parents’ economic status adversely affects the students' cognitive development. When students and teachers are malnourished, they do not perform well in school and are more susceptible to diseases (Prull, 2000).However, the performance trends of students in secondary schools in Nambale division have necessitated this research specifically to find out the causes of this. There is no uniform personality and child upbringing and this is caused by economic income which also creates social classes. Parents who are employed collaborate with fellow employees and are able to have new solutions to problems.

They are able to advise children and the teacher about their children than the very low class parents. Health differences among parents, students and teachers have a bearing in poor academic performance. The academic performance of

secondary school students in Busia District has been one of the worst in Kenya and in western province in particular. The available statistics from Kenya National Examination Council (2007) and Ministry of Education (2008) show that this District is always at the bottom of the rank in Kenya Certificate of Secondary Education National performance. Busia district performance has been declining steadily for the past four years. The situation is bad that over 70% of the students who sit for the fourth year National Examinations score below a mean grade of C- which is the average score. This is worrying because none of these students can join any of middle level college. Such is the situation in the district that now the parents are withdrawing their children from schools and other stakeholders are locking out head teachers from their schools accusing them of failing to achieve the required academic standards.

Statement of the Problem

For many years, secondary education has been viewed as academic preparation for entrance to higher education. More attention has been given to the relevance of what is taught at secondary level to prepare graduates for the labor market. Academic performance of students at K.C.S.E. examinations is a big issue in Busier district. This has become a matter of concern to all stakeholders, not only the district but in the province as a whole. The concern is based on the realization that there is a high percentage of wastage at this level. In an examination oriented education system like Kenya failure in examinations may

well mean failure in life .Its the belief of the people that low academic performance in K.C.S.E.in any district may affect the development of that area. This study therefore is aimed at filling this gap by finding out the factors which can influence the academic performance of students with particular reference to Busia District Secondary Schools in Kenya.

Purpose of the Study

The purpose of the study was to examine the contributing factors that influence the academic performance in secondary schools in Nambale division

Objectives of the Study

The study aimed specifically to determine the:

1. To examine the impact of parents level of income and academic performance of the learners.
2. To establish the relationship between teachers teaching experience and learners academic performance.
3. To establish the relationship between parents level of income and academic performance of the learners.

Research Questions

The following questions guided the study:

1. What is the impact of parent's level of income and academic performance of

the learners?

2. What is the relationship between teachers teaching experience and learners academic performance?
3. What is the relationship between parent's level of income and academic performance of the learners?

Hypothesis of the Study

1. There is a significant relationship between parent level of education and academic performance.
2. There is no significant relationship between teacher teaching experience and academic performance.
3. There is no significant relationship between parent level of income and academic performance.

Significance of the Study

The schools' management in the country will use the findings as a tool for measuring the level and rate of teachers, students and parents efforts towards academic performance in secondary schools. This will help the school managers to discover how much they have done and what more efforts needed for the society to fight the differences in the in the academic performance. The research findings shall enable parents to understand their economic responsibilities as a stakeholder and determine academic performance of the students. The

government will identify which factors influence academic performance of students and use them to consider teachers, parents and students as factors of academic performance.

The findings will help teachers, parents and education officers in education sector to understand the students' differences in terms of parenting and teaching and academic achievement. The study will be helpful to students' management in acquisition of more knowledge on determinants of academic performance on which they can base on for future research.

Scope of the study

The study covered secondary schools in Nambale division in Busia district. This division was selected because of its continued poor performance among the three divisions of Busia district. The study covered teachers, parents and students in secondary schools in Nambale division of Busia district. The schools selected are of all categories public, mixed, single sex day and boarding Nambale division is situated in Busia district in Western Kenya.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The chapter is composed of theoretical and conceptual frameworks. The conceptual factors will include Teachers' qualification, social stability, teaching experience and health. Students' health, discipline and attendance of schools. There are many different factors that contribute to the academic performance for example climate and weather, heredity, gender and culture. There is also the school environment considering factors such as learning resources, school policies, and teacher learner ratio and leadership styles of head-teachers. Then the characteristically incidences such as lateness, absenteeism and local language use at school that contribute to the academic performance differences.

Theoretical Review

The study is based on Skinner's motivation theory of learning (Skinner, 1958), which states that students motivation to undertake a task depends on expected reward. Efficient learning will occur when there is strong motivation of the learner to learn, by the teacher. This may be aroused by either extrinsic or intrinsic stimuli both of which are important in directing and regulating the learners' behavior towards attainment of desired goals. This implies that students should be motivated through various ways which may include advising them on

careers choices and provision of the required physical facilities. This would go a long way in improving the perception and performance of students. The preference and perception of the subjects by the trainees depends on interaction of several factors such as the kind of physical facilities available and their use in the school, the availability of relevant qualified human resources school practices and policies, teachers' characteristics in terms of regularity in school, experience, qualification, and students characteristics such as, health, discipline and motivation with regard to performance, some students believe that some subjects are difficult. They therefore perceive them negatively, which results to poor performance in examinations.

Eshiwani, (1993) as cited in Lauglo and Maclean (2005) argues that the education, moral, aesthetic, physical and practical capacities not just cognitive knowledge add to academic discipline. They add that practical subjects can have the additional justification that they allow students to learn from active doing than what is typical of academic subjects. Under this perspective, the teaching of practical skills and familiarization with the world of work does not need to be justified only as preparation for specific occupations. They thus come to contention that preparation in a general way for world of work is part of the rationale, but the subjects can be valued as general skills in practical design and problem solution. Education can be valued because it conveys knowledge about an important part of people's lives and purpose to enable young people to make better – informed choices about the future.

This prompts the researcher to carry out an investigation to establish whether the current trends in education in secondary education in Kenya point out to the idea of a well rounded education that can educate the whole person as propounded by famous educators.

Review of Related Literature

Parents' Levels of Education and Academic Performance of Students

Parents' education level is strongly associated with students' achievement. In general, children of parents with higher levels of education perform better on average (Garbarino and Benn, 1992). A family's attitude towards the education of their children makes a significant difference in the classroom achievements. Parents may not be present in the classroom, but have a profound influence on the ways their children view school and learning. The extent to which the parents support the school's objectives directly affects their children's academic performance (Magoon, 1972).

Parental education attainment, parental influence and expectations of child strongly affect the children's aspirations and achievements (Garbarino 1999).

Parents' Income and Academic Performance of Students.

Weibrich and Koontz, (1998) narrate that individuals' desires are conditioned by physiological needs arising from a person's background. He adds that what

people are willing to strive for is also affected by the organizational climate in which they operate in his observation also shows that at times, a climate may curb motivations and at some other times it may arouse them. Linking such to the conditions in most of the schools within the country, it is realized that the environment is not conducive, students trek long journeys to school and even most of the schools in such areas lack reading environment to foster good learning.

Ogwu (2004) says that the high income parents are able to provide their children with good books and other scholastic materials and the good home environment encourages their children to learn.

According to Man and Powell (1991) also found that parental behaviors due to the nature of income are related to social class. The higher the social class of the parents have is likely to hold high expectations and positive influence on the attainment of education. The higher the parents' income and fewer children, the more he/she becomes willing to pay higher education.

Higgins, (1968) financial difficulties and hence poverty in developing countries have been a major barrier to effective undertaking of the major government financial programs. In developing countries, there are many families whose members, despite full day's hard labor do not find it possible to make ends meet

in such away that children of tender age in such families have to work for their living. These, coupled with little government financing of the education sector makes many families unable to meet the requirements for their children's education and this contributes greatly to their poor performance.

Families with high socio-economic status level often have more resources in preparing their children for school as they have enough resources to provide the learning requirements for their children (Ogwu, 2006). Environments of low socio-economic backgrounds affect the children's' academic performance (Kitagawa, 1985).

Social development like emotions is learning of attitudes and the formation of habits of response. Our first social responses are to our parents and other members of our family, then through our wider circle of friends and relative to the people of our community, our religion, our nation or continent. The child's first environment is provided by this family but at a fairly early age (Farrant, 1990).

In all societies, people in high income, high education, and high status occupation groups that have the highest rates of active participation, attendance and even watching. The impact of social class on everybody's life often varies by age, gender, race and ethnicity and geographical reactions (Coakley, 1998). Young people from authoritarian families have higher rates of delinquency and aggressiveness. Parental authoritarianism in many cases brings about rebellion

and hostility in adolescents (Melgosa, 2002).

A good parent should always create time to play with his/ her children as this not only sharpens their social skills but also their intellect. Evening should be used as a time for bonding. Education and career should get older; career choice should be in their best interest because by then it is not a mere fascination as they would have discovered their talents. A good father is a close friend to his child not a disciplinarian. This is advantageous as he/ she has a chance to get to know his children deeper and more easily. The parents have to monitor the child's progress in school and supervise his or her homework. He ensures that the child is clean and monitors discipline issues closely to make sure that the child does not pick up bad traits from outside.

Apart from the obvious physical discomfort, a sick child could also experience psychological problems. Parents are not spared as some become filled with pity for their children and also feel overwhelmed by the added responsibilities of caring for a sick child. Not much has been put into minimizing the debilitating psychological problems experienced by children. This could be attributed to the fact that unlike the physical problems, the psychological problems that are basically in the victims mind.

In addition, many parents, care-givers and teachers often lack adequate information regarding the medical diagnosis of chronic illness and are thus unable to meet the needs of the affected children.

Children from poor families have problems, more accidents and exposed to

greater stress and violence than other children. Social status like any other variable, predicts educational outcomes but it consists of many components. In some districts schools particularly in urban and rural communities the school dropout ranges from 20-40%. Too many poor and minority students continue to attend schools that do not address their needs and in which they learn little. The extent to which the family supports the school objectives directly affects its children's academic performance (Cattell and Kline, 1977).

Not only do disadvantaged children usually come from homes where there are serious language deficiencies, there is frequently a lack of parent- child relationship to have the necessary stimulation for child-parent communication. The lower-class mothers' verbal style of communication with their children is usually restricted, while the fathers' are frequently verbally in active lower-class parental controls are often authoritarian with little or no explanation given for actions and discussions in a home environment that offers a very narrow range of thought and action, interchange of ideas will be very limited. The concept of using language for discussing issues and problems and communicating ideas is largely lacking in most lower- class homes. Cumulative effects of the early deficit in language development with continued limited environments stimulation frequently results in increase in language differences between disadvantaged and other school children with increased age (Deutsch, 1963).

The family not only transmits language patterns to the children, it transmits attitudes, beliefs and values. It is in the social climate of the family that aspirations and motivations for academic achievements find their first expression. Families of low social status usually lack successful role models among the adult or elder brothers and sisters for the child to emulate. Children's home environment is more important than the school's environment in predicting his scholastic performance (Bloom, 1964).

Teachers' Income and the Academic Performance of Students

The way and how a teacher behaves in a classroom, her teaching style or the methods used by the teacher, have been found to be of significant effect on students' performance. It has also been found that the school environment may be related to the contextual factors of the school, such as age of the school, experience of the teachers which affect academic performance and are not under the control of the school administration, but they have the authority to plan and implement suitable policies which can reduce the negative effects of the school contextual factors (Centerwall, 1995). He went further to say that Poor performance of students could be a resultant effect of teachers not being dedicated to their duties. They devote most of their time to their business giving little time to their students (Birch .A and Hayward .S 1994). Dewey, as cited in (Ventateswaran, 1977) contends we violate the learners' nature and render difficult the best ethical results by introducing the learner too abruptly to a

number of special studies of reading, writing and Biology. With the current subject centered curriculum, teachers focus their efforts and attention on making students learn topics in the subject and courses of study according to a fixed syllabus in a rigid, set pattern to enable them to pass asset of examinations.

The needs of the child are hardly put in mind and at some other times learners' loose interest in what is being taught.

In teaching, there are various methods which a teacher can use. It is therefore upon the teacher to vary the methods to achieve the desired results. He adds that in order to develop practical skills, students should be made to keep on practicing what is done in classroom theory by putting it into practical skills.

Teachers Teaching Experience and Academic Performance of Students

Teachers should be versed with the syllabus and subject matter should be aware of examination requirements of the subject should be knowledgeable in the subject, be able to design models of tests and in general create a healthy learning environment (Bakhda 2004). Research suggests that experience can be a factor acting as a "teacher" and a "sharpener" for better understanding of a subject to be learnt and that experience might be significant to an individual depending on what one has acquired earlier and how one applies it to new learning (Richet, 1994). Age and experience is closely related to quality teaching. Gwigu *et al*, (1983) while testing the decremental theory of ageing which states that abilities deteriorate and speed of performance decreases as chronological

age increases, found out that all the workers generally earned more, were absent less, had few accidents and had less turnover rate than younger workers. Some studies have suggested that teachers' experience is more important in primary and lower secondary education as oppose to higher level education (Psacharopoulos and Woodhall, 1985, Hastings and Croll 1996, Thias and Carnoy, 1972), Haron (1977) in his study in Malaysia concludes that length of a teacher's experience was associated with performance but only among qualified staff.

Teachers with long teaching experience tend to develop strong introduction and classroom management skills (Cailods, 1998).

Nevertheless, Hanusheck's, (1989). Study in Malaysia concluded that length of teacher experience is associated with pupil performance, but only amongst highly qualified teachers. Globe and Potier concludes that prolonged practice of a profession does not of itself guarantee any improvement in competence.

Eshiwani (1986) attributes poor performance in most private schools to lack of teaching experience. Ojwang (1995) also found out that the lower the number of experienced teachers in schools, the lower the level of students' performance and vice versa. Agwanda (2002) attests to the same view.

Teachers' Attitude and Academic Performance of Students

Involvement of the community in the schools particularly in rural areas has the potential for stimulating development and for bringing life to vast areas that are

gradually dying but requires significant changes in existing attitudes among teachers and the public. Development of this kind need a stable teaching force with teachers willing to serve in rural areas long enough for leadership to be established and for them to be accepted by communities. Involvement of the community also lays responsibilities on local communities to do all they can for their teachers and provision of essential equipment and housing keeping within professional status (Farrant, 1999).

People who are not good at doing things will inevitably experience failure while those who are more competent will experience success. In relation to the topic, both teachers and students should try to improve their teaching and learning skills to be more competent and therefore achieve higher. (Birch and Malim, 1988).

The most effective parents are accepting firm parenting conditions and encourage autonomy in their children. This type of parenting is known as authoritative parenting, the authoritative parenting promotes competence, maturity, academic success and it can also offset negative peer influence. Parents' expectations, students' perception and other factors such as prior achievement, effort, family income, gender, parental involvement and parental communication, account for over 70% of the variance in academic performance (Cooksey 1996). Several studies have revealed that teachers have got negative attitude towards mathematics (Mc' Cupely, 1995; Munyao, 2003).

Research also suggests that mastering of teachers' work can be blocked if their customary beliefs and attitude are threatened so as to defend themselves (Decker and Barry, 1985). This idea implies that teachers need full support from parents, other teachers and administrators so as to avoid excuses for not effectively teaching subjects such as mathematics. Teachers also need encouragement so as they can have positive attitude towards their work and the students they teach. (Whitebook, 1989). According to Oketch (1997) in a study of teaching effectiveness as a factor of teachers' attitude towards students there is a positive correlation between concept, attitude and effective teaching.

Teachers' Professional Qualification and Academic Performance of Students.

Schools supported by parents of low socio-economic status had fewer professionally trained teachers than that of the high achieving schools. Professional qualifications are important in education. The professional skills of the teacher establish a productive classroom atmosphere from the start by means of good organization and carefully planned teaching structures (Farrant 1980).

The primary role of a teacher is to create conducive atmosphere for learning. A teacher should be able to assess the level of his students and plan for his work according to his findings.

The ability to be versatile in employing teaching style is an integral part of a teacher's qualification. A teacher should be able to impart his students the content of the subject he teaches. The teacher should be a good manager of time, students under care and plan his work for each day, week, term and the whole year. Globally the level of education attained by each individual varies. The same case applies to teachers. Studies have suggested that those who opt to teach vary in their education levels. The high percent of the primary school teachers in Kenya as well as pre-school teachers were dropped out from school or had low level of education (Mambo, 1986; Kabiru 1983). Education levels also vary with secondary school teachers (Wadwenda, 1986; Munyao, 2003). The low level of education in teachers had been found to have a negative impact on the teachers comprehending the content while at college (Otaala, 1981). Hence low education can be a hindrance to teachers understanding and grasping of the content taught in college. Thus high level of education may be necessary for understanding and attaining high scores. The quality of teachers is often judged on the basis of the teacher's academic and professional qualifications. According to Nguru *et al*/ 1987, both professional and academic qualifications of a teacher matter. Sifuna, (1973: 82) states that "judged by the Students gain score on means, it is seen that Division 3 and E.A.C.E. fall in the lower ranges.

A sizeable number of Division 1 and 2 perform quite highly". According to these findings academic performance is a good predictor of teaching ability; hence

teachers who perform well academically will make good teachers, while those who perform poorly academically will make poor teachers. Vaizey, (1969) agrees with this finding as he states that a satisfactory home background plus competent education increases the number of able people. Peaker (1976) showed that teachers with more post secondary education achieve more with their Students than teachers with less post secondary education. Gumo, (2003), in her research on teachers of art and craft in pre-schools, established that teachers' performance in teaching art and craft improved with high academic levels. Academically good trainees make excellent or good teachers while those academically lower make either very good teachers or fairly good teachers. Achola's study, 1990 to establish whether or not the differences in academic achievement among schools in semi-arid Kajiado District were linked to selected teachers' traits, perceptions and having related behaviors found positive correlation between teachers' education attainment and school examination performance.

Consistent with this, Saha (1983) found that better educated and/or better trained teachers produce positive learning outcomes. Cuttance, (1980) in reviewing other literature observed that both teaching experience and qualification have in general been shown to be positively correlated with students' achievement.

Farrant, (1980) explains that teaching has become a much more professional job

and therefore there is need for precise preparation and training for the teacher (Globe and Porter, 1977). According to UNESCO, (1964) many teachers feel that inadequate preparation during the training period is the cause of some of their difficulties in their teaching work. Gardener, (1977) also agrees that teacher training enables a teacher to make a difference in delivering and handling of students.

Vespor, (1992) suggested that teachers are central to change process and that a well designed and well implemented teacher training program is crucial for this process. International review of studies dealing with effectiveness of teachers including the one commissioned by the World Bank indicates that selection and training of teachers are important means of improving the performance in learning. Despite the known effects of teachers and education efficiency and effectiveness, most developing countries keep a high percentage of untrained teachers and have poorly designed and equipped training programs (World Bank, 1980).

In Brazil training levels were found to have significant effect on achievement (Lockhead *et al*, 1981). According to UNESCO (1994) a well trained teacher is the most important component of high quality education, whether in schools or in all other settings where an organized learning takes place. Hussein, (1981) observes that on the quantitative level most chemistry school teachers are under qualified and under trained, a situation that has a negative impact on teacher

efficiency. World Bank (1988) explains that added to teacher qualification, staff development programs should be put in place with the aim of updating teachers with new development in their areas especially on content and methodology (Farrant, 1992). The issue is no longer whether teacher training qualification makes a difference (Psacharapoulos and Woodhall).

Student's Health and their Academic Performance.

Children, who experience poverty, have health problems, usually due to lack of medical care. More of these children die in the neonatal and infancy periods. They also suffer from more accidents than more economically fortunate children and are exposed to greater stress, occupational, financial and housing. We know that parental stress can often translate into poor parenting practice (depression, irritability, and abuse), which can lead to behavioral and emotional problems and academic difficulty for children. At times, these children are often witnesses and are the targets of violence such as physical assaults and rape. The chronically ill child isolates himself from others. Owing to nature and extend of illness the child may fail to participate in activities that facilitate the development of friendship. Since man is inherently social, the child may suffer from severe loneliness. Some parents try to keep the illness a secret but this has adverse effects on the child. It is punitive to restrain the child from sharing his/ her feelings with peers or the teacher. This promotes poor self image and lack of self confidence. They spend a lot of energy, trying to hide the abnormality, leaving others guessing what the

problem could be and causing unnecessary isolation. (Waithakas 2002 @yahoo.com).

Students' School Environment and their Academic Performance

The school environment is separated into, instructional, structural, human, political and cultural. The leadership behavior of the principal of the school is considered to be an important component of the school environment. Teacher efficacy and time – use and students' learning efficacy and attainment test scores are assumed as dependant variable to assess their relationship to school environment. A competitive study environment can enhance better social relationship among the students engagement in study (Bakhda 2004).

Some children are frequently absent from school sometimes for a long time which affects their performance. As a result, some have to keep repeating classes and often lag behind their age mates. Sometimes the types of illness or its symptoms cause their children to avoid the child. Some illness interferes with the physical appearance and this exposes the child to fearing, leading to low self – esteem and hopelessness. Such a child may become so preoccupied with his misfortune that he fails to pursue his life goals and becomes vulnerable to anxiety, mood swings and depression. (Daily Nation Wednesday June11, 2008).

Student -Teacher ratio and Academic Performance

The ever increasing number of Students who join secondary education from primary schools is now an impending factor towards the progress of learners since most of the available schools have limited facilities. Both free primary and secondary education has ushered in many challenges which in some cases constitute a threat to quality education as they tend to overwhelm the stakeholders leading to diminished levels of commitment. The overwhelming constraints and human decision which characterized the implementation of universal secondary education have in many cases thwarted operation in secondary education causing a marked decline in academic standards. Some reform measures are introduced and implemented in a haphazard manner a state which creates tension [Levin, 2005].

Students' Attitude Towards school and their Academic Performance

The provision of quality and relevant education and training are dependent on among other things, interest and attitudes of the learner, the supply of adequate equipment and learning materials all of which have an overall effect on the acquisition of skills and attitudes (Kilonzo, 2007). It shows that, in addition to interest, adequate and relevant teaching materials if properly used can boost the learning of even otherwise abstract concepts. Too much theoretical teaching by the teacher at the expense of many simple coordinated classroom activities makes the subjects appear abstract and thus disliked by the learners.

Migot and Tan, (1985) argued that the quality of education a school system offers partly determines the rate of wastage. A state of hopelessness crops in among students on realization that in that education little quality would be achieved.

Gichui, (1996) argues that the attitude and subjects are not learned separately, but simultaneously through complex interaction. He adds that students with a positive attitude in class are likely to perform much better than those with a negative attitude. It had been noted that many students who have a negative attitude towards some subjects will avoid reading them and subsequently, they will not perform well.

The quality and quantity of education attained by the child is closely associated to parents' education attainment levels as well as their economic status in society. Therefore, in instances where the environment is poor, students have been subjected to poor performance (Wlodkowki and Raymond 1986).

Conclusion

This chapter generally looked at the citations of other scholars with reference to the topic under study. The literature gathered portrayed such factors like poor government facilitation to schools to foster effectiveness teaching ratio of teachers to students, health of teachers, their qualifications attitudes towards schools and students and their teaching experiences. Parents level of education, their attitude, their income and their health. Student's health, attitude, discipline

and gender as they affect academic performance. However, these are not the only factors responsible for the poor performance of students.

Conceptual Framework

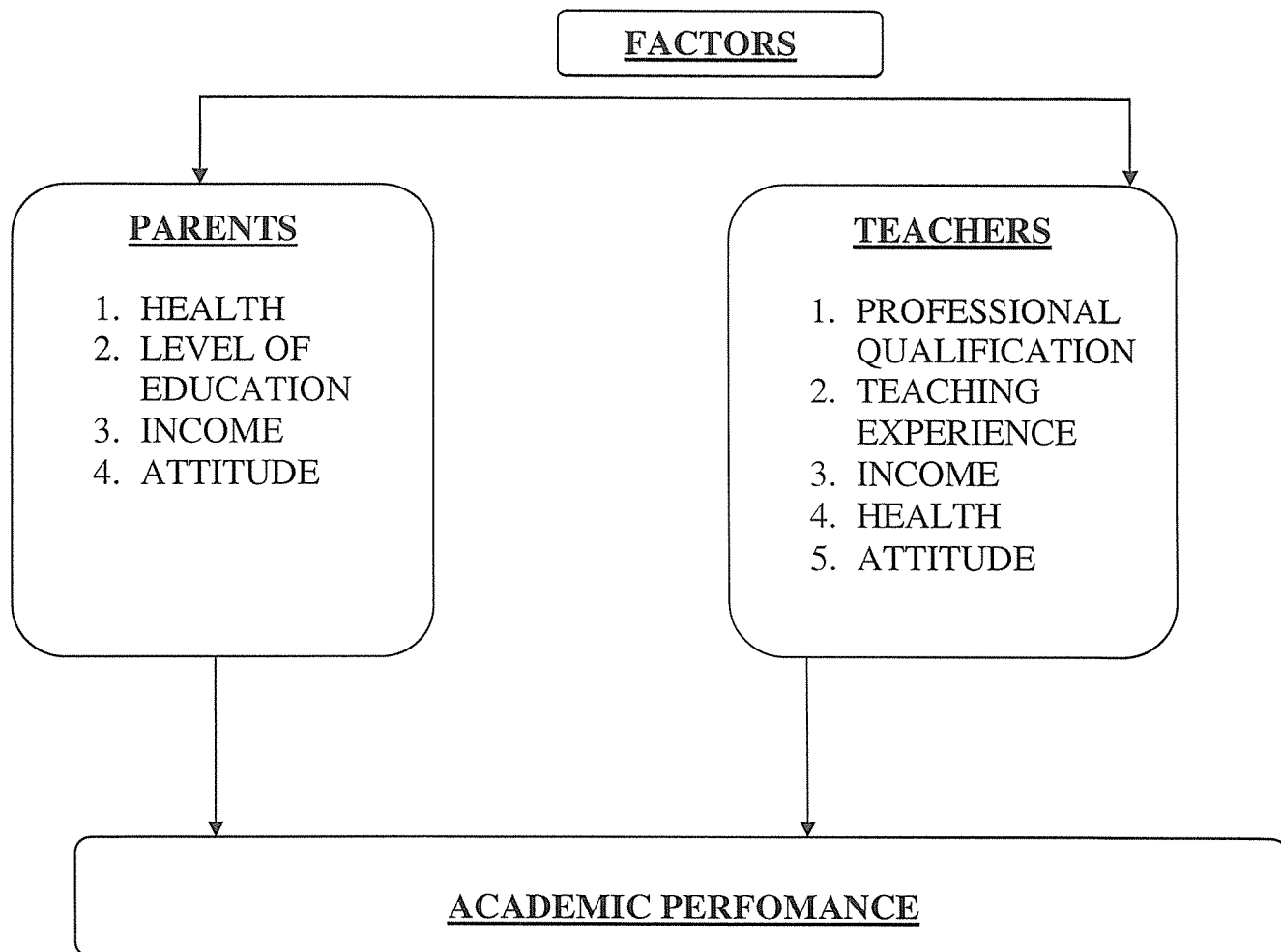
The research shows what contributes to poor academic performance in relation to qualification, health, experience of teaching, income and social stability of the teachers as well as Parents' health, income, level of education and social stability. Students' health, discipline and attendance in schools.

Mutai (2000), conceptual framework refers to, when a researcher conceptualizes the relationship between variables in his study and shows them graphically and diagrammatically. The purpose is to help the reader quickly see the proposed relationship of concepts (Mugenda and Mugenda 1999).

The conceptual framework in this study shows the factors that influence a student's academic performance. The main variables which influence the students' academic performance are qualification, health, teaching experience, income and attitude of teachers as well as Parents' health, income, level of education and social stability.

If interaction of these variables is good, then there is high academic performance but if it is bad there is low academic performance. Refer, Fig2.1 a head.

Figure 2.1: Factors that influence academic performance in secondary schools.



Source; Bass (1985)

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter particularly looked at the design adopted for this particular study, the sample size of factors, the respondents for the study, research instruments and how data analysis will be affected.

Research Design

The Researcher used a descriptive design which is a method of collecting information by interviewing or administering questionnaire to sample of individuals (Orodho, 2003). This is because descriptive survey was used in preliminary and exploratory studies which enabled Researcher to gather information, summarize present and interpret them for the purpose of clarification.

Research Population

The study targeted population of 60 parents, 50 teachers and 200 students of all secondary schools in Nambale division which sat for K.C.S.E Examinations between 2005 and 2007.

Sample and Sampling procedure

The division where the study was carried out has a total of 10 secondary schools. The study covered all secondary schools in the division. There was no sampling since the whole population of schools was to be used in the study.

Purposive sampling was used to select the teachers and parents who were involved in the study. Eligible teachers, students and parents were those who had been in the school for more than one year. The researcher used a sample of 30% of the population cases as required for descriptive research as purposed by Kasomo (2006).

Research Instruments

The researcher used questionnaires which were self administered for teachers, parents and students.

The use of questionnaires is a very popular method of data collection in education because of the relative ease and cost effectiveness with which they are constructed and administered to large sample

Validity and Reliability

To ensure content validity, the researcher carried out a pilot study involving eight teachers, three parents and ten students. In each case, the respondent was asked to state whether the instrument ensured content validity after filling the questionnaire. All the items in the instrument were discussed and their

adequacy, content, substance and relevance evaluated and this led to the inclusion of additional issues and exclusion of relevant issues.

Grinnel (1993) observes that reliability tries to check whether the same results are got when the instrument is used different times with other factors like respondents perception being constant. For reliability of the instruments, the researcher used the test-retest techniques. The researcher administered the questionnaire to two schools of the target population of the study. The schools were randomly selected/sampled from the ten schools.

The researcher administered the same group of respondents after two weeks.

Data collection and Analysis

Both qualitative and quantitative methods were used for data analysis as the study generated both qualitative and quantitative data. Content analysis applied to the students', teachers' and parents' explanations in the questionnaires.

Data analysis

Once the data was collected, it was coded and analyzed by use of descriptive statistics such as frequencies percentages, means, modes, medians, standards deviations, variances and correlations. The researcher then worked out the correlation between the teachers' and parents' contribution against the students' academic performance and established the correlation between the three variables ranging from high to very low.

Ethical Considerations

The researcher- respondent relationship was good by treating the respondents with respect (Mark, 1996). Each respondent was treated as an autonomous individual. Each individual's rights including the rights not to participate in the research was granted. The researcher ensured that the study caused no harm both physical and mental to any respondent. Any embarrassing questions were not asked and no respondent was exposed to any discomfort.

Limitations

Schools' administrators being suspicious of the researcher's intentions to carry out such a study in their schools because schools have a tendency of competing in Kenya National Examinations (K.C.S.E) every year. Being the first time to do the program, I lack the experience in research. Hence, the study will be limited to a small sample size and a number of schools in the division and not the whole district because of its vastness.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

Introduction

In this chapter the results of the study are presented, analyzed and interpreted in the context of the purpose/ objectives and research questions as they were formulated at the beginning of the study. The study was intended to investigate and establish the relationship between parents, teachers and student's on achieving academic goals. The study focused on the following: Parents, Teachers and Student's behavioral aspects against Academic Performance. To achieve this objective, the respondents were asked to respond to:

To examine the impact of parents level of income and academic performance of the learners.

To establish the relationship between teachers teaching experience and learners academic performance.

To establish the relationship between parents level of income and academic performance of the learners.

Personal Data of Respondents

Figure 4.1: Respondents by educational level

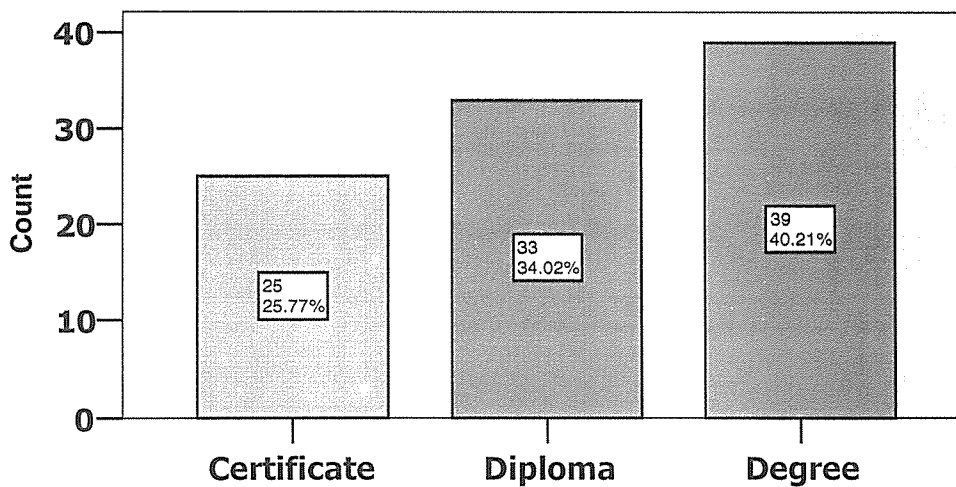


Fig. 4.1: Respondent category by education level

The above table indicates that majority of the respondents were degree holders with 40.2%, diploma with 34.0% and certificate with 25.7%. This implies that most of the respondents were educated.

Figure 4.2: Respondents by age

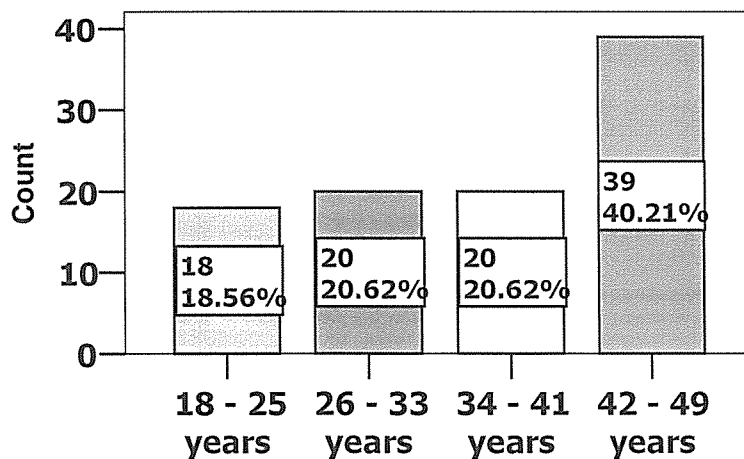


Fig. 4.2: Respondent category by age

The above table indicated that majority of the respondents were aged between 42-49 with 40.2%, 34-41 with 20.6%,26-33 also with 20.6% and 18-25 with 18.5%. This implies that majority of the respondents were mature parents.

Figure 4.3: Respondents by Gender

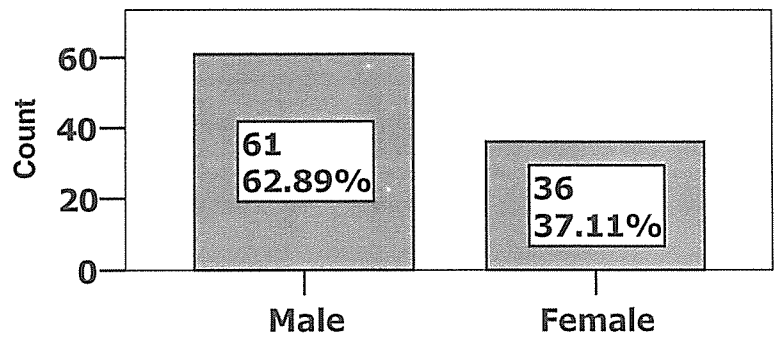


Fig. 4.3: Respondent category by sex

The above findings indicate that majority of the respondents were males with 62.8 and females with 37.1 %. This implies that most of the employees were males as compared to females.

Figure 4.4: Marital status

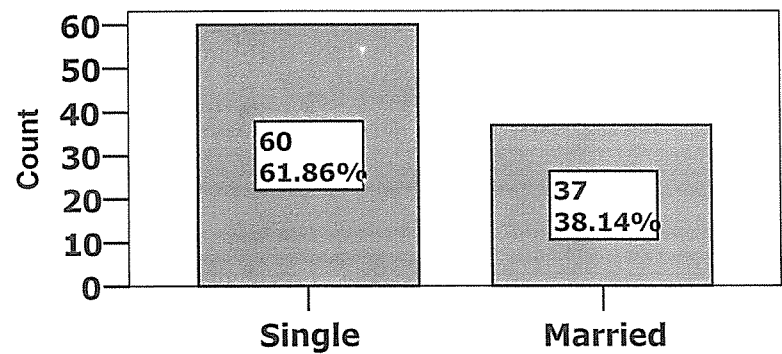


Fig. 4.4: Respondent category by marital status

The above table indicates that majority of respondents were singles as compared to married with 61.8 and married with 38.1%. This implies that most parents are single.

Data Analysis

Table 4.1: Parent's income

Factors	Mean	Std. Deviation
Parents' income		
Majority of the parents cannot afford paying for their children	1.90	.835
Parents income is low	2.24	.750
Parents participate in improving learners academic performance	2.69	.466
Parents send students to school without school fees.	2.75	.562
Most parents are unemployed	1.75	.969
Parents are responsible for providing food to the learners	1.92	.277
Parents cater for all the basic needs of students.	2.92	.277
Parents are poor and they cant afford paying school fees for their children	2.96	.946
Parents are mainly involved in small scale business	2.93	1.563
Majority of the parents suffer to get day to day income	1.00	.000
Parents can provide medical care to the children	2.00	.000

The independent variable in this study was investigation of the factors affecting academic performance and these included parents income, parents attitude and teacher teaching experience. Parent's income measured with eleven qualitative questions in the questionnaire. Each question was Likert scaled between one to eleven (1-11), where 1=strongly disagree; 2 disagree; 3=agree and four =strongly agree. People were required to rate their level of income by ticking the relevant number in the box. Their responses were analyzed using SPSS's summary statistics showing the means and standard deviations, as indicated in table above. -

The questions on the parents income was measured agreed (mean ≈ 3). The findings indicated that majority of the parent's income was low, parents were mainly involved in small scale business, parents were unemployed and most parents suffer to get day to day income.

Table 4.2: Teacher attitude

Teacher attitudes	Mean	Std. Deviation
Most teacher have negative attitude towards teaching	3.00	.000
Teacher don't explain in class	3.44	1.118
Teacher are always absent	4.28	1.477
Teachers are motivated to teach	1.49	.792
Teachers deliver to their best	2.15	.667
Teachers assist students in learning	2.69	.465
Teachers help students in need of assistance	2.53	.694
Teacher punish students with a reason	2.34	1.345
Teacher follow the time table	1.88	.331
Teacher provides practical examples	2.36	.616
Teacher abuse students in class	3.64	.483

The independent variable in this study parents attitude, measured with eleven qualitative questions in the questionnaire. Each question was Likert scaled between one to eleven (1-11), where 1=strongly disagree; 2 disagree; 3=agree and four =strongly agree. Teachers were required to rate their attitude by ticking the relevant number in the box. Their responses were analyzed using SPSS's summary statistics showing the means and standard deviations, as indicated in table above. The computed mean was agreed (mean ≈ 3), which came out to have a mean of 3.64. This implied that majority of the respondents agreed that teachers have a negative attitude towards which affects the academic performance of the students. The finding indicated that majority of

the teachers are always absent which affects the academic performance of the students.

Table 4.3:Teacher Experience

teacher experience	Mean	Std. Deviation
Teachers use practical examples	1.31	.465
Teachers involve learning in class teaching	1.99	.788
Teachers use good reading materials	2.60	.493
Teachers encourage students to read hard	2.12	.633
Teachers use many test books	2.15	1.349
Teachers provide reading materials to assist learners	1.79	.407
Teachers provide counseling and guidance in class	2.67	.688

The independent variable in this study teachers experience measured with seven qualitative questions in the questionnaire. Each question was Likert scaled between one to eleven (1-7), where 1=strongly disagree; 2 disagree; 3=agree and four =strongly agree. Teachers were required to rate their attitude by ticking the relevant number in the box. Their responses were analyzed using SPSS's summary statistics showing the means and standard deviations, as indicated in table above. The computed mean was agreed (mean ≈ 3), which came out to have a mean of 3.64. This implied that majority of the respondents agreed that teacher teaching experience greatly impact on academic performance of learners.

Table 4.4: Pupil performance

Indicator of students' performance	Mean	Std. Deviation
Students' participation	2.5129	.44101
Answering questions asked	3.27	1.036
Asking questions where they have not understood	1.79	0.594
contribution of ideas	2.30	0.724
Completion of exercises and home work given	2.69	0.465
Students' doing of correction	2.1168	.50010
Taking books for marking	2.47	0.597
Making corrections after marking	1.96	1.282
Asking for correct answers for questions they have failed	1.92	0.277
Students' attendance	2.0584	.64192
Attending lessons	2.41	0.813
Punctuality in all lessons	2.24	1.144
completion of lessons	1.53	0.614
Students' doing of revision	2.0284	.60043
Revision of books in the library	2.21	0.957
Revision of exercise books in class	2.48	0.818
Completing home work given	2.08	0.886
Asking questions from teachers during their free time	1.34	0.789
Students' scores	2.2759	.25300
Students' scores in the exams of term was	1.92	0.277
Students' performance in exams of previous year	2.92	0.277
Students' performance in the last National exams	2.20	1.057
Students' scores in the class test last done	1.64	0.753
Students' scores in class exercise done last	2.18	0.768

The dependent variable is study student's performance which as measured in terms of students participation, with 2.1168. Pupil's attendance with 2.0584, Students doing of revision with a mean score of 2.0584 and Students scores with a mean of 2.2759. This implies that majority of pupil's academic performance is marjory on participation and doing revision.

Table 4.5: Pearson's Linear Correlation Coefficient results correlating parents' income and Students' performance

Variable (indices)	Sample	Mean	Std.Deviation	r value	Sig.
INCOME	97	2.2759	0.25300		
PARTICIPATION	97	2.5129	0.44101	0.476	0.000
CORRECTN	97	2.1168	0.50010	0.260	0.010
ATTEND	97	2.0584	0.64192	0.514	0.000
REVISION	97	2.0284	0.60043	0.593	0.000
SCORES	97	2.1691	0.37007	0.105	0.304
PERFORMANCE	97	2.1771	0.33640	0.633	0.000

The r value suggest a positive significant relationship between parents income and academic performance of learners with ($r = 0.336$ sig. = $0.000 < 0.05$). Thus, the stated research hypothesis is accepted, leading to a conclusion that parents income and academic performance of the Students are significantly correlated, at 0.05 level of significance.

Table 4. 6: Pearson's Linear Correlation Coefficient results correlating teachers' attitude and Students' performance

Variable (indices)	Sample	Mean	Std.Deviation	r value	Sig.
ATTITUDE	97	2.7095	0.31152		
PARTICIPATION	97	2.5129	0.44101	0.548	0.000
CORRECTN	97	2.1168	0.50010	0.064	0.532
ATTEND	97	2.0584	0.64192	0.703	0.000
REVISION	97	2.0284	0.60043	0.667	0.000
SCORES	97	2.1691	0.37007	0.100	0.328
PERFORMANCE	97	2.1771	0.33640	0.691	0.000

The r value suggest a positive significant relationship between teachers attitude and academic performance of learners with ($r = 0.2.7095$ sig. = $0.000 < 0.05$). Thus, the stated research hypothesis is accepted, leading to a conclusion that teachers attitude and academic performance of the Students are significantly correlated, at 0.05 level of significance.

Table 4.7 Pearson's Linear Correlation Coefficient results correlating teachers' experience and Students' performance

Variable (indices)	Sample	Mean	Std.Deviation	r value	Sig.
EXPERIENCE	97	2.0916	0.37016		
PARTICIPATION	97	2.5129	0.44101	0.659	0.000
CORRECTN	97	2.1168	0.50010	0.242	0.017
ATTEND	97	2.0584	0.64192	0.755	0.000
REVISION	97	2.0284	0.60043	0.796	0.000
SCORES	97	2.1691	0.37007	0.097	0.347
PERFORMANCE	97	2.1771	0.33640	0.838	0.000

The r value suggest a positive significant relationship teaching experience and Students performance with ($r = 0.659$ sig. = $0.000 < 0.05$). Thus, the stated research hypothesis is accepted, leading to a conclusion that teacher's experience strongly relate to the academic performance of the Students at 0.05 level of significance. The findings also indicate that when teachers are experienced they perform better and those who are not experience.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS, RECOMMENDATIONS

Introduction

This chapter focuses on the discussions of the findings, conclusions and recommendations. Finally, the chapter ends with suggestions for further research. The findings were based on the research objectives as follows:

To establish the relationship between parents income and academic performance of students.

To establish the relationship between teacher teaching experience and academic performance of the students.

To establish the relationship between teacher attitude and academic performance of the students.

Discussion of the Findings

Relationship between teacher teaching experience and academic performance of the students

The study indicated that there was a very positive relationship between teacher experience and academic performance of the learners. This implies that when teachers have the required experience, they can be able to perform effectively. Teacher experience was measured on teacher's use of practical examples, teacher's use of good reading materials and teachers encouraging students to read hard. The findings indicated that majority of the teachers who have attained enough experience have greatly helped the students to achieve their academic performance.

Relationship between parent's income and academic performance of learners

The findings revealed a strong relationship between parent's income and academic performance of the learners. The findings indicated that majority of the parent's income is low, parents are not employed and most parents are poor and they cannot afford paying school fees for their children. Due to parent's income status, majority of the parents have not been able to take their children to school and even cater for their children.

Relationship between teacher's attitude and academic performance of learners

The findings revealed a negative relationship between teacher's attitude and academic performance of the students. This implies that negative attitude of the teachers towards education and the academic performance of the students. The findings also revealed that most teachers do not explain in class and they are always absent and abuse students in class. The negative attitude of the teachers clearly indicate why the students perform poorly. According to Vespour (1992), teachers are central to change process and a well designed and a well implemented teacher training program is crucial for this process. Head teachers being transformation leaders need to inspire others with their views. But no man can climb out beyond the limitations of his own character (John Morkey, 1976). This means that teachers can only perform if the Head teacher leads by example. Teachers should take an active and personal approach to influence others, parents and students.

Teachers as transformational leaders are expected to alter feelings, desire and expectations of others, parents and students. They should change perceptions of the possible and desirable. Teachers as leaders should develop new approaches to long standing problems and new options to open issues regarding academic performance.

The data has revealed that salary paid to teachers is discouraging. This has demoralized them and has caused many teachers to leave teaching to go for other jobs or part time jobs or business thus making the interest of the students second and having a negative impact on academic performance of the students.

According to Richet (1994), experience can be a factor acting as a "teacher" and a "sharpener" for better understanding of a subject to be learnt and that experience might be significant or insignificant to an individual depending on which one has acquired earlier and how one applies to a new learning . Although poor result in K.C.S.E. demoralizes the teachers, they should be used to gauge their effectiveness in applying new skills and methods to improve students' academic performance. Age and experience are closely related to quality teaching (Giniger, *et al*, 1983). Incompetence of the teachers is results of many reasons among which being improper training, lack of commitment, lack of motivation and job security especially in private schools which strive for instant results to compete others irrespective of low input. These have really resulted into poor performance with the teacher at the fore front. Taking other educational requirements as the fuel and the student as the vehicle, the teacher suits in the position of a driver because a car without fuel cannot maneuver itself through.

Kassin (2001), explained that if one thinks he/she is being overpaid or underpaid should feel distressed and try to relieve that unhappiness state either by restoring actual equity or not taking duty seriously. People with high self esteem are confident and bring to new challenges a winning and motivating attitude towards their work. Those who develop a self defeating attitude bring to new tasks a losing attitude that discourages their viciousness in handling their tasks. When such people expect to fail, they become anxious, exert less effort and "tune out" on life's important challenges. Then when they fail, they blame

themselves and this makes them feel worthless and even more incompetent (Brockner, 1983 and Brown and Dutton, 1995).

Conclusions

Based on the interpretations and findings of the study, the researcher was driven to make the following conclusions.

Teachers need to change their negative attitude in order to be able to help the learners the teachers should understand that without their support learners cannot be able to perform to their best.

The teaching experience of the teachers was emphasized and the findings indicated that most teachers are experienced with teaching but only have negative attitude towards teaching as a result of low pay and lack of other motivations. Most teachers are not comfortable with the salaries offered by the employers. So, there is a lot of demotivation, laxity to take up duties and even if they take them up, they are not effective. Because of this, they have engaged themselves in part time jobs and businesses to beef up their finances.

Many parents their income is so low that they cannot afford paying schools to their children which affects their academic performance. A good number of parents are not highly educated and therefore do not discuss with their children matters concerning academics. Due to parents' income status they have left that responsibility to teachers. In this case students use this opportunity to engage in activities not related to academics when they are out of school which is a drawback to their academic performance.

Most parents responded to have missed paying fees for their children due to sicknesses. This reduces the concentration of students in schools and they may as well be psychologically affected.

Recommendations

The researcher has recommended the following

The schools should help parents from low income families to provide basic need such reading material, food, shelter

The government to come with good strategies of retaining and continuous learning of teachers. This may take care of the student-teacher ratio and turnover of teachers from schools.

The government to put in place proper deployment policies which will clearly stipulate the maximum period of time a teacher will be in a school to avoid overstaying in one station.

The government should increase the amount offered by bursaries to help those parents who are financially handicapped to avoid students dropping out of schools.

The government to reinforce gender policy in education to take care of the girl child education which is being threatened.

Intensify departments such as guidance and counseling to take care of indiscipline cases boosting of social ethics in schools.

Suggestions for Further Research

The researcher shall cover more on learner's attitude and their academic performance. The study will clearly indicate how the attitudes of the learners can influence how they perform in class.

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NDIX 1

REPUBLIC OF KENYA
MINISTRY OF EDUCATION



DISTRICT EDUCATION OFFICER
BUSIA DISTRICT,
P.O. BOX 15,

7th September, 2008..

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FROM IT MAY CONCERN:

THORITY TO CONDUCT RESEARCH

ice authorizes Omusanga Benson TSC.No. 29922. Admission No. M.E.D
2 DF to conduct research in secondary schools in Nambale Division.

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District Education Officer (K)
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APPENDIX 2

10.11 DISTRICT KCSE EXAMINATION TRENDS 2001-2007 (LARGER BUSIA)

YEAR	ENTRY	A	A-	B+	B	C+	C	C-	D+	D	D-	E	X	Y	Z	M/S	M/G	
2001	1499	-	11	32	56	130	185	293	349	287	132	18	-	3	3	-	5.59	C
2002	1483	-	17	33	55	112	184	219	335	309	160	50	1	7	1	-	5.43	C
2003	1453	2	13	39	89	138	180	284	317	228	131	30	-	2	-	-	5.76	C
2004	1564	-	17	47	94	137	201	281	349	278	121	24	-	5	8	2	5.75	C
2005	2010	4	20	71	108	182	291	404	398	318	172	34	2	4	-	2	5.846	C
2006	1931	3	15	35	85	129	221	355	177	360	207	41	-	3	-	-	5.474	C-
2007	2366	1	22	49	92	190	311	465	530	407	227	51	-	16	5	-	5.595	C

10.12 KCSE QUALITATIVE COMPARATIVE ANALYSIS 2001-2007

YEAR	ENTRY	GRADES							MSS
		B+ ABOVE	B- to B	C- to C+	D- to D+	E	X	Y	
2001	1499	43	136	827	437	0	3	3	5.59
2002	1483	50	167	738	519	1	7	1	5.43
2003	1453	54	227	781	389		2		5.76
2004	1564	64	231	831	423		5	8	5.75
2005	2010	95	292	1106	510	1	4		5.846
2006	1931	53	214	1053	608		3		5.474
2007	2366	72	282	1306	685		16	5	5.595

APPENDIX III
TEACHER QUESTIONNAIRE

Dear Respondent,

This is a questionnaire designed to assist the researcher to complete the academic research project on contributing factors towards performance of students in secondary students partial fulfillment for the award of a master's degree in masters in educational management. Results of this study will be confidentially treated and only used for research purposes. Your participation is voluntary, and your name may not be required.

SECTION A: Background Information

Please encircle the applicable answer, and kindly be as objective as possible.

1. What is your highest level of education? (Please tick the highest)

(1)Secondary (2) Certificate (3) Diploma (4) Degree (5) Masters

2. What is your age range?

(1) 18 – 25 (2) 25 – 33 (3) 33 – 41 (4) 41 – 50 (5) Over 50 years

3. What is your sex?

(1) Female (2) Male

4. What is your marital status?

(1) Single (2) Married (3) Cohabiting (4) Windowed (5) Divorced

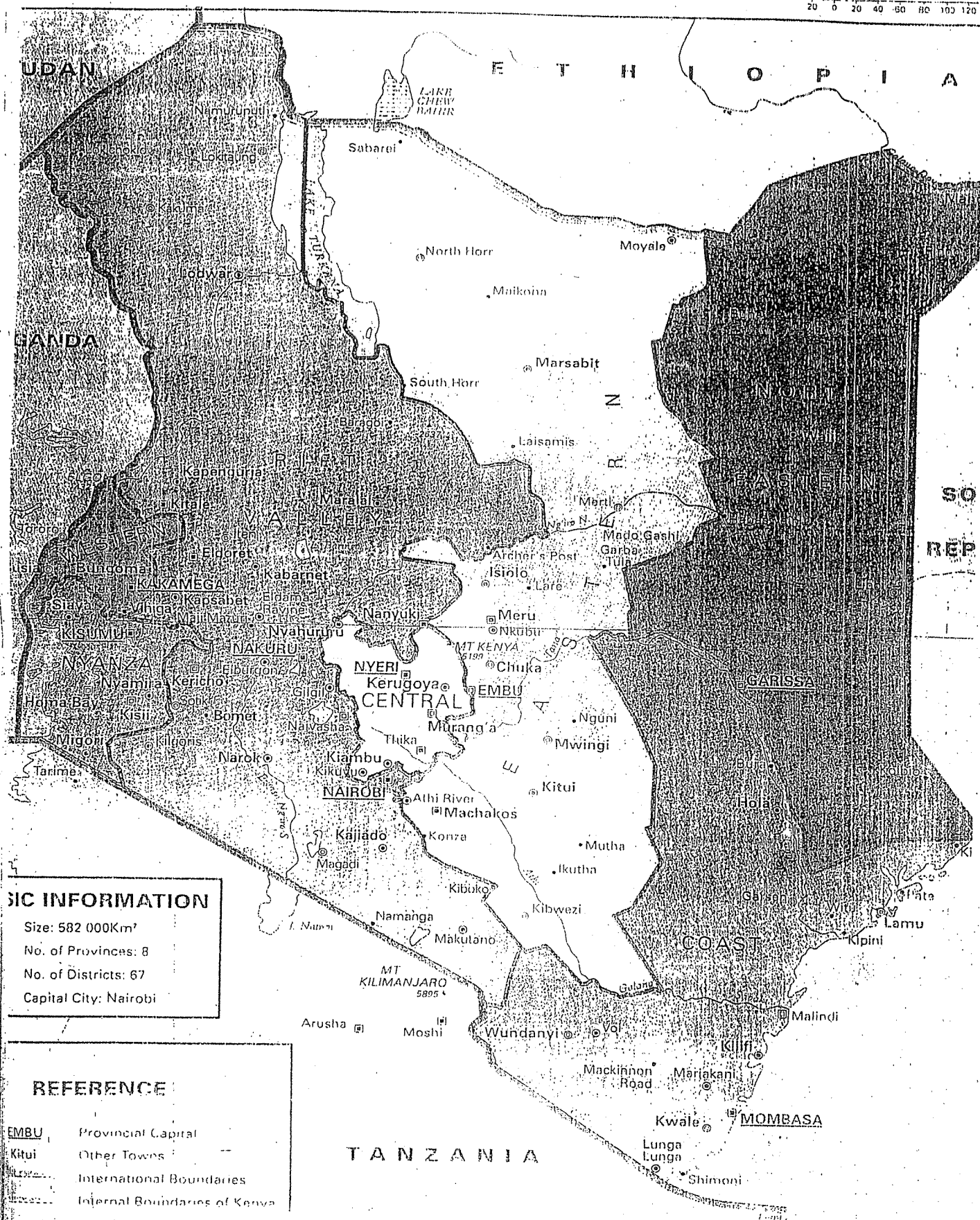
SECTION B: Parent's income

In this selection please indicate your response by Ticking the suitable number for each item in the corresponding column below (e.g. 1 for strongly disagree, 2 for Disagree, 3 for Not sure, 4 for Agree, and 5 for strongly Agree)

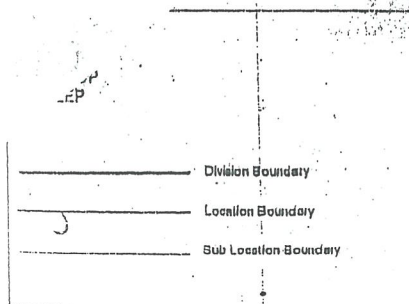
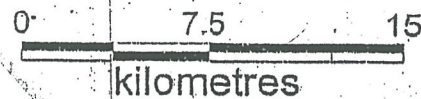
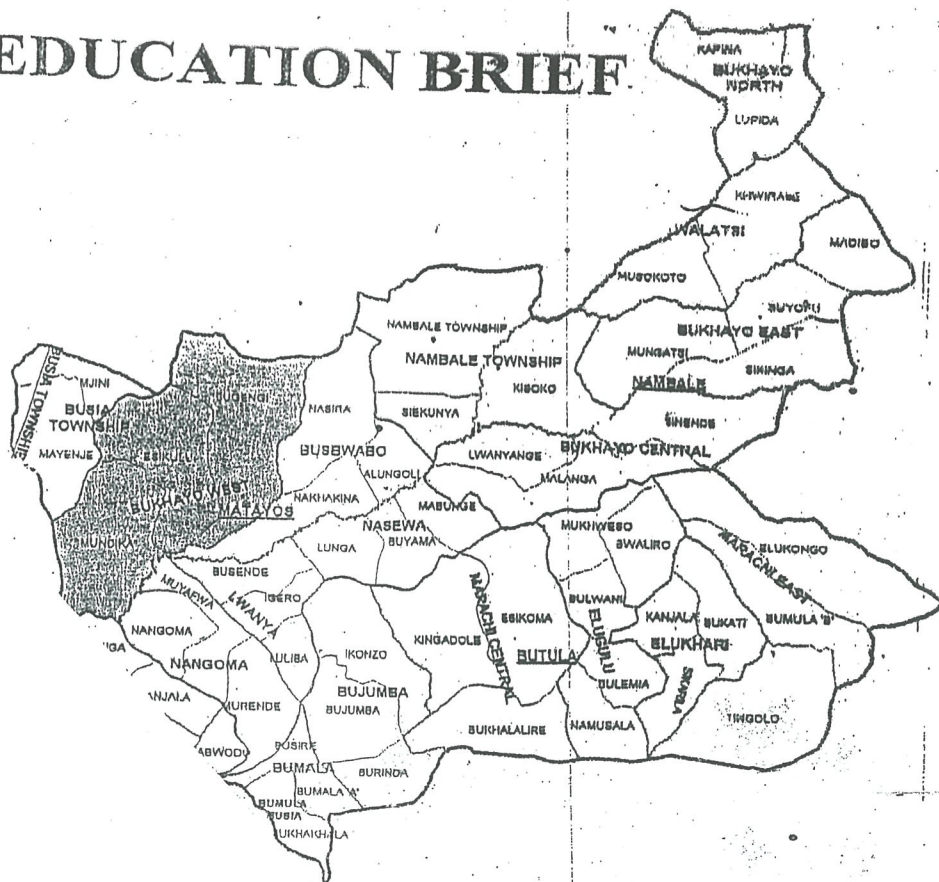
Items	Strongly disagree (1)	Disagree (2)	Not Sure (3)	Agree (4)	Strongly agree(5)
Parents income					
Majority of the parents cannot afford paying for their children					
Parents income is low					
Parents participate in improving learners academic performance					
Parents send students to school without school fees.					
Most parents are unemployed					
Parents are responsible for providing food to the learners					
Parents cater for all the basic needs of students.					
Parents are poor and they cant afford paying school fees for their children					
Parents are mainly involved in small scale business					
Majority of the parents suffer to get day to day income					
Parents can provide medical care to the children					

Teacher attitude

Items	Strongly disagree (1)	Disagree (2)	Not Sure (3)	Agree (4)	Strongly agree(5)
Parents income					
Most teacher have negative attitude towards teaching					
Teacher don't explain in class					
Teacher are always absent					
Teachers are motivated to teach					
Teachers deliver to their best					
Teachers assist students in learning					
Teachers help students in need of assistance					
Teacher punish students with a reason					
Teacher follow the time table					
Teacher provides practical examples					
Teacher abuse students in class					



MARCH 2006 EDUCATION BRIEF



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