

**SCHOOL-BASED FACTORS INFLUENCING STUDENTS'
PERFORMANCE IN ENGLISH LANGUAGE AT KENYA CERTIFICATE
OF SECONDARY EDUCATION IN KIHARU SUB-COUNTY,
MURANG'A COUNTY**

BY

**TERRY WAHOME WINNE
BEDA/112/02316**

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

MARCH 2016

Abstract

The study was based school-based factors influencing students' performance in English language at Kenya Certificate of Secondary Education (KCSE) in Kiharu Sub-County, Murang'a County. the study was guided by the objectives as follows; To establish the influence of learning and teaching resources on students' performance in English Language, to assess the influence of teachers' qualifications on students' performance in English Language, to determine the influence of physical facilities on students' performance in English Language and to find out the influence of the supervision and managerial capabilities of the Principal on students' performance in English Language at KCSE in Kiharu Sub-County, Murang'a County. A survey design method was used this study as it enabled the researcher to obtain pertinent and precise information from the study subjects. The study population was English teachers in all the 27 secondary schools in Kiharu sub-county in Murang'a County. Simple random sampling was used to select the teachers who participated in the study as respondents and questionnaires were used as tools for data collection. Before the main study was done, a pilot study was conducted to test validity and reliability of the research instruments. The data collected was analyzed using statistical package of social sciences (SPSS) software and study findings were presented in inform of tables, bar graphs and pie charts for easy understanding. The study concluded that female teachers handling English subject were more than their male counterparts in the area of study and most of them were in the most productive age bracket 36 – 45 years of age. Teachers in the area of study were well qualified majority of them having university degrees and even some had master degrees and were more and had good experience in teaching factors that qualified their English students perform well. According to the study there were more girls' boarding and day mixed schools than other types of schools. The type of school had influence on English performance as girls day boarding performs far much better than the day mixed school. There were adequate teaching and learning resources in most of the schools. The schools that lacked adequate teaching and learning resources were the day mixed schools having been newly established by the surrounding community. Teaching and learning resources greatly influences the English performance as the availability and accessibility of these resources to both the teacher and the student means good English performance. The most available teaching and learning resources in all schools were found to be chalkboards and books. The study found out that teachers' qualification influenced students' performance in English to moderate indicating that there were teachers who were highly qualified but their students' performance in English was dismal and vice versa. Physical facilities played a very big role in students' performance in English, availability of good physical facilities in the school influenced greatly the students' performance in English subject. Library and sized classrooms were found to be the major physical facilities available in almost all schools in the area of study. The study found out that principal's capabilities in supervision and management is a major factor that influences student's performance in English. Execution of good policies & decisions and utilization of physical and human resources were found to be the major effects brought about by supervision and managerial capabilities of the principal thus influencing the students performance in English subjects.