FACTORS AFFECTING ACADEMIC PERFORMANCE IN DAY SECONDARY SCHOOLS IN BORABU DISTRICT IN KENYA

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ABSTRACT

The general low academic performance in Borabu District could be associated with home, school, teacher and student factors. The purpose of the study was to investigate the influence of home, school, teacher and student factors on the academic performance of day secondary schools in Borabu District. The objectives of the study were to find out the influence of: home, school, student and teacher factors on the academic performance of day secondary schools. The study used the qualitative research methodology with a descriptive survey design. The target population of the study constituted 6 day secondary schools, 738 students, 47 classroom teachers and 6 head teachers. Data analysis was done through means, frequencies and percentages. The study revealed that factors that influence the academic performance of the day secondary schools are home related: family size, financial burden, work at home, parental attitude towards education and parenting style; School related : teacher relationship with students, teaching/learning facilities, curriculum implementation, management style, distance of schools from home and time management; Student related : entry mark, sexual behavior, self-esteem, peer group influence, school dropout influence, attitude towards the school and ambition towards academic excellence and teacher related factors : teacher level of education, teaching experience, teacher attitudes towards students, teaching load, teacher motivation, teacher preparation and ongoing training. The study recommendations were that the parents should be sensitized on the need to have a positive attitude towards the day scholars and to provide them with the relevant study materials. The findings of this study provide useful information to educational planners, policy makers, managers and administrators on policies that will promote access, retention and completion of secondary education cycle and good academic performance.

Key Words: Academic performance, teacher related factors, day school, curriculum implementation, wastage, internal efficiency, output.
Introduction

Education reform efforts in less industrialized countries have aimed at making education an effective vehicle for national development. Governments, policy makers and civil society have emphasized that developing countries need to invest more in education and ensure that systems are efficiently managed, that limited funds allocated to sector have maximum impact and that cost recovery measures are adopted (G O K, 1996, 1997, Inter Agency commission, 1990; World Bank, 1988). Investing in secondary schooling would seem desirable for most developing countries for a number of reasons. First, general secondary education is the cheapest way of providing Post-primary educational opportunities to the largest possible number of students. Secondly, upon graduating from primary students have a shaky grasp of core competencies. Thirdly, effective secondary schooling is qualitatively different to formal education at the first level. This is due to the capacity of older students to reason abstractly and to acquire complex competencies that are normally inaccessible to primary-age children. While primary education is oriented towards the acquisition of the fundamentals of reading, writing, and mathematics, students at the secondary levels are expected to develop intellectual skills and analyze problems using reasoning and thinking skills, which are inaccessible to younger children. Fourthly, an appropriate level of quality secondary schooling seems essential to any balanced national development-strategy. It is difficult to imagine a strategy which would promote a transition from subsistence agriculture to higher value-added agriculture, more industrial manufacturing, and more competitive service industries, without having at least ten to fifteen percent of the workforce with a completed secondary education. Finally, secondary education is increasingly viewed as essential for achieving democratic governance and a civic participation (UNESCO, 2008).

Statement of the problem

In Kenya, there has been a growing concern by various stakeholders about the status of education. The government, parents, non-governmental organizations, and donors recognize that although major strides have been made in quantitative terms, Kenya’s education has serious shortcomings. The education system experiences high wastage as a result of repetition and drop outs (Abagi 1997a). The general low academic performance could be associated with student, socio-economic, teacher and school factors. The purpose of this study was to investigate the factors that influence academic performance of day secondary schools in Borabu District. This wastage is rampant in day secondary schools as shown below by the K.C.S.E grades attained by students from 2004-2007 in Borabu District.

Objectives of the study

To determine the home related factors that affect academic performance of students Day secondary school.

To establish the influence of school based factors on the academic performance of students Day secondary school.

To determine the role played by student related factors on the academic performance of students Day secondary school.

To establish the effects of teacher related factors on the academic performance of students Day secondary school.

Literature Review
Home influence plays an important role in academic performance. According to Psacharopoulos (1985), dropouts and repetition appear to be most common among students from low socio-economic background and are more prevalent in the rural areas than the urban areas and among female students than male students. A decision to enroll a student in a school is purely a parental responsibility. Studies by Alexander and Simmons (1975) in nine developing countries, Kenya inclusive, concluded that student achievement in school was strongly determined by home background and individual personality. Parents who portrayed a positive attitude towards their children are seen to have enthusiastic responsible and optimistic children who feel accepted and end up performing well in national examination. Such parents will be willing to provide learning resources, motivate and follow up the performance of their children. In their study, Amundson, Borgen and Osoro (2000), observed that in Kenya, rural students tend to seek help from parents and teachers more than urban students. And parents more than teachers, play a major role in the career decision-making process. According to FEMSA (2005), siblings have also been found to be an influential factor when choosing a career path. Boys with all male siblings have been found to hold masculine vocational interests while girls with female siblings hold feminine ones. It has also been noted that older siblings act as significant role models for younger siblings.

According to Douglas (1964), unskilled parents are of low educational attainment, take little interest in their children’s work, have larger families, live in grossly overcrowded homes, lacking amenities and tend to send their children to schools which are ill equipped. A study by Berger (1969), asserted that one’s social class determines the amount of education of one’s children. The researcher sought to find out how the amount of work at home, parental attitude towards education, the home environs, the family size, the parent’s financial burden, the parenting style and the parental education level at home related factors affect the academic performance of the day scholars within Borabu District. Findings from the questionnaire administered to responses were recorded in percentages among the students and the teachers. It can be seen that the home related factors greatly influence the academic performance of the day scholars in day secondary schools within Borabu District.

Research Methodology
Descriptive survey design was used in the research. According to Frankel and Wallen (2000), survey involves asking a large group of people about a particular issue. Information is obtained from a sample rather than the entire population, at one point in time, which may range from one day to a few weeks. Surveys are only concerned with conditions or relationships that exist, opinions that are held, processes that are ongoing and effects that are evident or trends that are developing. Kothari (1985), note that surveys could be used to explain or explore the existing statures of two or more variables. This design was appropriate because it involves collecting data in order to test hypothesis or answer questions concerning the current status of subjects under study. It is used to assess attitudes and opinions about events, individuals of procedures.

Location of the Study
The study was carried out in Borabu District, Nyanza province, Kenya. The district is one of the three districts that were newly created out of the former Nyamira District in Nyanza province. This area was chosen because it has majority of the schools being day schools and records over the years reflect very poor achievement of the learners especially in national examinations.
Target Population
The population under study constituted 6 day secondary schools out of 18 day secondary schools in the district, 6 head teachers, 47 classroom teachers and a student population of 738.

Sampling and Sampling Procedure
Simple random sampling technique was used to select 6 day secondary schools for the study. Stratified random sampling technique was used to select 246 students across all the forms in the schools to be involved in the research. These techniques are in accordance with the proposal of Krathwohl (2007), who argues that when the target population runs into hundreds then a third or thirty per cent of the total population may suffice for a study. Purposeful sampling technique was used to select thirty two teachers. At the same time, saturated sampling technique was used to select 6 head teachers. The sample study constituted 32 classroom teachers, 246 students and 6 head teachers.

Data Collection Procedure and Instruments
The closed-ended questions provided more structured responses to facilitate tangible recommendations. The closed ended questions were used to test the rating of various attributes and this helped in reducing the number of related responses in order to obtain more varied responses. The open-ended questions provided additional information that may not have been captured in the close-ended questions. The questionnaire was carefully designed and tested with a few members of the population for further improvements. This was done in order to enhance its validity and accuracy of data collected for the study. The researcher administered the questionnaire individually to all respondents of the study.

Data Analysis
Collected data was categorized into information that could help the researcher achieve the objectives of the study. Before the actual data analysis, questionnaires were checked to determine if accurate samples were obtained as per the number of questionnaires to be issued and relevance confirmed. The responses were put into important areas of study. Development of these areas was based on research questions of the study. Quantitative data were analyzed using descriptive statistics such as percentage, frequencies, means and bar graphs. Qualitative data was subjected to thematic analysis.

Research Findings
The researcher sought to find out how the amount of work at home, parental attitude towards education, the home environs, the family size, the parent’s financial burden, the parenting style and the parental education level at home related factors affect the academic performance of the day scholars within Borabu District. Findings from the questionnaire administered to responses were recorded in percentages among the students and the teachers. It can be seen that the home related factors greatly influence the academic performance of the day scholars in day secondary schools within Borabu District.

Amount of Work at Home
Out of the total sample of 246 students and 32 teachers, the research showed that sixty (60%) percent of the student agreed that the amount of work they do at home affects the academic performance of the day –school students, while (94%) percent of the teachers agreed with the students that the amount of work affected the academic performance and only (20%) twenty percent of the students and six (6%) of the teachers disagreed. This means that the amount of work a student does at home greatly affects the academic performance.
Parents’ Attitude towards Education
It was found that (55%) fifty five percent of students agreed, (32%) thirty two percent disagreed, while (13%) thirteen percent were uncertain, while (72%) seventy two percent of the teachers agreed, (9%) nine percent disagreed and (19%) nineteen percent were uncertain that the attitude of the parents towards education greatly affects the academic performance of day secondary schools. These findings confirmed that most parents from this district had a negative attitude to their children’s academic performance. They were therefore not likely to spend money to provide essential learning facilities or motivate them to work harder, Datta (1992).

Home Conditions
The graphs also show that (46%) forty six percent of the students agreed, (38%) thirty eight percent disagreed and (16%) sixteen percent were uncertain. On the other hand (87%) eighty seven percent teachers agreed, (7%) seven percent disagreed and 6% six percent were uncertain. From these finding the researcher established that the general home conditions like the sleeping place, source of lighting, the family menu and other disturbances greatly affect the academic performance of the day secondary schools within Borabu District.

Family Size
The findings indicated that (58%) fifty eight percent of the students agreed, (26%) twenty six disagreed and 16% sixteen percent were uncertain, while (50%) fifty percent of the teachers agreed, (38%) thirty eight percent disagreed and 12% twelve percent were uncertain that the size of the family greatly affects the academic performance of day secondary schools. The teachers and the students argued that if the family size was smaller, the parents could be able to provide for the fewer children. Majority of the student respondents (83%) come from families with four children and above while their family financial income was generally low. Which concurs with Wood (1993) who says that children born from crowded homes compete for the little resources and are more likely to perform poorly in school as their basic needs are not supplied?

Parents’ Financial Burdens
Both the teachers and the students who responded to the questionnaires strongly agreed that the financial burden of most day secondary school parents was high. The data from the graphs indicated that (69%) sixty nine percent of the students were in agreement, (19%) nineteen percent disagreed and 11% eleven percent were uncertain while (75%) seventy five percent of the teachers agreed (19%) nineteen percent disagreed and (6%) six percent were uncertain. This implied that most parents and guardians were peasants who struggle to educate their children. Which according to Orodho (2002) is a factor that is behind the poor academic performance of day secondary schools?

Parenting Styles
From the graphs it was also noted that (59%) fifty nine percent of the students agreed, (34%) thirty four percent disagreed and (9%) nine percent were uncertain; while (75%) seventy five percent of the teachers agreed, (25%) twenty five percent disagreed and none were uncertain to the fact that the parenting style of the day scholars. parents affected the academic performance of their children. Motivating parents are more likely to motivate their children to do better while parents who are too permissive and uncaring may not be able to correct the mistakes of their children in time. Whatever their parenting styles, the teachers and the students pointed out that the parenting style is one of the factors that greatly affects the academic performance of day secondary schools within Borabu District.


Parental Education Level
From the general observations above, the researcher discovered that the majority of the day school students come from families whose parents did not go beyond secondary education level. This is supported by data in this section which indicates that this situation is responsible for the poor academic performance as (52%) fifty two percent of the students agreed, 43% disagreed and 5% five percent were uncertain; while (50%) fifty percent of the teachers agreed, (31%) thirty one percent disagreed, (19%) nineteen percent remained uncertain about the effect of the parental education level of the day scholars in Borabu District.

The researcher sought to find out how the school related factors such as the school infrastructure, poor curriculum implementation, management style and the general school environment affect the academic performance of the day secondary schools within Borabu District. Findings from the questionnaires administered to respondents were recorded in percentages among students and the teachers. It was observed that school related factors greatly affect the academic performance of the day secondary schools within Borabu District.

Student Teacher Relationship
The researcher asked the respondents whether the relationship that existed between the students and their teachers was friendly and encouraging, they responded as follows; (79%) seventy nine percent of students agreed, (27%) twenty seven percent disagreed and (4%) four percent were uncertain. While (69%) sixty nine percent of the teachers agreed, (31%) thirty one percent disagreed and none were uncertain. This means that the relationship between the teachers and the students was cordial and it cannot be blamed for the poor academic performance in the day secondary schools within Borabu District.

School’s Infrastructure.
The respondents were asked whether lack of enough science laboratories, school library and other teaching/learning facilities in their schools affected their academic performance and responded thus, (78%) seventy eight percent of the students agreed, (13%) thirteen percent disagreed and (9%) nine percent were uncertain while (76%) seventy six percent of the teachers agreed, (12%) twelve percent disagreed and (12%) twelve percent were uncertain. The study revealed that most day secondary schools in Borabu District do not have adequate learning facilities. This is in accordance with Eshiwani (1988) and Psacharopoulos (1985) who argue that such inadequate school resources can contribute to poor academic performance in day secondary schools.

Supply of the Teaching Requirements
Asked whether there was enough supply of teaching requirements within the school the respondents stated as follows; (66%)sixty six percent agreed, (24%) twenty four percent disagreed and 10% ten percent were uncertain, while (60%) sixty percent of the teachers agreed, (22%) twenty two percent disagreed and (18%) eighteen percent were uncertain. This implied that there is no effective teaching and learning in the day secondary schools within Borabu District since meaningful teaching and learning entirely depends on the availability of the teaching and learning resources.
Curriculum Implementation
When the researcher inquired whether there was poor curriculum implementation in the day secondary schools within Borabu District due to lack of essential facilities the following findings were noted; (60%) sixty percent of the students agreed, (27%) twenty seven percent disagreed and (13%) thirteen percent were uncertain while (76%) seventy six percent of the teachers agreed, (19%) nineteen percent disagreed and (5%) five percent were uncertain. Provision of education within the district can never be effective in the curriculum if the curriculum programs cannot be launched effectively. All national examinations are based from the curriculum it is therefore impractical for the day-secondary schools within Borabu district to be expected to perform well with such lack of proper curriculum implementation.

School Management Style
Asked whether the poor school management style influenced the academic performance, (61%) sixty one percent of the students agreed, (23%) twenty three percent disagreed (16%) sixteen percent were uncertain while (56%) fifty six percent of the teachers agreed,(31%) thirty one percent disagreed and (13%) twelve percent were uncertain. Which is agreement with the view of Abagi (1997a) that good management style is a key factor that influences the academic performance? From the findings, majority of the students and teachers within Borabu District were dissatisfied with their school management and according to them, this greatly affects the academic performance of most day secondary schools.

Time management in the School
On time management, (52%) fifty two percent of the students agreed, (21%) twenty one percent disagreed and (27%) twenty seven percent were uncertain while (56%) fifty six percent of the teachers agreed, (16%) sixteen percent disagreed and (28%) twenty eight percent were uncertain that poor time management affects the day scholars performance in Borabu Districts. This would mean that there is generally poor time management in the day secondary schools within Borabu District. Most respondents, attributed time wastage to regular sending of students to go back home due to nonpayment of school fees, lateness to school on the part of the students, teachers lateness in attending lessons, lack of lesson recovery of unattended class lessons and time spent by the students on co-curricular activities.

Distance of Home from School
When the researcher inquired whether the distance students walk everyday to school coupled with challenges they encounter on the way to school like rains, droughts, etc affect their academic performance (47%) forty seven percent of the students agreed, (42%) forty two percent disagreed and (11%) eleven percent were uncertain while (62%) sixty two percent teachers agreed (19%) nineteen percent disagreed and (19%) nineteen percent were uncertain. It emerged that the distance one stays from the school may not be a factor that affects the academic performance of a day-secondary schools, however the challenges of nature lead to time wasting, poor student motivation and fatigue which are key players in academic performance.

School General Hygiene
The researcher wanted to know whether the general hygiene in the day schools could affected the academic performance and the responses were recorded as (34%) thirty four percent students agreed, (48%) forty eight percent disagreed and (18%) eighteen percent were uncertain, while
(28%) twenty eight percent of the teachers agreed (66%) sixty six percent of teachers disagreed and (6%) six percent were uncertain. This implies that the day secondary schools within Borabu District are hygienically conducive and therefore the level of hygiene thus not influence the academic performance.

School Location
When asked if the school location lacked role models (51%) fifty one percent of the students agreed, (31%) thirty one percent disagreed and (18%) eighteen percent were uncertain. On the other hand (50%) fifty percent of the teachers agreed, (32%) thirty two percent disagreed and (18%) eighteen percent were uncertain. Most of the day secondary schools in the district are located in the rural areas where low class people live. The day scholars lack exposure which limits their ambitions and aspirations to pursue higher achievements in education.

The researcher sought to find out which student related factors such as the entry mark, motivation, attitudes towards study, self-esteem peer group influence and sexual behavior affect the academic performance of the day secondary school students within Borabu District. Findings from the questionnaires administered to both students and teachers were recorded in percentages. The researcher found out that the student related factors greatly affect the academic performance of the day scholars in day secondary schools within Borabu District.

The Day-Scholars’ Entry Mark
When asked whether day scholar entry mark affects the academic performance they responded as; (49%) forty nine percent of the students agreed, (40%) forty percent disagreed and (11%) eleven percent were uncertain while (64%) sixty four percent of the teachers agreed, (13%) thirteen percent disagreed and 25% twenty five percent were uncertain that the student’s low entry mark was responsible for the low academic performance of the day scholars within Borabu districts. It has already been noted that the majority of the students in these schools were average and below average achievers. Therefore they cannot be expected to out shine students with very high entry marks.

The Day-Scholars’ Sexual Behavior
Asked whether the day scholars were sexual active and if this sexual behavior affected academic performance 59% agreed, 31% disagreed and 10% were uncertain while 78% teachers agreed, 9% disagreed and 13% were uncertain. The majority of the teachers and the students were aware that the day scholars were sexually active and this was one of the major distracters from academic performance.

The Day-Scholar’s Self-Esteem
58% of the students agreed, 34% disagreed and 8% were uncertain while 51% teachers agreement 32% disagreed and 19% were uncertain that the day scholars. self-esteem affect their academic performance. Generally these students perceive themselves as low achievers, unwanted by their parents, despised by the community and thus lack the intrinsic motivation. Therefore majority do not aspire to achieve high academic standards.

Influence from the Peer Group
The study attempted to know if peer influence within the school affected performance and 45% of the students agreed, 37% disagreed, 18% were uncertain while 69% teachers agreed, 25%
disagreed and 6% were uncertain. It was established that if the students in day secondary schools resisted peer influence they could do better academically.

**Influence from School Dropouts**
The graph 4.5 (b) also indicates that school dropouts who are in the community within which the schools lie influence the academic performance as indicated by the responses where 53% the students agreed, 30% disagreed and 18% were uncertain while 57% of the teachers agreed, 19% disagreed and 24% were uncertain. These influenced the students that they could earn a living without necessarily pursuing higher education. To them the opportunity cost was higher, that they could rather choose not to further their education in favor of earning some money from casual labor. The scenario could be different if the day school students could be in boarding schools.

**The Students’ Attitude towards the School**
The students had a negative attitude towards their school, 54% the students agree, 35% disagreed 11% were uncertain; while 63% of the teachers agreed, 28% disagreed and 9% were uncertain. Many tended to agree that the day school were not the best schools and could change if given the opportunity. Others said they had been promised to leave the school soon when their parental financial burdens were lessened or if they improved their class mark. Therefore these day secondary schools are seen as stepping stones for other things but not centers of academic performance.

**Aspiration of the Day School Students**
Asked if they had a vision of attaining a mean grade of a “C” plain and above in their final examination 71% of the students agreed, 23% disagreed and 9% were uncertain while 61% teachers disagreed, 32% agreed and 7% were uncertain. The majority of the day scholars have a desire to attain high grades but they do not have the means of achieving. Thus having a goal is not a factor that hinders performance but how to realize the goal is the problem.

In this section the researcher sought to find out whether teacher related factors such as; teacher qualifications, experience, attitude towards the students, motivation and work load affect the academic performance of the day secondary schools within Borabu District. It can be seen that teacher related factors greatly affect the academic performance of the day secondary schools within Borabu District.

**The teacher’s Level of Education**
Asked if the university teachers in the day secondary school taught better than the untrained ones, 49% of the students agreed, 41% disagreed and 10% were uncertain while 72% agreed, 22% disagreed and 6% were uncertain. This is a double tragedy for the schools which do not have enough teaching staff. The few who are found do not teach to the expectation of the teaching profession. They lack the pedagogical skills that are critical for academic performance. As discussed earlier a third (1/3) of the teaching staff are hired from form none trained teachers in this district.

**The Teacher’s Teaching Experience**
The researcher inquired if the teachers who have been teaching longer teach better and the respondents replied thus 75% of the students agreed, 12% disagreed and 13% were uncertain
while 69\% of the teachers agreed, 25\% disagreed and 6\% were uncertain. It was also discovered that 30\% of the teachers are either form four leavers or university students who have no teaching experience while another 16\% were recently employed that means that almost a half of the teachers in Borabu District on job training. Such teachers are likely to lack mastery of the content and could be experiencing hardships in classroom instruction.

**The Teacher’s Attitude towards the Students**

The study sought to find out whether the teachers had negative attitudes towards the students and if that affected their academic performance, 58\% of the students agreed 32\% disagreed and 10\% were uncertain while 52\% teachers agreed, 42\% disagreed and 6\% were uncertain. The respondents agreed that most of the teachers in day secondary schools believed that their students are low achievers, who cannot attain much academically. Such perception can greatly affect the academic performance of students in day secondary schools. The same argument is advanced by Mbithi (1980) who says that teachers with negative attitudes towards students cannot work well especially on classroom instruction.

**The Teacher’s Teaching Load.**

Asked if teachers teach effectively with a lighter teaching load, 53\% of the students agreed 33\% disagreed, 14\% were uncertain while 50\% of the teachers agreed, 37\% and 13\% were uncertain. The study also discovered that 38\% of all the teachers in the sampled schools taught more than 29 lessons per week with another 31\% teaching between 24 – 27 lessons per week. This means that the majority of the teachers in the day secondary schools in Borabu District are over loaded. The situation is worse in the event the overloaded teacher is untrained. This definitely leads to the poor academic performance of the day scholars within the District since when a teacher is overloaded he tends to follow the way of least resistance.

**The Teacher’s Level of Motivation.**

When asked if the teachers were not motivated by the general prevailing circumstances in the schools, 54\% of the students agreed 36\% disagreed and 10\% were uncertain while 53\% of the teachers agreed, 34\% disagreed and 14\% were uncertain. The study found out that the teachers in these schools are not motivated to work. Teachers who are in such a state will definitely have reduced commitment to teaching and learning and thus affect the final academic performance of the day secondary school students.

**The Teacher’s Preparation**

The researcher sought to investigate whether teachers were going to class unprepared in these day secondary schools and responses were; 56\% the students agreed, 33\% disagreed and 11\% were uncertain while 69\% teachers agreed, 18\% disagreed and 13\% were uncertain. The findings unveiled that most teachers in day secondary schools within Borabu district go to class when they are ill-prepared and this greatly hinder the process of meaningful teaching and learning. As such there is no way a good result can come out of unprepared teachers.

**The Teacher’s Ongoing Training.**

Ongoing teacher training is desired by all since 75\% of the students agreed that teachers teach better after such training, 15\% percent disagreed and 10\% were uncertain while 66\% of the teachers agreed, 25\% disagreed and 9\% nine percent were uncertain. Teachers however,
expressed their concern that such opportunities are hard to come by in Borabu district due to the high cost of facilitation. Hence lack of these refresher courses contributes to the poor performance of the day scholars in day secondary schools in the District.

CONCLUSIONS

i) The home related factors that influence the academic performance of the day secondary schools within Borabu District are family size, financial burden, work at home, parental attitude towards education and parenting style.

ii) The school related factors influence the academic performance of day secondary schools within Borabu District are teacher relationship with students, teaching/learning facilities, curriculum implementation, management style, distance of schools from home and time management.

iii) The student related factors influence the academic performance of day secondary schools within Borabu District are entry mark, sexual behavior, self-esteem, peer group influence, school dropout influence, attitude towards the school and ambition towards academic excellence.

iv) The teacher related factors influence the academic performance of the day secondary schools within Borabu District are teacher level of education, teaching experience, teacher attitudes towards students, teaching load, teacher motivation, teacher preparation and ongoing training.

Recommendations

The study recommends following:

i) The day secondary schools management to consider ways of motivating both students and teachers to achieve higher academic standards. This may include involving the department of guidance and counseling especially in improving the self image of the students and creating a desire in them to want to achieve more in academics.

ii) The community, parents and government to work hand in hand in equipping the schools, improving staffing and offering further training to the teachers to improve on curriculum delivery and preparedness during instructions through seminars, refresher courses and workshops.

iii) The schools board of governors at all time to consult with head teachers in order to employ on temporally basis qualified teachers and intensified monitoring the curriculum implementation processes.

iv) The head teachers are encouraged to regularly consult with assistant teachers in day to day management of the schools to enable the teachers own all the school initiated programmes.

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