

**SCHOOL BASED FACTORS INFLUENCING STUDENT'S ACADEMIC  
PERFORMANCE AT KENYA CERTIFICATE OF SECONDARY  
EDUCATION IN TESO SOUTH DISTRICT**

**Onyara Beatrice Nambuya**

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the Award of Degree of Master of Education in Educational Administration**

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## DECLARATION

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

Sign: \_\_\_\_\_ Date: \_\_\_\_\_

Onyara Beatrice Nambuya

REG NO. E55/74601/2009

This research project has been submitted for examination with our approval as university supervisors

Sign: \_\_\_\_\_ Date: \_\_\_\_\_

Prof. Wanjala Genevive

Department of Education Administration and Planning

University of Nairobi

Sign: \_\_\_\_\_ Date: \_\_\_\_\_

Dr. Matula Daisy Phyllis

Department of Education, Administration and Planning

University of Nairobi

## **DEDICATION**

To my beloved family.

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I wish to acknowledge the people who greatly contributed to the accomplishment of this research project.

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## ABSTRACT

The purpose of this study was to school based factors influencing students academic performance at Kenya Certificate of Secondary Education in Teso South District. The study's objectives were to examine the effect of human resources on students' academic performance, to assess the influence of financial resources on students' academic performance, to establish the influence of physical resources on students' academic performance and to determine how learning techniques affect the students' academic performance in secondary schools. The study employed the use of descriptive survey research design. The researcher targeted all the 12 secondary schools in Teso South District. The target population was 12 head teachers, 24 form 3 and 4 class prefects and 12 director of studies. The study adopted purposive sampling techniques to sample its respondents. The sample size comprised 12 head teachers, 24 form 3 and 4 class prefects and 12 directors of studies. Observation schedule and questionnaires for head teachers, class teachers and director of studies were used for data collection. Reliability was ensured by using testing and re-testing methods and validity was tested through pilot study. The data was analysed using SPSS software (Statistical Package for Social Sciences). The research utilised descriptive analysis and data was presented in form of frequency tables. The study may be useful to the stakeholders in the Ministry of Education and policy makers to establish areas that have knowledge and skill gap. It will help the policy makers in human resource planning, allocation and disbursement of funds to public primary schools in the country. The major findings of the study may assist in providing data and information for proper planning and decision at the Ministry of Education, leadership, CDF administration and NGOs. Researchers will apply the recommendations of this study in adding new knowledge in the area of study area. The major findings showed that human resource is not well handles since from the findings most of the head teachers and director of studies do not employ well trained school workers and their numbers are not enough to handle all the students. Finance resource is not well established since the study indicates that most of the head teachers find their schools having financial problems. The conclusion is that physical resources is not well developed in most of the secondary schools since the study revealed that an overwhelming number of head teachers and class prefects disagreed that there schools have well developed physical resources. Learning techniques is practiced since majority of the head teachers and class prefects agreed that teachers employ use of teaching and learning aids in their teaching. This shows that learning techniques is taken seriously in majority of the schools but the performance of the students is still affected. The researcher has recommended that the head teachers should attend seminars and workshops that teach the importance of a well-managed human resource, physical resource, financial resource and learning techniques. This is because the study depicted majority of the schools are facing a challenge in schools.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

DQAS	Director of Quality Assurance and Standards
EFA	Education For All
IGA	Income Generating Activities
KCPE	Kenya Certificate of Secondary Education
SPSS	Statistical Package for Social Sciences
UN	United Nations

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Education is an element in stimulation of social economic development as advanced by several government policy documents and various scholars (ROK, 2007; World Bank, 2005; Selina 2012). According to Todaro (2004) a country which is unable to invest in education to develop knowledge and skills of her people and utilize them effectively in national economy will be unable to develop anything else. Hallack (1990) states that education has been identified Worldwide as an important component that determines character and social economic development of any nation.

Developed countries like USA and Japan have a large pool of highly skilled human resources. This has enabled them to not only exploit local natural resources but also to identify and negotiate for other countries resources. Secondary school education is fundamental ingredient for creating economic development. In the United States it has been more important than increased capital in accounting for worker productivity and US economic growth (Smith, 2003).

The teaching force in most districts in Kenya is not promising. Teachers complain of increased pupil teacher ratios, many primary schools are understaffed. Many school management committees are of the opinion that as a result on the ban of levies, they are unable to recruit extra teachers through the PTAs. In addition, these problems are contributing significantly to high school drop out rates and have seriously affected the inflow of pupils in primary education (Sifuna, 2009).

The performance of education is evaluated based on examinations given -and attainments of students in such examinations. Examinations have been accepted by educationists and other stakeholders as an important aspect of any education system (Mbatia, 2004). The importance placed on examination has seen stakeholders come up with strategies aimed at improving students' performance in examinations (Juma, 2011).

Provision of good quality education require adequate physical facilities such as classrooms, laboratories, human resource in form of teachers and support staff which are acquired based on availability of financial resources in schools. This makes financial resource to be a key resource in education provision (Mbatia, 2004).

(Wamukuru, 2006) asserts that the number of students exceeded the available human and physical facilities in the 18,000 public schools. The teacher-student ratio increased from the recommended 1:40 students per class to between 1:60 and 1:90 students per class (MOEST, 2010).

Studies done on the impact of school environment and students' academic attainment attest to the fact that there is significant relationship between school based factors and students' performance (Mayama, 2012; Lumuli, 2009). Several researchers have identified factors that contribute to quality of education in schools. These factors are classified under; school based factors and non school factors that are external – not within school control. Internal factors are factors within school control. For instance factors such as instructional management and

teacher training have been cited as school based factors (Digolo, 2003; Eshiwani, 1993).

Availability of physical resources in a school will greatly influence the retention power of the school. Thomas and Martin (1996) argue, “those who work in school as teachers and associate staff, school premises, furniture, books and premises provide some of the means by which we transform our hopes and aspirations for children’s education into daily learning opportunities and”.

The Government of Kenya is committed to improving academic performance and fulfillment of her goals as articulated in her Education Sector Support Programme (RoK, 2005). The government has on one hand established the Directorate of Quality Assurance and Standards (DQAS) to enhance quality deliverance of the curriculum while on the other hand, parents are required to provide relevant infrastructure and facilities. Though secondary schools within Teso South District have same catchment area for students, they record varied results in national examination. Poor supply of these resources leads to low quality attainments as reflected through examinations results. This study seeks to find out impact of school based factors; physical resources, human resources and financial resources on students academic achievement in secondary schools in Teso South District.

## **1.2 Statement of the Problem**

The desire to provide quality education for all children was one of the major objectives of the struggle for independence. As such, the government of Kenya is currently implementing measures to improve the quality of education in secondary

schools. Despite government measures like teacher salary increase to boost performance, performance in public secondary schools in Teso South District has been persistently low. With persistent low academic performance in the district, there is need to investigate why academic performance has remained low.

**Table 1.4 KCSE performance of Teso South district 2009-2012**

<b>Schools</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>
St. Monica Chakol Girls	6.91	5.408	5.041	5.839
St. Peters Aterait	6.13	4.154	4.850	3.688
St. Pauls Amukura	6.026	5.408	5.797	5.966
St. Jacobs Kaliwa	5.426	4.78	4.635	4.638
St. Joseph Chakol	5.37	4.979	4.796	5.22
Fr. Okodoi	4.70	4.857	4.484	4.681
St. Marys Amukura	4.68	4.102	4.333	4.607
St. Charles Lwanga Otimong	4.55	4.001	4.267	4.287
St. James Kwangamor	4.38	3.487	3.458	3.143
St. Johns Alupe	3.64	3.398	3.356	
Asinge	3.625	3.211		
Apokor	3.39	3.076		
<b>District MSS</b>	<b>5.111</b>	<b>4.873</b>		

The table indicates that the academic performance of Teso South district is below average and therefore it shows that the school based factors may be influencing the academic performance of the students. This study therefore proposes to find out how school based factors have contributed to academic performance as evidenced by students results in KCSE examinations.

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

The purpose of the study was to establish school based factors influencing academic performance at KCSE in Secondary Schools of Teso South District.

### **1.4 Objective of the Study**

The study was guided by the following objectives;

- i. To examine the influence of human resources on students' academic performance in secondary schools.
- ii. To determine the influence of financial resources on students' academic performance in secondary schools.
- iii. To establish the influence of physical resources on students' academic performance in secondary schools.
- iv. To determine how learning techniques influence the students' academic performance in secondary schools.

### **1.5 Research Questions**

The study was guided on the following research questions.

- i. What is the influence of human resources on students' academic performance in secondary schools?
- ii. How does a financial resource influence the students' academic performance in secondary schools?
- iii. To what extent does physical resource influence students' academic performance in secondary schools?
- iv. How does learning techniques influence the students' academic performance in secondary schools?



### **1.6 Significance of the Study**

The study may be useful to the stakeholders in the Ministry of Education and policy makers to establish areas that have knowledge and skill gap. It will help the policy makers in human resource planning, allocation and disbursement of funds to public primary schools in the country.

The findings of the study may assist in providing data and information for proper planning and decision at the Ministry of Education, leadership, CDF administration and NGOs. Researchers will apply the recommendations of this study in adding new knowledge in the area of study area.

### **1.7 Delimitation of the Study**

The study focused on secondary schools in Teso South District. Under normal circumstances the study would have been carried out in the entire republic. The researcher appreciates that students' academic performance is an outcome of a complex combination of very many factors. However, this study was restricted on the influence of human, financial and physical resources and school infrastructure on students' academic performance.

### **1.8 Limitation of the Study**

Apart from school based factors that were studied by the researcher, in reality many other factors influence students' academic performance. As a result the findings of this study may not exactly bring out the influence of such other factors. Generalization of the findings may only be appropriate in regions which human, financial and physical resources share very close characteristics as those of Teso

South district. It is worth noting that human, financial and physical resources greatly vary from region to region.

### **1.9 Assumptions for the Study**

- i. Physical, human and financial resources influence academic performance in secondary schools in Teso South District.
- ii. Secondary schools in Teso South District are faced with challenges in their endeavor to promote academic achievement.

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

**Academic Performance** refers to grades achieved by students in the examination

**Financial resources** refers to the schools ability to cater all the purchases that it has to make for operations of school to run

**Human resources** refers to the working force of a given school that supports the running of school activities

**Internal Efficiency** refers to ability of a school system to utilize educational resources to attain Maximum benefit.

**Physical resources** refers to the schools infrastructures that are used by students and teachers in their daily school activities

**School based factors** refers to physical, human and financial resources used by schools in promotion of academic performance.

### **1.11 Organization of the Study**

The study is organized into five chapters. Chapter one covers the introduction to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study, assumptions of the study, definition of significant terms and organization of the study.

Chapter two covers literature review which examines an introduction, academic performance as a measure of Internal Efficiency; influence of Physical Resources on Students Academic Performance, influence of Financial Resources on students' Academic Performance, the influence of Human Resource on Students' Academic Performance; Challenges Faced by School in promotion of Academic Performance, Theoretical Framework and Conceptual Framework.

Chapter three deals with Research Methodology under; introduction, Research design, Target population, sampling Technique and sample size, Research Instruments Validity of Research Instruments, Reliability of Research Instruments, Data collection procedure and Data Analysis.

Chapter four presents data that will be captured from the field. Analysis of this data will be organized in themes based on research questions. Chapter five presents summary, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section examines literature related to the study. The review is examined under; Academic performance as an indicator of internal efficiency, physical, resources and academic performance, human resources and academic performance, financial resources and academic performance, teacher motivation and academic performance and challenges faced by schools in promotion of academic performance.

#### **2.3 Physical Resources and Academic Performance**

Various studies done on effect of school environment on academic performance attest to the fact that school environment that is not conducive for learning may lead to under performance (Chimombe, 2011).

Provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills of learners (Lumuli, 2009). Learning involves interaction of students with the environment. Teaching and learning resources include classrooms, laboratories, libraries, playing fields, textbooks among others. Indeed physical resources go a long way in creating conducive environment that promote effective teaching and learning. It is with this in mind that the Draft Report on Cost and Financing of Education in Kenya that (RoK, 1995) identifies textbook ratio and school facilities as some yard sticks to be used to gauge the quality of secondary school education. Juma

(2011) links performance in examinations to state of teaching and learning resources in schools. He notes that students from poor backgrounds perform poorly in the examinations because the poor are often in areas where schools are seriously deprived of vital facilities, an attitude of helplessness may be inculcated early into children making them feel that being in school is a waste of time.

Physical materials in terms of adequacy and quality have been noted to have a great impact on performance of students in the examination (Husen, Saha, & Noonan, 1978). A school that has adequate instructional materials is likely to post better quality grades than a school which has poor quality physical resources. A school with inadequate classrooms will be forced to accommodate more students than recommended. This will exert a lot of pressure on resources such as teachers who may compromise their methodology as part of adaptive mechanism (Nafukho, 1991; Pscharapolous & Woodhall, 1985). The lack of basic facilities like laboratories has compromised the teaching of science subjects. Topics that are meant to be taught practically are taught theoretically as part of adaptive mechanism by teachers due to inadequate resources to enable effective teaching of the same. This ends up affecting negatively students' performance reducing their competitiveness for opportunities whose placement is pegged on performance in such subjects (Mayama 2012; Lumuli, 2009). This study proposes to establish the state of physical facilities in public secondary school in Teso South District in order to evaluate how it is impacting on academic performance of learners.

## **2.4 Financial Resources and Academic Performance**

Financial resource is a key element among educational resources. Financial resources are used for acquisition of other resource such as physical facilities, textbooks and human resources (Lumuli, 2009). Availability or adequacy of financial resources will enable a school acquire other facilities. Despite the importance of financial in promoting acquisition of other resources Draft Report on Cost and Financing of education (RoK, 1995) notes that schools have a narrow revenue base which consist of mainly school fees. School fees make up over 90% of total revenue collected by the schools (Selina, 2012). Even if government has been making contribution in form of subsidized secondary Education (SSE), the contribution may be inadequate unless well managed. Collection of fees still varies from school to school. Where collections are inadequate, the state of infrastructure will be poorly developed compromising content delivery. This ends up putting a lot of strain on existing resources which end up compromising academic performance of the school (Eshiwani, 1993)

Various schools have adopted various techniques of financial management among them being investing in income generating Activities (IGAs) to supplement school budgets. Funds earned through IGAs are used to put up school infrastructure or acquisition of stationery to support learning activity (Kiveu and Mayo, 2009). Study done by Selina (2012) on the impact of IGAs on students Retention Rates in Public Secondary Schools Vihiga District indicate that schools that had IGAs generated income that was used in promotion of motivational Programmes for teachers. Such schools ended up posting better performance in examination

compared to schools that did not have such arrangements (Ibid). This study therefore proposes to find out factors that have led to variation in recorded performance among Public Secondary Schools in Teso South District by addressing the variation that exists among schools that have led to differences in performance. In order to address the above issue, this study proposes to establish how financial resources have been utilized to promote performance of different schools as reflected in registered KCSE results.

## **2.5 Human Resource and Academic Performance**

Human resource in school includes teachers, support staff and students. Human resource as a factor of production is affected by adequacy and quality as reflected by level of training and level of motivation (Juma, 2011). According to behavioral scientists, effective worker performance requires motivation ability and reward system that encourages quality work (Ivancerich et al, 1994). Performance of teachers as reflected by level of training and teaching experience will determine the quality of grades attained in an examination (Harbison and Mayer, 1964; Husen et al, 1978 and Heinemann; 1981). A trained teacher will have necessary pedagogical skills which will promote students' understanding, motivating a student to learn, thereby promoting academic performance.

Adequacy of teachers is reflected by student teacher ratio. Student teacher ratio reflects the number of student that is handled by one teacher in a stream during a lesson (Lumuli, 2009). Low student teacher ratio means that a teacher will be able to handle fewer students, implying high attention level. High student ratio implies that a teacher will be able to handle many students at ago. This will make a

teacher to employ teaching methods which are deductive rendering students passive (Michelowa, 2003; Dembele & Miaro, 2003). However, there is need to strike balance as extremely low student teacher ratio leads to under utilization of teachers while high student teacher ratio compromises academic performances affecting quality of education. This study therefore seeks to establish the impact of human resource on students' academic performance as reflected by KCSE results.

## **2.6 Learning techniques and Academic Performance**

In Britain, teachers emerging from programmes are only slightly better equipped for the demands that will confront them than their predecessors thirty years go. This reflects the static teacher training force itself out of touch to some degree with recent developments in schools. In Britain the return of adult learner to the classroom meant that schools were dealing with more sophisticated clientele than in the past. Staff development meant is essential for the school to meet the wider responsibilities it is now expected to fulfill (Wilson, 2002).

Teachers are essential players in promoting quality education in schools because they are catalysts of change. Teachers at all levels of education system should have access to training and ongoing professional development so that they can be able to participate locally and internationally in decisions affecting their teaching environments (UNESCO, 2000).

Educational management has no choice as to whether to train teachers and other employees or not. This is because the competence of employees will never last



forever due to such factors such as curriculum change, technological change transfers and promotions (Okumbe, 1998).

Education reforms processes tend to maintain the classical scheme of incorporating teachers when the proposal has already been defined, counting teachers only as potential trainees and implementers, thus ignoring the importance of teachers' knowledge, experience and active participation in the reform process (Mbatia, 2004). The shortage of well-trained teacher was identified in the 1964 – 70 development plans as a major obstacle to achieving education for all. The plan emphasized the need of expanding teacher – training facilities in order to reduce the number of untrained teachers and meet the demand of a rapidly expanding primary education system.

It is necessary to develop a system of providing opportunities to teachers to undergo in-service courses on a continuous basis. Apart from increased enrolment, more children from different backgrounds will be going to school, thus more special needs and over-age children. In rural areas more children from poor home who may have been exposed to baby sitting and herding are likely to go to school. As a result, students' needs have increased and teachers will require new skills and knowledge (TSC Kenya, 2003). This study seeks to find out challenges experienced by selected public secondary schools in Teso South District.

## **2.7 Summary of Literature review**

Various studies done on effect of school based factors on academic performance attest to the fact that school environment that is not conducive for learning may

lead to under performance (Chimombe, 2011). Financial resource is a key element among educational resources. Financial resources are used for acquisition of other resource such as physical facilities, textbooks and human resources (Lumuli, 2009). These studies did not include all the school based factors like learning techniques and so this study will research on the left factors.

## **2.8 Theoretical Framework**

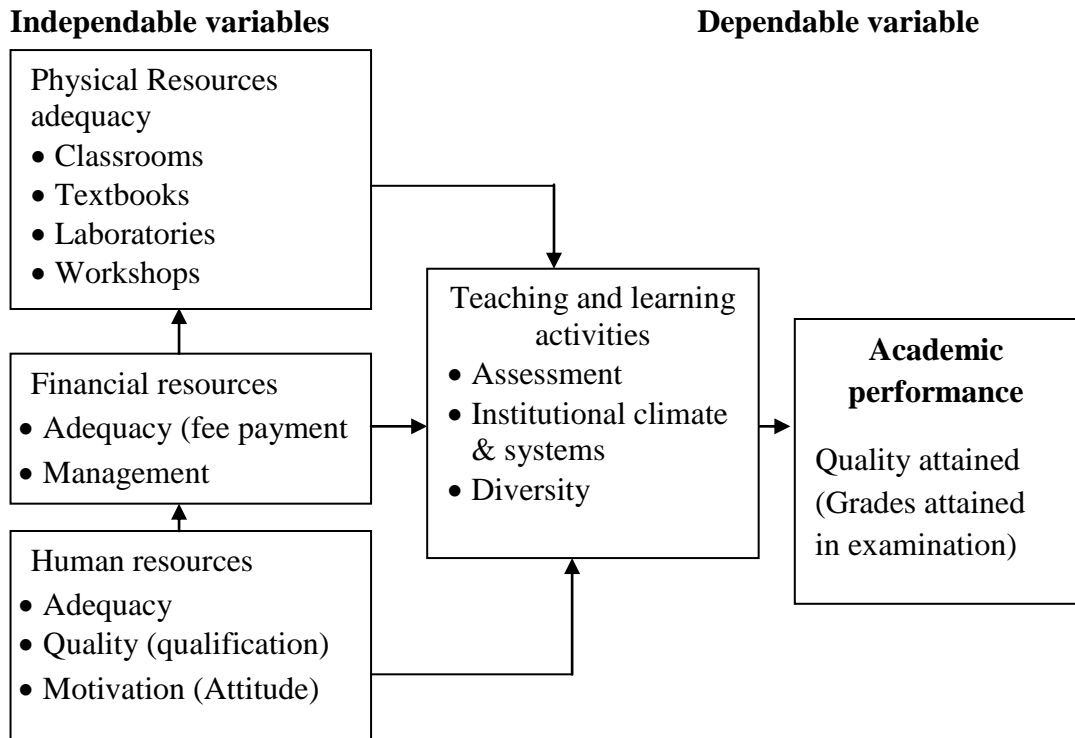
The study was guided by Education production Function theory. Education function represents mathematically the process of which a school transforms inputs (Stephen & Eileen, 1990).

An education production function is an application of the economic concept of a production function to the field of education. It relates various inputs affecting a student's learning like pupil-teacher ratio, instructional materials, physical facilities that affect the quality of education. It measure outputs including subsequent labor market success, school enrollment, graduation rates, and most frequently, standardized test scores.

A large number of successive studies, increasingly involving economists, produced inconsistent results about the impact of school resources on student performance, leading to considerable controversy in policy discussions. Additionally, policy discussions about class size reduction heightened academic study of the relationship of class size and achievement.

## 2.9 Conceptual Framework

**Figure 2.1: Conceptual Frame showing interrelationship between variables and academic achievement**



Resources financial resource is key for it affects availability of physical and human resource. Financial resources enable putting up of physical facilities and acquisition of human resource. The quality of physical and human resource that affects teaching and learning will be determined by availability of financial resources. When financial resources are adequate, human resource will be acquired motivation for teachers' workers. Adequacy of financial resources mainly depends of fee payment and effective management of the same. Therefore teachers' expectations have great influence on students' grades. Availability of textbooks, trained teacher and physical resources such as classrooms influence students' performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section presents Methodology to be used in the study. It is presented under; Research Design, Target population, Sample Size ,Sampling Technique and, Research Instruments, Validity of Research instruments, Reliability of Research instruments, Data collection procedures and Data Analysis Techniques.

#### **3.2 Research Design**

This study used a descriptive survey research design. In using this design, data collection is carried out in a structured process. Kumar (2005) argues that the goal of descriptive research is to describe the characteristics of a selected phenomenon and involves the collection of data without manipulation of variables. The sole purpose of descriptive research is to provide an accurate and valid representation of the factors or variables that pertain are relevant to the research question. Descriptive survey research is helpful in indicating trends in attitudes and behaviors, and enables generalization of the findings of the research study to be done (Neuman, 2000). This design was appropriate for this study because it will enhance the amount of quality information yielded.

#### **3.3 Target Population**

The study targeted the 12 public secondary schools in Teso South district. This resulted to 12 head teachers and 12 Directors of Studies (DOS) from the targeted schools. The study also targeted 24 form 3 and 4 class prefects from each of the

streams in the 12 schools since they had been in the school system long enough to understand the school based factors affecting their academic performance. Target population is the specific components that the study focuses on and to which the findings of the research are generalized (Patton, 2002). The study targeted schools that have been presenting candidates for KCSE examination up to 2012.

Target population is finite in size, exists within a given time frame, and is accessible. Patton (2002) argue that for a target population to be plainly defined, there is need to clearly define the properties that the researcher anticipates to investigate by use of an working definition.

### **3.4 Sample Size and Sampling Technique**

The study employed census sampling to sample all the 12 schools that had been presenting KCSE candidates up to 2012 all schools were used in the study. This study used purposive sampling to sample the 12 head teachers, 24 class prefects and 12 DOS. This was selected basing on the researcher's knowledge of the population and the objectives of the research (Connaway & Powell, 2010). Mugenda and Mugenda (2003) argue that the researcher uses elements with the required information in line with the objectives of the study and that the criteria for selecting these elements must be specified.

The head teachers were purposively earmarked because they are charged with responsibility of curriculum implementation and administrative duties. They play a control role in initiation of motivation programmers and acquisition of necessary resources that promote academic performance in schools.

Director of studies were also earmarked due to central role they play as academic co-ordinators and principal advisor of head teachers on academic issues. Since they were charged with responsibility of overseeing curriculum implementation, they were versed with information on factors within the school that had promoting or hindering promotion of academic performance.

### **3.5 Research Instruments**

The questionnaire was principal instrument for Primary data collection. The questionnaires were administered to the head teachers, DOS and the class prefects. The questionnaires had both open and closed ended questions; one set for head teachers and another set for DOS. The questionnaires sought information on the state of physical, financial and human resources in the school and how the same is impacting on academic performance in the school. The questionnaires also sought information on the challenges schools had been facing in their endeavor to promote academic programmes. Questionnaires were advantageous because they saves time on the part of the researcher and heightens the independence and accuracy of responses from respondents (Jwan, 2010).

Direct observation was used to capture the state of teaching and learning resources in the schools. This enabled the researcher to verify information captured through questionnaires. Document analysis was used to capture academic performance in schools. This was important for information provided through such documents is verifiable and permanent in nature. The blending of various instruments as proposed in this study was an acceptable technique in research (Kothari, 2008; Saunders et al 2007).

### **3.6 Validity of Research Instruments**

Validity is the accuracy and meaningfulness of inferences drawn from the researcher findings. It is the degree to which results obtained from the analysis of the data actually represent the phenomena under study (Mugenda and Mugenda, 2003). In this study, the validity was taken to mean the extent to which the instruments cover the objectives. Validity refers to quality of data gathering instrument or procedures that enable the instrument to measure what it is supposed to measure (Kumar, R. (2005).

To ascertain content validity of the research instrument the researcher consulted experts in research methodology in the Department of Education, Administration and Planning in the University of Nairobi. This enabled the researcher to develop instruments that yield content valid information.

### **3.7 Reliability of Research Instrument**

Reliability is the ability of the instrument to give consistent results after a number of repeated trials (Kerlinger, 2003). It was enhanced through use of instrument triangulation technique which is an acceptable technique in survey research that is qualitative in nature since it lends credibility to the findings of the study (Kothari, 2008; Mugenda and Mugenda, 2003).

A pilot study was conducted by administering the questionnaires to few head teachers, class prefects and DOS from the neighbouring Teso North district target population which is intended to determine the reliability of the questionnaire. Kothari (2004) argued that reliability is the consistency of measurement and is

frequently assessed using the test–retest reliability method. Reliability is increased by including many similar items on a measure, by testing a diverse sample of individuals and by using uniform testing procedures.

Cronbach’s Alpha was applied to measure the co-efficient of internal consistency and therefore reliability of the instrument. A reliability coefficient of 0.71 was considered high enough for the instruments to be used for the study (Jwan, 2010).

### **3.8 Data Collection Procedure**

The researcher first sought for a permit from National Council for science and Technology which is charged with responsibility of issuing the permits for research in Kenya. The researcher then proceeded to seek further clearance from County Education Officer, Teso South District before proceeding to visit the selected schools. Questionnaires administered were collected on the same day except for those head teachers and Director of studies who may need more time because of their busy schedule. Document analysis and observation schedule was conducted on the same day the questionnaires were administered.

### **3.9 Data Analysis Techniques**

The study used Statistical Package for Social Sciences (SPSS) to analyse data. This was done by first cleaning, coding, entering and then analyzing. The data was analysed both qualitatively and quantitatively. Quantitative data was edited to eliminate inconsistencies, summarized and coded for easy classification in order to facilitate tabulation and interpretation. Descriptive statistics was used in describing the sample data in such a way as to portray the typical respondent



and to reveal the general response pattern. Analysed data was presented in form of percentages, means, standard deviations and frequencies.

Open ended questions which elicited qualitative data was analyzed according to themes based on the research questions and the objectives and the objectives and thereafter, inferences and conclusions were drawn.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND FINDINGS**

#### **4.1 Introduction**

The chapter presents the findings and discussions of the study. The data presented includes the effect of human resources, financial resources, physical resources and learning techniques on students' academic performance at Kenya Certificate of Secondary Education in Teso South District.

#### **4.2 Response Rate**

Out of 48 questionnaires administered to the 12 head teachers, 24 class prefects and 12 DOS all the 48 questionnaires were filled and returned. This represented a 100% response rate, which is considered satisfactory to make conclusions for the study. This can be related to Mugenda and Mugenda (2003) who said a 50% response rate is adequate, 60% good and above 70% rated very good. This implies that basing on this assertion, the response rate in this case of 100% is very good.

#### **4.3 Demographic Information**

The demographic data sought in the study included general profile of the study's respondents with regards to gender, age, professional qualification, duration for head teachers. Demographic information on class prefects included gender and age while demographic information on director of studies included gender and age. It was necessary to get the demographic information of the respondents so that the study samples the experiences respondents who understand the real situation in their schools regarding school based factors influencing students' academic performance at Kenya Certificate of Secondary Education.

**Table 4.1 Gender of respondents**

	Head teachers		Class prefects		DOS	
	F	%	F	%	F	%
Male	6	50%	15	63%	5	42%
Female	6	50%	9	37%	7	58%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>24</b>	<b>100%</b>	<b>12</b>	<b>100%</b>

From Table 4.1, shows that a there was equal gender 6 (50%) for both male and female for the head teachers, majority 15 (63%) of the class prefects were male while majority 7 (58%) of the director of studies were female. From this it can be deduced that although the study sampled both gender, majority of the respondents were male. This implies that the most employed gender in the teaching profession is male teachers.

Table 4.2 presents the response of head teachers and DOS regarding their age.

**Table 4.2 Age of the head teachers and DOS respondents**

	<b>Head teachers</b>		<b>Director of studies</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Below 40 years	4	33%	4	33%
41 – 50 years	7	58%	6	50%
51 – 60 years	1	9%	2	17%
Above 60 years	0	0%	0	0%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>12</b>	<b>100%</b>

From the Table 4.2, majority of the head teachers and director of studies 7 (58%) and 6 (50%) were aged between 41 – 50 years respectively. From this it can be deduced that majority of the respondents were mature enough and an indication that they had worked for long enough. This made them suitable to understand the school based factors that affect the students' performance in Teso South district. This also implies that the teaching fraternity in the secondary schools are mature enough to handle their teaching professionally. This might be supporting the academic performance of the students at KCSE.

Table 4.3 presents the response of class prefects regarding their age.

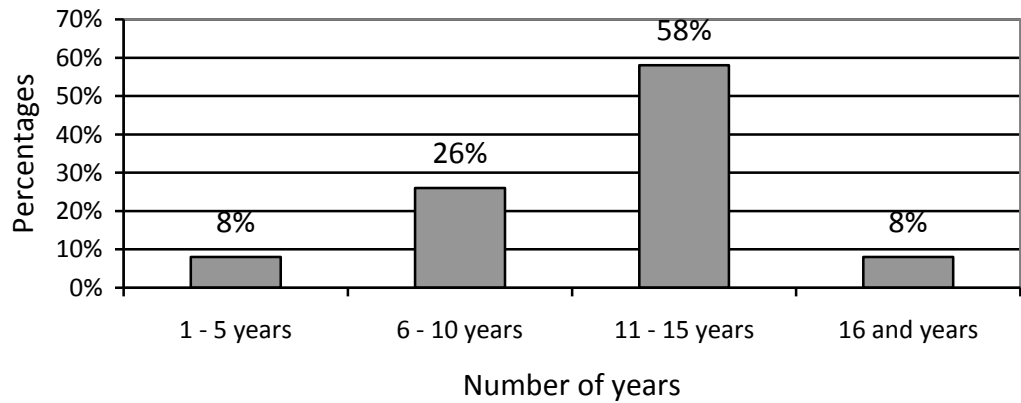
**Table 4.3 Age of the class prefect respondents**

	<b>Frequency</b>	<b>Percentage</b>
Below 13 years	18	75%
14 – 15 years	4	17%
16 – 17 years	2	8%
Above 17 years	0	0%
<b>Total</b>	<b>24</b>	<b>100%</b>

From the Table 4.3, majority of the class prefects 18 (75%) had ages below 13 years. They were followed by 4 (17%) who had ages between 14 – 15 years. From this it can be deduced that majority of the class prefects had ages below 13 years. This implies that the majority of the class prefects are mature enough to understand what should be done as regards school based factors influencing academic performance of the students’ at Kenya Certificate of Secondary Education.

Figure 4.1 presents the response of head teachers on their duration as head teachers in their schools.

**Figure 4.1 Duration as a head teacher**



From the Figure 4.1 above, majority of the head teachers 7 (58%) had been head teachers for a period of 11 - 15 years they are followed by 3 (26%) who had worked between 6 - 10 years. From this it can be deduced majority of head teachers had been there for duration of over 6 years. This implies that head teachers can provide information on the school based factors affecting academic performance of the students in Teso South district.

#### **4.4 Effect of human resources on students' academic performance**

The researcher studied the effect of human resources on students' academic performance. This is because human resource plays an important role in providing services to the students and therefore there is a chance that the student's academic performance might be affected. This was studied by investigating if the head teachers and DOS agree that human resources has effect on the academic performance of students, the study probed if there are enough teachers to handle

the students academics, adequacy of the school workers and the training of the school workers.

Table 4.4 presents the response of head teachers and DOS on the statement of human resources having effect on the academic performance of students.

**Table 4.4 Human resources has effect on the academic performance of students**

<b>Response</b>	<b>Head teachers</b>		<b>DOS</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	10	83%	12	100%
No	2	0%	0	0%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>12</b>	<b>100%</b>

Table 4.4 shows that the majority 10 (83%) of the head teachers respondents indicated that the human resources has effect on the academic performance of students. The entire 12 (100%) of the director of studies agreed that the human resources has effect on the academic performance of students. This implies that the majority of the respondent's acknowledges that human resource plays an important role in students' academic performance and therefore should be managed well in the secondary schools.

Human resource in school includes teachers, support staff and students. Human resource as a factor of production is affected by adequacy and quality as reflected by level of training and level of motivation (Juma, 2011). Adequacy of teachers is

reflected by student teacher - ratio. Student teacher ratio reflects the number of student that is handled by one teacher in a stream during a lesson (Lumuli, 2009).

Table 4.5 presents the response of head teachers and DOS on the statement of there being enough teachers to handle students.

**Table 4.5 There are enough teachers to handle students**

<b>Response</b>	<b>Head teachers</b>		<b>DOS</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	0	0%	0	0%
Agree	0	0%	0	0%
Undecided	2	16%	0	0%
Disagree	4	32%	1	8%
Strongly disagree	6	52%	11	92%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>12</b>	<b>100%</b>

Table 4.5 shows that the majority 10 (84%) of the head teachers respondents disagreed that there are enough teachers in their schools to handle all the students. The entire 12 (100%) of the director of studies also disagreed that there are enough teachers in their schools. This implies that there is no enough teaching staff in the schools and therefore this might be affecting the academic performance of the students.

This finding is reflected in (Ivancerich et al, 1994) who indicated that according to behavioral scientists, effective worker performance requires motivation ability and



reward system that encourages quality work. Low student teacher ratio means that a teacher will be able to handle fewer students, implying high attention level. High student ratio implies that a teacher will be able to handle many students at ago. This will make a teacher to employ teaching methods which are deductive rendering students passive (Michelowa, 2003; Dembele & Miaro, 2003). However, there is need to strike balance as extremely low student teacher ratio leads to underutilization of teachers while high student teacher ratio compromises academic performances affecting quality of education

Table 4.6 presents the response of head teachers and DOS on the statement of school workers being well trained on their job.

**Table 4.6 School workers are well trained on their job**

<b>Response</b>	<b>Head teachers</b>		<b>DOS</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	2	16%	0	0%
Agree	2	16%	0	0%
Undecided	0	0%	0	0%
Disagree	5	42%	1	8%
Strongly disagree	3	26%	11	92%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>12</b>	<b>100%</b>

Table 4.6 shows that the majority 8 (68%) of the head teachers respondents disagreed that the school workers are well trained on their job. The entire 12 (100%) of the director of studies also disagreed that the school workers are well

trained on their jobs. This implies that the services offered to the students by the school workers are not professional and thus might be affecting their academic performance negatively.

Performance of teachers as reflected by level of training and teaching experience will determine the quality of grades attained in an examination (Harbison and Mayer, 1964; Husen et al, 1978 and Heinemann; 1981). A trained teacher will have necessary pedagogical skills which will promote students' understanding, motivating a student to learn, thereby promoting academic performance.

#### **4.5 Influence of financial resources on students' academic performance**

The researcher examined the influence of financial resources on students' academic performance. This is because finance is a factor that has to be fulfilled for comfortable stay of student's in schools. This was done by studying the effect of finance resources on academic performance, school having adequate financial resources, presence of projects that support the school finances and the purchase of school needs comfortably.

Table 4.7 display the response on the effect of finance resources on academic performance.

**Table 4.7 Finance resources affect academic performance of students**

<b>Response</b>	<b>Head teachers</b>		<b>DOS</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	6	%	9	75%
Agree	4	%	1	8%
Undecided	2	%	0	0%
Disagree	0	0%	0	0%
Strongly disagree	0	0%	2	17%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>12</b>	<b>100%</b>

Table 4.7 presents that a majority 10 (83%) of the head teachers find that finance resources affect the academic performance of the students. A majority 10 (83%) of the director of studies also agreed that finance resources play a great role in the academic performance of the students. This therefore implies that the finance should be provided to the school management in order to run the schools well. This will enhance the academic performance of the students positively.

Financial resource is a key element among educational resources. Financial resources are used for acquisition of other resource such as physical facilities, textbooks and human resources (Lumuli, 2009). Availability or adequacy of financial resources will enable a school acquire other facilities. Despite the importance of financial in promoting acquisition of other resources Draft Report on Cost and Financing of education (RoK, 1995) notes that schools have a narrow revenue base which consist of mainly school fees.

Table 4.8 presents the response of head teachers and DOS on adequacy of financial resources.

**Table 4.8 The school has adequate financial resources**

<b>Response</b>	<b>Head teachers</b>		<b>DOS</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	0	0%	0	0%
Agree	0	0%	2	16%
Undecided	0	0%	1	8%
Disagree	4	33%	1	8%
Strongly disagree	8	67%	8	68%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>12</b>	<b>100%</b>

Table 4.8 shows that the entire 12 (100%) of the head teachers respondents disagreed that their schools have adequate financial resources. The majority 9 (76%) of the director of studies also disagreed that their schools have adequate financial resources. This might be affecting the academic performance of students.

School fees make up over 90% of total revenue collected by the schools (Selina, 2012). Even if government has been making contribution in form of Subsidized Secondary Education (SSE), the contribution may be inadequate unless well managed. Collection of fees still varies from school to school. Where collections are inadequate, the state of infrastructure will be poorly developed compromising

content delivery. This ends up putting a lot of strain on existing resources which end up compromising academic performance of the school (Eshiwani, 1993)

Various schools have adopted various techniques of financial management among them being investing in income generating Activities (IGAs) to supplement school budgets. Funds earned through IGAs are used to put up school infrastructure or acquisition of stationery to support learning activity (Kiveu and Mayo, 2009).

Table 4.9 presents the response of head teachers and DOS on the statement of students' ability to purchase school needs comfortably.

**Table 4.9 Students can purchase school needs comfortably**

<b>Response</b>	<b>Head teachers</b>		<b>DOS</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	0	%	0	0%
Agree	0	%	0	0%
Undecided	2	%	0	0%
Disagree	5	0%	0	0%
Strongly disagree	5	0%	12	100%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>12</b>	<b>100%</b>

Table 4.9 shows that the majority 10 (83%) of the head teachers respondents disagreed that students can purchase school needs comfortably. All the director of studies also strongly disagreed that students can purchase school's needs comfortably.

Study done by Selina (2012) on the impact of IGAs on students Retention Rates in Public Secondary Schools Vihiga District indicate that schools that had IGAs generated income that was used in promotion of motivational Programmes for teachers. Such schools ended up posting better performance in examination compared to schools that did not have such arrangements. This therefore points out that it is important to address the variation that exists among schools that have led to differences in performance.

#### **4.6 Influence of Physical Resources on Students' Academic Performance**

The researcher assessed the influence of physical resources on students' academic performance, this is because physical resources make the teaching and learning in secondary schools comfortable. This was done by studying the availability of a spacious library, adequacy of classrooms to handle all the students, adequate toilets and latrines, enough dormitories and availability of a spacious playing ground.

Table 4.10 displays the response on the influence of availability of physical facilities on the student's academic performance in Teso South district.

**Table 4.10 Availability of physical facilities affect academic performance of students**

<b>Response</b>	<b>Head teachers</b>		<b>Class prefects</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	12	%	12	50%
Agree	0	%	9	37%
Undecided	0	%	0	0%
Disagree	0	0%	3	13%
Strongly disagree	0	0%	0	0%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>24</b>	<b>100%</b>

Table 4.10 presents that the entire 12 (100%) of the head teachers strongly agreed that availability of physical facilities affect academic performance of students. A majority 21 (87%) of the class prefects agreed of studies also agreed that availability of physical facilities affects the students' academic performance. This means that the respondent's acknowledge the importance of physical facilities on the student's academic performance and therefore all schools should be keen in developing them. This might influence the student's academic performance positively.

Various studies done on effect of school environment on academic performance attest to the fact that school environment that is not conducive for learning may lead to under performance (Chimombe, 2011). Provision of adequate learning facilities at all levels including equipment and human resources enhances the

quality and relevance of imparted skills of learners (Lumuli, 2009). Learning involves interaction of students with the environment. Teaching and learning resources include classrooms, laboratories, libraries, playing fields, textbooks among others. Indeed physical resources go a long way in creating conducive environment that promote effective teaching and learning. It is with this in mind that the Draft Report on Cost and Financing of Education in Kenya that (RoK, 1995) identifies textbook ratio and school facilities as some yard sticks to be used to gauge the quality of secondary school education.

Table 4.11 displays the response on the availability of a spacious and equipped school library.

**Table 4.11 There is a spacious and well equipped school library**

<b>Response</b>	<b>Head teachers</b>		<b>Class prefects</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	0	0%	5	21%
Agree	0	0%	1	4%
Undecided	2	16%	1	4%
Disagree	2	16%	8	33%
Strongly disagree	8	68%	9	38%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>24</b>	<b>100%</b>

Table 4.11 displays that a majority 10 (84%) of the head teachers disagreed that in their schools there is a spacious and well equipped school library, an equally high percentage of class prefects 17 (71%) disagreed that their schools have a spacious



and well equipped school library. This implies that the students do not get adequate learning resources and the teachers too do not have enough reference material for teaching. This might be affecting the academic performance of the students' in the Kenya Certificate of Secondary Education.

Ombou (2001) links performance in examinations to state of teaching and learning resources in schools. He notes that students from poor backgrounds perform poorly in the examinations because the poor are often in areas where schools are seriously deprived of vital facilities, an attitude of helplessness may be inculcated early into children making them feel that being in school is a waste of time.

Table 4.12 displays the response on there being enough classrooms to handle all students.

**Table 4.12 There is enough classrooms to handle all students**

<b>Response</b>	<b>Head teachers</b>		<b>Class prefects</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	0	0%	0	0%
Agree	0	0%	4	17%
Undecided	2	17%	0	0%
Disagree	6	50%	8	34%
Strongly disagree	4	33%	12	49%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>24</b>	<b>100%</b>

Table 4.12 displays that a majority10 (83%) of the head teachers disagreed that there is enough classrooms to handle all the students in the school. A majority 20 (83%) of the class prefects also disagreed that there is enough classrooms to handle all the students. This implies that majority of schools lack enough classrooms that is a basic requirement for learning. This might be affecting the academic performance of the students.

Physical materials in terms of adequacy and quality have been noted to have a great impact on performance of students in the examination (Harbison and Mayer 1964, Husen et al, 1978; Heinemann, 1981). A school that has adequate instructional materials is likely to post better quality grades than a school which has poor quality physical resources. A school with inadequate classrooms will be forced to accommodate more students than recommended. This will exert a lot of pressure on resources such as teachers who may compromise their methodology as part of adaptive mechanism (Nafukho, 1991; Pscharapolous & Woodhall, 1985).

Table 4.13 displays the response on the school having enough toilets and latrines for students.

**Table 4.13 The school has enough toilets and latrines for students**

<b>Response</b>	<b>Head teachers</b>		<b>Class prefects</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	0	0%	2	8%
Agree	0	0%	0	0%
Undecided	0	0%	3	12%
Disagree	2	17%	0	0%
Strongly disagree	10	83%	19	80%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>24</b>	<b>100%</b>

Table 4.13 displays that the entire 12 (100%) of the head teachers disagreed that their schools have enough toilets and latrines for students, a majority 19 (80%) of the class prefects also disagreed that there is adequate toilets and latrines for students. This implies that the basic requirements of toilet and latrines are not provided to the school and therefore this might be affecting the academic performance of the students.

The lack of basic facilities like toilets and laboratories has compromised the teaching of science subjects. Topics that are meant to be taught practically are taught theoretically as part of adaptive mechanism by teachers due to inadequate resources to enable effective teaching of the same. This ends up affecting negatively students' performance reducing their competitiveness for opportunities whose placement is pegged on performance in such subjects (Mayama & Lumuli; 2009).

Table 4.14 displays the response on the availability of enough dormitories to handle all students.

**Table 4.14 There is enough dormitories to handle all students**

<b>Response</b>	<b>Head teachers</b>		<b>Class prefects</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	3	25%	8	33%
Agree	2	17%	2	8%
Undecided	1	8%	0	0%
Disagree	1	8%	2	8%
Strongly disagree	5	42%	12	51%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>24</b>	<b>100%</b>

Table 4.14 indicates that half 6 (50%) of the head teachers disagreed that there is enough dormitories to handle all students. A majority 14 (59%) of the class prefects also disagreed that there is enough dormitories to handle all students in the school. The inadequate provision of dormitories implies that the students do not stay in the school comfortably and therefore the academic performance of the students might be affected as a result.

Table 4.15 displays the response on the availability of a spacious playing ground.

**Table 4.15 There is a spacious playing ground**

<b>Response</b>	<b>Head teachers</b>		<b>Director of studies</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	3	25%	1	9%
Agree	0	0%	0	0%
Undecided	0	0%	0	0%
Disagree	6	50%	9	75%
Strongly disagree	3	25%	2	16%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>12</b>	<b>100%</b>

Table 4.15 indicates that a majority 9 (75%) of the head teachers disagreed that there is a spacious playing ground in their schools. A majority 11 (91%) of the director of studies also disagreed that there is spacious playing ground in the school for students. The students therefore do not have enough space for recreation. This affects their utilization of free time for relaxation and therefore their academic performance is affected.

#### **4.7 Learning Techniques influence on the Students' Academic Performance**

The researcher studied the effect of learning techniques on students' academic performance. The learning techniques directly affect the academic performance of the students since they dictate if the students are understanding the teachers or not. The researcher looked at teachers' use of teaching and learning aids during lessons, group discussion done among students, the weak students being provided

by remedial lessons, teachers employing different teaching methods and availability of monitoring and evaluation of the covered work.

The study investigated if the respondents find that learning techniques affect students' performance. The results are shown in the table 4.16.

**Table 4.16 Learning techniques affect students' academic performance**

<b>Response</b>	<b>Head teachers</b>		<b>Director of studies</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	6	50%	11	%
Agree	4	33%	1	%
Undecided	2	17%	0	0%
Disagree	0	0%	0	0%
Strongly disagree	0	0%	0	0%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>12</b>	<b>100%</b>

Table 4.16 indicates that a majority 10 (83%) of the head teachers agreed that learning techniques affects the academic performance of students. All the director of studies also agreed that learning techniques affect the students' academic performance. This implies that the head teachers acknowledge the need for right learning techniques for realization of a better academic performance by the students. They should therefore be supported by other stakeholders to improve the usage of learning techniques in the schools.

In Britain the return of adult learner to the classroom meant that schools were dealing with more sophisticated clientele than in the past in terms of learning techniques. Teachers emerging from programmes are only slightly better equipped for the demands that will confront them than their predecessors thirty years go. This reflects the static teacher training force itself out of touch to some degree with recent developments in schools. Staff development meant is essential for the school to meet the wider responsibilities it is now expected to fulfill (Wilson, 2002).

Table 4.17 displays the response on respondents regarding teachers teaching using teaching and learning aids during lessons.

**Table 4.17 Teachers use teaching and learning aids during lessons**

<b>Response</b>	<b>Head teachers</b>		<b>Class prefects</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	2	16%	6	25%
Agree	2	16%	2	8%
Undecided	0	0%	3	12%
Disagree	5	42%	9	37%
Strongly disagree	3	25%	4	18%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>24</b>	<b>100%</b>

Table 4.17 indicates that a majority 8 (67%) of the head teachers disagreed that teachers use teaching and learning aids during lessons. The majority 13 (55%) of

the class teachers also disagreed that their teachers use teaching and learning aids during lessons. This might be affecting the academic performance of the students in Teso South district. This is because the usage of teaching and learning aids helps in better understanding of the subject by the students.

Teachers are essential players in promoting quality education in schools because they are catalysts of change. Teachers at all levels of education system should have access to training and ongoing professional development that includes application of teaching and learning aids so that they can be able to participate locally and internationally in decisions affecting their teaching environments (UNESCO, 2000).

The response regarding availability of group discussion in school is presented in Table 4.18.

**Table 4.18 There is group discussion done among students**

<b>Response</b>	<b>Head teachers</b>		<b>Class prefects</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	6	50%	11	46%
Agree	5	42%	5	21%
Undecided	0	0%	1	4%
Disagree	1	8%	3	12%
Strongly disagree	0	0%	4	16%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>24</b>	<b>100%</b>



Table 4.18 indicates that a majority 11 (92%) of the head teachers agreed that there is group discussion done among students in the school. A majority 16 (67%) of the class prefects agreed that there is group discussion done among students in their schools. This might be affecting the students' academic performance because group discussion enhances the understanding of concepts especially by the weak students. The students are able to learn from one another through academic group discussions.

Educational management has no choice as to whether to train teachers and other employees or not. This is because the competence of employees will never last forever due to such factors such as curriculum change, technological change transfers and promotions (Okumbe, 2001).

Table 4.19 displays the response on teachers employing different teaching methods.

**Table 4.19 Teachers employ different teaching methods**

<b>Response</b>	<b>Head teachers</b>		<b>Class prefects</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	6	50%	3	12%
Agree	4	33%	0	0%
Undecided	2	17%	3	12%
Disagree	0	0%	10	42%
Strongly disagree	0	0%	8	34%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>24</b>	<b>100%</b>

Table 4.19 displays that a majority 10 (83%) of the head teachers agreed that in their schools teachers employ use of different teaching methods. an equally high percentage of class prefects 18 (76) disagreed that teachers use different teaching methods in their teaching. This implies that teachers do not find the application of teaching aids as important. This might be affecting the academic performance of the students negatively.

Education reforms processes tend to maintain the classical scheme of incorporating teachers when the proposal has already been defined, counting teachers only as potential trainees and implementers, thus ignoring the importance of teachers' knowledge, experience and active participation in the reform process (Mbatia, 2004).

The availability of monitoring and evaluation of the work covered was put into perspective and presented in the table 4.20.

**Table 4.20 There is monitoring and evaluation of covered work**

<b>Response</b>	<b>Head teachers</b>		<b>Class prefects</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	5	42%	16	68%
Agree	5	42%	4	16%
Undecided	2	16%	0	0%
Disagree	0	0%	2	8%
Strongly disagree	0	0%	2	8%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>24</b>	<b>100%</b>

Table 4.20 indicates that a majority 10 (83%) of the head teachers agreed that there is monitoring and evaluation of covered work in their schools. A majority 20 (84%) of the class prefects also agreed that there is monitoring and evaluation of the work covered in their schools. This might be affecting the students' academic performance since there is no way the teachers can know if the students are understanding what he or she is teaching if they are not monitored and evaluated.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the study in a summary and makes conclusions based on the results. The recommendations from the findings and areas for further research are also presented.

#### **5.2 Summary of the Study**

The study aimed to investigate the school based factors influencing students' academic performance at Kenya Certificate of Secondary Education in Teso South District. The researcher singled out four school based factors influencing students' academic performance at Kenya Certificate of Secondary Education. The findings are summarized per objective as follows:

The findings of human resources effect on students academic performance indicated that a majority 8 (68%) of the head teachers respondents disagreed that the school workers are well trained on their job. The entire director of studies also disagreed that the school workers are well trained on their jobs. A majority of the head teachers respondents disagreed that there are enough teachers in their schools to handle all the students. The entire 12 (100%) of the director of studies also disagreed that there are enough teachers in their schools.

The findings on availability of finance resources in schools shows that the majority 10 (83%) of the head teachers respondents disagreed that students can purchase school needs comfortably. The entire 12 (100%) of the director of

studies also strongly disagreed that students can purchase school's needs comfortably. The entire head teachers' respondents disagreed that their schools have adequate financial resources. The majority 9 (76%) of the director of studies also disagreed that their schools have adequate financial resources. This might be affecting the academic performance of students.

The findings on effect of physical facilities on academic performance indicated that the entire head teachers strongly agreeing that availability of physical facilities affect academic performance of students. A majority 21 (83%) of the class prefects agreed of studies also agreed that availability of physical facilities affects the students' academic performance. A majority 9 (75%) of the head teachers disagreed that there is a spacious playing ground in their schools. A majority 11 (91%) of the director of studies also disagreed that there is spacious playing ground in the school for students. Half of the head teachers disagreed that there is enough dormitories to handle all students. A majority 14 (59%) of the class prefects also disagreed that there is enough dormitories to handle all students in the school. The entire head teachers disagreed that their schools have enough toilets and latrines for students, a majority 19 (80%) of the class prefects also disagreed that there is adequate toilets and latrines for students. A majority 10 (83%) of the head teachers disagreed that there is enough classrooms to handle all the students in the school.

Effect of learning techniques on the academic performance study revealed the following results as of the respondents. A majority 10 (83%) of the head teachers agreed that learning techniques affects the academic performance of students. The

entire 12 (100%) of the director of studies also agreed that learning techniques affect the students' academic performance. Majority 8 (67%) of the head teachers disagreed that teachers use teaching and learning aids during lessons. The majority 13 (55%) of the class teachers also disagreed that their teachers use teaching and learning aids during lessons. This might be affecting the academic performance of the students in Teso South district. A majority 11 (92%) of the head teachers agreed that there is group discussion done among students in the school. A majority 16 (67%) of the class prefects agreed that there is group discussion done among students in their schools. This might be affecting the students' academic performance.

### **5.3 Conclusions**

The following conclusions were drawn from the research questions and the findings of the study; human resource is not well handles since from the findings most of the head teachers and director of studies do not employ well trained school workers and their numbers are not enough to handle all the students. In conclusion, human resource in secondary schools in Teso South is a concern that affects the students academic performance.

Finance resource is not well established since the study indicates that most of the head teachers find their schools having financial problems. The class prefects and the director of studies in the secondary schools also indicated that their secondary schools do not have alternative financial resources to support their school. This definitely ends up affecting the academic performance of the students.

It can be concluded that physical resources is not well developed in most of the secondary schools since the study revealed that an overwhelming number of head teachers and class prefects disagreed that there schools have well developed physical resources. This affects the academic performance of the students negatively since they do not get a comfortable environment to study.

In conclusion, learning techniques is practiced since majority of the head teachers and class prefects agreed that teachers employ use of teaching and learning aids in their teaching. This shows that learning techniques is taken seriously in majority of the schools but the performance of the students is still affected.

#### **5.4 Recommendations**

The researcher makes the following recommendation;

- i. The head teachers should attend seminars and workshops that teach the importance of a well-managed human resource. This is because the study depicted majority of the schools are facing a challenge in schools' human resource.
- ii. The DEO should arrange for workshops for both teachers and head teachers to be sensitized of the ways to improve the schools finance resource that affect academic performance of students.
- iii. The Head teachers in the district should arrange for school exchange programs to learn how to manage the physical resource in the school that influence academic performance of the students.

- iv. The government should organize workshops and trainings for the head teachers to make them understand the benefits of learning resources.

### **5.5 Recommendations for Further research**

The recommendations for further studies include;

- i. Further study should be done on the influence of home based factors since this study only focused on the school based factors.
- ii. Research should be done on other areas since this was based in Teso South district and therefore the findings might defer.



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**APPENDICES**  
**APPENDIX A**  
**LETTER OF INTRODUCTION**

UNIVERSITY OF NAIROBI  
DEPARTMENT OF EDUCATION ADM.  
AND PLANNING  
P.O. BOX 92  
KIKUYU.

Dear Sir. /Madam,

**RE: CARRYING OUT OF RESEARCH**

I am a Master's student at the University of Nairobi carrying out research on the **Influence of school based factors on students' academic performance at KCSE in Teso South District.**

Your school has been randomly selected for the purpose of participation in the study. It is my humble request that you assist me by filling the questionnaires as accurately as possible. The answers and opinions given will only be used for academic purposes.

I take this opportunity to thank you in advance for your co-operation.

Yours faithfully,

Beatrice Nambuya

## APPENDIX B

### HEAD TEACHERS' QUESTIONNAIRE

#### Introduction

This questionnaire is designed for the purpose of studying the influence of school based factors on students' academic performance at KCSE in Teso District. The information provided will be treated with confidentiality and is only for academic purposes.

Please fill this questionnaire as accurately as possible by putting a tick to indicate the correct answer or by filling in the required information in the spaces provided.

#### PART A: BACKGROUND INFORMATION

1. What is your gender?

Male

Female

2. What is your age?

Below 40 years

41 - 50 years

51 - 60 years

Above 60 years

3. a) What is your professional qualification?

SI ( )      BED ( )      MED ( )      Other ( ) Specify.....

b) For how long have you been a head teacher?

1 – 5 years      ( )      11 – 15 years      ( )

6 – 10 years      ( )      16 and above      ( )

**PART B: EFFECT OF HUMAN RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE**

2. Do you think human resource affect the students academic performance?

Yes

No

If Yes, please explain.....

.....

4. The table below shows effect of human resources on students' academic performance statements, tick according to your level of agreement. (Please indicate by using 1-Strongly agree (SA), 2-Agree (A), 3- Undecided (UD), 4- Disagree (D), 5- Strongly disagree (SD))

		SA	A	UD	D	SD
	STATEMENT	1	2	3	4	5
a)	There are enough teachers to handle the students academics comfortably					
c)	The school workers are enough for the schools needs					
d)	The school workers are trained on their job					



5. In your opinion, how can the human resource be improved in your school?

.....

.....

.....

**PART C: INFLUENCE OF FINANCIAL RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE**

6. a) Do you think the financial resources affect the students' academic performance?

Yes

No

b) If Yes, please explain.....

.....

6. The table below shows to what influence of financial resources on students' academic performance, tick according to your level of agreement. Please indicate by using 1-Strongly agree(SA), 2-Agree(A), 3 Undecided(UD), 4-Disagree(D), 5- Strongly disagree(SD)

		<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
	<b>STATEMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a)	The school has adequate financial sources					
b)	There are projects that support					

	the schools finances					
c)	The students' academic performance is not affected by financial hitches					
d)	The students can purchase schools needs comfortable					

7. In your opinion, in what ways can the schools finances be improved?

.....

.....

.....

**PART D: INFLUENCE OF PHYSICAL RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE**

8. The table below shows to the influence of physical resources on students' academic performance, tick according to your level of agreement. Please indicate by using 1-Strongly agree(SA), 2-Agree(A), 3 Undecided(UD), 4-Disagree(D), 5- Strongly disagree(SD)

		<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
	<b>STATEMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a)	The school has a spacious and equipped school library					

b)	There are enough classrooms to handle all the students					
c)	The school has enough toilets/latrines for all the school members					
d)	There is enough dormitories to handle all the students					
	There is a spacious playing ground for the students					

**PART E: LEARNING TECHNIQUES AFFECT THE STUDENTS' ACADEMIC PERFORMANCE**

9. The table below shows learning techniques affects the students' academic performance, Please tick according to your level of agreement. Please indicate by using 1-Strongly agree(SA), 2-Agree(A), 3- Undecided(UD), 4- Disagree(D), 5- Strongly disagree(SA)

	STATEMENT	SA 1	A 2	UD 3	D 4	SD 5
a)	The teachers use teaching and learning aids during the lesson					
b)	There is group discussion done among the students					

c)	The week students have remedial lessons after normal classes					
d)	The teacher uses different teaching methods other than lecturing					
e)	There is monitoring and evaluation of the covered work					

10. In your opinion, how can the learning techniques used in the school be improved?

.....

.....

.....

*(End of the questionnaire)*

## APPENDIX C

### QUESTIONNAIRE FOR THE DIRECTOR OF STUDIES

#### Introduction

This questionnaire is designed for the purpose of studying the influence of school based factors on students' academic performance at KCSE in Teso District. The information provided will be treated with confidentiality and is only for academic purposes.

Please fill this questionnaire by putting a tick to indicate the correct answer or by filling in the required information in the spaces provided.

#### PART A: BACKGROUND INFORMATION

1. What is your gender?

Male

Female

2. What is your age?

Below 40 years

41 - 50 years

51 - 60 years

Above 60 years

3. Indicate academic performance for the school for the following years.

Year	Mean score
2008	
2009	

2010	
2011	

**PART B: EFFECT OF HUMAN RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE**

2. Do you think human resource affect the students academic performance?

Yes  No

If Yes, please explain.....

.....

4. The table below shows effect of human resources on students' academic performance statements, tick according to your level of agreement. (Please indicate by using 1-Strongly agree (SA), 2-Agree (A), 3- Undecided (UD), 4- Disagree (D), 5- Strongly disagree (SD))

		SA	A	UD	D	SD
	STATEMENT	1	2	3	4	5
a)	There are enough teachers to handle the students academics comfortably					
c)	The school workers are enough for the schools needs					
d)	The school workers are well trained on their job					

5. In your opinion, how can the human resource be improved in your school?

.....  
 .....

**PART C: INFLUENCE OF FINANCIAL RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE**

6. a) Do you think the financial resources affect the students' academic performance?

Yes

No

b) If Yes, please explain.....

.....

7. The table below shows to what influence of financial resources on students' academic performance, tick according to your level of agreement.

(Please indicate by using 1-Strongly agree(SA), 2-Agree(A), 3- Undecided(UD), 4- Disagree(D), 5- Strongly disagree(SD))

	<b>STATEMENT</b>	<b>SA</b> <b>1</b>	<b>A</b> <b>2</b>	<b>UD</b> <b>3</b>	<b>D</b> <b>4</b>	<b>SD</b> <b>5</b>
a)	The school has adequate financial sources					
b)	There are projects that support the schools finances					

	The students' academic performance is not affected by financial hitches					
	The students can purchase schools needs comfortable					

8. In your opinion, in what ways can the schools finances be improved?

.....

.....

**PART D: INFLUENCE OF PHYSICAL RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE**

9. The table below shows to the influence of physical resources on students' academic performance, tick according to your level of agreement. (Please indicate by using 1-Strongly agree(SA), 2-Agree(A), 3 Undecided(UD), 4-Disagree(D), 5- Strongly disagree(SD))

	STATEMENT	SA 1	A 2	UD 3	D 4	SD 5
a)	The school has a spacious and equipped school library					
b)	There are enough classrooms to handle all the students					



c)	The school has enough toilets/latrines for all the school members					
d)	There is enough dormitories to handle all the students					
e)	There is a spacious playing ground for the students					

**PART E: LEARNING TECHNIQUES AFFECT THE STUDENTS' ACADEMIC PERFORMANCE**

10. The table below shows learning techniques affects the students' academic performance, Please tick according to your level of agreement. Please indicate by using 1-Strongly agree(SA), 2-Agree(A), 3- Undecided(UD), 4- Disagree(D), 5- Strongly disagree(SA)

	STATEMENT	SA 1	A 2	UD 3	D 4	SD 5
a)	The teachers use teaching and learning aids during the lesson					
b)	There is group discussion done among the students					
c)	The week students have remedial lessons after normal classes					

d)	The teacher uses different teaching methods other than lecturing					
e)	There is monitoring and evaluation of the covered work					

11. In your opinion, how can the learning techniques used in the school be improved?

.....

.....

.....

## APPENDIX D

### QUESTIONNAIRE FOR CLASS PREFECTS

#### Introduction

This questionnaire is designed for the purpose of studying the influence of school based factors on students' academic performance at KCSE in Teso District. The information provided will be treated with confidentiality and is only for academic purposes.

Please fill this questionnaire as accurately as possible by putting a tick to indicate the correct answer or by filling in the required information in the spaces provided.

#### PART A: BACKGROUND INFORMATION

1. What is your gender?

Male

Female

2. What is your age?

Below 13 years

14 - 15 years

16 - 17 years

Above 17 years

3. Indicate academic performance for the school for the following years.

Year	Mean score
2008	
2009	

2010	
2011	

**PART B: EFFECT OF HUMAN RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE**

2. Do you think human resource affect the students' academic performance?

Yes

No

If Yes, please explain.....  
 .....

4. The table below shows effect of human resources on students' academic performance statements, tick according to your level of agreement. (Please indicate by using 1-Strongly agree (SA), 2-Agree (A), 3- Undecided (UD), 4- Disagree (D), 5- Strongly disagree (SD))

		SA	A	UD	D	SD
	STATEMENT	1	2	3	4	5
a)	There are enough teachers to handle the students academics comfortably					
b)	The school workers are enough for the schools needs					

c)	The school workers are well trained on their job					
----	--	--	--	--	--	--

5. In your opinion, how can the human resource be improved in your school?

.....

.....

**PART C: INFLUENCE OF FINANCIAL RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE**

6. a) Do you think the financial resources affect the students' academic performance?

Yes

No

b) If Yes, please explain.....

.....

7. The table below shows to what influence of financial resources on students' academic performance, tick according to your level of agreement.

(Please indicate by using 1-Strongly agree(SA), 2-Agree(A), 3- Undecided(UD), 4- Disagree(D), 5- Strongly disagree(SD))

		SA	A	UD	D	SD
	STATEMENT	1	2	3	4	5
a)	The school has adequate financial sources					

b)	There are projects that support the schools finances					
	The students' academic performance is not affected by financial hitches					
	The students can purchase schools needs comfortable					

8. In your opinion, in what ways can the schools finances be improved?

.....

.....

**PART D: INFLUENCE OF PHYSICAL RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE**

9. The table below shows to the influence of physical resources on students' academic performance, tick according to your level of agreement. (Please indicate by using 1-Strongly agree(SA), 2-Agree(A), 3 Undecided(UD), 4-Disagree(D), 5- Strongly disagree(SD))

		<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
	<b>STATEMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a)	The school has a spacious and equipped school library					

b)	There are enough classrooms to handle all the students					
c)	The school has enough toilets/latrines for all the school members					
d)	There is enough dormitories to handle all the students					
e)	There is a spacious playing ground for the students					

**PART E: LEARNING TECHNIQUES AFFECT THE STUDENTS' ACADEMIC PERFORMANCE**

10. The table below shows learning techniques affects the students' academic performance, Please tick according to your level of agreement. Please indicate by using 1-Strongly agree(SA), 2-Agree(A), 3- Undecided(UD), 4- Disagree(D), 5- Strongly disagree(SA)

	STATEMENT	SA 1	A 2	UD 3	D 4	SD 5
a)	The teachers use teaching and learning aids during the lesson					
b)	There is group discussion done among the students					

c)	The week students have remedial lessons after normal classes					
d)	The teacher uses different teaching methods other than lecturing					
e)	There is monitoring and evaluation of the covered work					

11. In your opinion, how can the learning techniques used in the school be improved?

.....

.....



**APPENDIX E**  
**OBSERVATION SCHEDULE**

	<b>Resource</b>	<b>Available</b>	<b>Not available</b>	<b>Adequate</b>	<b>Inadequate</b>
1	Classroom				
2	Laboratories				
3	Libraries				
4	Textbooks				
5	Stationery				
6	Toilets				
7	Furniture				
8	Playing field				