

**AN INVESTIGATION ON THE FACTORS CONTRIBUTING TO
POOR PERFORMANCE IN MATHEMATICS IN KENYA CERTIFICATE OF
SECONDARY EXAMINATION --TRANS-NZOIA WEST DISTRICT
KENYA**

BY

MR. KIMTAI WYCLIFF:

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ABSTRACT

The study was carried out to investigate the factors that cause poor performance of students in Mathematics in Kenya Certificate of Secondary Education Examinations in Trans-Nzoia West District. The research investigated school, teacher and student factors. Instructional resources, management support and teaching methodology were also investigated. This was based on Gross et, al (1971), Bailey (1979) conceptual framework that talks about inputs into an educational system where various elements are involved in an educational process to give out desired outcome. Data collected was analysed using description statistics. The analysed data was presented in the form of frequency distribution tables, mean scores and mean grades, which facilitated description and explanation of the research findings. The results show that students in National, Extra-County and Boarding Schools, performed better than those in the District Day and Private Schools. Schools with single sex performed better than those in mixed schools in K.C.S.E. Examinations. Girls performed better in single sex schools than in mixed schools. Schools in urban centres performed much better than schools in rural areas because of availability of good infrastructure and frequent supervision. Schools with adequate academic resources and facilities performed better than those without or with poor resource centres, schools with two or more streams did well as compared to schools with single stream schools because of emphasised vertical teaching as opposed to horizontal teaching in single streamed school.