

**FACTORS CONTRIBUTING TOWARDS THE POOR PERFORMANCE IN
NATIONAL EXAMINATION IN NORTH EASTERN PROVINCE.**

A case Study of Modogashe and Dadaab Secondary Schools in Garissa County.

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ABSTRACT

The purpose of this study is to investigate factors contributing towards the poor performance in national examination at two selected high schools, which fall within low quintiles in north Eastern Province. Due to the exploratory nature of the study and the holistic approach that will be undertaken both the home and school environments will be targeted as points of investigation.

Multiple methods of data collection will be used. First, data will be collected through individual interviews with learners, educators, principals, and parents. Second, an observation method will be used to collect data, such as, time management by learners, their behavioral patterns inside and outside the classroom and in the schoolyard. Finally, document analysis will be used to analyse the attendance and performance of learners on attendance registers, quarterly and half yearly schedules, and mark sheets.

Key findings of this research will suggest that the home environment of learners is not educationally supportive due to poverty, which includes factors such as parents' low-level of education, high unemployment rate, child-headed families, unpredictable home environment, emotional problems and issues relating to gender roles.

In the school environment, the study will show the following causative factors: lack of facilities, unavailable learner support materials, lack of discipline, English as a medium of instruction, heavy workload due to rationalization and redeployment of educators, and confusion with regard to the application of the new curriculum (National Curriculum Statement). Recommendations will be made for attention to be given to these factors by all educational stakeholders. Directions are suggested for future research on poor performance and university access