CAUSES OF POOR PERFORMANCE IN PHYSICS IN THE SELECTED GIRLS SCHOOLS IN NDIVISI DIVISION, BUNGOMA EAST DISTRICT KENYA

BY

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A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF A BACHELORS DEGREE IN EDUCATION OF KAMPALA INTERNATIONAL UNIVERSITY

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DECLARATION

I, declare that the material in this book has been done entirely by my effort and has not been presented else where for any academic qualification.

Signed

.....Mutali.....

WYCLIFE MUTALI KISAKA

DATE.....14/04/2009.....

APPROVAL

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

Signed

.....

MR. KIMWISE

DATE: .....

DEDICATION

This book is dedicated to my beloved wife Lung'ania Nasievanda and my daughter Namikoye Mutali for their understanding during the period of the study.

ACKNOWLEDGMENT

First of all I give thanks to the almighty God for his mercy and grace granted to me during this time of my degree course and through this research project

I would like to thank my supervisor Mr. Kimwise for being there for me whenever I needed him and also offering his professional advice where necessary.

Special thank to my parents and family members especially my brother Shikubilia for their support and encouragement.

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I would also like to thank the respondents who returned the questionnaires and those who were cooperative to me.

May God bless you all

DEFINITION OF KEY TERMS

Academic performance: How students do in school either good or bad. This includes coping with the environment of the school and interactions with other children.

Poor performance: when students perform below the wanted grade that is C-.

Discipline: training of the minds and characters to produce self control and obedience. It also includes how students behave at school or class and how they relate with others.

Pupils: This refers to the students or learners at the level of primary. The secondary section consists of standard one to standard eight. This means that students spend eight years in primary.

Drug abuse: the improper use of drugs or alcohol to the degree that the consequences are detrimental to the user in society.

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ABSTRACT

The purpose of the study is to assess the causes poor academic performance in physics by students in Ndivisi Division, Bungoma East District Kenya. The specific objectives of the study were; to determine the relationship between Poverty and performance of students in national examinations, to determine the relationship between School facilities and performance Of students in national examinations, to determine the relationship between the quality of teachers and performance of students in national examinations, to determine the relationship between Indiscipline and performance Of students in physics and to determine the relationship between Home environment and performance of students in national examinations. The methods of data collection were questionnaires and interviews. The study revealed that school facilities are important for students to perform well in examinations. The study revealed that unqualified teachers do not teach well and this leads to poor performance in national examinations. The study revealed that students who are indiscipline perform poorly in national examinations. Finally the study revealed that parents who encourage their students contribute positively to children's performance. School facilities should be provided in schools so that students understand what they are taught. More teachers should be trained to cater for the growing number of students due to free secondary education. The school environment should be made conducive for the students for example a clean environment should be emphasized and security provided. Parents should be sensitized on the importance of participating in their children's education and school activities

CHAPTER ONE

1.0 Introduction

This chapter discusses the background of the study, problem statement of the study, objectives of the study, research questions, and scope of the study and the significance of the study.

1.1 Background of the study

The government of Kenya attaches great importance to the development of education, for it recognizes that education is a powerful tool for transformation of society Education White Paper (1992). Education plays a key role in achieving moral, intellectual, ideological, cultural and social development of the people in society, as well as the national goals of unity, democracy, economic progress and security of all its citizens. Emphasis is put on the role of education in liberating people from the vicious cycle of poverty, dependence, ignorance, disease and indignity, and in the process of building a self reliant nation with a sustained independent economy.

All Kenyan students take physics when they finish secondary school secondary school (the Kenyan Certificate of Secondary Education, KCSE).

Ndivisi Division is located in Bungoma East District in Kenya and it has been noted that schools have not been performing well in physics .The poor performance in physics of the division has been a concern to the researcher and hence need for the study.

1.2 Problem Statement

Students who complete their education are more likely to lead productive lives, support their families, take good care of their community, and practice healthy behaviors than those with little or no education.

However if they do not perform well in physics how will they achieve their academic aspirations. The study therefore seeks to investigate the reasons why students perform poorly in physics and suggest solutions to the problem.

1.3 scope of the study

The study was carried out in Ndivisi Division, Bungoma East District Kenya. Bungoma East district is one of the eleven districts in North Eastern province of Kenya. The study was limited by the objectives of the study. It took place for the period of three months from December 2008 to April 2009.

1.4 Objectives of the study

General: The study was to determine the causes of poor academic performance in physics by students in Ndivisi Division, Bungoma East District Kenya.

Specific objectives

1. Determine the relationship between Poverty and performance of students in physics.
2. Determine the relationship between School facilities and performance Of students in physics
3. Determine the relationship between the quality of teachers and performance of students in physics
4. Determine the relationship between Indiscipline and performance Of students in physics

1.5 Research questions

1. What is the relationship between Poverty and performance of students in physics?
2. What is the relationship between School facilities and performance Of students in physics?
3. What is the relationship between the quality of teachers and performance of students in physics?
4. What is the relationship between Indiscipline and performance Of students in physics?

1.6 Significance of the study

This research is significant to the following;

The parents and guardians of students who perform poorly so that they can identify the causes and find solutions to it.

The government through the ministry of education in order to investigate the reasons why students perform poorly in physics and devise means to solve it

The teachers will also realize the reasons for poor performance of students in physics and also change the tactics of teaching by adopting more effective methods.

CHAPTER TWO

LITERATURE REVIEW

2.0 1ntroduction

This chapter discusses the related literature to the study. It focuses on the reasons for poor performance in national examination.

2.1. Poverty and academic performance of students in physics

Poverty related deprivation contributes to low levels of educational attainment in Africa. Poor students spend more time contributing directly or indirectly to household income than other children. As a result they are less likely to spend this time on school work, are more likely to be absent from school during periods at peak labor demand and are more likely to be tired and ill prepared to learn when they are in the classroom (World bank 2000).

Poor students make the slowest progress at school than any other children. Living in poverty, in rented homes and deprived neighborhoods has an effect on their examination results. Students from privileged backgrounds
have higher aspirations and have all the necessary material they need for study and therefore are likely to perform better than poor students (Robert H. Lauer, Jeanette C. Lauer, 2002).

Wallaris hold the view that "success in learning a subject by the students relates closely to the learners social background. It goes on to say that "students of the white collar jobs and middle class parents have the greater chance of success than those of the blue collar jobs who have the least income" in line with the above view Rosen (1996) in his studies found out that "students who exhibit a high level of motivation tend to come from higher socio-economic status families and they perform better" larcin (1999) held the same opinion.

Because of poverty students go to school hungry. Although reliable estimates on the number of students who come to school every day feeling hungry do not exist, short-term or temporary hunger is unquestionably a pervasive condition in developing countries. In the school setting temporary hunger commonly occurs when students come to school without having eaten breakfast. The result of this short-term fasting in a child is more easily distracted by irrelevant stimuli Pollitt *et al.*, (1983). Because hunger appears to cause inattentiveness, it is likely to influence school performance and learning.

2.3 School facilities and academic performance of students in physics

The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons Tamakloe, et al. (1996). The creative use of a variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. Young students are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand (Gay, L. R., 1996).

Providing textbooks to students who lack them seems to be an obvious way to improve educational performance. Textbook provision is almost universally accepted as an effective education policy, even by those who doubt the effectiveness of increased school spending. Glewwe, et al (2008) Yet our results show that providing textbooks to rural schools in Kenya did not increase average test scores, although it did increase the scores of students with high initial achievement. The latter finding suggests that the official textbooks are ill-suited for the typical student

and may reflect more fundamental problems with centralized educational systems, heterogeneous student populations, and entrenched elite power.

According to Werk (2004) the books in Kenya are supplied once a year according to the enrollment figure given, which means anybody else who joins midway, will not get any. There is also undue delay in delivering the supplies to schools and students may go halfway the term without any writing materials. Textbooks issued are usually shared between two or three students hence they use them alternatively. This creates a problem if the book gets lost or the person with it decides to move to another school, as it is common. This would leave the other members without a textbook. The parents, even the able ones, do not buy any extra books for their children, as they believe everything should be provided for

Class sizes have also been identified as determinants of academic performance. Studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes. Kraft (1994) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that class sizes above 40 have negative effects on students' achievement. Since students have differences in motivation, interests and abilities and that they also differ in health, personal and social adjustment and creativity generally good teaching is best done in classes with smaller numbers that allow for individual attention (Kraft, R. J. 1994).

Research shows that overcrowding causes a variety of problems and the findings indicate that students in overcrowded schools and classrooms do not score as high on achievement tests as students in non-overcrowded schools and classrooms. Corcoran et al. (1988) reported that overcrowding resulted in a high rate of absenteeism among teachers

and students. For the Teachers overcrowding results in stressful and unpleasant working conditions.
Overcrowded schools and classes are noisier, and create more non-instructional duties and paperwork, and that, without question, they inhibit teaching and learning." (Rivera-Batiz and Marti 1995).

School libraries are also a powerful force in schools. The school library is one of the few factors whose contribution to academic achievement has been documented empirically, and it is a contribution that cannot be explained away by other powerful influences on student performance (Rivera-Batiz and Marti 1995).

2.4 Teacher quality and performance of students in physics

A teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject. Myra Pollack Sadka et al (2000) However, a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under favorable conditions of service (UNESCO, 2004).

According to Neagley and Evans (1970) effective supervision of instruction can improve the quality of teaching and learning in the classroom. Academic performance was better in private schools than public schools because of more effective supervision of work.

Another factor is motivation. A highly motivated person puts in the maximum effort in his or her job. Tamakloe, et al (1996) several factors produce motivation and job satisfaction. Lack of motivation and professional commitment produce poor attendance and unprofessional

attitudes towards students which in turn affect the performance of students academically (Lockheed, M. et. al. 1991).

2.5 Indiscipline of students and performance in physics

In recent years, policy makers, educators, parents and students increasingly have expressed concern about the incidence of school related criminal behavior especially in urban schools. Although concern has grown, several researchers show that violent behaviors, smoking, theft have increased especially in secondary schools. Due to poverty students and staff are desperate and therefore turn to means that could help them which include stealing, taking drugs among others.

Drugs have no rightful place anywhere in society; however, they have even less of a place in academic environments where teens are living in their most formative years. Robert et al (2002). That the teen drug/alcohol user's academic performance is severely impaired, along with his or her level of responsibility – such as skipping class, failing to complete assignments, etc. – speaks to the notion that drug and alcohol use is rampant throughout American middle and high schools.
This abuse has produced teenage student body's with many abusers whose relationships, reputations, futures, wallets, self-images and especially grades suffer as a direct result of the teen drug abuse, (Mary;2000).

According to Mafabi (1995) discipline is the underlying factor in all school activities; they cannot be pursued without it. In the absence of discipline, there is anarchy, a situation which makes it impossible for schools goals to be achieved. Most of these writers emphasize the need for discipline as a prerequisite for school success; however, they do not explicitly illustrate how discipline can be enforced in the school setting.

School authorities should not only stress the importance of discipline they also need to put mechanisms of enforcing it.

2.6 Home environment and academic performance of students in physics

Students' capability and notification to learn are determined by the quality of home and school environment and the students' health and nutrition status and the previous learning experiences, including the degree of parental stimulation. The principle source of children's capacity and motivation to learn is the family through domestic endowment and the direct provision of nutrients health care and stimulus (A world Bank review 1999).

According to Udo Bude (1991) parental contribution to the children's' academic performance he puts emphasis on the attitudes and expectations of the parents, which in turn help the students to perform well. He said parents attitude not only have influence on their children's performance but also influence the type of subjects they have to study in order to fulfill the expectations

Surely, home background affects students academic performance as asserted above however the researcher do not account for some students from poor background who perform well and even better than students from good home background.

In conclusion a lot of literature has been written on the poor performance of students in physics however the researcher intends to add more to increase awareness on the performance of the pupils.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the methods the researcher used to collect data. It focuses on research design, Population and area of study, Sampling and sampling procedure, Data collection methods, Data collection procedure and Data analysis

3.1 Research Design

This study followed a descriptive research design. Both qualitative and quantitative methods were used. The quantitative technique was used to collect and analyze data on the causes of poor performance of students in physics as well as different responses from pupils, and teachers. Qualitative technique involved getting information from the teachers through interviews and editing it and finally making the conclusions in regards to poor performance in national examinations.

3.2 Population and area of study

The research was carried out in three secondary schools in Ndivisi Division, Bungoma East District Kenya

3.3 Sampling and sampling procedure

The study included ideas from teachers, and students of Misikhu secondary school, Magemo secondary school and Namawanga school. Five teachers were randomly selected for interviews in each school and 80 questionnaires were distributed randomly to the students in the schools.

3.4 Data collection methods

Interviews and questionnaires were used to gather information from teachers and students respectively. The questionnaires were used because of the advantage of obtaining data within a short time. It also had an element of privacy so students were able to express themselves freely.

3.5 Data collection procedure

The researcher obtained an introductory letter from the institute of Open and distance studies. This enabled the researcher to go to the field to carryout the study. The researcher personally distributed and supervised the filling in of questionnaires by pupils. This was done with the help of school authorities. The interviews for the teachers were carried out a day later to give time for preparation to the researcher.

3.6 Data analysis

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

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

Where F = number of respondents

Observed

Data from questionnaires, and in-depth interviews was not standardized hence requiring categorization. Such data was presented in a descriptive form and was used to discuss the results of quantitative data.

CHAPTER FOUR

FINDINGS AND INTERPRETATIONS

4.0 Introduction

This chapter is a presentation, interpretation and discussion of the field results. The results are presented in tables and in form of frequency counts and percentages. The results and discussions are centered on the set objectives of the study.

4.1 Profile of the respondents

Table 4.1: profile of the respondents

Respondents	**Frequency (f)**	**Percentage (%)**
Sex		
Male	40	57
Female	30	43
Total	**70**	**100**
Age		
17-18 yrs	6	9
19-20yrs	12	17
21-22yrs	35	50
23 and above	17	24
Total	**70**	**100**
Academic level		
Form I	5	7
Form II	13	19
Form III	20	28
Form IV	32	46
Total	**70**	**100**

Source: field data

Eighty (80) questionnaires were distributed to the students and 70 were filled and returned this therefore represents 87.5 % of the total number of questionnaires that were distributed.

The study covered 70 randomly selected students of whom 40(57%) were male and 30(43%) were female

The age category of the respondents were divided into four groups that are 17-18 years were 6[9%], 19-20 yrs were 12(17%), 21-22 yrs were 35(50%) and 23vyrs and above were 17 representing (24%) of the respondents.

The academic level of the respondents was divided into four categories that is form one, form two, form three and form four level. 5(7%) of the respondents were in form one, 13(19%) were in form two, 20[28%] were in form three and 32(46%) of the respondents were in form four.

Interviews were used to extract data from the teachers and. 15 teachers were selected and 7 of the members were female and 8 were male.

The respondents were asked how their school performs in physics national examination and this was their response

Table 4.2: How the school performs in physics national examination

Response	Frequency	Percentage
Excellent	20	28.6
Average	45	64.4
Poorly	5	7
Total	70	100

Source: secondary data

Table 4.2 shows that 20(28.6%) of the respondents said that their school performs excellent in national examination while 45(64.4%) said average and 5(7%) of the respondents said they perform poorly

Table 4.3 performance of students in physics physics in 2008

School	Rating	Mean score out of 500
Namawanga sec. sch.	234.5	Below average
Misiku sec. sch	195.7	Below average
Magemo sec. sch	212.4	Below average

Key

Above average- 250 and above

Average- 250-349

Below average- below 250

According to table 4.3 all of the sampled schools were below average. This means that the performance in physics was poor.

4.2 Reasons for poor performance in physics

4.2.1 Poverty and performance of students in physics

The first objective of the study was to find out the relationship between poverty and performance of students in physics. To achieve this, respondents were asked questions related to the study. Data collected was analyzed under the question: What is the relationship between poverty and performance of students in national exams? The results are presented in the subsections below;

Respondents were asked whether Poverty leads to poor performance in physics and their responses are summarized in table 4.5 below;

Table 4.4: Opinion on whether Poverty leads to poor performance in national examinations

Poverty leads to poor performance in physics	**Agree**	**Disagree**	**Not sure**	**Total**
Frequency (f)	40	20	10	**70**
Percentage (%)	57	29	14	**100**

Source: Secondary Data

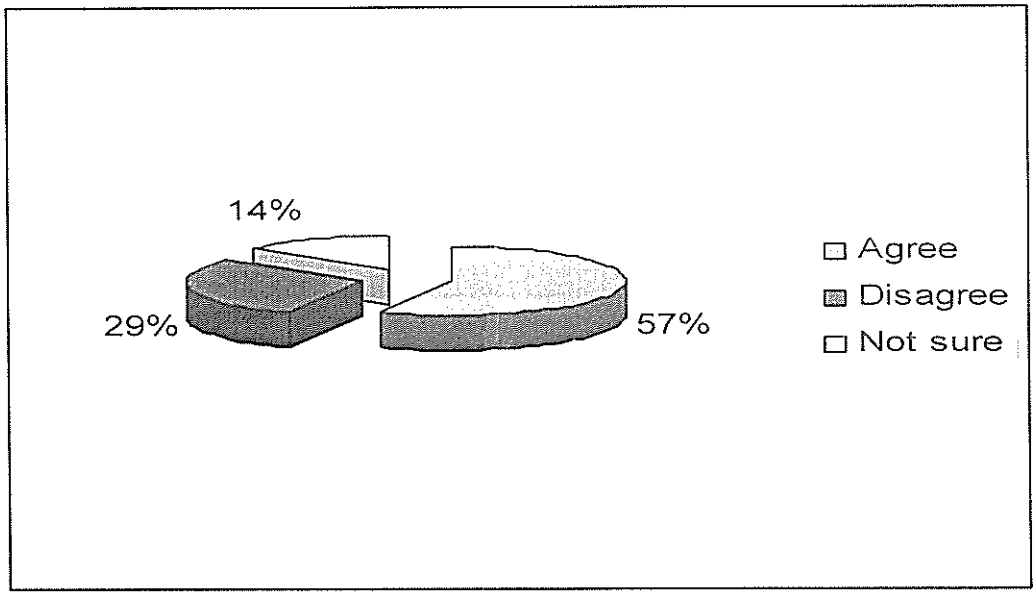
The results in table 4.4 showed that 40(57%) of the respondents agreed that Poverty leads to poor performance in national examinations, while 20(20%) disagreed and 10(14%) of the respondents were not sure.

The teachers in interviews held with them revealed that there is a relationship between poverty and academic performance of students. According to them due to poverty students are required to work at home that is unpaid domestic labor. This labor results in frequent absenteeism, chronic fatigue and hence poor performance.

According to World Bank (2000) Poverty related deprivation contributes to low levels of educational attainment in Africa. Poor students spend more time contributing directly or indirectly to household income than other children. As a result they are less likely to spend this time on school work, are more likely to be absent from school during periods at peak labor demand and are more likely to be tired and ill prepared to learn when they are in the classroom.

The data in table 4.4 was analyzed using a figure and summarizes the analysis of the opinion on whether Poverty leads to poor performance in physics

Figure 4.4: Opinion on whether Poverty leads to poor performance in national examinations



The respondents were asked whether because of poverty students lack the necessary school requirement and this was their response

Table 4.5: Opinion on whether students lack the necessary school requirement

because of poverty students lack the necessary school requirement	**Agree**	**Disagree**	**Not sure**	**Total**
Frequency (f)	60	7	3	**70**
Percentage (%)	86	10	4	**100**

Source: secondary data

According to table 4.5, 60(86%) of the respondents agreed that because of poverty students lack the necessary school requirement while 7(10%) disagreed and 3(4%) of the respondents were not sure whether because of poverty students lack the necessary school requirement.

According to the teachers most students lack the basic needs in life and school facilities which lead to poor performance in national examinations.

".....students from poor families lack school facilities like books, money for break time among others and therefore perform poorly in examinations....."(interview with a teacher)

The respondents were asked whether because of poverty students do not take breakfast before they go to school and their response was summarized in table 4.7 below

Table 4.6: Opinion on whether students do not take breakfast before they go to school

Because of poverty students do not take breakfast before they go to school	**Agree**	**Disagree**	**Not sure**	**Total**
Frequency (f)	35	15	20	**70**
Percentage (%)	50	21	29	**100**

Source: secondary data

Table 4.6 indicates that 35(50%) of the respondents agreed that because of poverty students do not take breakfast before they go to school, 15(21%) disagreed while 20(29%) of the respondents were not sure.

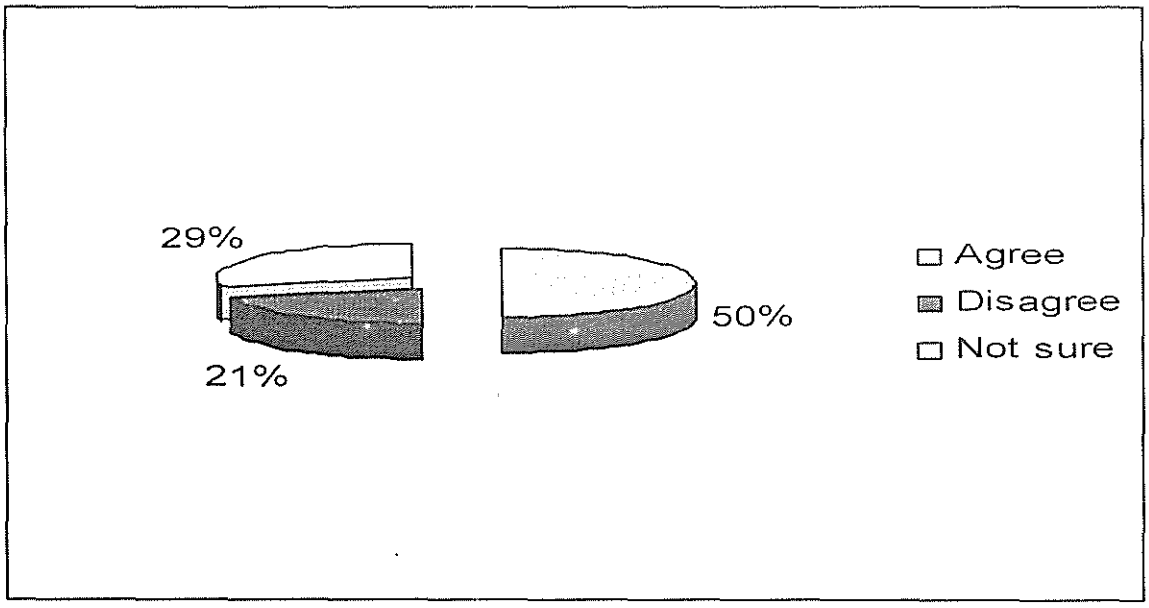
According to the teachers some students do not take breakfast and therefore feel hungry in class which leads to less concentration hence poor performance. It was established during the research that some schools provide breakfast for students at home that is porridge and according to the teachers feeding programs are important for students to

concentrate in class. In schools where feeding programs were introduced it was noted that the performance of students in physics had improved.

According to Pollitt *et al.*, (1983) hunger appears to cause inattentiveness; it is likely to influence school performance and learning.

The data in table 4.6 was analyzed using a figure and figure 4.7 summarizes the analysis of the opinion on whether students do not take breakfast before they go to school

Figure 4.6: Opinion on whether students do not take breakfast before they go to school



The respondents were asked whether because of poverty students are sent home for school fees and below was their response

Table 4.7: Opinion on whether students are sent home for school fees

Because of poverty students are sent home for school fees	**Agree**	**Disagree**	**Not sure**	**Total**
Frequency (f)	42	18	10	**70**
Percentage (%)	60	26	14	**100**

According to the table 42(60%) of the respondents agreed that because of poverty students are sent home for school fees while 18(26%) disagreed and 10(14%) of the respondents were not sure if because of poverty students are sent home for school fees

According to the teachers some of the students were always sent home due to non payment and because of that they would miss classes and hence poor performance.

".....students whose parents cannot afford to pay for school fees in time are always sent home and therefore miss classes which means catching up is a problem and therefore end up performing poorly....."
(Interview with a teacher)

4.2.2 School facilities and performance of students in physics

The second objective of the study was to find out the relationship between school facilities and performance of students in physics. To achieve this, the respondents were asked questions related to the question. Data collected was analyzed under the question: What is the relationship between school facilities and performance of students in national examinations? The results are presented in the subsections below

The respondents were asked whether the class size at school is small and below was their response

Table 4.8: Opinion on whether the class size is small

The class size at school is small	**Agree**	**Disagree**	**Not sure**	**Total**
Frequency (f)	28	40	2	**70**
Percentage (%)	40	57	3	**100**

Source: secondary data

Table 4.8 shows that 28(40%) of the respondents agreed that the class size at school is small while 40(57%) disagreed and 2(3%) of the respondents were not sure.

The teachers revealed that a big size class was difficult to handle because students would shout and controlling them becomes impossible. Students therefore do not understand what they are taught which leads to poor performance in examinations.

Corcoran et al. (1988) reported that overcrowding resulted in a high rate of absenteeism among teachers and students. For the Teachers overcrowding results in stressful and unpleasant working conditions.

The respondents were asked if they have enough physics text books at school and below was their response

Table 4.9: Opinion on enough physics text books

We have enough text books	**Agree**	**Disagree**	**Not sure**	**Total**
Frequency (f)	50	15	5	**70**
Percentage (%)	72	21	7	**100**

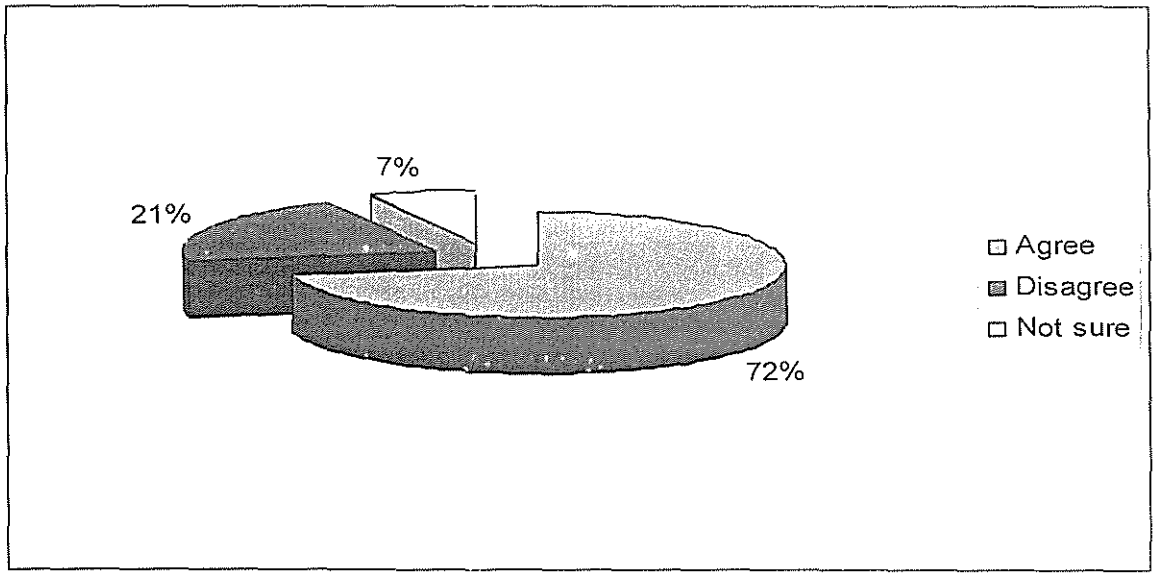
Source: secondary data

Table 4.9 indicates that 50(72%) of the respondents agreed that they have enough text books at school, 15(21%) disagreed and 5(7%) of the respondents were not sure if they have enough text books at school.

According to the teachers text books were very important because they elaborate more on what they are being taught therefore, when schools lack them the end result is poor performance in national examinations. It was noted that English and Mathematics books were the least available in most of the schools.

The data in table 4.10 was analyzed using a figure and summarizes the analysis of the opinion on whether there are enough physics text books

Figure 4.9: Opinion on enough physics text books



The respondents were asked whether they have a school library and this was their response

Table 4.10: Opinion on whether they have a school library

We have a school library	**Agree**	**Disagree**	**Not sure**	**Total**
Frequency (f)	30	40	-	**70**
Percentage (%)	43	57	-	**100**

Source: secondary data

According to table 4.11 30(43%) of the respondents agreed that they have a school library while 40(57%) disagreed.
In some schools visited it was noted that they did not have a library and this according to teachers is one of the reasons students performed poorly because they did not have where to revise from. The teachers also revealed that the lack of library makes it difficult for schools to get enough books because they do not have where to stock them.

According to the teachers the reading culture of students in secondary was low and therefore instilling the culture made difficult where a library lacks.

According to Glewwe, Paul; Kremer, Michael; Moulin, Sylvie (2008) providing textbooks to students who lack them seems to be an obvious way to improve educational performance. Textbook provision is almost universally accepted as an effective education policy, even by those who doubt the effectiveness of increased school spending.

The respondents were asked whether the school environment is conducive and this was their response

Table 4.11: Opinion on whether the school environment is conducive

School environment is conducive	**Agree**	**Disagree**	**Not sure**	**Total**
Frequency	33	30	7	**70**
Percentage (%)	47	43	10	**100**

Source: secondary data

Table 4.11 indicates that 33(47%) of the respondents agreed that school environment is conducive while 30(43%) disagree and 7(10%) of the respondents were not sure whether the school environment is conducive.

The teachers revealed that for students to perform well the school environment had to be conducive. According to them a conducive environment includes clean environment, safe environment for the students especially girls.

4.2.3 The quality of teachers and performance of students in physics

The third objective of the study was to find out the relationship between the quality of teachers and performance of students in physics. To achieve this, the respondents were asked questions related to the question. Data collected was analyzed under the question: What is the relationship between quality of teachers and performance of students in national examinations? The results are presented in the subsections below

The respondents were asked if unqualified physics teachers lead to poor performance in physics and below was their response

Table 4.12: Opinion on if unqualified teachers lead to poor performance in national examinations

unqualified teachers lead to poor performance in national exams	**Agree**	**Disagree**	**Not sure**	**Total**
Frequency (f)	65	-	5	**70**
Percentage (%)	97	-	7	**100**

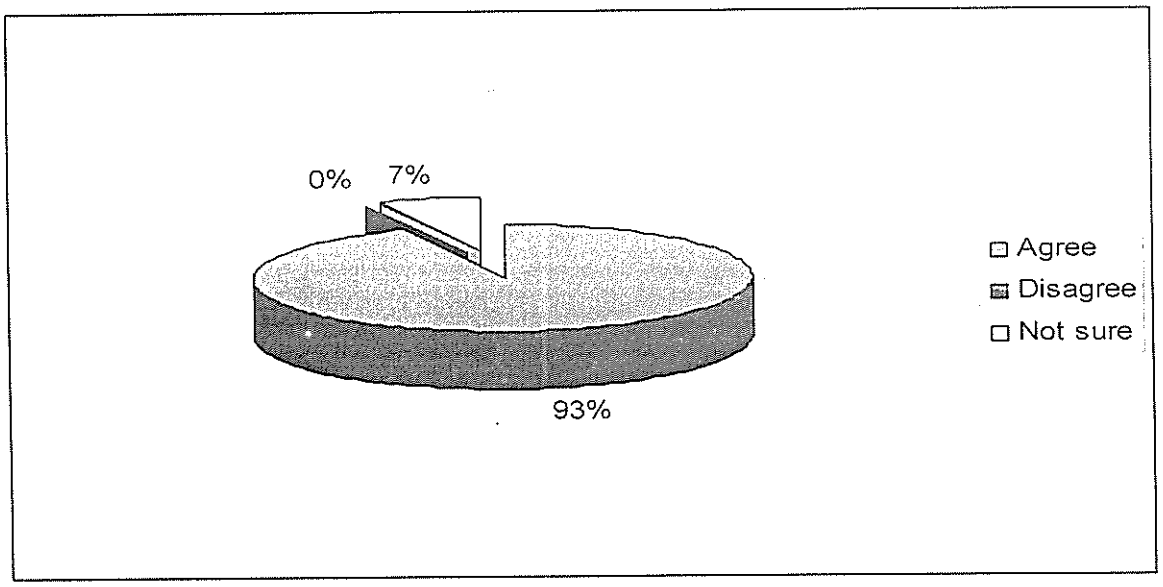
Source: secondary data

The table shows that 65(97%) of the respondents agreed that unqualified teachers lead to poor performance in physics and 5(7%) were not sure. According to the teachers when teachers are qualified they teach well because they know what they are teaching.

".....unqualified teachers do not know what they are teaching, they do not use effective method so that students understand what they are being taught....." (Interview with a teacher)

The data in table 4.12 was analyzed using a figure and summarizes the analysis of the opinion on if unqualified teachers lead to poor performance in national examinations

Figure 4.12: Opinion on whether unqualified teachers lead to poor performance in national examinations



The respondents were asked whether their teachers use effective teaching methods and below was their response

Table 4.13: Opinion on if teachers use effective teaching methods

Our teachers use effective teaching methods	**Agree**	**Disagree**	**Not sure**	**Total**
Frequency (f)	45	15	10	**70**
Percentage (%)	64	21	14	**100**

Source: secondary data

According to the table 45(64%) of the respondents agreed that their teachers use effective teaching methods, 15(21%) disagreed and 10(14%) of the respondents were not sure if their teachers use effective methods in teaching.

According to the teachers using effective teaching methods helps students understand what they are being taught and in turn this improves academic performance of students in national examinations.

4.2.4 Indiscipline and performance of students in physics

The fourth objective of the study was to find out the relationship between the indiscipline and performance of students in physics. To achieve this, the respondents were asked questions related to the question. Data collected was analyzed under the question: What is the relationship between indiscipline and performance of students in national examinations? The results are presented in the subsections below

The respondents were asked if they have indiscipline students in the school and this was their response

Table 4.14: Opinion on if there are indiscipline students in the school

We have indiscipline students in school	**Agree**	**Disagree**	**Not sure**	**Total**
Frequency (f)	69	1	-	**70**
Percentage (%)	99	1	-	**100**

Source: secondary data

69(99%) of the respondents agreed that they have indiscipline students in their school and 1(1%) disagreed.
It was established from all schools that they had indiscipline children.

The respondents were asked whether indiscipline students perform poorly in physics exams and below was their response

Table 4.15: Opinion on if indiscipline students perform poorly in physics exams

Indiscipline students perform poorly in national exams	**Agree**	**Disagree**	**Not sure**	**Total**
Frequency (f)	30	30	10	**70**
Percentage (%)	43	43	14	**100**

Source: secondary data

Table 4.15 shows that 30(43%) of the respondents agreed that indiscipline students perform poorly in physics while 30(43%) disagree and 10(14%) of the respondents were not sure if indiscipline students perform poorly in national examinations.

The teachers revealed that indiscipline students miss classes intentionally and therefore end up performing poorly in physics. In some schools it was revealed that students abuse drugs and therefore fail to concentrate in class which means they end up performing poorly.

According to Mafabi (1995) discipline is the underlying factor in all school activities; they cannot be pursued without it. In the absence of discipline, there is anarchy, a situation which makes it impossible for schools goals to be achieved

4.2.5 Home environment and performance of students in physics.

The fifth objective of the study was to find out the relationship between home environment and performance of students in physics. To achieve this, the respondents were asked questions related to the question. Data collected was analyzed under the question: What is the relationship between home environment and performance of students in national examinations? The results are presented in the subsections below

The respondents were asked whether their parents are educated and this was their response

Table 4.16: Opinion on whether the parents are educated

My parents are educated	**Agree**	**Disagree**	**Not sure**	**Total**
Frequency (f)	21	39	10	**70**
Percentage (%)	30	56	14	**100**

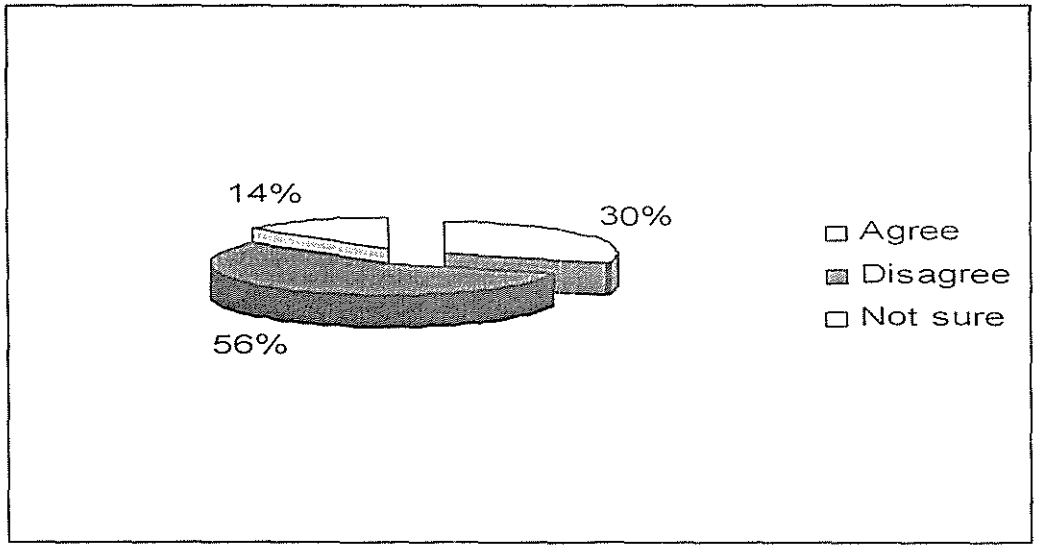
Source: secondary data

The table shows that 21(30%) of the respondents agreed that their parents are educated while 39(56%) disagreed and 10(14%) were not sure if their parents were educated.

The teachers revealed that most students in the school had parents who were not educated.

The data in table 4.16 was analyzed using a figure and summarizes the analysis of the opinion on if the parents are educated

Figure 4.16: Opinion on whether the parents are educated



The respondents were asked whether their parents encourage them to study physics and this was their response

Table 4.17: Opinion on whether the parents encourage them to study physics

My parents encourage me to study	**Agree**	**Disagree**	**Not sure**	**Total**
Frequency (f)	44	26	-	**70**
Percentage (%)	63	37	-	**100**

Source: secondary data

According to table 4.17, 44(63%) of the respondents agreed that their parents encourage them to study while 26(37%) of the respondents disagreed.

According to the teachers parents who encourage their students in their studies lead to improvement in performance.

".....when a child gets encouragement from the parents he/she takes is being helped to perform well in examinations especially national examinations....."(Interview with a teacher)

The respondents were asked whether their parents participate in their school activities and below was their response

Table 4.18: Opinion on whether parents participate in the school activities

My parents participate in my school activities	**Agree**	**Disagree**	**Not sure**	**Total**
Frequency (f)	40	25	5	**70**
Percentage (%)	57	36	7	**100**

Source: secondary data

The table shows that 40(57%) of the respondents agreed that their parents participate in their school activities while 25(36%) disagreed and 5(7%) were not sure if their parents participate in their school activities.

According to the teachers some parents do not take their students education serious and therefore do not participate in school activities. Even those who are interested in their children's education do not have to help out their students or participate in school activities.
This according to them leads to poor performance because the students do whatever they want.

The respondents were asked whether their home environment is conducive for study and below was their response

Table 4.19: Opinion on if home environment is conducive for study

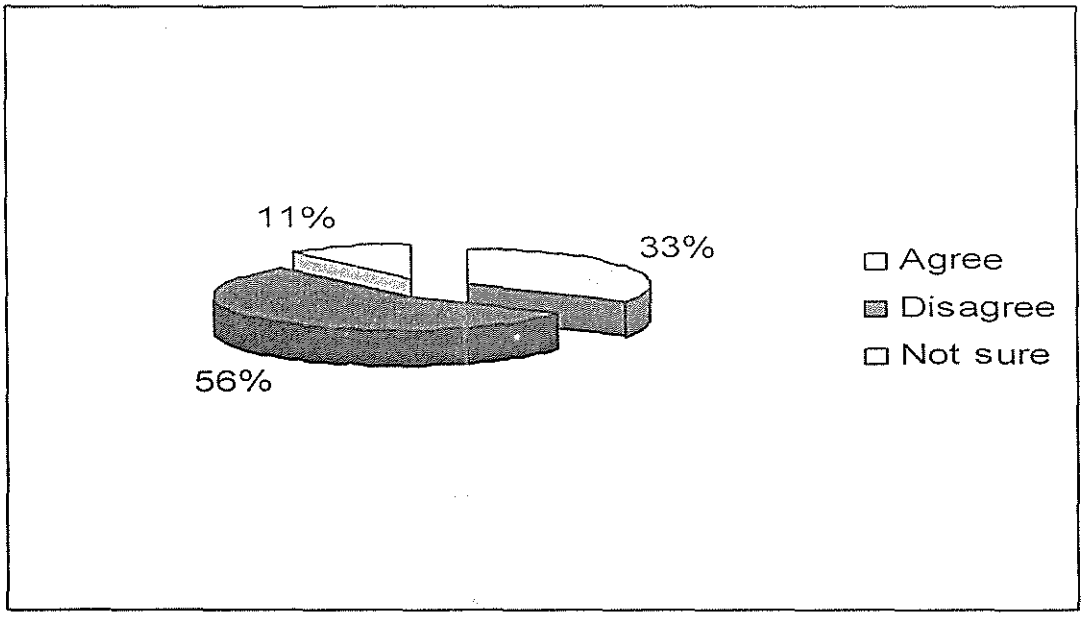
The home environment is conducive for study	**Agree**	**Disagree**	**Not sure**	**Total**
Frequency (f)	23	39	8	**70**
Percentage (%)	33	56	11	**100**

Source: secondary data

Table 4.19 indicates that 23(33%) Of the respondents agreed that their home environment is conducive for study while 39(56%) disagreed and 8(11%) of the respondents were not sure. The teachers revealed that a conducive home environment is one which encourages students to study and does not give those many chores to do especially for girls.

The data in table 4.19 was analyzed using a figure and summarizes the analysis of the opinion on if home environment is conducive for study

Figure 4.19: Opinion on whether home environment is conducive for study



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings and their Relevance

This chapter presents discussions, conclusions and recommendations of the research findings of the previous chapters. They are discussed in relation to the research carried out (library research, structured interviews, questionnaires and observation) that was used to guide the study and where applicable related literature has been used to support the argument of the research.

5.1.1 Summary of findings on Poverty and performance of students in physics.

The findings revealed poverty was one of the reasons why students performed poorly in physics. 57% of the respondents agreed to this and according to them students are required to engage in unpaid labor before they go to school. 86% of the respondents agreed that students lack the basic needs like school facilities and hence perform poorly. According to Robert H. Lauer, Jeanette C. Lauer (2002). Poor students make the slowest progress at school than any other children. Living in poverty, in rented homes and deprived neighborhoods has an effect on their examination results. Students from privileged backgrounds have higher aspirations and have all the necessary material they need for study and therefore are likely to perform better than poor children.

5.1.2 Summary of findings on the School facilities and performance Of students in physics

It was revealed by 40% of the respondents that a small class size contributed to students performing well in physics. 70% of the

respondents said that text books were essential. According to Gay, L. R. (1996). The creative use of a variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. Young students are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand

5.1.3 Summary of findings on the quality of teachers and performance of students in physics.

The study revealed by 55% of the respondents that unqualified teachers do not teach well and this leads to poor performance in physics.
According to Myra Pollack Sadka and David Miller Sadka (2000)A teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject.

5.1.4 Summary of findings on Indiscipline and performance Of students in physics examinations

The study revealed by 43% of the respondents that students who are indiscipline perform poorly in physics According to Mafabi (1995) discipline is the underlying factor in all school activities; they cannot be pursued without it. In the absence of discipline, there is anarchy, a situation which makes it impossible for schools goals to be achieved.

5.1.5 Summary of findings on Home environment and performance of students in physics

53% of the respondents agreed that parents who encourage their students contribute positively to children's performance. According to A World Bank review (1999) Students' capability and notification to learn

are determined by the quality of home and school environment and the students' health and nutrition status and the previous learning experiences, including the degree of parental stimulation. The principle source of children's capacity and motivation to learn is the family through domestic endowment and the direct provision of nutrients health care and stimulus.

5.2 Conclusions

Basing on the case study of Ndivisi Division it can be seen that poverty is one of the reasons why students perform poorly in national examinations.

The study revealed that school facilities are important for students to perform well in examinations.

The study revealed that unqualified teachers do not teach well and this leads to poor performance in national examinations.

The study revealed that students who are indiscipline perform poorly in national examinations.

Finally the study revealed that parents who encourage their students contribute positively to children's performance

5.3 Recommendations

From the ongoing discussion, the following are the recommendations that were made to help students improve their academic performance in national examinations.

School leaders should embrace school based management and develop the knowledge base associated with efficiency and effectiveness in school management for the purposes of achieving the educational goals for the learners. Owing to the effects of poverty in provision of education, school governing structures should strategize on the school aspects which need more emphasis compared to others to meet the expectations and interests of the most important constituent – the student.

School facilities should be provided in schools so that students understand what they are taught.

More teachers should be trained to cater for the growing number of students due to free secondary education

The school environment should be made conducive for the students for example a clean environment should be emphasized and security provided.

Parents should be sensitized on the importance of participating in their children's education and school activities.

5.4 Areas for further research

More research should be done on the topic of factors leading to poor performance in national examinations.

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APPENDIX A

TRANSMITTAL LETTER

KAMPALA INTERNATIONAL UNIVERSITY

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Fax: +256- 41- 501974
E- mail: admin@kiu.ac.ug
Website: www.kiu.ac.ug

OFFICE OF THE DIRECTOR
INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)

DATE: . . . . . .

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR . . . . . .

The above named is our Student at Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/She wishes to carry out a research in your Organization on:

. . . . . .

. . . . . .

Case Study: . . . . . .

The research is a requirement for the award of a Diploma/Bachelors degree in Education.

Any assistance accorded to her regarding research will be highly appreciated.

Yours faithfully,

MR. MUHWEZI, JOSEPH
HEAD, IN-SERVICE.

APPENDIX B

QUESTIONNAIRE FOR THE PUPILS

Dear Respondent,

I am a student of Kampala International University carrying out an academic research on the topic "Causes of Poor Academic Performance in Physics Examination by Girls' Secondary School Students in Ndivisi division, Bungoma East District, Kenya" as a case study. You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

N.B: do not write your name anywhere on this paper.

PERSONAL INFORMATION

GENDER

Male ☐ Female ☐

ACADEMIC LEVEL

Form one ☐ Form two ☐

Form three ☐ Form Four ☐

AGE

13-14 ☐ 15-17 ☐

18-21 ☐ 22 and above ☐

1. How does your school perform in national examinations?

Excellent ☐

Average ☐

Poorly ☐

Reasons for poor performance in physics

Evaluate the following statements using the following

Agree	Disagree	Not sure
1	2	3

Poverty and performance of students in physics

4. Poverty leads to poor performance in physics exams

5. Because of poverty students lack the necessary school requirement

6. Because of poverty students do not take breakfast before they start school

7. Because of poverty students are sent home for school fees

School facilities and performance Of students in physics exams

8. The class size at school is small

9. We have enough text books

10. We have a school library

11. School environment is conducive

The quality of teachers and performance of students in physics exams

12. Our teachers are qualified

13. Our teachers use effective teaching methods

Indiscipline and performance Of students in national exams

14. We have indiscipline students in school
15. Indiscipline students perform poorly in national exams

Home environment and performance of students in physics exams

16. My parents are educated
17. My parents encourage me to study
18. My parents participate in my school activities
19. The home environment is conducive for study.

APPENDIX C

INTERVIEW GUIDE FOR TEACHERS

1. Does Poverty leads to poor performance in national exams?

5. Do students lack the necessary school requirement because of poverty?

6. Do students take breakfast before they go to school?

7. Are students sent home for school fees Because of poverty?

8. Does class size contribute to pupil's performance?

9. Does the school have enough text books?

10. Do you have a school library?

11. Is the School environment is conducive?

12. Are the teachers qualified?

13. Do teachers use effective teaching methods?

14. Do you have indiscipline students in school?

15. How do indiscipline students perform poorly in national exams?

16. Parents are educated

17. Do parents encourage their students to study?

18. Do parents participate in their children's school activities?