

**STAKEHOLDERS CONTRIBUTION ON THE PERFORMANCE OUTCOMES IN
KENYA CERTIFICATE OF SECONDARY EDUCATION IN PUBLIC SECONDARY
SCHOOLS: A CASE OF KASIKEU ZONE IN MAKUENI COUNTY, KENYA**

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E35S111/07093

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT
FOR THE AWARD OF BACHELOR OF EDUCATION DEGREE OF
MOUNT KENYA UNIVERSITY**

OCTOBER 2014

ABSTRACT

For any education to achieve its objective, teachers and education planners must put ways of testing the level of understanding among learners. Public secondary schools performance in Kasikeu has shown declining results. It is for this reason the researcher wanted to find out the factors that affect performance of students in public secondary schools in Kasikeu zone in Kasikeu Sub-County . This study may benefit to Teacher Training colleges because it may provide information that may likely be useful for the purposes of In-Service Training for teachers. Teachers may also benefit because the finding serves as a reference material for them to consider in the design of programmes to pursue at the public secondary schools level that might yield encouraging Public Secondary Schools results. Under the reviewed literature, Awoyemi (2007) posit that, performance at the secondary level has not been encouraging. Several factors were generally identified as causes of poor academic performance at the secondary school level of education in Kenya. One cause that is relevant to consider is teacher attitude and behaviour towards teaching and learning in the school. This was confirmed by other researchers. The study used descriptive survey designed because it can give elaborate results compared to other design. The target population was all teachers and student in the location of study which has 10 single stream public secondary schools. Sampling procedures and sample size, the researcher used KCSE 2011 results ranging to select the first five secondary schools to form the sample size of schools. Teacher's respondents was obtained by purposively sampling where the researcher used form three and form four class teachers in the five selected schools. Hence 10 teachers were sampled out of them 6 were males and 4 were females. The researcher used form four class attendance register to obtain sample for students, students in the first 5 positions in the sampled schools were selected hence a total of 50 students respondent of which 30 were boys and 20 were girls. The total sample size was 60 respondents. Tools of collecting data were questionnaires for teachers and interview focus group and one on one interview for students. Data was subjected to frequency tables involving simple percentages and bar graphs using themes and comments from questionnaires and interview. This addressed the three research questions formulated to guide the study. The research was guided by Maslow need theory by Maslow (1968), the implication of this theory to the study in relation to teaching and learning is that, for teaching and learning to be effective and efficient to improve upon performance, adequate provision of teaching learning materials and other study material need to be considered before self-actualization can be achieved. This theory ensured that the researcher remains relevant to the study objectives.