

**ANALYSIS OF STUDENTS' PERFORMANCE IN KENYA CERTIFICATE OF
SECONDARY EDUCATION, IN PUBLIC SECONDARY SCHOOLS IN LAMU
DIVISION, LAMU WEST DISTRICT**

**LYDIA KALUNDA KIVANGU
MED 111/07/164**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF A MASTER OF EDUCATION DEGREE
IN CURRICULUM AND INSTRUCTION STUDIES OF
MOUNT KENYA UNIVERSITY**

April, 2015

INTRODUCTION

Background Information

According to Global Action for Children (GAC, 2005), education is a globally recognized basic human right thus it is a form of investment that contributes to development of both individuals and the society. It is generally believed that the basis for any development must begin with the development of human resources. Formal education remains the main avenue for social-economic development and social mobilization in any society (World Bank Group, 2009). Performance in examinations has invaluable contribution to the area of human resource development of any nation (World Bank, 2009; & UNESCO, 2007). The main goal of education is to prepare individuals for the job market by transmitting knowledge, skills, attitudes and cultural norms of the adult world to the younger generations (Griffin, 1998).

According to UNESCO (2008), 90 million children in the world had not accessed adequate education by 2006. The 2007 UNESCO and UNICEF reports addressed three interrelated rights that must be addressed in order to provide Education for All (EFA). These rights include: right to access quality education and respect within the education environment. The report noted that the barriers to be removed in the provision of EFA include: funding by parents (cost sharing), inadequate and unqualified teachers, inadequate physical facilities, resources and lack of effective supervision. A study by Alkens (2008) found that school conditions contribute more to the social economic difference in learning rates than family characteristics. Schools in low social economic status communities, suffer from high levels of unemployment and migration of the best qualified teachers. The school systems in low social economic communities are often under resourced, negatively affecting students' academic performance (Alkens, 2008).

Inadequate educational facilities and resources greatly affect students' academic performance. However, improving school systems and earlier intervention programs through supervision channels may help to reduce these risk factors hence increase students' academic achievements.

In Europe, higher education, including secondary education begun with training in religion and philosophy. Its purpose was to prepare leaders, especially religious leaders, and its system reflected this purpose. As time passed, general topics for more applied professions were added as part of secondary education system (Cowell, 2008). Those early European secondary schools were almost exclusively for males, focusing on promotion of logical thinking, refined form of expression, and improved memory (Cowell, 2008). From nineteenth century to the second world war, the secondary school education begun to encompass more subjects such as modern languages and literature, modern history, scientific and technological subjects. Mutua and Namasira (2007) concede that education is a prime mover of economic growth of a country. The Constitution of Kenya (2010) has the Bill of Rights at its core while the Kenya Vision 2030, acknowledges the need to reform the education and training to create a sector fit for purpose. This explains why nations of the world over accord priority attention to education in their development plans. The human capital theory Schultz, (1961) stipulates that education is an investment that yields returns for the individual and for society at large. In fact, the economic benefits of education derived not just from increases in cognitive skills but to a far greater extent from the increase in non-cognitive abilities as reflected by changes in person ideals, perceptions and attitudes (Colclough, 2007). With regards to this for Kenya to achieve vision 2030 education must be given key priority in terms of accessibility and quality which directly affects students' performance. According to Bourne (2004); in western civilization examinations have been used as the method of assessing peoples'

aptitude and ability .However in Kenyan education system has been perceived as elimination tool by the society due to scarcity of resources to cater for large numbers joining tertiary education. The system which is well known as 8-4-4 means a student spends 8 years in Primary education, 4 years in Secondary education and 4 years in tertiary education. The yardstick for evaluation and individual's knowledge reservoir, skills level and competence in performing a particular task is normally an examination. In this case we will analyze Lamu West District as it has a poor performance records in KCSE (Kenya Certificate of Secondary Education) performance. Below is a table showing the distribution of students in Lamu County. The distribution is also directly proportion to performance in this County. This is important in our study in analyzing Academic performance. nations, motivation of both teachers and learners were of great importance.