

KAMPALA INTERNATIONAL UNIVERSITY

TITLE:

68%

**NATIONAL EXAMINATIONS PERFORMANCE: FACTS AND
FACTORS-CASE STUDY OF NGOORU SECONDARY SCHOOL
IN NYERI DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE AWARD OF
BACHELOR OF EDUCATION OF
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AUGUST 2009

DECLARATION

I, GRACE NANEU KALITI: BED/13605/61/DF


do declare that the information given in this research report is made by myself and has never been presented by any other person, for the award of Bachelor of Education

Signature:..........

Date:.....17/8/2009.....

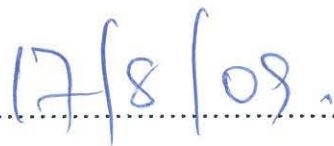
APPROVAL

This is to certify that **GRACE NANEU KALITI: BED/13605/61/DF** has successfully completed her / his research report and now is ready for submission with my approval.

Signed: 

REV. ERICH KASIRYE

KIU SUPERVISOR

DATE: 

DEDICATION

To my beloved HUSBAND, Lazarus M. Muthoka and daughter, Patience Lazarus Muthoka for their enormous support while I studied far from home.

ACKNOWLEDGEMENT

I would like to thank the good Lord for giving me strength and courage to compile this research report because without Him I would not be able to accomplish anything.

Special thanks go to my supervisor, Rev. Erich Kasirye who was a good mentor and advisor during the compilation of this work. My appreciation also go out to the Administration of Kampala International University for their support during this exercise.

Lastly and most importantly, to my family members and friends who have been close to me and supportive in this noble work. I especially want to thank my colleague, Purity Mwangi.

May the Good Lord reward all of you abundantly.

ABSTRACT

This study investigated causes of poor performance in Kenya Certificate of Education in Ngooru secondary school in Nyeri district, Kenya.

It was carried out on the background that performance of students in the school has generally been poor over the years.

The study was guided by objectives of the study which included: to determine the effects of lack of teaching and learning aids/resources, absenteeism due to lack of school fees, poor attitudes towards the teachers school and studies and weak academic entry behavior on performance.

The study was both descriptive and analytical. The primary data that was used in the research was obtained through questionnaires filled by students' teachers and the school administrators. The 40 percent target respondents represented the population of 161 students in total.

The study established that there is a scarcity of teaching and learning aids and resources in the school, there has been a high rate of absenteeism due to lack of school fees, the students have been having poor attitudes towards the teachers, school and studies and that many students joining the school had low marks at form one.

The study suggest that: there should be improvement on the quality and quantity of teaching and learning aids/resources, parents should make every effort to pay school fees on time, there should be increased guidance and counseling to help change the attitudes of the students towards their teachers, studies, and that although the entry grades of the students to the school are low, the leaving grades of most of them are even lower thus a need to address the issue.

The findings of this research will help the school administrators, teachers, parents and other policy makers in formulating ways and means of reducing the rate of poor academic performance hence improving the schools performance.

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DEFINATIONS OF TERMS

ata:-information that is organized into a form that can be computerized

Good performance: - (Pass) ability to attain grade C-and above

Poor performance: - (Fail) attaining grade D+ and below

KCSE:-Kenya certificate of secondary education

KCPE: - Kenya certificate of primary education

Survey: - a general observation and examination or study of conditions, opinions especially
d out by asking questions

CHAPTER ONE

INTRODUCTION

Overview

This section deals with the background of study, statement of the problem, purpose of the study, objectives of the study, research questions, significance and scope of the study.

Background to the study.

Education is an important tool of development in any nation. In any nation, education institutions are used to facilitate learning in which the learners acquire the desired knowledge, skills and attitude.

This enables the learners to develop a positive change in behavior and ultimately enable them to become productive citizens in their own country thus enhancing development. To achieve this, the Kenyan government has channeled a considerable amount of resources towards education, the recent efforts of the government being introduction of free primary and secondary education.

Despite all those efforts by the government and other stakeholders, some schools have continued to perform very poorly in Kenya Certificate of secondary education examination. In particular, poor performance in Kenya national examination in Ngouru Secondary School in Nyeri has been observed over many years. This has raised a lot of concern from parents and other stakeholders. In addition to this, there has been a large number of dropouts in the school hence raising more concern.

The continued poor performance in the school prompted the researcher's interest in carrying out this study since many parents in the school consider education as an important investment, which should be helpful in shaping the life of their children.

Ngouru secondary school is situated in Nyeri District in Central Kenya. The school is a day/boarding school. It has a population of 161 students currently with majority of the students being day scholars. Most of the students have been performing generally poorly with majority getting grade D+ and below. The findings of this research will be useful towards uplifting the standards of performance in the school.

Statement of the problem

performance in KCSE examinations in Ngooru secondary school over many years has been observed to generally been poor. The table below gives a summary of the results over a period of ten years

Year	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	Entry	MEAN GRADE	% D+ & below
8				1	1	2	2	7	7	8	12	1	41	D+	68
7					1	-	1	3	4	9	7	1	26	D	81
6					1	1	4	5	11	10	10	1	43	D+	74
5					1	-	-	1	6	12	7	2	29	D	93
4				1	-	1	1	2	11	7	14	-	39	D	82
3							5	5	10	12	7	-	39	D+	74
2					2	1	-	3	10	26	11	-	53	D	87
1					2	1	3	5	11	18	6	-	46	D+	76
0							1	3	11	22	10	-	47	D	91
9							3	3	3	15	10	1	35	D	83

From the above table of results at least 65% of the KCSE candidates in Ngooru secondary school each year have been scoring a D+ and below for the last ten years. Besides this only one student out of 398 candidates that have sat for KCSE examinations in Ngooru sec school has been able to secure a place in Kenyan public universities over the same period of 10 years.

The researcher's aim therefore was to investigate what specific factors contribute to poor performance in the KCSE examinations in Ngooru secondary school in Nyeri district

Purpose of the Study.

The main aim of the study was to find out the factors contributing to students' poor performance in certificate of Secondary examinations in Ngooru secondary school and to come up with lasting solutions to the problem.

Objectives of the Study.

The following were the objectives of the study:

To determine the effect of scarcity of teaching and learning aids/ resources on performance in KCSE in Ngooru Secondary School.

To determine the effect of absenteeism due to lack of school fees on performance of students in KCSE in Ngooru Secondary school.

To determine the effect of poor attitudes towards teachers, school and studies on performance in KCSE in Ngooru Secondary School.

To determine the effect of poor academic entry behavior of students in Ngooru secondary school on their performance in KCSE examinations.

Research Questions

What is the effect of teaching and learning aids/ resources on performance in KCSE examination in Ngooru Secondary School?

What is the effect of absenteeism due to lack of school fees on performance of students in KCSE in Ngooru Secondary School?

What is the effect of poor attitudes towards teachers; the school and studies on performance of students in KCSE in Ngooru Secondary School?

What is the effect of poor entry behavior of students in Ngooru secondary school on performance in KCSE examinations in the school?

Significance of the Study.

This research was expected to come up with detailed information about probable causes of poor performance in KCSE examinations in Ngooru Secondary School. This would therefore offer ideas on how the problems could be controlled or eradicated. The research was also expected to come up with research findings that could be used by policy makers in formulating policies, which will help the students to perform better. It was also

cted that the research findings could be used for further research in the same field and help
rchers to verify other variables

Scope of Study

research was expected to be carried out within Ngooru secondary school. The research was
sted to involve the students, teachers and school administration. Students from each of the four
es were involved.

Geographical scope of the study.

research took place in Ngooru secondary school in Nyeri District, Kenya

Content scope of the study.

tudy respondents were students, teachers and school administrators in Ngooru secondary school.

CHAPTER TWO

LITERATURE REVIEW

Overview

section deals with effects of teaching and learning aids/resources absenteeism, poor attitudes and entry behavior on performance

various works to the one the researcher intends to perform have been conducted in the past. That is the issue of the factors that are responsible for poor academic performance in the national examinations.

There has been a point of agreement that examination results are poor but it has not been equally easy to identify the possible factors behind the poor performance. Many people speculate that teachers are responsible for the poor performance. As a result teachers whose schools perform poorly bear the brunt of what most politicians think is a step towards correcting the mistakes but which may in fact lead to more failures. Before blaming anyone for the poor performance the following question needs to be asked.

“What are the students failing examinations?”

Research intended to answer this question.

Teaching and learning aids/resources and academic performance

These have been cited to influence student's academic performance in national examination.

One of the most important teaching and learning aids/resources are the textbooks. As Maundu (1987)

:-

..... A Good performance demands that every school be equipped with sufficient text books.”

Illustration to highlight the importance of textbooks can be taken from mathematics as one of the subjects taught in schools. Students need practice in the subject in class and also on their own at home and without textbooks their practice is limited and hence their performance.

Effect of absenteeism due to lack of school fees on academic performance.

The main aim of implementation of free primary and secondary education in Kenya was to make education affordable to all. This is because education was found to be very expensive and unaffordable for many Kenyans hence making the national goals of education unachievable. Despite all these efforts the partial relief to the parents by the government in subsidizing the cost of education, many

nts still spend a lot of time at home during school days due to lack of school fees. This has been l to have detrimental effects to the academic performance of students in many schools. Some nts end up spending long durations out of school hence losing greatly .New concepts are taught ; they are away and by the time they come back to school they are unable to cope and gradually iorate in performance.

Effect of poor attitudes towards teachers, school and studies on academic ormance.

attitudes of students towards their teachers school and studies can greatly contribute to poor rformance in examination. According to a research carried out by SMASSE KENYA (Strengthening of Mathematics and Sciences in Secondary Education) poor performance in Sciences mathematics was greatly attributed to negative attitudes towards those subjects. Such negative des can affect all the subjects and hence leading to overall poor performance.

Students' entry behaviour and academic performance

s been observed over many years that the schools that perform best in KCSE also take the most well rmed students from the Kenya certificate of primary education examinations. Similarly the schools ave an intake of relatively poor students at form one also perform relatively poorly compared to schools. There is therefore a relationship between the entry behavior of students at form one and the academic performance in any given school. However it is also observed that some students come to one with low marks and perform very well while others come with high marks and perform poorly SE.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Overview

This chapter presents the methodology and tools used to collect the relevant data and methods of analyzing data. This helps to investigate factors contributing to poor performance in KCSE examinations in Ngooru Secondary School in Nyeri District.

Research design

The research design was conducted using descriptive method. This is because descriptive method could describe the nature of the problem at hand, which is: - causes of poor performance in KCSE. A survey of four classes: Form 1, 2, 3 and 4 was conducted.

Population

The research collected information from three groups of people namely: students, teachers and school administrators.

In each of the four classes ten students per class filled a questionnaire each. Seven subject teachers filled different questionnaires. A representative of the school administration filled a different questionnaire.

Sample size and selection

The school has an overall population of 161 students with 58 boys and 103 girls.

This research therefore a total of 40 students filled the questionnaires. This number constitutes about 25% of the school population. Ten students were selected from each of the four classes from form one to four. The selection was based on gender and performance. 14 boys and 26 girls were selected in line with the ratio of boys to girls in the school as shown in the table below.

GENDER		FORM ONE	FORM TWO	FORM THREE	FORM FOUR
BOYS	14	5	3	3	4
GIRLS	26	5	7	7	6
TOTAL	40	10	10	10	10

numbers per class were selected in line with the ratio of boys to girls in a class performance the numbers were taken per class from three region of the normal distribution curve: top, middle and bottom.

Research instruments

study was conducted through questionnaires. There were three types of questionnaires one for students another for teachers and the third one was filled by a school administration's representative. In the students' questionnaire, students stated the problems they encounter in school, outside school, in homes and any challenges they encounter that possibly interfere with their performance in school. In the second question seven teachers filled information on what they thought were the causes of poor performance in KCSE in the school. Teachers also gave the ratio of textbooks to students in their subjects.

In the third questionnaire the school administration's representative gave information on the staffing of school, number of teachers required as per the curriculum based establishment, number of teachers subject in the school, payment of school fees, rate of absenteeism due to school fees, the social economic background of students and their effects on performance of students.

Data collection.

Since the researcher worked where the research was carried out the researcher therefore personally administered the students, the teachers and school administration's representative with questionnaires. The questionnaires were then later collected after they were filled. All the required information was obtained through the questionnaires and through consultations with teachers and the students.

Methods of data analysis.

The raw data that was obtained from the respondents was organized and analyzed in terms of percentages for easy reference and pie charts were then drawn. Where sharp contrasts were observed between opinions of students and those of teachers, further consultations were made to establish the reasons.

Ethical considerations.

The researcher acquired a letter from Kampala International University, Institute of Distant Learning seeking permission to carry out research on the above topic in Ngooru Secondary School in Nyeri district Kenya.

Permission was granted by the school principal where the researcher carried out the study after getting authority to go ahead.

Limitations

The study may have been hindered from being more successful by the refusal of some respondents to actively respond to some questions

CHAPTER FOUR

RESEARCH FINDINGS

Overview

This chapter deals with presentation of data that was collected in the research; the data interpretation and the analysis of the data.

Data presentation.

Relationship between teaching and learning aids /resources and performance in KCSE.

It was hypothesized that teaching and learning aids /resources affect performance in KCSE and the results were as shown in below in table 1

Table 1 Effect of lack teaching and learning aids /resources on KCSE performance

Response	Number of students	Percentage	Number of teachers	Percentage
Disagree	23	57.5	5	71.4
Agree	17	42.5	2	28.6
Total	40	100	7	100

The results obtained were as in table 2

Table 2: Absenteeism due to lack of school fees and poor performance in KCSE

Response	No of teachers	%	No of students	%	Response of school administration
Disagree	6	85.7	25	62.5	Disagree
Agree	1	14.3	15	37.5	Agree
Total	7	100	40	100	

Table 3: Poor attitudes towards teachers and performance in KCSE.

Results obtained are in table 3 below

Level of reference	No of teachers	%
High	4	57.1
Medium	3	42.9
Total	7	100

Summary of results

Table 4: Poor attitude towards the school and performance in KCSE

Level of reference	No of students	%	No of teachers	%
High	2	5	6	85.7
Medium	38	95	1	14.3
Total	40	100	7	100

Summary of results

Table 5: Poor attitude towards studies and performance in KCSE

Level of reference	No of students	%	No of teachers	%
High	22	55	7	100
Medium	18	45	0	0
Total	40	100	7	100

Summary of results

Table 6: Weak academic entry behavior and poor performance in KCSE

Response of reference	No of teachers	%
Disagree	6	85.7
Agree	1	14.3
Total	7	100

Table 7: Entry behavior of the respondents (students) i.e. KCPE marks:-

	Total	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Number of respondents	40	0	1	0	2	2	4	6	5	10	12	0	0
Percentage	100	0	2.5	0	5	5	10	15	12.5	25	30	0	0

MEAN SCORE = 4.95 MEAN GRADE = C-

Percentage of respondents who joined the school with grade D+ and below = 55%

Percentage of respondents who joined the school with grade C- and above = 45%

Discussion and interpretation and analysis

Results of table 1

The data in table 3 on effects of lack of teaching and learning aids / resources on performance in KCSE. It was noted that most of the respondents –that is 57.5% of the students and 71.4 % of the teachers agreed that inadequate teachings and learning / resources contribute to poor performance in KCSE. It was most notable that the school does not have a library and that the school currently has no laboratory handling all the science subjects. The respondents had the view that even this one laboratory is not well equipped.

It was also noted that the ratio of textbooks to the students is average in the upper classes, while in the lower classes it is below average. The problem is further complicated by the fact that the school has a higher number of day scholars than boarders most of which go home without textbooks hence they do not have their freedom do exercises on their own at home. The situation is slightly better for the

rs since they can borrow books from their friends hence they have access to the few books
le in the school .The school has 67% of the students as day scholars which is about two thirds
school population. If these day scholars do not have proper access to textbooks this implies that
two thirds of the school always do exercises when they want to. This therefore hinders most
ts from performing well and ultimately leading to failure. This therefore supports the hypothesis

ing and learning aids /resources affect KCSE performance in the school.

as also observed that the problem of resources is likely to be more acute in the future due to the
y increasing population of the school hence straining the available resources further. The
ch revealed that the population of the school has grown by nearly 18% within the last two years

Figure 1: Chart showing student's responses on effects of lack of learning and teaching aids.

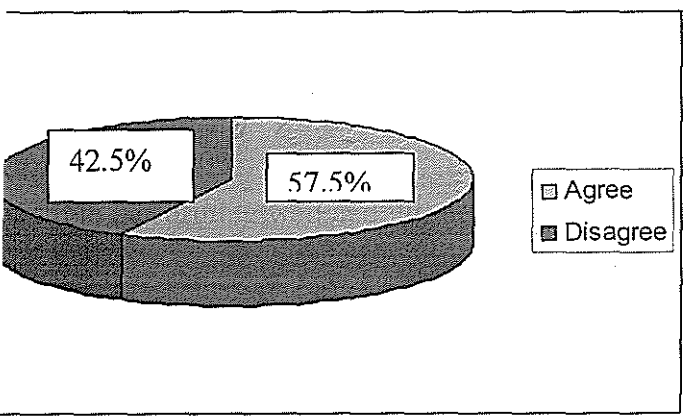
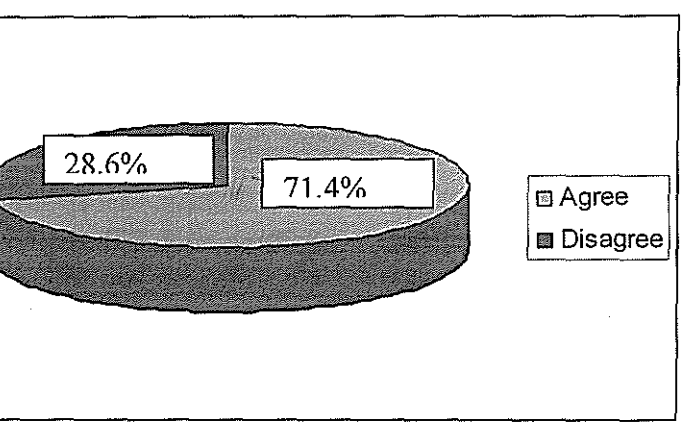


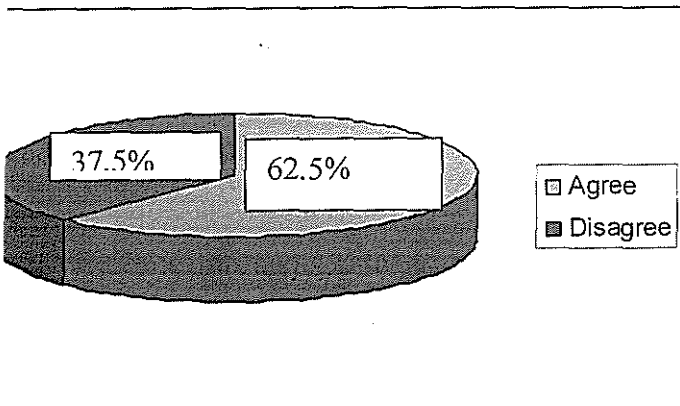
Figure 2: Chart showing teacher's responses on effects of lack of learning and teaching aids

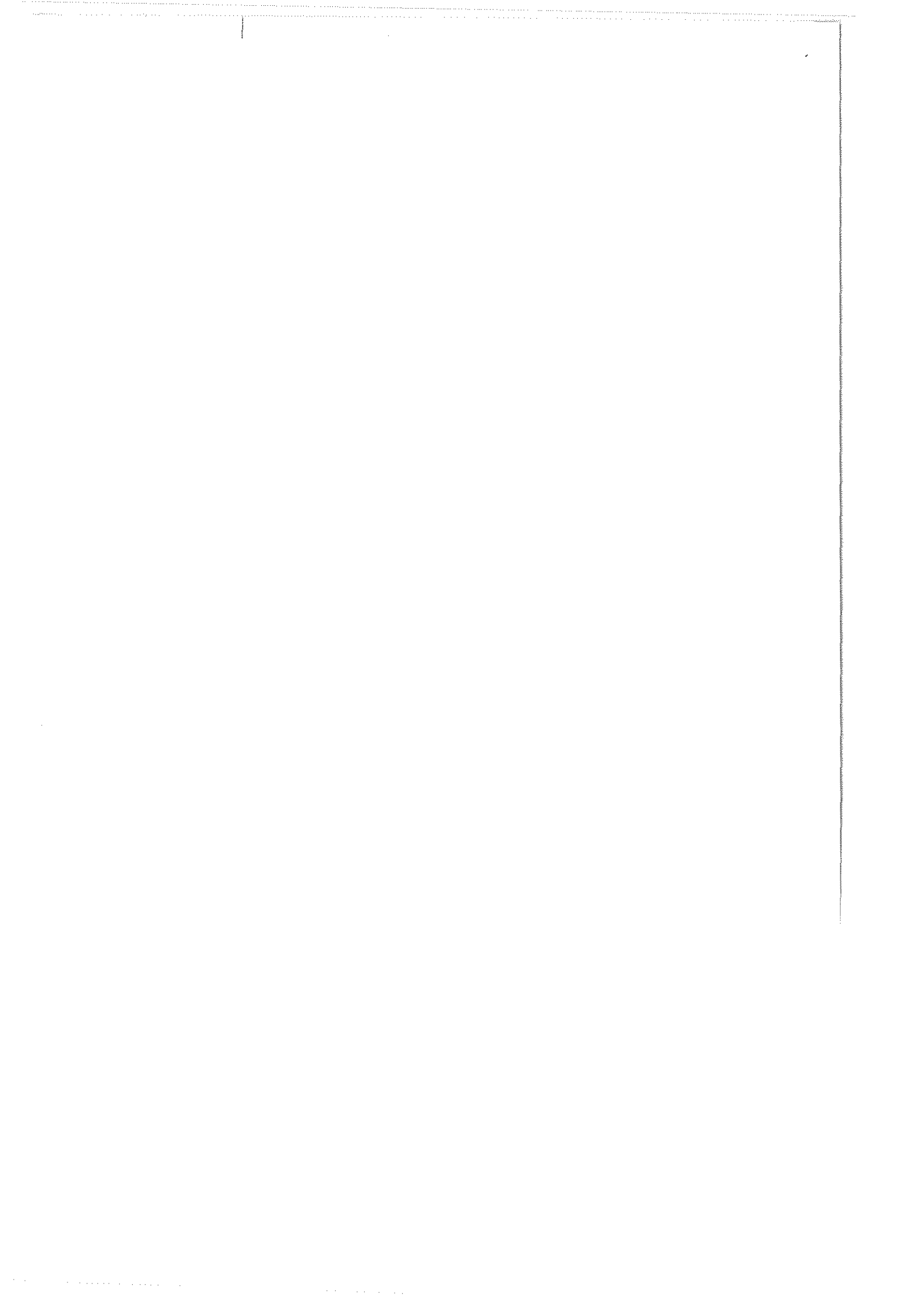


Results of table 2

Table 4.13, 62.5% of the students and 85.7% of the teachers agreed that absenteeism due lack of fees contributes to poor performance in KCSE in Ngoorú. Secondary school .60% of the students said they are sent home for school fees occasionally. This was further confirmed from the school administration. It was noted that when the students are at home for fees others continue to learn at school covering new concepts in their studies. When their counterparts at home return back to school they are unable and gradually deteriorate in their performance. It was observed that some students are sent home for fees and take as long as a one term out of school. This confirms the thesis that absenteeism due to school fees contributes to poor performance in KCSE in Ngoorú secondary school

Figure 3: Chart showing student's responses on the effects of absenteeism.





ults of table 4.1.3 (i), (ii) and (iii) therefore show that negative attitudes towards teachers, school studies have been contributing to poor performance in the school.

chers also observed that lack of self motivation contributes to poor performance in KCSE. The chers argued that most of the students lack self motivation and therefore have to be pushed by their nts to come to school.

chool again, they have to be pushed by teachers to do assignments, carryout their duties and even upervised during their private study in school. For this reason many students end up being in ol and following the school routine programme, but benefiting very little from it which ultimately s to failure

Figure 5: Chart showing teacher's responses on poor attitudes of students towards teachers.

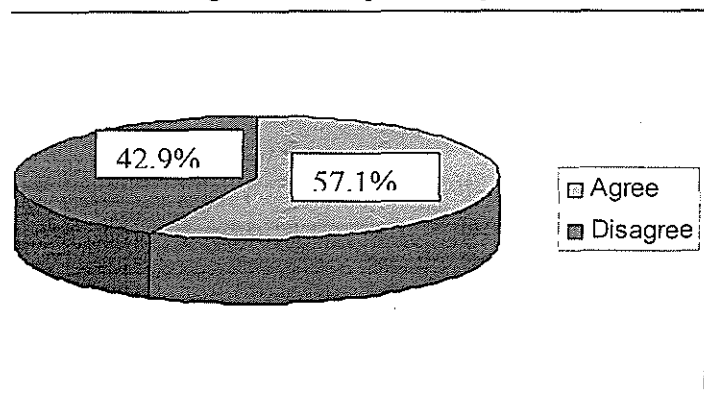


Figure 6: Chart showing students' responses on poor attitudes towards the school

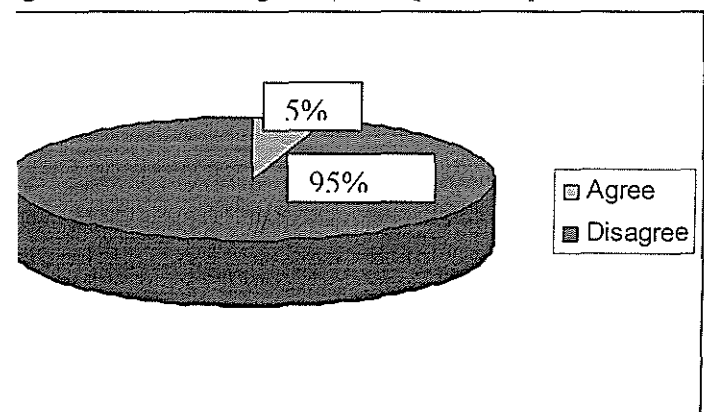


Figure 7: Chart showing teacher's responses on poor attitudes towards the school

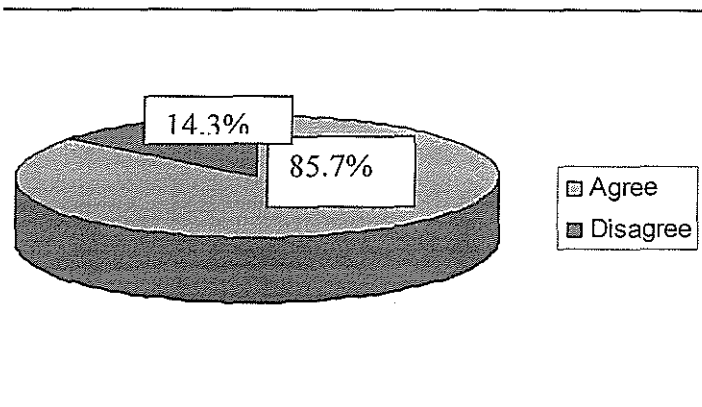


Figure 8: Chart showing student's responses on poor attitudes towards studies

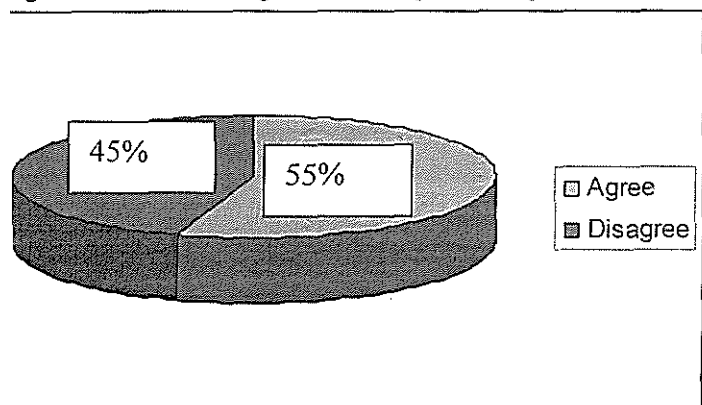
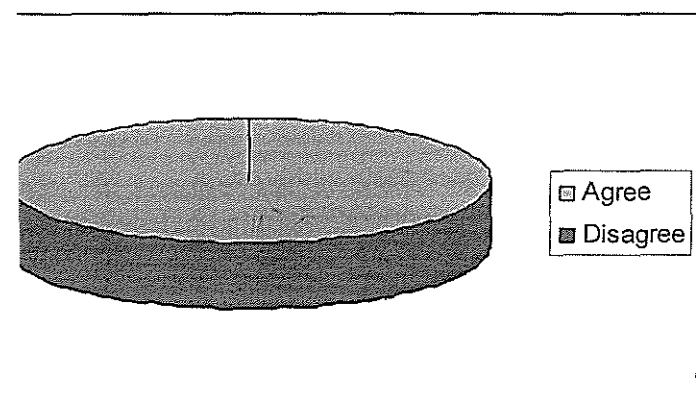


Figure 9: chart showing teachers responses on poor attitudes towards studies



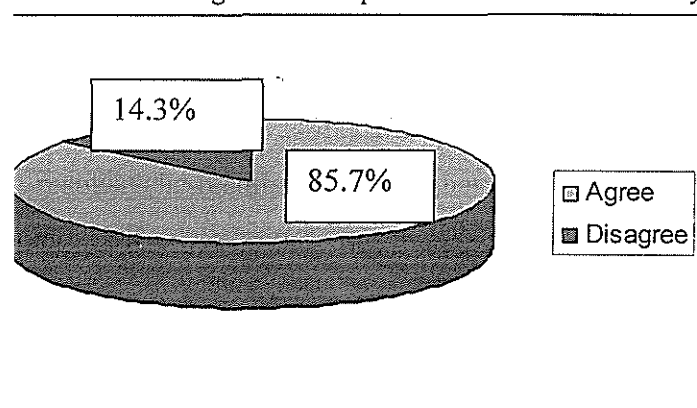
4 Results of table 6

entry behavior 85.7% of the respondents-that is the teachers agreed that the low entry behavior of students contributed greatly to the poor performance in KCSE in the school. However the results of 4.19 on entry marks based on the KCPE results revealed that the average entry mean score of 10 respondents was 4.95 and an average mean grade of C-

A striking contrast was that the school has never attained this mean score for the last 10 years in KCSE results. The results also show that a much higher percentage of students (65%) score grade D + and below in KCSE compared to those with an entry behavior of grade D+ and below (55%) KCPE results.

In conclusion it is clear that the low entry behavior of students in Ngooru secondary school contributes to poor performance in KCSE. However, it is also clear that performance of students in school in KCSE is below the average entry behavior of the students

Figure 10: chart showing teachers responses on weak academic entry behavior



CHAPTER FIVE

DISCUSSION, SUMMARY AND RECCOMENDATIONS

Discussion

From the data collected and analyzed the following conclusions were made: -

Inadequate teaching and learning aids/ resources greatly contribute to the poor performance in KCSE Ngooru secondary school

Absenteeism due to lack of school fees greatly contributes to poor performance in KCSE in the school

Poor attitude towards teachers, school and studies have been strongly contributing to poor performance in KCSE in the school. However these attitudes are slowly changing.

There is some relationship between the low entry marks of the students into Ngooru secondary school and the poor performance in KCSE. However performance of the students in KCSE in the school has been far below the average entry grades.

Summary

From the research that has been carried out, the research questions were: what are the effects of lack of teaching and learning aids/recourses, absenteeism due to lack of school fees, poor attitudes towards teachers, school and studies and low entry behavior on performance of students in Ngooru Secondary school?

It is therefore a great contribution by each factor towards poor performance in Ngooru secondary school. If these four factors are addressed effectively the performance of the students in the school will show a significant improvement.

Recommendations

Based on the findings presented above the researcher would like to submit that It is not a single factor that contributes to poor performance in KCSE in the school. After the research was completed the following recommendations were made: -

- As far as teaching and learning aids/ resources are concerned the parents, the local community and the government should pull resources together towards financing development projects such as building a school library, building another laboratory and

equipping the current laboratory and the textbook buying project. Other facilities also need to be expanded to cope with the rapidly increasing population of the school.

- The guidance and counseling facilities and services in the school need to be strengthened and brought closer to the individual level of the students to cope with the rapidly increasing needs of the students. Awareness needs to be raised on the availability of these services in the school. A counseling office needs to be established where the students can pop in and get assistance at any time of the day as the need arises. Students need to be encouraged to be more open to their teachers so as to get help in times of need. This will help the students to recover their lost self-motivation and make them to work harder in their studies. It will also help the student to remain optimistic and confident as they work hard on their studies despite the increasing challenges that face them daily such as unemployment, socio-economic issues among others
- Parents should make every effort to pay school fees on time to ensure the students remain in school. The government should give more bursaries to the increasing cases of needy students and also increase the funding of the free secondary education.
- Teachers should help the students to develop positive attitudes towards their subjects and the school. Striving to assist the students to perform better will be one practical way of breaking the vicious cycle of negative attitudes. The parents and local community should be encouraged to build and portray a good image of the school.
- The low entry behaviour should not be used as a platform to fully justify the failure of students in KCSE since as observed, the performance in the school in KCSE is far below the entry behaviour of the students .If all other contributing factors are addressed the students will leave the school with a grade at least equal or higher than the entry grade.

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APPENDIX

RESEARCH INSTRUMENTS

TEACHERS' QUESTIONNAIRE

A

I am a student at Kampala International University carrying out a research on causes of poor performance in KCSE in Ngoru Secondary School. The information obtained will be treated confidentially. Do not write your name on this paper. Please answer the questions as honestly as possible.

When did you join Ngoru Secondary School?

How many years of teaching experience do you have?

- a. Between 1 – 3
- b. Between 4 – 9
- c. 10 and above.

Does your school have a library?

- a. Yes
- b. No

If your answer in Question 3 is yes, how well equipped is it?

- a. Good
- b. Average
- c. Poor

How is the ratio of text books to students in your subject?

- a. Good
- b. Average
- d. Poor

How available are the basic required teaching aids/resources in your subject.

- a. Well available
- b. Averagely available
- c. Scarce

What was the mean score in your subject in the KCSE results for the last three years?

- a. 9 – 12
- b. 5 – 8
- c. 1 – 4

List the factors you consider to have caused the students' poor performance in KCSE in your school over the years you have been teaching in this school.

Suggest ways of improving the KCSE examination results in your school.

PART B

Each of the following questions 10-16 states whether you agree or disagree.

10. One of the causes of poor performance in KCSE in Ngooru Secondary school is . . .

1. (i) Poor attitude towards teachers

(a) Agree (b) disagree

(ii) Poor attitude toward the school

(a) Agree (b) disagree.

(iii) Poor attitude towards studies and some subjects in particular. (a) agree (b) disagree

11. Lack of effective guidance and counseling

(a) Agree (b) disagree.

12. Absenteeism due to school fees.

(a) Agree (b) disagree

13. Lack of learning aids /resources e.g. textbooks

(a) Agree (b) disagree.

14. Lack of self motivation

(a) Agree (b) disagree

15. The high rate of unemployment among school leaver

(a) Agree (b) Disagree

16. Poor socioeconomic backgrounds of students in Ngooru Secondary school.

(a) Agree (b) Disagree

17. Weak academic entry behaviour

(a) Agree (b) Disagree

IDENTIFIANTS' QUESTIONNAIRE

I am a student at Kampala international University carrying out a research on causes of poor performance in KCSE in Ngooru secondary school. The information obtained will be treated confidentially. Do not write your name on this paper. Please answer the questions as honestly as possible

1. In which class are you
2. Are you a boarder or day scholar?
 - a. Boarder
 - b. Day scholar.
3. How far is your home from school?
4. What was your entry mark in form one?
(a) 100-150 (b) 150-200 (c) 200- 250 (d) 250-300 (e) above 300
5. What was your overall mean grade last term?
6. What is your father's /guardian's level of education?
 - a. Did not attend school.
 - b. Below CPE/KCPE
 - c. CPE/KCPE
 - d. Form IV (KCSE)
 - e. Form VI (KACE)
 - f. University
 - g. Others (Specify)
7. Indicate your mother's/guardian's level of education.
 - a Did not attend school.
 - b Below CPE/KCPE
 - c CPE/KCPE
 - d Form IV (KCSE)
 - e Form VI (KACE)
 - f University
 - g Others (Specify)
8. What is your father's/guardian's occupation?
 - a Employed
 - b Unemployed
 - c Others (specify)

9. What is your mother's/guardian's occupation?

- a Employed
- b Unemployed
- c Others (specify)

10. Who pays your school fees?

- a Father
- b Mother
- c Brother
- d Sister
- e Guardian.

11. How often are you sent home for school fees?

- (a) Very often
- (b) Occasionally
- (c) Very rarely
- (d) Never

12 Does lack of school fees affect your performance?

- (a) Yes
- (b) No

13 Do your parents/guardians provide you with textbooks?

- (a) Yes
- (b) No

4. What problems do you face in your school that affect your performance?

5. What other problems do you face outside the school that possibly affect your performance?

6. Do you consult the guidance and counseling master\ mistress in the school?

- a. Yes
- b. No

7. What do you consider to have influenced the student's poor performance in KCSE examination in your school?

8. Do you think the rate of unemployment affects your motivation to learn?

- c. Yes
- d. No

9. Are you sometimes forced by circumstances to engage in some paid jobs outside school in order to pay your school fees?

(a) Yes (b) No

20. Do you feel self-motivated in your studies?

(a) Yes (b) No.

21. What factors make you feel de-motivated to learn in your school?

22. Is your current school your school of choice?

(a) Yes (b) No.

23. Do you like your school?

(a) Yes (b) No

24. If your answer in 23 above is no giving your reason

25. Do you like all the subjects you are taking?

(a) Yes (b) No (c) some

26. Give a reason for your answer in 25 above.

27. What kind of attitude does the community you come from have towards your school?

(a) Positive (b) Negative

28. How has the attitude of your community influenced your attitude towards your school?

29. Are there some social factors in your home or in your community?

That hinders you from performing better in school?

(a) Yes (b) No.

30. If your answer in 29 above is yes specify.

31. Do you think you would perform better in your studies if more guidance and counseling were provided to you in the school?

(a) Yes (b) No

32. What factors do think make many students in your school to perform poorly?

33. How often do you discuss your performance with your parents/Guardians?

(a) Often (b) Rarely (c) Never

SCHOOL ADMINISTRATION'S

QUESTIONNAIRE.

I am a student at Kampala international University carrying out a research on causes of poor performance in KCSE in Ngooru secondary school. The information obtained will be treated confidentially. Do not write your name on this paper. Please answer the questions as honestly as possible

What is the total population of students in the school?

- a. Boys _____
- b. Girls _____
- c. Total _____

How many teachers does the school require as per curriculum-based establishment?

How many teachers are currently teaching in the school?

Are the physical facilities in the school adequate for the current population of students in the school?

What are the possible causes of poor performance for most students in the school?

Does the social economic background of the students in the school affect their performance in school (please specify)?

Does absenteeism due to school fees affect the performance of students in the school?