

**AN INVESTIGATION ON FACTORS CONTRIBUTING TO STUDENTS POOR
PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN
MWAKITAWA SECONDARY SCHOOL IN VOI DISTRICT, TAITA TAVETA
COUNTY.**

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ABSTRACT

Education is one of the most important aspects of human resource development. Poor school performance not only results in the child having a low self-esteem, but also causes significant stress to the parents. It's generally noticed that at least 30% of student in class room get poor marks. Poor performance should be seen as 'symptom' reflecting a larger underlying problem in students. It is essential that this symptom be analyzed to discover its underlying causes and find a remedy.

The purpose of this study is to find out the factors contributing to student poor performance in KCSE in Mwakitawa secondary school in Voi district TaitaTaveta County. This study will be guided by the following research question: Does lack guidance and counseling affect performance in KCSE? Does absenteeism due to lack of school fees contribute to poor performance? Does the poor academic entry behavior of students contribute to poor performance? Do negative attitude towards teachers, school and studies contribute to poor results? How does lack of materials affect their performance?

Literature review will cover guidance and counseling, absenteeism, academic entry behavior, perception of students and learning materials. The study involved 82 students, 1 principal, 2 H.O.D.(guidance and counseling) 9 teachers and six parents. Surveying interview method, elite interview and document review were the methods used to collect data. The data will be analyzed both qualitatively and quantitatively.

Despite the education success, there have been a number of challenges, including: poor performance in secondary education examinations with most students getting a marginal average or failing completely, acute shortage of teachers, especially in the sciences and mathematics subjects with many students who are not able to do these subjects at all. Moreover, the asymmetrical deployment of teachers required whereby urban areas have an advantage of recruiting more and better teachers compared to rural areas where most of them have an acute shortage of teachers.