

**FACTORS AFFECTING ACADEMIC PERFORMANCE OF
SECONDARY SCHOOL STUDENTS IN NYANDARUA
DISTRICT, KENYA.**

**BY
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**A Research Report Submitted to the Institute of Continuing and
Distance Studies in Partial fulfillment for the Requirement
Of a Bachelors Degree of Education in Biology
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of Kampala International
University**

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DECLARATION

I, **RUTH NJOROGI KIOME** declare that the material in this book has not been presented elsewhere for any academic qualification.

SIGNED

.....

DATE:

.....

APPROVAL

This research report is submitted for examination with my approval as a University Supervisor.

Signed



.....
MR. KIBUUKA MUHAMMAD

30th / 08 / 2007

DEDICATION

This book is dedicated to my husband Mr. Ndung'u, and my sons Jack, John, and Jesse.

ACKNOWLEDGMENT

First of all I would like to thank my supervisor; Mr. Kibuuka and my family for their inspiration as I carried out this research work.

To the respondents who returned the questionnaires, thanks very much for your cooperation.

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DEFINITION OF TERMS

For the purpose of this study, the following terms were defined operationally:

Academic performance – is used to label the observable manifestation of knowledge, skills, concepts, and understanding and ideas

Discipline -

The situation of remaining inside the legal bounds of laws and regulations.

ABSTRACT

The purpose of this study was to explore the factors affecting academic performance of secondary schools in Nyandarua district, Kenya.

The specific objectives of the study were to investigate the relationship between discipline and academic performance, to investigate the relationship between quality of teachers and academic performance and to investigate the relationship between the availability of facilities and academic performance.

Quantitative Data was categorized according to the research variables and data generated from questionnaires was computed into frequency counts and percentages.

The methods used for data collection were questionnaires to students and teachers and interviews with the head teachers of schools.

The findings indicate that there was a relationship between discipline, availability of teachers and academic performance. From the data collected, it was revealed that discipline contributes 30% to poor performance in schools, quality of teachers contribute 50% and facilities contributes 20% to poor academic performance of students in schools.

The study recommended convening meetings between teachers, students and parents to work out the discipline problem, introducing upcountry allowances to attract the retention of qualified teachers, and government providing learning facilities to make learning environment conducive.

Further research on relationship between socio-economic background and academic performance, and the relationship between home environment and academic performance has to be carried out.

CHAPTER ONE

1.0 Introduction

This chapter presents the background of the study and conceptual framework that guided the research process.

1.1 Back ground of 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.

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.

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 undertaken to investigate the influence of teachers' competence, quality of teachers and discipline of students on academic performance.

There are many reasons that lead to poor performance in schools. To some extent discipline and quality of teachers are among problems in schools that lead to poor performance. In some Districts like Nyandarua students perform poorly while in other districts like Kiambu students perform very well yet the districts admit students from primary schools with the same qualifications.

1.2 Theory

Achieving peak academic performance according to Manketelow (2006) involves putting or considering previous academic experiences when developing strategies to help students achieve expectations. Manketelow

argues that the principles used to increase athletic performance can be used to help students set and achieve academic goals. As found in sports, the main element for increasing performance involves setting meaningful and realistic goals. Although well intentioned, expecting every one to reach particular performance standards without considering a person's previous experiences or skill level will seldom result in the desired outcome. High level expectations only work when effort is made to determine what steps a person needs to take in order to reach goals. This can only occur when you know the background of each student. This factor is particularly evident with athletes. According to Manketelow (2006), many athletes experience unrealistic goals set by others. Often, decisions about performance are made by those outside of the skill development process for example, fans, sponsors or the media may have their own ideas about what an athlete should be able to accomplish. Many times, these expectations are established without considering the previous experiences or training of the athlete. Similarly, many students experience this same disconnection when goals are set for them outside of their own experiences or academic skills.

Therefore this shows that there is a need to know the previous academic experiences of students in order to help them improve their present academic performance in order to achieve better results which is the concern of this research study.

1.3 Objectives of the study

General: The general objective of the study was to identify the key factors affecting students' academic performance in secondary schools of Nyandarua district, Kenya.

Specific: This study determined:

1. The status of respondents in respect to:

- i. Age
- ii. Gender
- iii. Class, education level

2. Possible factors affecting students academic performance
3. To come up with recommendations to improve students' academic performance in secondary schools.

1.4 Research questions

1. What is the relationship between discipline and students academic performance?
2. What is the relationship between the quality of teachers and students academic performance.
3. Does the availability of facilities affect academic performance of students?

1.5 Significance of the study

This research will be useful in the following ways:

It will 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 will help students together with their parents to identify means of improving upon academic performance.

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

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The section focuses on three main areas namely Discipline of students and academic performance, Quality of teachers and academic performance, and facilities and academic performance

2.1 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 may 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) and 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.

Khiddu Makubuya in the Uganda and UNESCO Magazine (2001) argued that education has become a powerful catalyst for change at all levels of society but its characteristics and form present new challenges and

policies. The challenges are manifested in form of educational accessibility, relevance, equity, quality and its governance.

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.

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 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 as 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 School 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 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 dressing. These however do not explain how these behaviours affect academic performance because there are many students involved in these kinds of bahaviour but perform well.

2.2 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 posses, there are many students who

perform well without teachers in some subjects while others with well-qualified teachers perform poorly. The researcher therefore aims at establishing the effect of teacher competence on academic performance of students in secondary schools.

2.3 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 both 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 correction between academic performance and the availability of facilities in secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This Chapter looks at the design the researcher will apply. It spells out the sample selection procedures and the different instruments that will be used. It describes the procedures for Data Collection, and Data Analysis.

3.1 Research Design

This study followed a descriptive research design. Both qualitative and quantitative methods were used. The quantitative technique was used to collect and analyze data on students' academic performance as well as different responses from both students and teachers. The qualitative technique was used to assess the factors affecting students' academic performance in respect to their academic performance history as well as responses from teachers & students.

3.2 Research Environment

The research will be carried out in the district of Nyandarua, Kenya in a few selected schools.

3.3 Respondents

The study included ideas from head teachers, deputy head teachers, teachers and students of the schools and the district education officer of Nyandarua district.

3.4 Instruments for Data Collection

A self administered questionnaire was used to gather information from students and teachers of the school. The questionnaire was used because of the advantage of obtaining data within a short time. It also has an element of privacy so students are able to express themselves freely.

3.5 Method of Data Analysis

Quantitative analysis; Data was categorized according to the research variables. Data was then be coded in sheets from which it was keyed into the computer. Quantitative data generated from questionnaires was computed into frequency courts and percentages using the formula below;

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of}} \times 100$$

Where F = number of respondents
Observed

Qualitative analysis; Data from semi-structural, observation, and in-depth interviews was not standardized hence did not require categorization. Such data was presented in a descriptive form and was used to discuss the results of quantitative data.

3.6 Data collection procedures

The researcher obtained an introductory letter from the institute of continuing and distance studies. This enabled the researcher to go to the field to carryout the study. The researcher personally distributed and supervised the filling into questionnaires by students. This was done with the help of school authorities. The questionnaires for the teachers were left with the head teacher or deputy who later distributed them to

teachers. They were collected back after two weeks. The interview with the head teachers was held in their offices on appointment since they are very busy officers. The same was done with the district education officer at the district headquarters.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter deals with the analysis and interpretation of the data collected. The results are presented in tables and in form of frequency counts and percentages. A total number of 149 respondents were selected.

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
Very high	24
High	30
Moderate	78
Low	17
Total	149

Students and teachers had different views about the level of discipline in their schools. However, quite a small number of respondent stated that the level of discipline was very good which represented 16.1% of the total number of respondents. Majority were of the opinion that discipline was moderate or low (65.8%).

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

Table II: Level of academic performance in school.

Comment	Number of respondents
Very high	16
High	41
Moderate	77
Low	15
Total	149

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 38.3% while those who were of the view that performance was moderate or low were 61.7%. These meant that the majority of students and teachers recognize the importance of discipline in academic performance.

Table III: Combining table I and II the results are as follows.

Comment	Level of discipline in school	Academic performance at national standards
Very high	24	16
High	30	41
Moderate	78	77
Low	17	15
Total	149	149

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 (63.8%), academic performance is equally moderate or low (61.7%). Conversely when discipline is very high or high (36.2%) academic performance is equally very high or high (38.3%).

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

Table IV: Types of indiscipline in schools

Comment	Percentage
Late coming	40.1
Dodging classes	30.0
Escaping from school	25.3
Disrespect for teachers	3.6
Others e.g. vandalism Immorality, bullying, drug abuse, noise making.	1.0
Total	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 a lot of teaching going on in school and this directly affects their performances.

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 V: Qualification of teachers

School	Graduate teachers	Diploma teachers	License teachers	Total
A	10(40%)	15(60%)	-	25(32.5%)
B	10(52.6%)	9(47.4%)	-	19(24.7%)
C	1(8.2%)	9(75%)	2(16.7%)	12(15.6%)
D	8(38.1%)	13(61.9%)	1(48%)	21(27.3%)
Total	28(36.4%)	46(59.7%)	3(3.9%)	77(100%)

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

However, all the four head teachers 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 VI: Experience of teachers

	Frequency	Percentage
Less than 2 yrs	43	55.8
3-5yrs	10	13.0
6-8yrs	9	11.7
Above 8yrs	15	19.5
Total	77	100%

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 VII: Rating of Heads of departments about teachers

Item	Strongly agree	Agree	Disagree	Strongly disagree	Total
Preparation of schemes of work	11	30	2	1	44
Giving exercises	12	28	2	2	44
Making exercise	9	14	21	0	44
Making corrections with students	9	33	2	0	44
Completion of the syllabus	5	32	5	2	44
Total	46	137	32	5	120

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 VII|: Students rating of teachers' performance

Item	Strongly agree	Agree	Disagree	Strongly disagree	Total
Explanation of subject matter concepts	41	54	9	1	105
Giving exercises	25	53	25	2	105
Marking exercises	40	46	17	2	105
Making corrections	20	56	22	7	105
Free interaction with students	31	41	20	13	105
Total	157	250	93	25	525

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 marking the exercises 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 IX: Rating of adequacy of facilities in schools.

Rating	Frequency	Percentage
Strongly agree	7	4.5
Agree	47	30.1
Disagree	71	45.5
Strongly disagree	31	19.9
Total	156	100%

The responses were from 109 students, 44 teachers, 4 head teachers and 5 Heads of departments.

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%.

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.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with the summary of the findings, conclusions and recommendations. These are presented according to each of the research questions for purposes of being systematic.

5.1 Summary of major findings

5.1.1 Discipline of students and academic performance

Students and teachers were asked about the level of 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 low.

5.1.2 Quality of teachers and Academic performance

The teachers were found to be 36.4% graduate, 59.7% diploma holders. Only 3.9% were licensed teachers. Therefore 96.1% of the teachers have the required qualifications to teach.

83.18% of the teachers commented that the teaching is done satisfactorily while 16.82% were of the view that the teaching is poorly done. 77.5% of the students had the view that the teachers perform well in class while 22.5% commented that the quality of teaching was not

good. The results were therefore statistically significant that teachers perform their work well.

5.1.3 Facilities in schools and Academic performance

Students, teachers and head teachers were asked to rate the adequacy of facilities in their schools. 34.6% responded that facilities were adequate and 68.4% commented that facilities were inadequate.

5.2 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. These greatly affect academic performance.

Secondary school teachers in Nyandarua district are qualified and perform their work well. Therefore the poor academic performance is not attributed to the teachers' quality

The schools in Nyandarua district 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.

5.3 Recommendations

As a result of the above conclusions, the researcher finally makes the following recommendations to the various stakeholders.

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

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.

More meetings between school administrators, teachers, students and parents should be organized to sensitize the parents about their roles in disciplining their children.

To retain teachers in upcountry schools, government should consider introducing upcountry allowance in the remuneration scheme of teachers.

Government should provide more teaching learning facilities in schools to make the learning environment more attractive to students and teachers.

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.

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Appendix A

TRANSIMITAL LETTER FOR THE HEAD TEACHER

August 07, 2007

To Whom It May Concern:

Dear Sir/Madam:

I am a graduating student at Kampala international university pursuing a bachelor in education. I here by write to request you to allow me carry out research in your institution. I am conducting a study on Factors affecting academic performance in secondary schools and your school has been taken as the case study

I would be grateful for your permission and assistance in conducting the study.

Respectively yours,

RUTH NJOROGI KIOME

.....

Noted by:

.....

MR. KIBUUKA

Supervisor

.....

MR. GEOFFREY KASOZI

Assistant Director, Academics, ICDS.

APPENDIX B

QUESTIONNAIRES

Questionnaire for Heads of Department

Please answer freely and sincerely in the spaces or tick the most appropriate alternative where applicable. The information required is only for academic purposes in a research undertaking. Your response will be taken as confidential as possible. Thank you.

1. Age
a) 20-25 ☐ b) 26-30 ☐ c) 30-35 ☐ d) 36-40 ☐
e) Above 40 ☐

2. Sex
a) Male ☐ b) Female ☐

3. Highest qualification attained
a) Certificate ☐ b) Diploma ☐
c) Degree ☐ d) Other ☐

4. State whether you are a
a) Trained teacher ☐ b) Licensed teacher ☐

5. How long have you taught in this school?
a) 1-3yrs ☐ b) 4-6yrs ☐ c) 7-9yrs ☐

d) 10yrs and above ☐

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

	Item	Response
1.	Teachers in this school make schemes of work and lesson plans before going to teach.	
2.	Teachers in this school give exercises while teaching.	
3.	Teachers make corrections in class with students after marking exercises.	
4.	Teachers in the school interact freely with students in class.	
5.	Students in this school are committed to studies.	
6.	Teachers in this school cover the designed syllabus adequately and in time to allow for revision by students.	
7.	This school has adequate facilities for teaching and learning.	

8. What types of indiscipline commonly occur in this school?

.....

9. What do you consider to be the cause of indiscipline in this school?

.....
.....
10. In your view how can the academic performance in your school be improved?
.....

QUESTIONNAIRE FOR STUDENTS

Please kindly spare your valuable time. Respond to the following questions. The information is solely for academic purposes. You are assured that the information / answers given shall be treated with utmost confidentiality therefore do not disclose or write your name on the questionnaire.

Background information

1. Age

- a) 20-25 ☐ b) 26-30 ☐ c) 30-35 ☐ d) 36-40 ☐
e) Above 40 ☐

2. Sex

- a) Male ☐ b) Female ☐

3. Class

- S.1 ☐ S.2 ☐ S.3 ☐ S.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 have high regard towards school regulations	
2.	The level of discipline in our school is low	
3.	Teachers concern towards discipline is low	

Types of Indiscipline in your school

1.	Late coming	
2.	Escaping from school	
3.	Dodging classes	
4.	Acts of vandalism	
5.	Disrespect for teachers	
6.	Bullying of new students	

(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

Please kindly spare time and respond to the following questions. The information is solely for academic purposes. You are assured that the information given shall be treated with utmost confidentiality therefore do not disclose or write your name on the questionnaire.

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

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	

INTERVIEW GUIDE FOR HEAD TEACHERS

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 teachers against each qualification
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

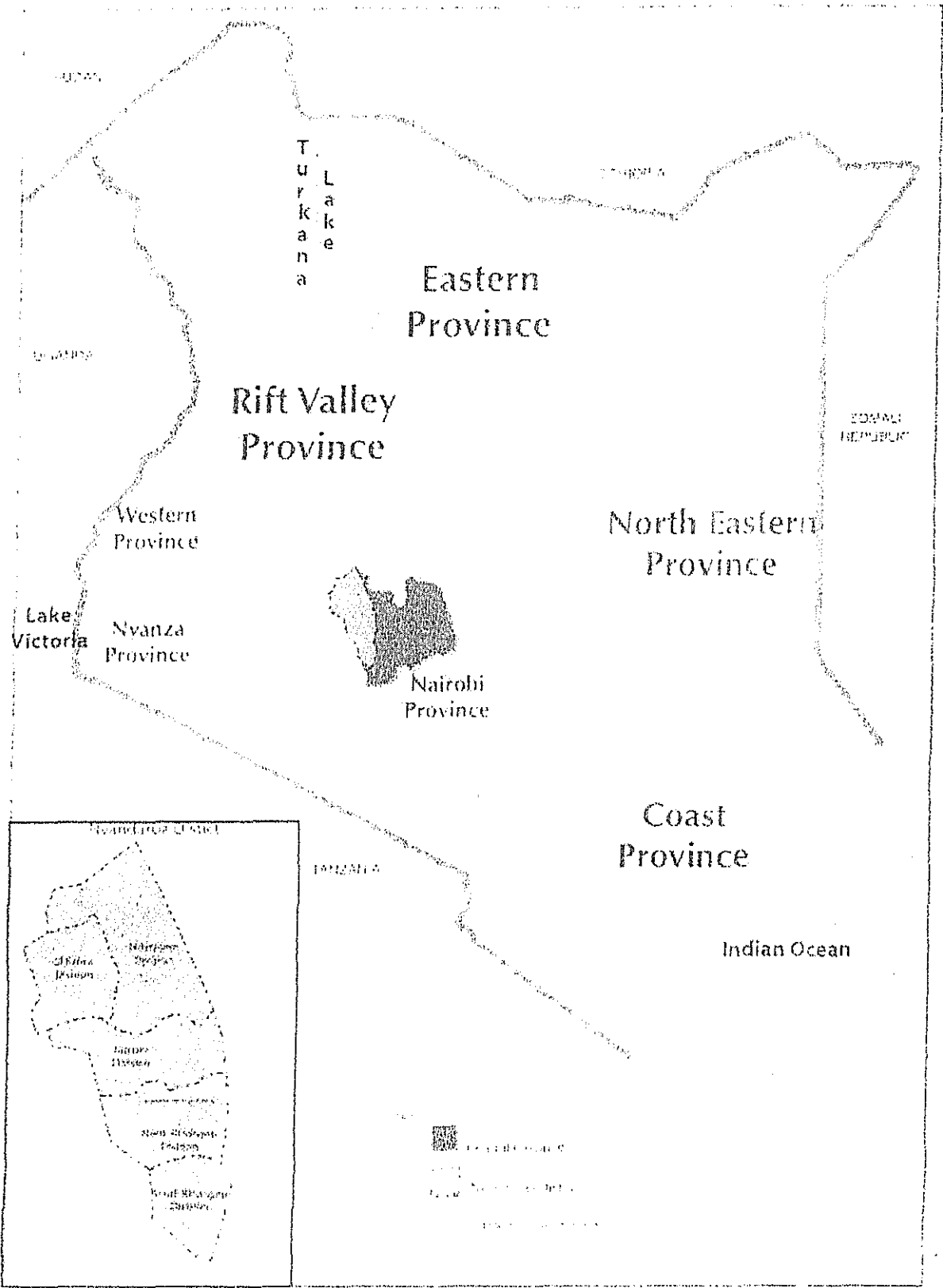
Respondents

Age	Frequency	Percentage
14 – 20	100	67
21 – 30	30	20
31 – 40	10	7
41-above	9	6
Total	149	100%

Gender	Frequency	Percentage
Male	90	60
Female	59	40
Total	149	100%

Academic level	Frequency	Percentage
O – level	100	67
Diploma	20	13
Graduate	29	20

Kenya Provincial Boundaries



CURRICULUM VITAE

PERSONAL BACKGROUND

Name : Ruth Njoroge Kiome
Reg. no : BED/9046/51/DF
Age : 43
Gender : Female
Civil status : Teacher
Address : PO. Box 86 North Kinangop
Date of birth : 1964

EDUCATION BACKGROUND

University : Kampala International University
: Egerton University
College : Kenya Technical Teachers College
Secondary : Uasin Gishu high school
Elementary : Cheplosgei primary school

RESEARCH EXPERIENCE

COURSE : Diploma in home economics and agricultural
Extension

“RESEARCH TITLE” : Effects of female circumcision

Course : Diploma in technical education

“RESEARCH TITLE” : Causes of poor performance in Kenya
Certificate of Secondary Education in
Nyandarua District