

**DETERMINANTS OF STUDENTS' ACADEMIC PERFORMANCE  
IN NANDI-EAST DISTRICT PUBLIC  
SECONDARY SCHOOLS**

---

A Thesis  
Presented to the Institute of  
Open and Distance Learning and Research  
Kampala International University  
Kampala, Uganda

---

In Partial Fulfillment of the Requirements For the Degree  
Master of Education

---

By:  
RUGUT CLEOPHAS KIPLAGAT  
MED/10007/81/DF

OCTOBER, 2011



## DECLARATION A

"This thesis is my original work and has not been presented for a Degree or any other academic award in any University or Institutional of Learning".

RUGUT CLEOPHAS

Name and Signature of Candidate

Rugut

4/10/11

Date

**DECLARATION B**

"I confirm that the work reported in the thesis was carried out by the candidate under my supervision."

---

Name and Signature of Supervision

---

Date

## APPROVAL SHEET

This thesis entitled "*Determinants of Students' Academic Performance in Public Secondary Schools in Nandi East District*" prepared and submitted by Rugut Cleophas Kiplagat in partial fulfillment of the requirements for the degree of Master of Education has been examined and approved by the panel on oral examination with a grade of PASSED.

\_\_\_\_\_  
Name and Signature of Chairman

\_\_\_\_\_  
Name and Signature of Supervisor

\_\_\_\_\_  
Name and Signature of Panelist

\_\_\_\_\_  
Name and Signature of Panelist

\_\_\_\_\_  
Name and Signature of Panelist

Date of Comprehensive Examination: \_\_\_\_\_

Grade \_\_\_\_\_

\_\_\_\_\_  
Name and Signature of Director, SPGSR

Name and Signature of DVC, SPGSR

### **DEDICATION**

To my beloved Late ELnathan Rugut and mother Ziporah Rugut for their concern to impart in me moral values and lay a solidified foundation for my education. Also this piece of work is dedicated to my lovely wife Rispah and my children Mercy, Edith, Judy and Bethwell for their patience during the time of my studies when they missed me a lot.

## **ACKNOWLEDGEMENT**

I wish to express my gratitude to the Almighty God for having guided me to reach the final stage of my study.

I would like to acknowledge the varied assistance of the following persons in the course of my research. To begin with, to the secondary school administrators selected for this research, all the teachers and students in those schools who were very instrumental with their moral support. I am so much grateful.

I also commend my research supervisor DR. OWOEYE JOSEPH, for giving me advice and comments while handling this very involving work.

My work would not have been successful without the generous co-operation of my colleagues especially Joshua Muganzi and Hassan Ssemugenyi.

Last but not the least; I thank all individuals who contributed in one way or another towards the success of this work.

“Thank you and God bless you”

## **ABSTRACT**

This study explored the determinants of academic performance in some selected secondary schools in Nandi-East District in Kenya. In this manner, the study was guided by four objectives; establishing the profile of the respondents, the level of the determinants of academic performance, establishing the level of academic performance of the students and finding the relationship between the two variables. The study employed descriptive correlational survey research design using a sample of 231 form four students from the selected three secondary schools. The study discovered that the level of determinants of academic performance is fair. The study also found that the level of academic performance in Nandi East District schools is low. The study further discovered a significant positive relationship between the level of determinants of academic performance and the level of academic performance. The researcher recommended that administrative policies in some of the schools should be done, academic committee should be established in every school, parents should be informed to watch over their children's academic performance, issues regarding teachers' rewards should also be addressed and the administration should provide basic education facilities and employ skilled and trained teachers.

## TABLE OF CONTENTS

<b>Preliminary</b>		<b>Page</b>
Declaration A.....		i
Declaration B.....		ii
Approval Sheet .....		iii
Dedication.....		iv
Acknowledgement.....		v
Abstract.....		vi
Table of Content .....		vii
List of Tables .....		ix
List of Figures.....		x
<b>Chapter</b>		<b>Page</b>
<b>One</b>	<b>THE PROBLEM AND ITS SCOPE .....</b>	<b>1</b>
	Background Information.....	1
	Statement of Problem.....	3
	Purpose of the study.....	3
	Objectives of the Study.....	3
	Research Questions .....	3
	Research Hypotheses .....	4
	Scope of the Study.....	4
	Significance of the Study .....	5
	Operational Definitions of Key Terms .....	6
<b>Two</b>	<b>REVIEW OF RELATED LITERATURE .....</b>	<b>7</b>
	Introduction .....	7
	Concepts, Ideas, Opinions from Authors/ Experts.....	7
	Theoretical Perspective .....	18
	Review of Related Literature .....	19
<b>Three</b>	<b>METHODOLOGY .....</b>	<b>24</b>
	Research Design .....	24
	Research Population.....	24
	Sampling and Sampling Procedures.....	24



Research Instruments .....	25
Validity and Reliability .....	25
Data Analysis .....	26
Ethical consideration.....	26
Limitations .....	26
<b>Four</b>	
<b>PRESENTATION, ANALYSIS AND INTERPRETATION OF</b>	
<b>DATA .....</b>	<b>28</b>
<b>Five</b>	
<b>FINDING, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>36</b>
Findings.....	36
Conclusions .....	37
Recommendations.....	38
REFERENCES.....	40
APPENDICES .....	44
APPENDIX I: Transmittal Letter for Respondents.....	44
APPENDIX II: Clearance from Ethics Committee.....	45
APPENDIX III: Informed Consent.....	46
APPENDIX iv: Research Instrument .....	47
APPENDIX V: Record Sheets on Students Academic Performance.....	50
APPENDIX VI: Transmittal Letter.....	51
APPENDIX VII: Letter from Ethic Committee.....	52
APPENDIX VIII: Researcher’s Curriculum Vitae .....	53

## LIST OF TABLES

Table	Page
1 Respondents of the study	24
2. Profile of the respondents	28
3. Level of Determinants of Academic performance	30
4. Level of Academic Performance	33
5. Relationship Between Determinants and academic performance	35

# **CHAPTER ONE**

## **THE PROBLEM AND ITS SCOPE**

### **Background information**

Over the years, the investigations of the factors that affect academic achievement of students have attracted the interest and concern of teachers, psychologists, researchers, parents and school administrators throughout the globe (Sogbetan, 1981). Different aspects have been blamed for this and some of the factors identified are low socio-economic status of the family, students' attitude, poor family structure, poor study habit, intellectual ability, parents' education, income and occupation, school environment as well as the age of the mother at the birth of the child (Sogbetan, 1981; Maple and Stage, 1991; and Steinberg, 1993).

Emeke (1984) attributed the determinant of academic performance to a combination of personal and institutional factors. Personal factors relate to the individual's intelligence, knowledge and ability while the institutional factors are family or parental influences, societal influences and school related factors among others.

Taking different dimension, Ajila and Olutola (2000) categorize determinants for students' performance as their environment, which include availability of suitable learning environment, adequacy of educational infrastructure like textbooks and society at large among others.

As Bookcock, (2000) indicates, children's development of early literacy begins at birth and relies on a range of environmental stimuli. The Bookcock, (2000) indicates that parents can ensure that their children are exposed to the best environmental stimuli by participating at home and in early childhood education settings, which are often children's first significant experience outside of the family. In this way, parents can be supported as they foster optimal early childhood experiences through which their

children can develop cognitive abilities that can aid their academic performance later on.

Different issues have been noted by researchers for poor academic performance of students in case of Africa, this study is only restricted to student related factors, home background experiences, administrative factors and teaching strategies as determinants of academic performance of secondary school students. Other determinants were not looked at since the study had only limited time for the study.

Although many researchers have tried to study some of these determinants of academic performance that are under scrutiny in this study, this study found that none has attempted to study these factors and how they influence students' academic in Nandi East District, Kenya.

It is therefore within this framework that this study attempted to investigate determinants of academic performance of students in secondary school in Nandi-East District. Nandi-East District was selected for this study because the district is among the poor performing districts in Kenya Certificate of Education Examinations (Ministry of Education, 2009).

This study was aimed at identifying factors associated with students' success while investigating and intersecting the aspects of students' related approaches for better academic performance, home background experiences for improved academic performance, administrative measures for academic excellence and the teaching strategies that aid academic performances in secondary schools.

The study was carried out in the some selected secondary schools (both private schools and government aided) in Nandi-East District in Kenya and these selected secondary schools included the Taito K.T.G.A, Samoei Boys, and Lelwak Boys Secondary Schools.

## **Statement of the Problem**

Poor performance in high schools remain a constant threat in Kenya as a whole, Nandi East District in particular has over the years registered poor level in academics in secondary schools. Wright and Boggs, (2002) have examined factors influencing academic performance in primary and secondary schools as well as at universities. However, their studies did not provide sufficient insights about the type of experiences or factors the students must have had before they enrolled in schools in order to succeed. Beside, the extent to which these factors affect academic performance of students and some of the explanations on how they are directly or indirectly linked to academic performance of students is not explicitly exposed. It is therefore amidst this background and factors that this study aimed at finding out the extent to which the selected determinants are influential on academic performance of students in secondary schools in Nandi East District.

## **Purposes of the study**

1. To test the hypothesis of no significant relationship between level of determinants and level of learner's performance.
2. To fill in the gaps identified in the previous studies.
3. To generate new information on the existing body of knowledge.
4. To validate the theory to which this study is based

## **Research Objectives**

- 1.To determine the demographic characteristic of the respondents in terms of age, and gender
2. To asses the level of determinants of academic Performance in Nandi East District secondary schools, Kenya.
3. To establish the level of academic performance in Nandi East District Secondary schools

4. To determine the relationship between Determinants of academic performance and Level of academic performance in Nandi East District Secondary Schools.

### **Research Questions**

1. What are the demographic characteristics of my respondents in respect to age and gender?
2. What is the level of determinants of academic performance in Nandi East District Secondary schools?
3. What is the level of academic performance of secondary school students in Nandi East District?
4. Is there any relationship between the level of determinants of academic performance and the level of students' performance in secondary schools in Nandi East District?

### **Null Hypothesis**

There is no significant relationship between level of determinants of academic performance and level of students' performance in secondary schools in Nandi East Secondary schools.

### **Scope**

**Geographical scope;** The Study was carried out in Nandi East District. It has a Population of 504,3599 (as of 2001). It has doubled and land area of 919Km squared. The study covered the chosen 3 secondary schools in Nandi East District.

**Content scope;** The study focused on examining the levels of determinants of academic performance and the relationship between level of determinants and level of academic performance.

**Time scope;** the study took place between December 2010 and August 2011.

**Theoretical scope;** This study relies on systems and communication theory of Andrienne (1977).

### **Significance of the study**

The study findings could give useful information to **the Ministry of Education in Kenya** that makes policies in different education promotion issues. This may therefore enable them to focus on some of the issues addressed in this research and sensitize the local people about them and gear some of their policies towards addressing obstacles so as to improve academic performance in Nandi-East District and Kenya as a whole.

This research report could also be useful to **the teaching staff** and school administration hence making them responsible in creating different ways of handling students coming from different family backgrounds and family experience so as to promote better performance in the district chosen for this study.

The information regarding students' factors regarding their attitudes among others could be useful to **school administration** especially in planning counseling services to the affected students hence aiding them in their academic problems.

The findings in this research could also be useful to **the parents** since they may come to understand some of their weakness or contributions in promoting better academic performance of their children though showing affection love besides providing basic scholastic materials that aid academic performance.

This research report could also be useful to **the students** who come from poor family backgrounds as it may enable them to develop or adopt skills necessary to tackle the challenges they are facing in their education.

The outcome of this study is significant to **researchers** in that it provides additional empirical data for a better understanding of some of the factors that account for different levels of students' performance in secondary schools in the case of Nand-East District County hence acting as literature.

### **Operational Definitions of Key Terms**

***Determinants:*** In this research, determinants refer to home factors, school environment factors, students related factors that promote or deter the opportunities for them to concentrate on studies and perform academically well.

***Academic Performance:*** This means the percentage of eligible school students in secondary schools who score at the satisfactory or excellent level on curriculum-based assessments in content areas and this include reading, writing, language usage, mathematics, science and social studies.

***Home Background:*** In this research, home backgrounds involve family size, parents' education level, socio-economic status of parents and original parents available and their linkage to academic performance of children from such families.

***Students' factors:*** These include the attitude and perception of the students, school attendance, completion of work given and behavior at school and how these are related to academic performance.

***school factors:*** This involves policies enacted by school administration and their implementation, monitoring of students and teachers activities, linking up with parents to ensure excellence in academic performance. These refer to skills, knowledge, methodology the teaching staff uses to impart in required subject content in students and regularity, interest and love to bring success in academic performance through participation in research among others.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Concepts, Ideas, Opinions from Scholars on Variables**

##### **Student Related Factors**

Students' contribution to their academic excellence is quite significant. This means that students participation, behavior and perception both in-class and out-class are all vital in enhancing their academic performance. Some of these students' related factors include absenteeism, indiscipline or disobedience, inattentiveness and refusal to attend classes. These are treated differently as below.

##### ***Absenteeism and Academic Performance***

Research based on the relationship between the students' absenteeism and academic performance has been carried out by many scholars. Many of these noted that students who have absenteeism problems generally suffer academically and socially. In the study by Soto<sup>1</sup> and Anand (2009) on students offering Cell Biology, it was demonstrated that students who passed Cell Biology had better class attendance records than those who did not pass. In their deep analysis on the study, the researchers classified attendance as either perfect, very good (99-90% of class attended), good (89-80%), fair (79-70%), or poor (69% or less) and their findings revealed that forty-four (44) percent of students who passed had perfect attendance and 27% had very good attendance. Only 7% of those who passed had poor attendance. This somewhat suggests that students class attendance tremendously affects students' academic performance hence different educational stakeholders should ensure that students attend classes perfectly.

Studies by Baker and Jansen (2000) for example also indicated that students who are absent have lower achievement and may be penalized on test scores. In the authors' analysis, they noted that sustained absences may lead to retention and later to truancy. Although the authors did not clearly illustrate the relation between the two variables, at

least they were clear that absenteeism affects academic performance negatively. In addition, Mayer and Mitchell, (1993) also noted that schools that experience high rates of absenteeism suffer loss of learning for students and loss of instructional time. In their further elaboration, the authors noted that essentially, when students are absent, not only do those students miss learning opportunities, but the teachers must also try to provide remediation when the students return, accounting for additional loss of instructional time taken from other students. This suggests that if such a remedy is not put in place, students who were absent won't perform well in class especially academically.

Another study done by Lee and Miltenberger, (1996) on students who dropped out of school and those who commit crimes also indicated that most of such students are the ones who have been in most cases absent in class. According to these authors, due to their poor academic performance resulting from absenteeism, such students tend to drop out of school and engage themselves in crimes.

### ***Indiscipline and Disobedience and Students Academic Performance***

This was also another aspect reviewed under students' related factors affecting their academic performance.

It has also been observed that students' characteristics or behavior is an important factor in predicting academic performance. Teese, (2004) for example establishes that level of students' participation and interest they show in class / school work is vital in their academic achievement. In her deeper analysis, the scholar contends that serious students must show behavior characterized by persistent effort, attention, regular attendance, competence and positive attitude. This means that the student is always engaged in works or activities that can bring success in learning as well as displaying curiosity and desire to know.

Additional, research done by Kilpatrick (1996) also illustrated that due to students' indiscipline and disobedience in University of Peradeniya, 54 days in which all academic work and administrative work were to be carried out came to a standstill. According to the scholar, this made many of the students during the time fail their exams. In other ways, the researcher noted that there is a connection between indiscipline or disobedience and academic performance although he did not tell us how indiscipline contributed to the failure of those students. In yet another study by Sergiovanni (1992), it was observed that students who study and practice moral patterns of life demonstrate and promote a sense of self discipline, ethical and spiritual value, personal responsibility and initiative which tend to help them study hard and pass their examinations with flying colours.

In the report published by Ofsted in 2007 that was based on the data from 2001 to 2006, it was revealed that despite there was general improvement and excellent teaching, schools overall standards were not high enough and there were wide variations in the quality of provisions. Academic achievement of students has improved over the past five years but remains very inconsistent. Ofsted also noted that at its best, re-equipping students very well to consider issues of community cohesion diversity and moral understanding would contribute significantly to students' academic progress and their personal development.

### ***Refusal to Complete Homework and Academic Performance***

In yet another study by Bartling, C. (1988), it was also revealed that the amount of homework completed was significantly related to passing or academic performance of students. In critical illustration, it was found that all students who did not complete any homework failed the course. Ninety-seven percent of the students who completed 100% of the homework passed the course. Forty-two percent of the students who completed 50% of the homework passed the course. All students who completed 25% of the homework passed the course, although most in this group earned a C. In the

researchers' point of view, home work completions enable students to mastermind the whole course hence performing well.

In studies carried out Daleiden and Chorpita (1999) on the relationship between home work and academic performance also indicated that the more students do home work the better they academically perform. Basing themselves on Mathematics for example, the author indicates that at least 80 percent of students who do their homework in mathematics regularly increased their test scores in the subject. Although the researchers could not indicate how this could be possible, this could be because of understanding better the concepts and content of the subject hence performing well in it.

Additional study on homework and students academic performance was also done especially on mathematics. Students were first separated into two groups of equal size based on their 8<sup>th</sup> grade science test scores. The results indicated that the students in the lower achieving group experience much higher returns to studying than those in the high achievement group Kilpatrick (1996). Therefore, in the author's conclusion, he noted that the impact of an hour of homework for the low-achievement group is large enough to improve a student's mathematics achievement by 7.6 percentile points. An additional hour of homework by a high achieving student, however, only improves their achievement by 4 percentile points. This therefore suggests that homework tremendously helps students to improve their academic performance.

Further studies by Sergiovanni (1992), also indicated that students who belong to slow learning group be give home works regularly to catch up with their counterparts. This recommendation was made up by the author after some study in which was carried out between slow learners who do their homework regularly and those who do not. The author therefore believes that studying three hours more per week, lower learners could move from the 25<sup>th</sup> percentile to the 50<sup>th</sup> percentile in a single year. A student in the high achievement group, who is currently studying one hour a week, would have to study seven additional hours each week to make a similar move from the 50<sup>th</sup> to the

75<sup>th</sup> percentile. This therefore suggests that homework is an important aspect in improving students' academic performance.

### ***Students Perception, Attitude and Academic Performance***

Additionally, studies also indicated that students' perception or attitude also significantly influences their academic performance. Studies by Bartling, (1988) for example showed that students' differences in attitude regarding expected and performed study habits affect their academic performance either positively or negatively. In Bartling's scrutiny, he noted that most of the students (86%) who maintained positive perception before the course begins and maintained their perception of study habits throughout performed academically well unlike those who dropped their study habits at some time. In his reasonable explanation, Bartling noted that students perception of what study habits are needed to perform well in class and students need to adjust to a different ways of learning the material. In the same way, the researchers believe that perception of what one is doing is the first motivator for academic excellence.

The contribution of students' confidence and attitude and academic performance was also done by Miltenberger, (1996). The author noted that Students' academic performance was associated with their attitudes and confidence. In the final establishment of the researcher, he showed that students perform better on those skills that they value and this may be influenced by underlying motivation to master the skill. This therefore indicates that there is some relationship between students' perception, confidence and academic performance.

In a similar way, studies by Jaffe (1985) also indicated that students' perception and attitude is an influential aspect in boosting achievement in mathematics and reading. That is, students who are confident about their academic competence-who feel they are up to an academic task-do better than students who doubt their ability, even when actual ability is the same for both. The study suggests that the earlier schools and

teachers begin to build students' healthy self-awareness of strengths and confidence in their ability to do well, the better students will perform academically.

### **Home Background and Students' Academic Performance**

Studies also reveal that academic performance of students in schools vary because of differences in background experiences right from ones childhood and throughout ones adulthood. Although no condition may be permanent, Galler et al (2006), display in their research that most of the children who are malnourished have their Intelligence Quotient (IQ) on average 12 points lower than their counterparts. This therefore means that such victims tend to demonstrate distractibility and inattention consistent with attention deficit disorder which directly and indirectly affects their academic performance.

Investigations on structural family theory indicate that when the family structure and roles are inappropriate, they lead to psychological distress in the child (Agulanna, 1999). This research has produced findings that the children from divorced families when compared to those from two-parent nuclear families tend to experience short- and long-term academic performance deficits.

In establishing home background for students' academic performance, Musgrave (2000) noted that family members and structures are instrumental in children's development of early literacy. Family members most likely the parents can ensure that their children are exposed to the best environmental stimuli by participating at home and in early childhood education settings, which are often children's first significant experience outside of the family (Moore, 1993). This suggests that family members need some time with children to enhance their cognitive ability such that their mind is set for better academic performance in future.

It has also been noted that for families in poverty, basic necessities are lacking, parents may place top priority on housing, clothing and health care. Educational toys, games

and books may appear to be luxuries. This point was supported by Bookcock (2000) on the relationship between school performance and parental socio-economic condition where they conclude that students with high achievement values tend to come from families that are more educated and with higher status of occupation.

More studies on the cognitive development and performance, especially with School children South America also affirm that children who had had some troubled time in their growth do not only have problems in their development quotient, but they also have disruptive cognitive development and their academic performance is generally lower than those who have been well catered for. Coleman, L. J. (1998) for instance, has argued that such children who had had problems in their period of growth run twice more the risk of scoring below average in mathematics than their counterparts.

Myers, (1989) recommends that interaction with peers and adults such as teachers, or village elders is also very vital to proper cognitive development. Thus, children who did not have such opportunities to interact, relax, and have fun tend to be incompetent in inventing and discovering many things in life and their academic performances are lower. In researchers view on the issues of background experiences on the academic performance, he contends that nutrition, socialization, educational attainment and parental love are very essential in developing cognitive abilities that help in understanding, memorizing, decision-making and generating goals. This means that bigger percent of children who lacked such opportunities may have average or even lower academic performances.

### **Administrative Factors and Students' Academic Performance**

School administration also plays a vital role in ensuring that the academic performance of their students is improved or uplifted. One of the biggest roles played by administration in ensuring better or improved academic performance at school is identifying the motivators of teachers as well as those of students. Research findings by Hadingham (2000) reveal that motivating or rewarding the teaching staff and students

who perform well may consistently enable the teaching staff and students to remain committed and focused on their duties, avoid cases of late coming and expanding their skills/knowledge hence promoting academic performance. This suggests that the productivity of the teaching staff in ensuring that their students pass well is groomed and this leads to academic excellence.

Orinda, (1982) reveals that school administration also plays a big role in controlling the Students' deviant behaviours that are likely to be deficiencies to their academic performances. In Orinda's deeper analysis, he noted that schools where the administration puts more emphasis on building good morals or imparting moral in their students general perform well academically. This means that moral practices by students enable them to get focused and concentrate on their studies hence improved academic performance. This does not however put aside some of the factors that might equally contributed to the academic excellence of such schools or students.

For better academic performance House, (2002) noted that a lot of scholastic materials such as text books among others need to be available in schools and at students' disposal. This therefore means that the role of administration in ensuring that these materials are available to students and ensuring that students use them and benefit from them is very vital. Many of the schools with well stocked libraries and other teaching aid materials are said to be having good academic performances as compared to their counterparts. The administration may also put it to parents to offer some of the facilities that can enhance students' performance in case of financial limitations.

In similar way, Ichado (1998) also observed that there is correlation between physical facilities like the specific building condition and students' performance. The author also noted that school administrators should ensure that building conditions are sufficient and other facilities such as substandard science equipment and text books are available for students since they directly and indirectly influence academic performance of students.



Graeber and Weisman (1995) also earmarked that inadequate and unsustainable reading materials, poor school buildings, poor sitting facilities are not only reasons for students poor academic performance but also makes them lose interest in studies hence forcing them out of school. This suggests that school administrators should play their rightful role in ensuring that school structures are in better conditions and well furnished with better furniture.

Additionally, Mabey, C, et al. (eds) (2002) pointed that school administration plays a greater role in the planning, implementing, monitoring, administering and evaluating the educational activities of the school. In schools where administration fails to properly plan, administer and monitor the different activities of the teaching staff and the students, fail to evaluate and tackle the affairs of their teaching staff, the teachers and students tend not to concentrate and focus on their academic objectives hence affecting academic performance of such school.

### **Teaching Strategies and Students' Academic Performance**

Equally important to the students' efforts to passing is the teaching strategies employed by the teaching staff in schools. Some studies also affirm that better academic performance is rooted in the strategies used by the teaching staff. Some of these scholars who have focused on the teaching strategies as the best way for improving students' learning and increasing students' understanding of the content being taught in the course include Wright and Boggs, 2002; Knight and Wood, 2005. Important aspects that have been mentioned include the course designs, presentations or methodology, homework, researching, time management and these are discussed into detail as below.

Knight and Wood, (2005) for example noted that various teaching techniques may be significant in imparting knowledge in students. He noted that, adapting to various teaching techniques would enable students with different understanding capabilities to

understand the subject content when different methodologies are used. Some of the teaching methodologies that have been recommended include discussion methods, question and answer methods, using visual aids among others. The researcher therefore contends that if various methodologies of teaching are used, students with different understanding capabilities are likely to understand the subject content and this will enable many of them perform well academically.

William and Chelser (2005) noted that a good teacher establishes a productive classroom atmosphere from the start by means of good organization and carefully planned teaching activities, she or he can create specific kinds of climate setting for different lessons makes it possible for students to learn with desire and get interested in learning hence displaying their capability quite satisfactorily in tests, exams both internal and external.

In a similar way, Jaffe (1985) also indicated in his research that to enable better academic performance in students, teachers should use friendly humor, create excellent teacher-student relations, and teach in a relaxed manner with no sign of nervous strain, use students' ideas as much as possible and reward or punish students accordingly. These coupled with exercising good class control and discipline and explaining the materials clearly to students using effective approaches encourages high academic performance.

It has also been indicated that good teaching enables the child to learn through their own efforts, providing appropriate activities and experience for learning, motivating students to learn skills in guiding learning, co-operation with learner, child centered, sympathetic and democratic (House, 2002). This means that teacher's role is to act as ingredient in the educational process to achieve better academic performance. In this regard, teachers are viewed as transmitters of knowledge and values using wide range of learning behaviors and attitudes hence enhancing good academic performance.

The main objective to train teachers is to identify and analyze challenges in the classroom and develop solutions and strategies to close the gap between the teacher and learners for effective performance (Harward and Orlansky, 1986). In order for effective learning and better academic performance to take place, the learner needs to be provide with conducive learning environment.

As the world keeps changing socially and economically, Wright and Boggs, (2002) noted that there is high need for the teaching staff to get involved in researching the best methods of teaching, factors affecting the academic performance of students among other. This means that if teachers are fully involved in researching new educational issues, they are likely to identify the deficiencies to students' academic performance and deal with them accordingly.

### **Theoretical Review**

This research report was based on systems and communication theory by Andrienne (1977) which emphasizes that performance improves as different organizational actors are accurately and strategically directed towards organizational goals and objectives. This theory emphasizes the importance of different stakeholders in ensuring that higher or better performance is reached.

This theory has been chosen to be appropriate for this study since different factors such as parents, administration, staff members and students have to work harmoniously in ensuring that higher academic performance is achieved. Parents have to monitor the educational needs of their children as well as putting in material and financial resources, students themselves need to develop positive leaning attitudes and concentrate on studies, while administration has to coordinate parents, teachers and student affairs for better performance. Teachers also have to make sure that students acquire necessary skills and knowledge through varies methods and techniques.

## **Related Studies**

### **Determinants of academic performance**

There has also been an indication that family's social economic class directly and indirectly affects the academic performance of children from such families. Studies carried out by Marches and Martin (2002) in some secondary schools in Spain for example found out that the upper economic class students showed a better use of Meta-cognitive strategies than those of lower social class. The influence of social class is mediated by cultural levels, which in turn determines family expectations, values and attitudes regarding education. The researcher somewhat agrees with Marchies and Martin (2002) since poor home backgrounds do not get the required money on time before the school term opens and students are sent to school late, this leads to poor performance in class. Additionally, poor families may not afford good nutrition and medical facilities besides instructional materials such as papers, books, computers which are all vital for serious studies.

Coleman (1998) indicated that teacher's impact on education is either positive or negative ways. The learning environment created by teachers determines students' educational experiences. This is based on the fact that teachers have the ability to offset the negative effects of failing parenting. This study therefore believes that for better academic performance, parents and students expect the teachers to be responsible for academic performance. The author believes that parents want the home work done under the guidance of teacher not at home. As such if teachers do not accommodate the idea that they have the responsibility of guiding students in homework, students will perform poorly and the poor comments they get affects students and this affects negatively their academic performance.

Home factors were also linked to academic performance of students by Jaffe (1985) and this research strongly believes that healthy family yields feelings of belongingness and differentiation to its members. In cases where there occurs a disruption in the healthy and well established family ties and structures, children are likely to be stressed

and this stress does not only happen in short-term but also long term. This brings about negative perception about oneself and lowers their self-esteem that tends to affect cognitive level and academic performance of children in such families.

In confirming the interrelationship between different stakeholders in promoting academic performance in schools, Hassan (1983) believes that school administration must play its rightful role in ensuring that contextual factors such as of school such as location, electricity, classrooms, textbooks, toilets, laboratory, emotional support, autonomy, peer affiliation among others are clearly directed. Although Hassan (1983) is clear that some of these factors are likely to be out of control of school administration, he believes that school administration can plan and establish appropriate policies which can reduce negative aspects that are likely to affect academic performance.

Benjamin, L. A. (1993) also notifies that while the earlier studies were devoted to effects of family structure on academic achievement of children, the debate regarding which type of family structure has the greatest impact on the child remained unanswered. However, some analytical study by Grissmer, (2003) on family structure that include female single-parent with low and high economic status (SES), and two-parent with low and high SES showed that students in two parent family structures have higher academic achievement levels than their peers in single parent families. In similar way Crane, (1991) also showed that in the employed-mother household, both parents engaged in reading / homework activities with their child more frequently, than the parents in non-employed-mother households and this the children from such families upper hand in their academic performance.

Studies on strong parenting and family structure and their influence on academic performance of children in schools was done by Sogbetan, (1981) and in this research the author noted that in some instances strong parenting is a protective factor, and children who live in impoverished areas can successfully avoid negative outcomes if parents develop higher expectations for their children's school performance. This finding

contents that the structure of the family may not necessarily be a determinant of students academic performance but the strength and protection family members offer to the education of children.

Bookcock, (2000) studied additional factors affecting children's academic performance using data from the National Survey of Family and Households (NSFH), and found that family structure, parenting, race and school experience were significant in child development. Thus the study established that family structures and parent-child attachment factors must be understood. Data from the Bookcock, (2000) further suggests that both process and structural attributes of family social capital including norms, social networks, and relationships between adults and children, are key factors affecting a student's academic achievement.

Different scholars illustrate the relationship between the home affairs or factors and academic performance of students in schools. Ichado (1998) for example concludes that the environment from which a student comes can greatly influence his/her performance in school. The family lays the psychological and moral foundations in the overall development of the child that is also significant to the academic performance of the child (Agulanna, 1999).

Similar results were found by Teese (2004), in his analysis of the students' performance where he found clear and consistent trends for children from lower socio-economic background. Coleman (1998) state that the relationship between socio-economic disadvantage and learning outcomes has been accepted almost as an article of faith by educators

Researchers have shown that family's socio-economic status is based on parents' income, education and occupation. Thus, a family with high socio-economic status is often more successful in preparing its young children for school because they typically have access to a wide range of resources to promote and support their development

(Sharma, 2004). They are able to provide their young children with high quality child care, books and toys to encourage them in various learning activities at home. This in turn, will affect the students' academic achievement in Mathematics.

Further studies by Marches and Martin (2002) also articulated that teachers have an important role to play together with other stakeholders in ensuring that students' academic performance is fairly good. As for the author, teachers play a crucial role in educational attainment of students because teachers are ultimately responsible for translating policies into action and principles based on practice during interaction with students.

House (2002) contend that students learn better if they are from above average or average income family, have all their two original parents and well-educated parents who participate in the school's education process and encourage their children to learn. In their conclusion, they content that if one or two of the above mentioned factors are missing, the academic performance of children from such families is likely to be affected. Although the scholars did not indicate the degree at which children missing one or more of the aspects are likely to be affected academically, at least their findings are clear and precise.

According to Moore (1993), income, family size and the mother's age at child birth were modestly related to students' academic achievement. This implies that early age or old age has its significance in students' academic achievement. Benjamin, (1993) contends that factors such as the mother's age at birth of the child, number of siblings, genetics and environment have more to do with academic achievement.

As it can be seen in review of related literature, scholars have attributed better academic performance resulting from different factors such as socio-economic status at home, family structures; students' attitudes, behavior and perception; teachers self-motivation and determination, skills and methodologies for delivering knowledge; and

---

administration factors such as physical structure, text books and laboratories, furniture among others. These are all looked at in the case of Nandi East District and extent to which each factor affects students' capability to perform academically is also established.



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### Research design

The researcher used descriptive correlation design to determine the relationship between determinants of academic performance and the level of academic performance of students in Secondary schools in Nandi East District. The study also employed exposfactor design to collect raw data on students' performance from the school archives.

#### Research Population

The population of this study included all the teachers and students in Nandi East district schools. Nandi East District has 6 public Secondary schools, and 2138 secondary school students.

#### Sample Size

The study only used 3 selected Public secondary schools, the study also employed form 4 students as the principle respondents. Using sloven's formula, 231 respondents from a target population of 547 form 4 students who are the respondents in the 3 selected secondary schools.

The formula is

$$S = \frac{p}{1+p(0.05)^2}$$

**P** = Target Population      **S** = sample size      **0.05** = level of significance

$$S = \frac{547}{1 + 547(0.0025)}$$

= 231 Respondents.

**Table 1;**  
**Respondents of the Study**

Secondary Schools	Population	Sample size
Taito K.T.G.A	212	104
Samoei	150	50
Lelwak	185	77
<b>Total</b>	<b>547</b>	<b>231</b>

Source; Field Data

### **Sampling Procedures.**

The researcher used simple random sampling to get the respondents of the study.

### **Research Instrument**

The researcher used researcher made questionnaire to collect information on the on the study. The questionnaire had two sections, section A, collected data on profile of the respondents, section B, collected data on the independent variable of the study. The researcher also used a checklist to collect data on Academic Performance.

### **Data Gathering Procedures**

Before the administration of the questionnaires.

1. An introduction letter was obtained from the School of Post Graduate Studies and Research for the researcher to solicit approval to conduct the study from respective selected primary schools.
2. The researcher got an approval letter from the District Education Officer (Nandi East District) to conduct data collection from selected primary schools.

3. The respondents were explained about the study and were requested to sign the Informed Consent Form (Appendix III)
4. Reproduce more enough questionnaires for distribution to the respondents.
5. Research selected assistants who would assist in the data collection, brief and orient them in order to be consistent in questionnaire administration.

During the administration of the questionnaire.

1. Respondents were requested to answer by completing the blank spaces completely.
2. Both research and his assistants emphasized on getting back the questionnaires between two weeks of the distribution date.
3. After retrieving all the returned questionnaires were checked if all were answered.

After administration of questionnaire.

The data gathered was corrected and encoded in computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

### **Validity and Reliability of the Instrument**

The instrument was piloted on 10 students in the municipality who were not included in the study sample and modified to improve their validity and reliability coefficients to at least 0.70. Items with validity and reliability coefficients of at least 0.70 are accepted as valid and reliable in research Amin, (2005).

Reliability estimates the consistency of the measurement. The reliability test involves a "test and retest" exercise. This means the instruments was subjected to a representative sample.

Validity is the extent to which research results can accurately be interpreted and generalized to other population. It is the extent to which research instrument measure what they are intended to measure (Amin 2005). To establish validity, the instrument was given to two experts to evaluate the relevance of each item in the instrument to

the objectives. The experts rated each item on the scale: very relevant ,quiet relevant somehow relevant s not relevant so that the content validity index (CVI) was 0.87 therefore, according to Amin,(2005) for the instrument to be accepted as valid, the average index should be 0.7 or above. (For the calculation see Appendix III).

### **Data analysis.**

Frequency tables and percentage distribution were used to determine the profile of the respondents. The means were used to measure the levels of Determinants of academic performance and level of academic performance in Secondary schools in Nandi East. Person’s linear correlation coefficient was used to determine the relationship between level of determinants and level of academic performance of learners in selected secondary schools in Nandi East District. The following numerical values and interpretations were used for the obtained means on the level of social factors in the selected Secondary schools;

<b>Mean Range</b>	<b>Response Mode</b>	<b>Interpretation</b>
3.95-5.00	Strongly agree	Very satisfactory
2.95-3.95	Agree	Satisfactory
1.95- 2.95	Disagree	Fair
1.00-1.95	Strongly Disagree	Poor

### **Ethical consideration**

To ensure that ethics is practiced in this study as well as utmost confidentiality for the respondents and the data provided by them, the following were done: (1) coding of all questionnaires; (2) the respondents were requested to sign the informed content; (3) Authors mentioned in this study were acknowledged within the text; (4) Findings were presented in a generalized manner.

---

### **Limitation of the study.**

The anticipated threats to validity in this study were as follows;

1. Intervening or confounding variables which are beyond the researchers control such as honesty of the respondents and personal biases. To minimize such conditions, the researcher requested the respondents to be as honest as possible and to be impartial/unbiased when answering the questionnaires.
2. The research environments are classified as uncontrolled setting where extraneous variables may influence on the data gathered such as comments from other respondents, anxiety, stress, motivation on the part of respondents while on the process of answering the questionnaires. Although these are beyond the researchers' control, efforts were made to request the respondents to be as objective as possible in answering the questionnaires.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The chapter presents analyses and interprets findings in line with the research objectives.

#### Demographic Characteristic of the respondents

The first research objective was to determine demographic characteristic of the respondents in terms of age and gender.

**Table 2**  
**Profile of The Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percent.(%)</b>
Male	149	65
Female	82	35
<b>Total</b>	<b>231</b>	<b>100</b>
<b>Age</b>		
11-15 Early adolescents	09	04
16-20 Middle adolescent	222	96
21-25 Early adulthood	00	
<b>Total</b>	<b>231</b>	<b>100</b>

Source Field data

From Table 2 above, it can categorically be seen that the male respondents were 65% where as the female respondents formed 35 % of the sampled population. It is thus prudent to declare that the male respondents were more than the female respondents. This trend could explain the reason for existence of many gender based NGOs in Nandi East District, which try to sensitize the folks to educate both girls and boys since this area has a lot of male chauvinism. In as far as age is concerned, the

majority of the respondents were in the age group of between 16-20, also known as middle adolescent, this formed a total of 96% where as those in the age bracket of between 11-15 also called late adolescent were fewer at 04%, finally, those who were between 21-25 years old –early adulthood, were totally not found in the selected schools. This could be explained by the fact that formal education has been in Nandi East District for long, and being an urban area, most people take their children to school as early as they can.

### **Level of Determinants of Academic Performance**

the independent variable of this study was Determinants of academic performance ,herein conceptualized as indicators of the social factors which again was conceptualized into four categories; individual factors (measured with 7 items in the questionnaire), family factors (measured with 7 items in the questionnaire),peer factors (measured with 5 items in the questionnaire), and school factors (measured with 9 items in the questionnaire.) The responses were tabulated using mean indices as shown in table 3 below.

<b>Mean Range</b>	<b>Respondents</b>	<b>Interpretation</b>
1.00-1.95	Strongly disagree	Poor
1.96-2.95	Disagree	Fair
2.96-3.95	Agree	Satisfactory
3.96-5.00	Strongly agree	Very Satisfactory

**Table 3,  
Level of Social Factors**

No	Determinants of Academic performance	Mean	Interpretation	Rank
	<b>Individual factors</b>			
1	You have high self concept and esteem	2.23	Fair	20
2	You feel a strong sense of alienation from school	2.19	Fair	22
3	You have no behavioral problems	3.50	Satisfactory	3
4	You don't abuse drugs and alcohol	4.03	Very satisfactory	1
5	You cope well with the other learners and teachers	3.28	Satisfactory	4
6	Your friends do well in academic work	3.22	Satisfactory	7
7	You are very satisfied with your gender	2.99	Fair	10
	<b>Total</b>	<b>3.06</b>	<b>Satisfactory</b>	
	<b>Family factors</b>			
1	Your family is of high socio-economic status	2.29	Fair	19
2	You don't hail from the ethnic minority group	2.53	Fair	17
3	You don't come from a single-parent or step parent family	3.24	Satisfactory	26
4	Your parents have high aspirations and expectations	2.21	Fair	21
5	Your parents are strict and not permissive	3.13	Satisfactory	8
6	Your parents are closely involved with your school	3.11	Satisfactory	9
7	You do a lot of manual work while at home	2.11	Fair	24
	<b>Total</b>	<b>2.66</b>	<b>Fair</b>	
	<b>Peer factors</b>			
1	Your friends are religious	2.14	Fair	23
2	Your friends don't have school problems	1.94	Poor	26
3	Your friends don't abuse drugs and alcohol	1.99	Poor	25



4	You have many friends	3.28	Satisfactory	4
5	Your friends have a positive attitude to life	2.56	Fair	15
	<b>Total</b>	<b>2.38</b>	<b>Fair</b>	
	<b>School factors</b>			
1	Your teachers are very effective	2.54	Fair	16
2	Your school curriculum allows for diverse learning styles	1.56	Poor	27
3	You have guidance and counseling services in your school	2.83	Fair	13
4	Your school has a strong administrative support	2.97	Fair	12
5	Your school is big in size	2.47	Fair	18
6	You highly participate in extracurricular activities	3.59	Satisfactory	2
7	Your school climate supports learning	2.76	Fair	14
8	Your parents monitors what you do at school	2.99	Fair	10
9	You frequently change schools	1.37	Poor	28
	<b>Total</b>	<b>2.56</b>	<b>Fair</b>	
	<b>Average mean</b>	<b>2.67</b>	<b>Fair</b>	

*Source; Field data*

From table 3 above, it is sufficient to deduce that the overall portrayal of level of determinants of academic performance in Nandi East secondary schools is fair with an average mean index of 2.67, which in our decision rule falls within fair. However, as regards the major concepts within social factors, individual factors ranked highest with 3.06 which was at satisfactory levels. This was followed by family factors with a mean of 2.66 which falls within fair levels, followed by school factors with a mean of 2.56, which in the decision rule falls within fair levels. Finally, peer factors ranked lowest with a mean of 2.83 which also falls within fair levels within our decision rule.

Under individual factors, the element that ranked highest was the fact that these students don't abuse drugs and alcohol, with a mean of 4.03 in the decision rule is interpreted as very satisfactory. This could be so since they are still in primary schools

where drug abuse is not yet very rampant. This was followed by lack of behavioral problems with a mean of 3.50, coping well with other learners and teachers at 3.28 mean among others. Items that ranked fair include having high self concept and esteem mean=2.23 and satisfaction with their gender mean=2.99 among others.

Within family factors, the element with the highest score was that their parents were strict and not permissive with a mean of 3.13, followed by their parents close involvement with their school, mean=3.11. Elements that were rated at fair levels included their doing a lot of manual work at home, mean =2.11, their families being of high socio economic status, a mean of 2.29 and their parents having high aspirations and expectations. Among others

As regards peer factors, having many friends was rated satisfactory with a mean of 3.28, other aspects such as their friends having no problems at school and the friends not abusing drugs rated poor at 1.94 and 1.99 respectively. However, the fact that their friends were religious, and had positive attitude to life ranked fair at 2.56 and 2.14 respectively.

With reference to school factors, the only element that rated satisfactory was their engagement highly in extracurricular activities with a mean of 3.59, other elements such as effective teachers, mean 2.54, having guidance and counseling services within their schools mean 2.83, the school being big in size mean 2.47, and the school climate supporting learning 2.76 ranked fair among others. Only two elements ranked poor, including the fact that they don't change schools frequently and their school curriculum allowing for diverse learning with means of 1.37 and 1.56 respectively.

### Level of students' academic Performance

The dependent variable of the study was students' academic performance. Data on this was collected from the school archives basing on the form four students' score from the three schools. The results were analyzed in using means as shown in table 4 below;

Range of Mean	Interpretation
0-11	Very low
12-21	Low
22-31	High
32-41	Very High

**Table 4.**

### Level of Academic Performance of S.4 Candidates in the three Selected Schools from 2004 to 2009

Name of School	2004	2005	2006	2007	2008	2009
<b>School A</b>						
<b>Total No. of Students</b>	<b>106</b>	<b>125</b>	<b>108</b>	<b>116</b>	<b>102</b>	<b>111</b>
Students in Grade A	8	24	35	12	22	42
Students in Grade B	22	41	46	24	30	32
Students in Grade C	29	30	16	39	26	28
Students in Grade D	31	25	11	24	21	9
Students in Grade E	16	5	-	7	3	-
Average mean	21.2	25	21.6	21.2	20.4	22.2
<b>School B</b>						
<b>Total No. of Students</b>	<b>89</b>	<b>102</b>	<b>88</b>	<b>105</b>	<b>112</b>	<b>122</b>
Students in Grade A	32	8	17	32	44	48
Students in Grade B	40	25	30	39	42	39
Students in Grade C	13	37	30	30	16	28

Students in Grade D	4	28	9	4	10	7
Students in Grade E	-	4	2	-	-	-
Average mean	17.8	20.4	17.6	21	22.4	24.4
<b>School C</b>						
<b>Total No. of Students</b>	<b>88</b>	<b>77</b>	<b>93</b>	<b>91</b>	<b>89</b>	<b>87</b>
Students in Grade A	30	28	9	14	26	25
Students in Grade B	34	27	38	39	37	34
Students in Grade C	20	18	29	30	21	25
Students in Grade D	4	4	11	7	5	3
Students in Grade E			6	1	-	-
Average Mean	17.6	15.4	18.6	18.2	17.8	17.4
Overall Mean =20.01						

**Source:** Academic Record of the Selected School.

As it can be seen in Table 4.that the performance of candidate classes in the three of the selected secondary schools from the year 2004 to 2009 was generally low with a mean of 20.01. A scrutiny of school A reveals that in the year 2004, the mean was generally low at 21.2, the year 2005, had a high mean at 25, the year 2006 also had a low mean of 21.6, the year 2007 also saw the year having a low mean of 21.2, the year 2008, the school had a mean of 20.4 which is considered low whereas the year 2009 the school had a mean of 22.2 which is high.

School B had a low mean of 17.8 in the year 2004, this was followed by a mean of 20.4, still a low mean in the year 2005, followed by still a lower mean of 17.6, in the year 2006, the year 2007 had a mean of 21 which was low. The year that followed the school had a mean of 22.4, which is considered high while in the year 2009, school had a high mean of 24.4.

School C, had a mean of 17.6 in the year 2004, which is ranked low, in 1995, the school had a mean of 15.4, which still ranks low, the school further sunk lower in 1996, with a

mean of 18.6, 2007 saw the school getting a mean of 18.2 which is generally low, in the year 2008, the school got a mean of 17.8 which is ranked low, where as in the year 2008, the school got a mean of 17.4, which is ranked lowest in all the schools and through the years.

**TABLE 5**  
**Relationship Between the Level of determinants and Level of academic performance In Nandi East District Secondary Schools**

Category	Mean	Computed r-value	Critical value	Interpretation	Decision on Ho
Level of determinants Vs	2.67	2.229	0.027	Significant Positive Relationship	Rejected
Level of school Academic performance	20.01				

Source; Field data

Using Pearson's Linear Correlation Coefficient (PLCC) at 0.05 level of significance, the null hypothesis of no significant relationship between the level of determinants of academic performance and level of academic performance was rejected and its alternate accepted. Though the mean score(20.1) of level of students academic performance was higher than that of level of Determinants at (2.67), which suggested a significant differences. Suggesting that the higher the level of social factors, the higher the levels of Academic Performance and vice versa. Considering the fact that the sign. Value, in table 5, indicate a significant correlation between the two variables; ( Sig. Values < 0.05) it is thus sufficient to base on these facts and declare thus the null hypothesis is rejected leading to a conclusion that social factors significantly affect Students performance in Nandi East district secondary schools.

## CHAPTER FIVE

### FINDINGS, CONCLUSIONS, RECOMMENDATIONS

#### Findings

The findings of this study were as follows:

- 1 Profile of the respondents;** There are more male students than female ones in Nandi East District Secondary schools. Most of the students in form 4 are in their middle adolescent stage, aged between 15-20 years. None of the students in primary eight was aged 21 years and above.
- 2 Determinants of Academic Performance;** The overall portrayal of level of determinants of academic performance in Nandi East District secondary schools is fair with an overall mean index of 2.67, which in our decision rule falls within fair. However, as regards the major concepts within social factors, individual factors ranked highest with 3.06 which was at satisfactory levels. This was followed by family factors with a mean of 2.66 which falls within fair levels, followed by school factors with a mean of 2.56, which in the decision rule falls within fair levels. Finally, peer factors ranked lowest with a mean of 2.83 which also falls within fair levels within our decision rule.
- 3 Academic performance of the students;** the performance of candidate classes in the three of the selected secondary schools from the year 2004 to 2009 was generally low with a mean of 20.01. A scrutiny of school A reveals that in the year 2004, the mean was generally low at 21.2, the year 2005, had a high mean at 25, the year 2006 also had a low mean of 21.6, the year 2007 also saw the year having a low mean of 21.2, the year 2008, the school had a mean of 20.4 which is considered low whereas the year 2009 the school had a mean of 22.2 which is high. School B had a low mean of 17.8 in the year 2004, this was followed by a mean of 20.4, still a low mean in the year 2005, followed by still a lower mean of 17.6, in the year 2006, the year 2007 had a mean of 21 which was low. The year that followed the

school had a mean of 22.4, which is considered high while in the year 2009, school had a high mean of 24.4. School C, had a mean of 17.6 in the year 2004, which is ranked low, in 1995, the school had a mean of 15.4, which still ranks low, the school further sunk lower in 1996, with a mean of 18.6, 2007 saw the school getting a mean of 18.2 which is generally low, in the year 2008, the school got a mean of 17.8 which is ranked low, where as in the year 2008, the school got a mean of 17.4, which is ranked lowest in all the schools and through the years.

**4 Relationship between level of determinants of academic performance and level of students' academic performance;** Using Pearson's Linear Correlation Coefficient (PLCC) at 0.05 level of significance, the null hypothesis of no significant relationship between the level of Determinants of Academic performance and level of students academic performance was rejected . Though the mean score(6.50) of level determinants of academic performance was higher than that of academic performance (2.67), which suggested a significant differences. suggesting that the higher the level of social factors, the higher the levels of dropout rate and vise versa

### **CONCLUSION**

Based on the purposes of the study, the following conclusions were made;

1. There is a significant relationship between level of determinants of performance and students' academic performance in Nandi East District secondary schools.
2. Much as several studies have been carried out on Determinants of academic performance in various places, none, has been done in Nandi East District Secondary schools within the same time span that this particular study was conducted.
3. This study contributes so much literature and information on Determinants of Academic performance.

4. This study findings validates the systems and communication theory of Andrienne (1977). This theory, which stipulates that 'students' who learn are students who stay'. Students who are actively involved in learning, that is who spend more time on task, especially with others, are more likely to learn and, in turn, more likely to stay.

### **Recommendations**

In efforts to improve academic performance in the selected secondary schools, there is an urgent need for restructure of administrative policy in the selected secondary schools to address and implement all the necessary for better academic performance. This is so because most of the schools mainly depended on teachers' role and a bit on students' efforts for better academic performance.

The study after careful observation also suggests that some body in the area of academics (academic committee) among teachers should be set to address, monitor and investigate students weaknesses as well help to advise students where necessary to ensure that they perform all the needful for academic excellence. If this is done, students will attend classes on daily basis, do their entire home works, do personal studies, and attend group discussions among others.

To enable parents to follow their students' academic performances at all costs, all home works given should be signed by parents of each student before they are brought back to teachers for marking with the parents phone number indicated. And to make this happen, those parents should also be informed about this new program.

The school administration should try to address teachers' problems regarding their salaries and rewards among others and try to monitor teachers' performance and evaluate them. Through this teachers will dedicate themselves to the service of school and perform to their fullest hence uplifting students' academic performance. In order ways, teachers should be made to feel at home and motivated to enhance performance.



Parents should be properly briefed about their role to enhance their students' academic performance. This is because while conducting this researcher, it was found out that some parents did not know their roles and responsibilities towards better academic performance as such, they blamed the teachers for their children's poor academic performance. This suggests that if they are briefed, they will try to take up their responsibilities and this will help their children also improve academically.

The administration should also ensure that they provide basic education facilities and employ well trained and skilled teachers who are capable of delivering to students using various teaching students and carry out research for better improvement in teaching strategies. If this is done resources for proper learning will be available and with the teachers experience and skills, satisfaction is likely to be reached in the area of academic performance.

All in all, there should be proper link and coordination between various stakeholders such as the school administration, teachers, parents and the students. This will enable them work together as one and achieve higher and satisfactory academic performance.

### **Areas for Further Studies**

Since the researcher could not cover everything regarding determinants of academic performance in secondary schools, he therefore recommended the following areas for further studies.

- (i) The role of government in ensuring better academic performance in secondary schools.
- (ii) Effect of political instability on students' academic performance in secondary schools.
- (iii) The relationship between teacher quality and students academic performance.

## REFERENCES

- Agulanna, G. G. (1999). *Family Structure and Prevalence of Behavioural Problems among Nigerian Adolescents*. *The Counselor*, Vol. 17(1), 154-169.
- Baker, D., & Jansen, J. (2000). *Using groups to reduce elementary school absenteeism*. *Social Work in Education* 22(1), 46-53. Retrieved June 10, 2011, from Academic Search Elite database.
- Bartling, C. (1988). *Longitudinal Changes in the Study Habits of Successful College Students*. Peter Benson House, 1 Easton Street, London.
- Benjamin, L. A. (1993). *Parents' Literacy and their Children's Success in School*. Education Research Report, Washington, DC.
- Bookcock, O. J. (2000). *Relationship between Academic Expectations and School Attainment of Children*, *Sociology of Education*, Oxford University Press.
- Coleman, L. J. (1998). *The Ability of African Children to Assimilate the Teaching of Science*. *Journal of Science Education in African*, Vol.34(2) 77- 86.
- Daleiden, E., & Chorpita, B. (1999). *Factors affecting reliability of clinical judgments about the function of children's school refusal behavior*. *Journal of Clinical Child Psychology* 28, 396-406. Retrieved June 10, 2011, from Academic Search Elite database.
- Freeman, S., et al. (2007). *Prescribed Active Learning Increases Performance in Introductory Biology*. Merrill Publishing Company, Columbus.
- Galler et al (2006). *Nutritional Disparities: Impact on Health and Education*, At <http://www.publichealthreports.org/userfiles/1206/120642.pdf>.
- Graeber, P. and Weisman, C. Y. (1995). *School Science and Mathematics*. *Journal for Research in Mathematics Education*, Vol.7, 324 - 336.
- Hadington, A. (2000) *Training Essentials; Designing Training*. London ; Chattered Institute of Personnel and Development.
- Harward L. W. and Orlansky D. M, (1986). *Exceptional Children*, 3<sup>rd</sup> ed., Merrill Publishing Company, Columbus.

- Hassan, T. (1983). *Psychosocial Predictors of Academic Achievement*.  
*Psychology of Everyday Living*, Waveland Press, Prospect Height, Illinois.
- Helterman et al (2006). *Nutritional Disparities: Impact on Health and Education*. At  
<http://www.publichealthreports.org/userfiles/1206/120642.pdf>.
- House, J. D. (2000). *Academic Background and Self-Beliefs as Predictors of Student Grade Performance in Science*. Peter Benson House, 1 Easton Street, London.
- House, W. H. (2002). *Educational Environment, Social Class and Cognitive Development*. *Journal of Social Psychology*, Vol.68(2), 160 - 167.
- Ichado, S. M. (1998). *Impact of Broken Home on Academic Performance of Secondary School Students in English Language*. *Journal of Research in Counseling Psychology*, Vol.4 (1), 84 - 87.
- Jaffe, B. D. (1985). *The Relationship between two Aspects of Socio-Economic Disadvantage and the School Success of 8th Grade Negro Students in a Detroit Junior High School*. Doctoral Dissertation, Wayne State University.
- Kilpatrick, P. (1996). Missing school. *Youth Studies* 15(4), 19-22. Retrieved June 10, 2011, from AcademicSearch Elite database.
- Knight, J. K. and Wood, W. B. (2005). *Teaching More by Lecturing Less*. Merrill Publishing Company, Columbus.
- Lee, M., & Miltenberger, R. (1996). *School refusal behavior: Classification, assessment, and treatment issues*. *Education & Treatment of Children* 19(4), 474-486. Retrieved February 10, 2001, from Academic Search Elite database.
- Mabey, C, et al (eds) (2002). *Strategic Human Resource Management*. London; Sage Publications Ltd.
- Marchesi J. and Martin K. (2002). *Quality of Family Context and Cognitive Development; Across Sectional and Longitudinal Study*, San Sebastian Spain.
- Mayers G. David (1987). *Psychology*, 2<sup>nd</sup> ed. Worth Publishers, New York.
- Mayer, G., & Mitchell, L. (1993). *A dropout prevention program for at-risk high*

- school students: Emphasizing consulting to promote positive classroom climates.* Education Treatment of Children 16(2), 135-146. Retrieved June 10, 2011, from Academic Search Elite database.
- Moore, K. A. (1993). *Age at First birth and Later Poverty.* Journal of Research on Adolescence, Vol.3, 393 - 422.
- Musgrave, C. B. (2000). *Environmental Factors Affecting Attitude towards Science and Mathematics.* Journal of Educational Psychology, Vol.91(1) 382-388.
- Ofsted (UK) Governments' Office for Standards in Education and Skills, (2007). *Making Sense of Religion.* Report Published in 2007 by Ofsted London; <http://.www.uk.wwwofsted.gov.uk>.
- Orinda, (1982). *Society, the Basics.* Bleoington, India
- Salaiman, A. and Mohezar, S. (2006). *Student Success Factors: Identifying Key Predictors.* Journal of Education in Business. Waveland Press, Prospect Heights, Illinois.
- Sergiovanni, T. (1992). *Moral Leadership: Getting to the Heart of School Improvement.* an Francisco, CA.
- Smith, A. C., et al. (2005). *Introductory Biology Courses: A Framework to Support Active Learning in Large-Enrollment.* Peter Benson House, 1 Easton Street, London.
- Sogbetan, A. A. (1981). *Teachers and Students Opinion about the Causes of Poor Academic Performance in Secondary Schools.* Unpublished M.Ed. Project. University of Ibadan.
- Soto1 Julio G. and Anand Sulekha, (2009). *Journal of the Scholarship of Teaching and Learning*, Vol. 9, No. 1, January 2009, pp. 64 – 80.
- Teese, R. (2004). *Staying on at School: Improving Student Retention in Australia.* Centre for Post Compulsory Education and Life Long Learning, University of Melbourne.
- William, H. N. and Chelser, T. K. (2005). *Family Environment Factors and Parents Aspirations on Academic Achievement of Student.* Journal of Research on Adolescence, Vol.14(1), 162 - 175.

- Wright, R. and Boggs, J. (2002). *Learning Cell Biology as a Team: A Project-Based Approach to Upper-Division Cell Biology*. Bleoington, India
- Zill and Schoenborn (1988). *Nutritional Disparities: Impact on Health and Education*. Merrill Publishing Company, Columbus.

## APPENDICES

### APPENDIX I

#### TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Respondent,

Greetings!!

I am a student at Kampala International University (KIU). I am undertaking a research study on **Determinants of academic performance in Nandi East secondary schools Kenya** as a partial fulfillment of the requirements for the degree of master in education. As I pursue to complete this academic requirement, may I request your assistance by being part of this study? Your responses will be used for résearch purpose only and your identity kept confidential.

Kindly provide the most appropriate information as indicated in the questionnaires and please do not leave any item un answered. Any data from you shall be for academic purposes only and will be kept with utmost confidentiality.

May I retrieve this questionnaire in 1 week after you have received it? Thank you very much in advance.

Yours faith fully

**APPENDIX II**  
**CLEARANCE FROM ETHICS COMMITTEE**

Date \_\_\_\_\_

**Candidate's data**

Name \_\_\_\_\_

Reg.# \_\_\_\_\_

Course \_\_\_\_\_

Title of study  
\_\_\_\_\_

---

**Ethical review checklist**

**The study reviews considered the following**

Physical safety of human subjects

Psychological safety

Emotional security

Privacy

Written request for author of standardized instrument

Coding of questionnaire/ anonymity/ confidentiality

Permission to conduct the study

Informed consent

Citations/ authors recognized

**Results of ethical review**

Approved

Conditional ( to provide the ethics committee with corrections)

Disapproved / Resubmit proposal

**Ethics committee (Name and Signature)**

Chairperson \_\_\_\_\_

Members \_\_\_\_\_

**APPENDIX III**  
**INFORMED CONSENT**

I am giving my consent to be part of the research study of Mr. Rugut Cleophas Kiplagat that will focus on social determinants of academic performance in Nandi East secondary schools Kenya. I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation any time.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: \_\_\_\_\_

Date \_\_\_\_\_

FACE SHEET;

Code#.....  
respondents.....

Date received by



**APPENDIX IV  
QUESTIONNAIRES**

**FACE SHEET: PROFILE OF THE RESPONDENTS**

**Section A**

**Instruction**

Place a tick (✓) in the most appropriate box and fill in the blank spaces accordingly.

**1. Initials.( Optional) .....**

**2. Age**

11-15 ( )      16-20 ( )      21-25 ( )

**3. Sex**

Male ( )      Female ( )

**Direction**

<b>Response Mode</b>	<b>Rating</b>	<b>Description</b>	<b>Interpretation</b>
Strongly Agree	4	Agree without Doubt	Very satisfactory
Agree	3	Agree with some Doubt	Satisfactory
Agree	2	Disagree with some doubt	Fair
Strongly disagree	1	Disagree with no doubt	Very low

No	Determinants of Academic Performance	4	3	2	1
	<b>Individual factors</b>				
1	You have high self concept and esteem				
2	You feel a strong sense of alienation from school				
3	You have no behavioral problems				
4	You don't abuse drugs and alcohol				
5	You cope well with the other learners and teachers				
6	Your friends do well in academic work				
7	You are very satisfied with your gender				
	<b>Family factors</b>				
1	Your family is of high socio-economic status				
2	You don't hail from the ethnic minority group				
3	You don't come from a single-parent or step parent family				
4	Your parents have high aspirations and expectations				
5	Your parents are strict and not permissive				
6	Your parents are closely involved with your school				
7	You do a lot of manual work while at home				
	<b>Peer factors</b>				
1	Your friends are religious				
2	Your friends don't have school problems				

3	Your friends don't abuse drugs and alcohol				
4	You have many friends				
5	Your friends have a positive attitude to life				
	<b>School factors</b>				
1	Your teachers are very effective				
2	Your school curriculum allows for diverse learning styles				
3	You have guidance and counseling services in your school				
4	Your school has a strong administrative support				
5	Your school is big in size				
6	You highly participate in extracurricular activities				
7	Your school climate supports learning				
8	Your parents monitors what you do at school				
9	You frequently change schools				

**APPENDIX V**  
**RECORD SHEET ON STUDENTS ACADEMIC PERFORMANCE**

Name of School	2004	2005	2006	2007	2008	2009
<b>School A</b>						
<b>Total No. of Students</b>	<b>106</b>	<b>125</b>	<b>108</b>	<b>116</b>	<b>102</b>	<b>111</b>
Students in Grade A	8	24	35	12	22	42
Students in Grade B	22	41	46	24	30	32
Students in Grade C	29	30	16	39	26	28
Students in Grade D	31	25	11	24	21	9
Students in Grade E	16	5	-	7	3	-
<b>School B</b>						
<b>Total No. of Students</b>	<b>89</b>	<b>102</b>	<b>88</b>	<b>105</b>	<b>112</b>	<b>122</b>
Students in Grade A	32	8	17	32	44	48
Students in Grade B	40	25	30	39	42	39
Students in Grade C	13	37	30	30	16	28
Students in Grade D	4	28	9	4	10	7
Students in Grade E	-	4	2	-	-	-
<b>School C</b>						
<b>Total No. of Students</b>	<b>88</b>	<b>77</b>	<b>93</b>	<b>91</b>	<b>89</b>	<b>87</b>
Students in Grade A	30	28	9	14	26	25
Students in Grade B	34	27	38	39	37	34
Students in Grade C	20	18	29	30	21	25
Students in Grade D	4	4	11	7	5	3
Students in Grade E			6	1	-	-

## APPENDIX VI

### TRANSMITTAL LETTER



Ggaba Road, Kansanga PO BOX 20000 Kampala, Uganda  
Tel: +256(0) 41-266813 \* Fax: +256 (0) 41-501 974  
E-mail: admin@kiu.ac.ug \* website: [http:// www.kiu.ac.ug](http://www.kiu.ac.ug)

Institute of Open and Distance Learning  
*Office of the Director*

8<sup>th</sup> July, 2010

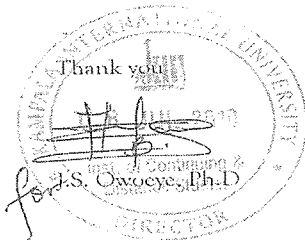
To Whom It May Concern:

Dear Sir/Madam,

#### Introduction Letter for Research

I have the pleasure to introduce Rugut Cleophas Kiplagat – MED/10007/81/DF to you. He is a student of Masters Degree of Educational Management and Administration at Kampala International University. He is carrying out his research on “Determinants of Students Academic Performance in Some Selected Secondary Schools in Nandi East Kenya” He is at the data collection stage and your Institution / Organization has been identified as her area of study. It will therefore be appreciated if you can give the best assistance to him for a dependable research work.

The university will be counting on your kind cooperation.



*“Exploring the Heights”*

**APPENDIX VII**  
**LETTER FROM ETHIC COMMITTEE**

**MINISTRY OF EDUCATION**

Telegrams: "EDUCATION"  
Telephone: 053-643340/0208008149  
Email: [moenandiest@mail.com](mailto:moenandiest@mail.com)



DISTRICT EDUCATION OFFICE  
NANDI EAST  
P.O BOX 13  
NANDI-HILLS.

Date: 23<sup>rd</sup> June 2011

DIRECTOR  
INSTITUTE OPEN AND  
DISTANCE LEARNING  
KAMPALA INTERNATIONAL  
UNIVERSITY.

**RE: RUGUT CLEOPHAS KIPLAGAT**

This is to confirm that the above carried out research on topic "Determinants of students academic performance in Secondary School" in Nandi East District. He administered questionnaires to Teachers, students and parents of the following schools: Taito K.T.G.A, Samoei Boys, Our Lady of Peace Girls, Chepkunyuk Girls and Lelwak boys.

Hope that this research will improve academic performance in our district.

David Bartera

DISTRICT EDUCATION OFFICER

NANDI EAST

*for District Education Officer  
Nandi East District*

**APPENDIX VIII**  
**RESEARCHER'S CURRICULUM VITAE**

**The Researchers' Personal Profile**

Name : Rugut Cleophas Kiplagat  
Date of Birth : 24<sup>th</sup> April, 1966  
Place of Birth : Koilot Location, Nandi County, Kenya

**Educational Background**

Bachelors of Education, University of Nairobi  
Diploma in Education, Asumbi Teachers' College, South Nyanza, Kenya

**Work Experience**

Taught in several secondary schools such as;  
Chepkunyuk Secondary School  
Mogobich Secondary School  
Sochoi Secondary School  
Taito K.T.G.A Secondary School

**Responsibilities Held**

Head of Department  
Deputy Head Teacher  
Principal



LB1025  
'K57  
2011