INFLUENCE OF SELECTED INSTITUTIONAL FACTORS ON ACADEMIC PERFORMANCE OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN NDHIWA SUB-COUNTY HOMABAY COUNTY, KENYA

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DECLARATION AND APPROVAL

Declaration

This thesis/project is my original work and has never been presented for any academic award in any institution.

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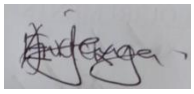
Signature:  Date: 6/11/2024

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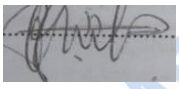
Signature:  Date: 6/11/2024

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DEDICATION

I dedicate this study to my children Stanvaleve and Erika and to my beloved wife, Lavina Judith, for their assistance throughout the journey.

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ABSTRACT

The Kenyan educational system is experiencing significant obstacles despite its steady evolution. Students' academic success is determined by means score. An important role in the academic sector is also played by teachers. The study's goal is to find out how certain institutional characteristics in Kenya's Ndhiwa Sub-County, Homabay County, affect the academic achievement of Public Secondary School pupils. These elements include workload or the student-teacher ratio, professional development and training, teaching and learning materials, and teacher motivating techniques. The study's specific objectives were: to ascertain whether professional growth and training enhances the academic achievement and outcome of secondary school students learning in Ndhiwa sub-county; to investigate the effect of an institution's provision of instructional and educational provisions on students' academic progress in Ndhiwa Sub-County; to investigate the effect of teacher motivational techniques on students' academic outcomes in the sub-county; and to ascertain the effect of workload or the ratio of students to teachers on students' academic outcomes. Using basic random selection, 15 public secondary schools, 15 school administrators, 113 secondary teachers, and 522 students were selected. To gather information on administrators, instructors, and students, the researcher used questionnaires. The inquiry of the impact of certain institutional elements on the academic performance of secondary school pupils in Ndhiwa Sub County was advanced via the use of Resource-Based Theory. For each category, three schools were chosen. To establish linkage, a spearman brown phrophecy formula was used. Five public secondary schools in the nearby sub-counties of Suba North and Homa-Bay Town participated in the pilot program. The researcher personally visited the selected schools and requested agreement from the participants after outlining the aim of the study. The gathered data was coded and placed into a computer for analysis using the social sciences statistical software (SPSS). The data gathered for the study was to be kept confidential. According to student research, principals were involved in their classes' teaching and learning processes, which motivated the students to finish and turn in their homework. The research found that teacher professional growth and training had a positive impact on students' academic performance and therefore, need for teachers to participate in training, workshop and seminars, need for adequate teaching learning resource and other facilities like labs, classrooms and libraries. The research also found out that adequate housing, good health insurance motivate teachers to deliver content. Effective performance in public secondary schools was boosted by a healthy student-teacher ratio and heavy workload not recommended for teachers.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFA: Education for All

FSE: Free Secondary Education

INSET: In-service training

SEDP: Secondary Education Development Plan

NGO: Non-governmental organization

KCSE: Kenya Certificate of Secondary School

WASCE: West Africa School Certificate Examination

UNICEF: United Nation Children's Fund

UNESCO: United Nations Educational Scientific and Cultural Organizations

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter includes the following topics: the study's background, the problem statement, its purpose, its aims, research questions, its rationale, its importance, its scope, its constraints, its confines, and its assumptions.

1.1 Background of the study

A school is the optimal environment for students to acquire and refine their social, emotional, and educational competencies. In order to offer learners an excellent educational experience, educational institutions endeavor to recruit qualified personnel. Teachers, parents, pupils, and administrators are all profoundly concerned about the efficacy of schools.

In the views of Martinez (2007), academic accomplishment is the result of learners' efforts, which is also depicted in school's overall performance. Performance is influenced by a variety of variables, involving qualifications and experience, which can be enhanced by employees (Griggs, 2009). It is clear that the efficacy of schools is improved by the availability of instructional as well as learning resources, as these are fundamental components that can result in improved academic performance among students.

Olando (2003) posits that teaching is a demanding occupation that necessitates adequate compensation in order to attract and retain educators. This will serve to prevent educators from seeking employment in more advantageous environments. Furthermore, he emphasizes that favorable conditions are necessary for the efficient performance of task. Consequently, it is imperative to establish an environment that facilitates the performance and production of the desired outcomes for each

individual. Globally, Greece's academic performance is improved by the establishment of a child-friendly environment that facilitates effective learning and teaching (Argyrios and Iordanidis, 2014).

American administrators were the most significantly impacted by institutional factors, according to a study conducted in New Zealand by the Australian Council Educational ACER (1012). In India, (Santhi, 2011) contend that the education system has implemented additional classes to facilitate the teaching of all lessons and to ensure that teachers can finish the curriculum in the prescribed time frame. Several studies conducted in Kenya have indicated that the majority of educators are dissatisfied with their profession because of the following: inadequate instructional and learning assets, improved salaries, professional training and development programs, insufficient teachers housing, a heavy workload, a poor work environment, and overcrowded classes (Davidson, 2005 & MOEC, 2003). The primary concerns are how many learners are in a class or stream, motivation, and the excessive burden, as per Koech, Tikoko, and Chemwei (2014).

Regionally, Schools in urban zones tend perform better than rural schools due to more qualified teachers, better resources, and better learning situations. Nationally, well-established schools, more so those of areas of urbanization generally perform higher in KCSE. This is due to the fact that these schools often have better facilities, resources, and teaching staff, leading to steady high performance. Though, the national pass rate ranges from 20% to 30%, that is students who manage C+ and above. This represents students who succeed for direct admission to universities under the government-sponsored package.

The performance of Ndhiwa Sub County within Homabay County in the KCSE has been subpar for the past five consecutive years, as indicated by the K.C.S.E Result analysis on July 5, 2019, page 3. There are 50 secondary institutions in Ndhiwa Sub County. For the past four years, the mean result in 75% of these institutions has not exceeded the pass mark. Educational/Prize-giving Day, Friday, July 5, 2019: The

institution of instructors in the sub-county has increased by 20% between 2016 and 2018. NGOs, political societies, religious organizations, and economic institutions have been at the forefront of efforts to guarantee optimal performance (Ndhiwa, 2018). The free Secondary Education Funds have been utilized to acquire instructional and other educational provisions, as well as to conduct workshops for teachers to enhance their capacity (Ndhiwa Sub County F.S.E. performance, 2019). Despite these endeavors, the performance of this sub-county has never improved, and it is therefore believed that certain institutional factors are at play. The research looks at the effects of specific institutional determinants on the educational achievement of public secondary school learners in Ndhiwa Sub County. Ndhiwa is solely employed as a case study; certain institutional factors are universal.

1.2 Statement of the Problem

The sub county has been exhibiting poor performance for the past five years, as evidenced by the available data on academic performance under appendix V. The overall performance of students in Ndhiwa Sub-county in the KCSE 2015, 2016, 2017, 2018 and 2019 exams was below the national average. A good number of students scored grades in the D and E categories, while a smaller percentage managed to secure higher grades. The proportion of students achieving the minimum university entry requirement of C+ and above was low. Most students did not meet the requirement to qualify for government-sponsored university programs. Many schools in Ndhiwa Sub-county lacked adequate learning materials, laboratory equipment, libraries and modern educational infrastructure. This resource shortage hindered students' ability to perform better, particularly in science-related subjects. There is scarcity of qualified teachers in the Sub county, particularly in subjects like Mathematics and the Sciences. The existing teacher-to-student ratio was also unfavorable, rendering it difficult for educators to deliver focused attention to students who are still struggling. Numerous stakeholders endeavored to resolve the issue. It is believed that institutional factors may be at play. This research seeks to take on

the issue by examining the impact of specific institutional factors predicting educational achievement in Ndhiwa sub-county of Homabay.

1.3 Purpose of the Study

The present study's intention is to evaluate the how selected institutional factors predict or determine the academic progress and performance of public secondary institutions in Ndhiwa sub-county, Homabay County, Kenya.

1.4 Research Objectives

i. To establish the influence of teachers' professional training & development on students' academic performance.
ii. To assess the influence of teaching and learning materials on students' academic performance in Ndhiwa sub-county.
iii. To determine the influence of teacher motivational strategies on students' academic performance in Ndhiwa sub-county.
iv. To determine the influence of workload or teacher- student ratio on students' academic performance in Ndhiwa sub-county.

1.5 Research Questions

i. What is the influence of teachers' professional training & development on students' academic performance?
ii. What is the influence of teaching and learning materials on students' academic performance in Ndhiwa sub-county?
iii. What is the influence of teacher motivational strategies on students' academic performance in Ndhiwa sub-county?
iv. What is the influence of workload or teacher- student ratio on students' academic performance in Ndhiwa sub-county?

1.6 Justification of the study

The results may assist policy makers, administrators, students, teachers as well as parents in the Ndhiwa sub-county in enhancing the achievement in academia for learners. The outcomes are also pertinent to educational stakeholders who are interested in identifying opportunities to provide these institutional factors in order to enhance academic progress in Ndhiwa Sub County. Also, it may as well be of beneficial to the ministry of education to provide secondary learning institutions with sufficient and pertinent instructional and learning resources to enhance their academic achievement, more qualified teachers required in the sub-county to enhance high workload.

1.7 Significance of the study

To improve the level of education in Ndhiwa Sub County, it is important to know how institutional factors affect students' performance. The study can help improve teaching and learning at government secondary educational institutions in Ndhiwa by giving important insights and suggestions. The study can make the lawmakers, the school administration, teachers and even those involved in education learn about some of the institutional factors like: effective training and advancement for instructors, supply of instructional tools, motivational strategies and workload and whether the factors affect academic performance positively or negatively. All these will help improve students' academic progress of students.

1.8 Scope of the Study

The research was bound to bring out how certain or selected institutional determinants influence the performances among government secondary educational institutions in Ndhiwa Sub-County in Homabay County. It was restricted to educational stakeholders in Ndhiwa Sub County, including principals,

instructors, and students. The data collection took four-months to completion, from July to September 2023.

1.9 Limitations of the Study

1. Because of the reality that the views of parents and other education stakeholders in the sub county are not identifiable, the study may not be able to cover all aspects due to a lack of time.
2. The respondents' lack of cooperation, particularly during the data collection process, is a concern. Some respondents refused to provide responses to certain inquiries, while others feared for victimization or feel that their time is being squandered. The data collection process was delayed by some of these factors.
3. The study was conducted in a rural setting; therefore, the results may not be generalized to other counties with different geographical setting especially in urban areas and may have access to resources that are better suited for teaching and learning.
4. Most schools in Ndhiwa sub-county not accessible and the researcher had rough time visiting the schools and collecting data.

1.10 Delimitations of the Study

1. Selections of institutional factors have an impact on numerous schools in Kenya, including both government and individual owned secondary schools throughout the nation. However, the scope of this investigation is limited to public secondary institutions in Ndhiwa Sub-County.

2. To achieve better results on the research, unlimited time is required to ensure all the secondary schools in Ndhiwa sub-county both private and public are visited , data on all the institutional factors affecting academic performance are discussed.

1.11 Assumption of the Study

i. That the study participants gave truthful information.

ii. The study presumed that selected institutional factors improve students' academic performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This part included a theoretical and conceptual framework, summary of the literature study, and analysis of empirical literature on institutional elements (professional development; teacher-student ratio, workload, teaching learning materials, and teacher motivating tactics).

2.1 Empirical Literature Review

2.1.1 Professional training and development of a teacher influence students' academic performance

Professional training and development of teachers have a major impact on learners' academic excellence. High-quality professional training and development prepare educators with new knowledge, skills, and instructional approaches that improve their effectiveness in the classroom. As instructors improve their pedagogical practices, learners regularly experience higher engagement, good understanding of subject content, and improved academic results. The basic goal of professional enhancement is to strengthen instructors' content knowledge and that of their students (Weiss, 2009). Tutors who engage in various training are better placed and can implement effective teaching pedagogies that cater to different learning styles (Darling-Hammond et al., 2020). It is necessary to development programs because they do focus on specific skills and subject content knowledge this in the long run help enhance teachers' confidence and self-efficacy. This ends up

positively affecting the class management and content delivery, leading to better learner engagement and performance (Reddy & Sood, 2021). According to Darling-Hammond et al., (2021), improvement in career prepares teachers with modern pedagogical strategies and instructional practices required to achieve proper learning. It is true that teachers who engage in regular professional training can efficiently adapt their teaching strategies to meet diverse learners' needs, resulting in improved student performance. Teacher professional development (TPD) encompasses various formal and informal educational experiences aimed at enhancing teachers' skills, knowledge, and instructional techniques. Studies have shown that teachers who undergo continuous improvement in their careers are highly efficient in enhancing learner achievement compared to those who do not (Darling-Hammond et al., 2017).

According to Jackson et al., (2023), career improvement programs major on content-specific instructional techniques, evaluation of learners and managing the classroom, have shown to tremendous influence learner achievement. Armed with skills and well-trained instructor is an important resource for learners. Educators with satisfactory professional development and instructional tools can better back student learning, leading to enhanced academic results (Adedoyin, 2019).

A study by Maganga, (2016) on Asian secondary school shows that presence of highly qualified, approachable, and professional teachers positively influences academic success. Effective teaching methods tailored to student needs—whether through direct instruction, use of technology, or interactive learning—are essential. Studies suggest that student-centered methods, especially when teachers are supportive and approachable, foster a conducive learning atmosphere and help in maintaining student engagement, which in turn boosts performance. Additionally, teacher practices and family engagement play a role. In a European context, studies show that teachers' instructional practices and family socioeconomic factors can strongly influence academic resilience—especially in students

from disadvantaged backgrounds. Resilient students tend to perform better when they have access to supportive learning environments that cater to their socio-emotional needs alongside academic demands (Campbell et al., 2020).

When educators engage in targeted training, they acquire new strategies that can lead to higher student achievement (Guskey & Yoon, 2019). Basically, teachers play an integral role in learners educational success. New professional development programs stresses on learner-centered method of approach. When educators are trained to focus on learning styles, interests and requirements of learners, learners are more probable to engage with the material and improved in academics (Timperley et al., 2021). Based on the research of Bennel & Akyeampong (2007), career structures are rendered more appealing and advantageous to educators through professional training and enhancement. Once instructors are encouraged as well as enlightened by training, they are most likely to endure in the profession not searching for greener pasture and this positively impact their students' academic success (Ingersoll, 2020). At the same time, In-service training (INSET) enhances the self-efficacy and morale of teachers. The introduction of FPE necessitated the provision of seminars or short-term courses to head teachers, as they were transformed into administrators, accountants, record keepers, and supervisors (Kamindo, 2008). A study by Darling-Hammond et al. (2022), highlights the correlation between actual teacher development programs and better student outcomes, highlighting that well-trained teacher can better address diverse student needs, leading to higher academic achievement. Professional development and training require adequate time, which must be allocated for the purpose of organizing, directing, and purposefully controlling the subject matter and pedagogy (Guskey & Yoon, 2009). Adeyemo (2020), urged that tutors who are trained to effectively make good use of resources that are available for this can greatly improve learner learning outcomes. Professional development programs that pay attention on resource managing are critical for exploiting the potential of teaching materials. Cases where educators reflect on their practice and receive training or mentorship, lead to better instructional

quality and student success in academics, as opposed to one-time workshops (Williams & Johnson, 2023).

When teachers implement strategies learned during professional development, students are more likely to engage in interactive education, which will improve their educational results (Kraft & Papay, 2019). Similarly, use of evidence-based instructional practice is important. Teachers trained in these methods can better address student needs and foster an engaging learning environment, leading to improved academic performance (Hattie, 2020). According to Brown & Green (2024), a well-structured teacher development programs boost instructional skills, leading to better student engagement and improved outcomes. For example, continuous professional development in subject-specific methods and class management has been linked to higher student achievement. Additionally, collaborative learning among teachers fosters better teaching practices, positively impacting student performance (Williams, 2024). Professional training and development of Instructors exert a profound influence on learner educational performance. Research in 2022 by Johnson & Wang highlights that constant and teacher development programs improves teaching quality, which directly influences learner learning outcomes. For example, programs focusing on instructional strategies, student assessment, and classroom management contribute to higher student achievement. Additionally, long-term professional development initiatives are associated with deeper subject content knowledge and more effective teaching practices, which enhance students' academic performance (Smith et al., 2022). Pedagogical skills are also an important focus of professional development. Teachers trained in differentiated instruction, active learning, and assessment techniques often create more engaging and effective learning environments (Borko et al., 2020). For instance, a research by Desimone & Garet (2020) found that teachers who received training on interactive teaching methods improved student engagement and success in both science and math. Their findings indicate that whenever instructors are taught in methods that promote student participation and critical thinking, students tend to achieve better academic outcomes.

Bennel and Akyeampong (2007) contend that teachers do seem to possess a greater sense of self-assurance in their abilities. Professional training and development were implemented in New Zealand to address the disparity between the excellent and dismal performance of students. During each week, facilitators, who were referred to as trainers, conducted classroom observations at schools. Additionally, the facilitators instructed school leaders who rendered additional assistance to their counterparts (Meissel, Parr & Timperley, 2016). For a period of two years, elementary school science instructors engaged in professional training & development. Additionally, numerous seminars were conducted on pertinent pedagogy. This enhanced scientific performance (Johnson & Fargo, 2014). In the recent past, Garcia & Howard (2024), pinpointed that teacher training programs with emphasis on adaptive teaching criteria and subject content mastery have a measurable positive impact on student performance. Furthermore, professional development that incorporates joint learning environments for educators fosters a culture of shared best practices, leading to more effective instruction and improved student results (Miller & Davis, 2024).

While the positive impact of TPD on student outcomes is evident, challenges exist in implementing effective programs. Funding limitations, time constraints, and a lack of alignment with teachers' day-to-day needs often reduce the effectiveness of professional development (Sims & Fletcher-Wood, 2022). Moreover, a study by Kennedy (2021) found that professional development often fails to translate into improved student outcomes when it lacks follow-up support or is not closely tied to teachers' actual classroom practices.

Professional development that includes reflective practice also positively impacts student performance. Studies indicate that teachers who engage in reflective practice through peer observations, self-assessments, and feedback loops are more capable of adapting their instruction to meet students' needs (Opfer & Pedder, 2021). This adaptive teaching approach has been shown to improve students'

academic outcomes by addressing individual learning challenges. For instance, a longitudinal study by Hattie & Timperley (2019) demonstrated that teachers who regularly engage in reflective practices have students who perform significantly better than their peers. Reflective practices encourage teachers to assess the effectiveness of their teaching methods continually, making it easier to implement changes that cater to different learning styles and needs.

Consequently, the implementation of technology-based professional training, learning has become a growing trend in 2024, offering teachers opportunities to engage in effective coaching, peer response systems, and online seminars, all these contribute to a and better instructional, quality and, consequently, improved learner performance (Thompson et al., 2024). Effective teacher development programs—those focusing on improving teaching methods, content expertise, and classroom management—positively influence student outcomes. Constant professional training equips educators with up to dated pedagogical techniques, fostering environments that boost student commitment and achievement (Garcia & Williams, 2021). Furthermore, sustained development efforts are linked to long-term improvements in both instructional quality and learner performance (Thompson et al., 2021).

Collaborative learning environments enable teachers to share finest practices and learning resources, which can enrich teaching efficiency and, subsequently, student performance (Vescio, Ross, & Adams, 2019). Akiba and Liang (2016) contend that professional development necessitates the coordination of conferences, informal communication, and teacher collaboration. Professional development normally encourages teamwork among teachers, developing a community of practice. Such collaboration does allow teachers to share finest practices and resources, eventually improving the learning environment for students. A study indicate that learners benefit academically when their teachers work together as a team, collaborate and share ideas gained from normal training (Gulamhussein, 2021). When educators share strategies and insights, it creates a supportive learning community that improves both teaching

quality and learner performance (Vescio et al., 2020). In accordance with Campbell and Malkus (2011), professional training entails the provision of specialized training to teachers of Mathematics content and its pedagogy, as well as educational leadership. This training is subsequently conveyed to students, thereby enhancing math standards.

Numerous studies have demonstrated that productivity and retention are positively correlated with professional training and development, (Walsh and Taylor 2007). Teachers who participate in continuous professional development shows an improved during teaching practices, which translate into better student outcomes. Training that focuses on instructional strategies, class management, and test techniques has been found to significantly improve student achievement (Evans & Johnson, 2018). Likewise, long-term professional development initiatives adopt more effective and engaging learning process in the environments, further contributing to learner' academic success (Taylor et al., 2018). Studies show that sustained training efforts are more effective in improving student performance than one-time workshops (Darling-Hammond et al., 2019). Quality output and development are typically associated with the utilization of official trainings and courses. It is crucial to acknowledge that the likelihood of teachers remaining in the profession may be significantly increased by high-quality professional development, particularly in the areas of mentoring or induction (TALIS, 2013). Students' academic performance is significantly influenced by their teachers (Musau & Migosi, 2015). The academic accomplishment for learners in a school is significantly impacted by the availability of professionally trained instructors (professional development focused on integrating technology into the classroom has become increasingly important. Training that prepare teachers to effectively use technology can boost their teaching methods and improve student learning outcomes (Miller, 2019). Akinsolu, 2010). Consequently, it is crucial for any organization to recruit and employ competent personnel. According to Olowoyeye and Alonge (2014), teachers who possess subject mastery improve their learners' academic achievement. This is mainly because a teacher who is knowledgeable about the

subject matter can confidently present the ideal information to trainees with appropriate explanations. as a result of receiving adequate training. Continuous, well-structured professional development enhances teachers' instructional techniques, leading to improved student outcomes. Programs that focus on content-specific knowledge, classroom management, and teaching strategies have been shown to increase student achievement (Harris & Cooper, 2017). Furthermore, sustained professional development initiatives contribute to long-term improvements in both teacher effectiveness and student success (Walker et al., 2017).

A well-designed educator development programs improve both instructional approaches and learner achievement results and programs, particularly those focused on instructional strategies and subject-specific knowledge, result in improved learner achievement (Robinson & Harris, 2020). Additionally, teachers who engage in continuous professional learning offer more enabling and efficient environments for learning, which further support student educational excellence (Miller & Zhang, 2020). Likewise, Kraft and Papay (2014) found that teachers who engage in continuous professional growth show more significant gains in student performance than those who do not, emphasizing that learning is an iterative process for both students and educators. Furthermore, a study by OECD (2019) underscores that professional development focused on formative assessment and differentiated instruction can enhance student engagement and achievement, as teachers become better at identifying and addressing individual learning needs.

Ongoing and structured professional training and development enhances tutor' instructional skills, leading to improved student performance. Specifically, professional development programs focused on subject matter expertise and real pedagogical techniques have been shown to correlate with higher student achievement (Clark & Jones, 2019). Furthermore, sustained professional learning fosters innovative teaching practices, which contribute to better academic performance among students (Smith et al., 2019).

Darling-Hammond, L., Hyler, M. E., & Gardner, M**.** (2021), viewed professional training and development in four dimensions as follows: Continuous training helps educators adopt current instructional methods aimed to diverse learning needs, which leads to better student outcomes in tests. For instance, professional development focused on differentiated instruction allows teachers to encounter the unique needs of each learner, an educator well-trained contribute to creating a positive class environment, which is crucial for student engagement and motivation. A supportive atmosphere can immensely enhance students' academic achievement, Professional training and development fosters confidence in teachers' abilities, enabling them to implement innovative teaching strategies and effectively manage classroom dynamics because they have content. Confident teachers are far more probable to interact with learners actively in learning processes of delivering in class as opposed to one who lack content and lastly, Professional development usually encourages teamwork among teachers, fostering a community of practice that allows them to share insights and strategies. This teamwork can result in enhanced instructional procedures and subsequently, good learner performance. Lastly Professional development focused on data analysis allows teachers to tailor their instruction based on student performance data. This targeted approach helps identify areas where students may struggle and facilitates timely interventions, ultimately boosting academic achievement (Campbell et al., 2020).

In a nutshell, professional training and development is vital to every teacher for it improves the quality of teacher content delivery in a classroom setup.

2.1.2 Availability of teaching learning resources affects students' academic performance

Learning as well as teaching materials are essential parts of the instructional and educational resources, according to Hanusheka (2011). Adequate provision of schoolbooks and other learning resources is vital for effective learning. Few materials lead to under performance of students; this is because students cannot effectively prepare for classes or tests (Orodho, 2018). A situation where students share resources or have restricted access, the capacity to study alone is interfered with, and this directly

affects academic success. Based on Chukwudi (2022) argument, educators who obtain training on resource use are more capable of capitalizing on the impact of available resource tools, leading to better student outcomes. Professional development initiatives focusing on resource management are essential. As described by Owoko (2010), the word "resources" refers to a variety of elements, including teaching techniques, instructional materials, time allotted for instruction, and the expertise and knowledge teachers have gained from training and experience. Bradley (2005) posits that instructional materials are any print or non-print resources meant to enlighten pupils while they are in school. Among the extra educational resources are textbooks, classrooms, labs, and exercise grounds (Lumuli, 2009). Making teaching and learning resources available boosts student passion and commitment. Learners with access to efficient and current learning resource perform much better mentally because they can easily refer course content and relate to what was already learnt. Insufficient resources like textbooks normally lead to interruption in learning and this adversely affects performance (Orodho, 2019). A research by Onuoha (2020) depicts that, the use of virtual platforms and instructive apps can boost student involvement and command. Learners making use of these tools showed enhanced performance in both mathematics and sciences as learning areas. Nwosu (2024) illustrated that the use of collaborating and hypermedia resources raises greater interest in learning, which relates with better academic achievements. Involved students are most likely to do better academically. Adeyemi (2024), depicts that adequate access to these digital learning resources enriches student involvement and proper understanding of content, which are vital for academic excellence to be realized. The incorporation of digital resources in the classroom setting has become very important. Ndubuisi (2024) urged that, learners using digital platforms and helpful software showed more participation and better performance, more so in science as a learning area. Buabeng-Andoh (2018), asserts that virtual resources do offer joint and adaptive learning capabilities that provide for various learning styles and capabilities. Incorporating virtual resources like multimedia and even computers as learning tools, poses

an improved academic outcomes by making learning more cooperative and appealing. These media technologies help learners to better understand difficult concepts and access to information beyond the outdated classroom. Johnson (2023) also urged the same as others on hypermedia platform by asserting that learners using virtual instructive platforms and applications elaborated better engagement and better improvement in learning areas in line with sciences and mathematics. Digital resources offer joint and personalized learning outcomes that can boost understanding. The readily accessible nature of digital resources, such as laptops and internet accessibility through Wi-Fi, enables much more interactive and personalized learning. When learners are very close to these tools, they can engage in detailed research, engagement with peers, and practice serious thinking, all these put in place contribute to improved performance (Buabeng-Andoh, 2019). The access to resources for educator development and training is a eye opener to learners' success. Anytime time instructors have access to suitable teaching learning aids, educative workshops, and updated programs, they can provide better training, which certainly influences student performance (Ngigi & Macharia, 2018). Learners with contact to the most current and widespread textbooks achieved good grades than those who relied on invalid materials (Obi, 2024). This clearly shows how necessary every school to provide up-to-date or most current educational resources. Ibe (2022) ideally, students from needy backgrounds mostly lack very important educational resources, ending in significant disparities in academic performance. Addressing these inequalities is important for nurturing inclusive learning. A study by Ojo (2022) found that Students who were in possession updated learning resources constantly performed better on tests and classwork as opposed to those who relied on obsolete materials. This illustrates the importance of providing the most current educational resources.

Infrastructure and educational resources were the initial resources utilized by the missionaries for the establishment schools. The purpose of resources and learning resources was to improve the performance of students (Mutsinbashyaka, 2008). Enough physical facilities, like classes, labs, dining

halls and even libraries do provide learners with the adequate tools that they need to improve learning. Schools with improved physical resources usually produce students with greater academic success, as they offer more practical, experimental learning opportunities geared towards better performance (Mosha, 2018). The World Bank requires a suitable instructing setup that is well equipped with the availability of necessary resources, this will positively affects students' attentiveness inspiration, and the capability to perform well in academics. Classrooms which are full to the brim or the surrounding lacking important informative materials interfere with academic success (World Bank, 2019). For a reason, well-equipped and favorable learning environment help in improving learner' attention and motivation, while poor infrastructure—such as overcrowded classrooms or lack of essential resources—negatively affects academic outcomes (World Bank, 2018).

Students with access to well-equipped labs had higher achievement rates in practical assessments usually stand a better chance to perform better (Okeke, 2021). This hands-on experience is essential for understanding scientific concepts. A research by Kelechi (2022) emphasized that students with access to well-equipped labs outshine their peers in practical tests, indicating the importance of practical learning. Kyriakides (2008) posits that resources assist teachers in the organization and management of the classroom to create an efficient learning environment, thereby maximizing student engagement rates. This, in turn, enhances students' academic performance in a school setting. The overall classroom administration and the integration of the coursework are influenced by instructional and learning resources, as per Orodho, Waweru, and Ndichu (2013). For example, the most cost-effective input that impacts students' performance is the absence of instructional provisions in a school, such as text volumes, which are the primary instructional provisions (DFID 2007).

Momoh (2010) concluded that academic resources have an impact on students' success by discouraging rote-learning and facilitating learning. Similarly, Abdo and Semela (2010) contend that in classroom

practice, the quality of instruction is believed to be enhanced and students' performance is encouraged by the integrity of instructional materials. Ellis (2009) also contended that the utilization of community resources allows learners to cultivate abilities in independent inquiry, collaboration, creative thinking, and active participation. It is crucial to recognize that the school system is a conglomeration of human and material resources that are assembled to promote successful instruction and learning. It is the responsibility of all personnel, both teaching and non-teaching, to enhance and develop the educational system's instruction (Okendu, 2012). MOEST (2005) ascertains that it is necessary to utilize suitable and adequate amenities for learning and instruction.

Recent findings by Babayemi and Durojaiye (2023) reinforce the importance of textbook availability. Their study conducted in under-resourced secondary schools in Sub-Saharan Africa showed that students with individual access to textbooks had higher academic scores than those who had to share or did not have access. The authors argue that individual ownership of textbooks promotes individualized instruction, enabling learners to gain knowledge at their own speed outside the of school hours. Teacher quality also interacts with the availability of learning resources to influence student outcomes. According to Smith and Adeyemi (2023), the impact of teaching resources is amplified when combined with skilled teachers who know how to use these resources effectively. Their study indicates that schools with both trained teachers and adequate resources achieved better academic performance than those with just one of these factors.

According to Likoko, Mutsotso & Nasongo (2013), a school's performance is contingent upon the availability of a greater number of instructional and learning resources. Consequently, it is imperative that educational institutions optimize their utilization of instructional and learning resources. Amoh and Egboi (2015) assert that so as to achieve excellence performance, the principal must guarantee that the institution has access to teaching and educational resources, that instructors are able to utilize teaching aides, and that they have a good relationship with the students. Furthermore, Waweru and Orodho

(2014) contend that the school principal has to guarantee that instructors utilize all accessible resources to accomplish superior results in order to assure quality instruction. Nwafor (2022), emphasized on collaborative learning aids, for instance simulations and software resources, these substitute to greater extent student engagement and lead to improved academic results. It is therefore important to continually engaged learners for this is likely making them excel in their studies. Similarly, Ndirangu (2015) contends that the academic performance of students will be adversely affected if the principal fails to provide enough teaching and educational resources. Instructional learning resources are crucial for the cultivation of students' critical thinking skills. Students who are deficient in these areas exhibit subpar academic performance (Olayinka, 2016). Access to current and comprehensive textbooks by the learner make these learners score higher on tests than those with limited or obsolete materials (Afolabi, 2023). This stresses the importance of providing up-to-date educational resources.

Tety (2016) posits that schools that possess sufficient teaching and learning resources exhibit superior performance, while those that lack these resources perform inadequately. If a teacher desires for students to retain the information they have learned for an extended period, they ought to employ teaching & learning materials. Studies demonstrate an optimistic correlation between the availability of teaching resources and learners educational performance. For instance, Obara and Ayot (2022) found that secondary schools with access to sufficient textbooks and modern teaching aids performed better in national examinations than those lacking these resources. Their research underscores that students are more likely to excel when they have regular access to updated, subject-specific resources, enabling deeper understanding and retention of knowledge. Nyarko et al. (2021) analyzed the effect of teaching materials in rural secondary schools and found that students' performance improved significantly when provided with adequate resources. According to the authors, teachers are also more motivated when they have the necessary tools to support their instructional efforts, leading to more effective pedagogy and positive learning outcomes

There are factors to consider in availing teaching learning resources one being socioeconomic status. A study by Uche (2024) indicated that learners from low-income background in most cases fail to access vital educational resources; this may lead to underperforming in classroom setup. The truth is, these disparities are vital for surpporting reasonable education. A research by Okoro (2023) indicated the same on learners from low-income background who regularly lack very essential resources, these results in differences in academic presentation or performance. These inequalities need to be addressed for they are crucial for promoting equality educational opportunities. Educators trained in the effective use of available resources can significantly improve instructional quality, leading to better student outcomes (Bello, 2023). Professional training development programs focusing on resource management are essential for maximizing educational outcomes. A research by Okwu (2021) realized that students with consistent access to current learning resources performed meaningfully better in tests compared to those without. This emphasizes the importance of providing the most current educational materials. According to Anyaegbu (2021), sufficient resources improve learners' understanding and engagement, which rightly relates with enhanced academic performance. While for Amadi (2023) viewed that interactive learning materials alone does not play a major role on performance but other things such as educational sports and music raises a more stimulating learning environment, causing better academic performance.

In the context of Malawi, several studies reflect similar findings regarding resource availability and academic performance. Banda et al. (2023) conducted a comparative review of resource availability in both metropolitan and countryside public secondary schools in Malawi. Their results indicated that resource disparities significantly impacted students' exam scores, with urban schools generally outperforming rural schools due to better resource availability. Banda et al. highlight the urgent need for equitable distribution of resources to improve the overall educational outcomes across Malawi. Despite the documented benefits of teaching resources, challenges in provision remain, particularly in

developing countries. Oyedemi and Mwangi (2024) noted that budget constraints, mismanagement, and lack of maintenance often prevent schools from providing adequate resources. Their research, which included schools in Malawi and Kenya, recommends a sustainable model for resource allocation, suggesting partnerships with NGOs and the private sector to address funding gaps.

A study by Mwiria et al. (2023) emphasizes that infrastructure, such as functional science laboratories, libraries, and ICT facilities, plays a crucial role in enhancing students' academic engagement. Schools with well-equipped laboratories, for example, allow students to engage in hands-on learning experiences, which strengthens their grasp of theoretical concepts in subjects like chemistry and biology. Mwiria et al. further argue that ICT facilities can open up access to a wide range of information sources, which can complement traditional learning methods.

2.1.3 Teacher motivational strategies and students' performance

Motivational strategies employed by teachers play a crucial role in enhancing students' performance. Research has consistently shown that when teachers use motivation effectively, it significantly influences students' engagement, effort, and academic outcomes. Teachers who establish clear and achievable goals help students stay focused and motivated. Clear expectations encourage students to aim for high performance, as they understand what is required to succeed (Schunk & DiBenedetto, 2019). Motivation is the impetus that induces one to establish objectives, begin and sustain behaviors that facilitate the realization of those objectives (Cherry 2010). Motivation is a practice that facilitates and sustains conducts that are directed toward achieving a specific objective. Therefore, Motivation is classified into two categories: intrinsic and extrinsic. Extrinsic rewards, such as money, social recognition, or praise, are derived from sources external to the individual. Conversely, intrinsic motivation originates within a person. Utilizing positive reinforcement is a powerful motivational strategy. An investigation by Vasquez et al. (2021) asserts the constructive aftermath of motivational strategies on trainee performance. The research found that learners who experienced classrooms with a

high focus on motivation were more engaged and demonstrated higher academic achievements than those in less motivational environments and so the study emphasized that fostering intrinsic motivation, in particular, was strongly correlated with long-term academic accomplishment. A study by Ryan and Deci (2020) investigated the correlation that exists between teachers' motivational strategies and learner educational performance. The study emphasized that when teachers focus on promoting competence, relatedness and autonomy learner show higher levels of commitment and higher-quality educational achievement. The research again highlighted that intrinsic stimulation is a stronger gauge of long-term educational achievement compared to extrinsic motivators. According to Mendez (2024), indicated that when teachers acknowledge and reward student achievements, it fosters a positive learning environment and encourages extra academic effort. And recognition, rewards, praise are actual extrinsic motivators that can develop learner engagement and performance outcome. Positive reinforcement boosts learners' self-confidence, self-worth and inspires them to put extra effort into their academic work (Ryan & Deci, 2019). This approach has been linked to higher learner performance and increased self-esteem. According to Smith (2023), educator passion and commitment significantly impact learners' attitudes towards acquiring knowledge, leading to improved academic results. It is the duty of every teacher to set clear and achievable academic goals; this will make students be more focused and motivated to reach them. The approach can improve learner performance as they have a more understanding of what is expected of them in the learning environment (Usher & Schunk, 2020). As a teacher, clearly state your expectations and provide an elaborate learning objective to be achieved, this will help students' stay focused and motivated. Have clear guidelines to reduce confusion and give learners specific goals to work towards, improving their performance (Schunk & Greene, 2021). Providing students with choices and foster independence in learning, this motivates learners to take ownership of their education. When learners feel they have some control over their learning experiences, they are more engaged and show an improved academic performance (Reeve, 2021). A

study by Wentzel and Miele (2019) found that teachers' use of motivational strategies such as providing autonomy, fostering competence, and encouraging social relatedness was significantly associated with improved student performance. The study emphasized that motivation, particularly when internalized by students, leads to deeper learning and better academic results. On the same note, study by Johnson (2023) found that when teachers help students establish personal and academic goals, students tend to demonstrate higher engagement and improved performance. This sense of ownership encourages students to strive for success. When learners are allowed to have some degree of self -control over their learning fosters intrinsic motivation. When students feel autonomous they have a greater inclination to take responsibility for what they are learning resulting in higher performance (Reeve, 2019). Positive feedback and reinforcement, such as praise or rewards, can motivate students to put more effort into their work. By recognizing students' achievements, teachers build students' confidence and encourage continuous improvement (Ryan & Deci, 2020). A gain, research by Garcia (2022) indicated that teachers who consistently recognize and reward student achievements create a positive learning environment, which boosts student motivation and academic outcomes. Positive reinforcement through praise, rewards, or verbal encouragement boosts students' self-confidence and encourages effort. Students who receive constructive and supportive feedback are more likely to stay motivated and improve academically (Ryan & Deci, 2021). According to Lee (2022), teachers who foster an inclusive and emotionally supportive environment see significant improvements in student performance. Students who perceive themselves as valued are naturally inclined to engage actively in their learning.

Research by Nwosu (2023) found that allowing students to make choices in their learning fosters motivation and engagement, leading to better performance. Students who feel in control of their learning process are more likely to succeed.

The performance is influenced by the levels of motivation, which are influenced by significant reductions in self-confidence as well as upsurges in individual applicability and evaluation nervousness (Shari 2012). Achievable goals can enhance student motivation. A study by Brown (2022) found that when teachers involve students in the goal-setting process, it fosters a sense of ownership and responsibility, which correlates with higher engagement and better performance. Research by Nwosu (2022) found that fostering autonomy leads to greater engagement and ownership of the learning process, which in turn enhances academic performance. Teacher-student relationships built on trust and respect enhance students' sense of belonging in the classroom. This emotional connection can increase intrinsic motivation and positively inspire academic outcomes (Wentzel, 2020). Always provide feedback that emphasizes learning and improvement rather than simply grading fosters a growth mindset. When students understand that effort leads to mastery, they are more likely to persevere in challenging activities, which positively influences their performance (Dweck, 2020). A study by Okwu (2022) highlighted that educators using collaborative projects and technology-enhanced learning methods effectively motivated learners, resulting in improved academic performance. Encouraging group peer and discussion can generate a conducive learning setup where learners motivate one other. It also promotes social interaction, which can improve engagement and performance in class (Slavin, 2020). Same Slavin in 2021 stated that group interaction and peer activities motivate students through social support. Collaborative learning encourages learners to work together and learn from each another, for this will improve academic performance. When tutors give important feedback that focuses on the methodology of teaching learning, instead of just on the result helps students develop a growth in their mind. This approach encourages persistence and effort, which positively creates a contribution on educational achievement (Dweck, 2019). The role of gratefulness and recognition in motivating instructors is crucial, as it enhances their performance and motivates them, as per Akiba (2013). The administration employs a variety of strategies to motivate employees; including increasing their salary

or wage or providing extra benefits (Rogers and Wohlner, 2019). Motivation of employees can also be achieved through providing adequate water, housing, electricity, medical insurance, maternal and paternal leave, housing allowances, paying for vacation, sustenance, and prospects for occupation progression (Galanaki, 2013).

A supportive and inclusive classroom environment is important for learner motivation. According to Chukwu (2024), instructors who promote a feeling of identity and backing amongst students see major improvements in academic work. And learners are more likely to take part actively and take risks in their learning. As a way of motivating learners, a study by Okwu (2023) highlighted that tutors who employ interactive methods of instruction such as group work, projects and technology integration usually motivate students more effectively, resulting in improved academic outcomes.

It is crucial to prioritize safety and security in the workplace. It is important to remind all employees to prioritize their safety and to educate students on the importance of doing the same. The history of industrial safety in North America: National Safety Month. June 19, 2018. School leadership, recognition, promotion, employment security, and excellent working conditions are among the strategies employed to motivate teachers, as per Pratheepkanth (2011). Concurrently, the schoolwork achievement of learners is affected by the motivation of their teachers and peers. Additionally, the motivation of students is influenced by the behavior of their teachers, which then influence or predicts their academic progress (Hardre' & Sullivan, 2009).

According to David (2007) teaching staff always are enthused by the institution's achievement, the collaboration of teaching staff, and the encouragement of staff by the management. In the long term, the academic progress of students is enhanced by the increased motivation and work performance of teachers who receive regular promotions (Emenike, 2011). Institutions that neglect to prioritize employee motivation are doomed to failure (Gollymore, 2006). According to Ismail (2006), motivation

can be significantly and positively influenced by the control of the milieu within your course, the use of amusement, and advantageous response. One of the most critical aspects that administrators overlook is feedback, which has a significant impact on instructors and inspires them to work harder (Ocham & Okoth, 2015). Savin (2019) encouraged the learners to engage in group work and discussion, even peer-to-peer interaction fosters collaboration and social support. This so because learners who work together are more probable to to feel motivated and achieve greater in academics as they learn from each other. Academic performance will automatically improve when these strategies are implemented in any school setup. Achievable goals can significantly impact learner motivation. A study by Adeola (2024) found out that instructors who involved learners in setting their personal and academic goals saw better engagement and performance. Students felt larger sense of ownership over their learning, which enhanced their motivation. A study by Okoro (2024) highlighted that teachers using interactive teaching strategies, such as collaborative projects and technology integration, were more effective in motivating students, resulting in better academic outcomes. Encouraging student autonomy is another effective motivational strategy. A study by Nwogu (2024) found that when learners are given choices to make in their learning activities, they demonstrate increased motivation and engagement. This autonomy allows learners to exert control of their educational journey, leading to improved performance. The connection between teacher motivational strategies and learner performance is well-documented. Studies have shown that when educators effectively use motivational plans, learners not only perform better academically but also display greater engagement and persistence in their studies (Bello, 2024).

A study by Lee (2023) showed that educators who consistently recognize and reward learners achievements foster a supportive learning environment. This approach not only boosts motivation but also improves general academic performance. Note that according to Patel (2023), teachers who encourage inclusivity and emotional support see significant progress in student performance. Consequently, learners who feel safe and valued are most likely to engage actively in their education. By

implementing goal setting, engaging instructional methods, positive reinforcement, supportive environments, and fostering autonomy, teachers can significantly impact their students' academic success. Continued research in this area is important for developing effective instructional practices that encourages learner inspiration and accomplishment. Studies demonstrate that effective implementation of these strategies leads to improved academic results and greater learner persistence in learning (Bello, 2022).

Finally, teachers who promote a growth mindset where effort and persistence are emphasized help learners believe in their ability to improve. Goal-oriented feedback that focuses on the learning progress, rather than only results, encourages learner to tackle challenges and enhances performance (Dweck, 2021). It is evident that strong learner-student relationships are vital for motivating students. Teachers who build trust and show honest interest in their students' well-being create a supportive environment that encourages academic well-being (Wentzel, 2021).

2.1.4 Workload influence students' academic performance

Workload is a vital factor influencing learners' academic performance; it comprises both the total sum of academic work given and the demands associated with it. A study over the years has increasingly concentrated on understanding how workload affects learning outcomes, motivation, and general academic success. Workload can be categorized into academic workload, which includes homework, study time and projects work and psychological workload, which refer to the mental and emotional strain learner experience while managing their tasks (Bennett & Kelsey, 2024). High academic workload may lead to stress and fatigue, negatively impacting academic outcomes. A study by Lee and Chen (2023) differentiated between supposed workload and actual workload. The results do suggest that learners' perceptions significantly impact their performance. Learners who felt overwhelmed, irrespective of the actual extent of work, demonstrated commitment and poorer academic outcomes. Workload is the expense associated with the completion of a large number of duties (Hart 2006).

Kember (2008) contends that the interpretation of workload should not be based on the number of hours spent, but rather on the perception of the workload by students. Kolari (2006) asserts that students who aspire to learn and achieve high grades must dedicate a greater amount of time to their schoolwork than those who merely wish to pass. Additionally, if a student asserts that the burden is excessive, it is indicative that the student lacks familiarity with the previous work (Kolari, 2006). Understanding how to take care of workload is therefore very important, as the majority of institutions are grappling with the challenge of reducing costs while maintaining their competitiveness. The performance decreases as the burden rises, and the performance rises as the workload decreases (Openi, 2013). Thomas et al. (2023), conducted surveys to assess the link connecting academic workload and student educational achievement across various educational institutions. The outcomes depicted that learners who reported higher workloads often experienced lower academic outcomes, especially in learning areas requiring critical thinking and analysis. According to Hendy, East, and Farrel (2005), productivity is adversely affected by a high caseload, which necessitates additional resources. A study by Ali et al. (2024) found that excess workload relates with lower academic performance between high school students, suggesting that students who feel overwhelmed by their assignments tend to have lesser grades. According to Johnson and Lee (2024), learners who make good use of support resources tend to manage their workloads more effectively and achieve good academic outcomes. Notwithstanding, according to McCarthy et al. (2023), students who employed good use of structured time and management techniques, such as scheduling study sessions and breaking tasks into smaller units, report higher academic achievements and this reduces stress levels. And research by Walker et al. (2023) highlighted a strong connection between delayed and declining academic outcomes, suggesting that learners who delay finish assignments may find themselves not able to manage their workload effectively.

In his 2013 study, Gwambombo posits that the educational achievement of learners is adversely affected by a heavy teacher burden, and the government has to hire additional instructors to augment the workforce. According to Patel and Gomez (2023), excessive workload contributes to depression and increased anxiety among learners, which, in turn, negatively affects academic outcomes. The authors emphasized the importance of addressing workload concerns to improve learners' well-being. The academic progress of the students is being impacted by the excessive burden of the instructors (Osagie and Okafor, 2012). This may lead to low quality instruction. Research by Al-Amin et al. (2023) indicated that learners who accessed academic support services, such as tutoring and counseling, were better able to accomplish their workload and achieve higher academic achievements. Asikhia (2010) contend that learners' educational achievement is either adversely or pleasantly impacted by the quality of instruction, which is contingent upon the burden. It is evident that the mean score of schools varies remarkably based on the weekly teaching burden of their instructors, as stated by Kimani, Kara, and Njagi (2013). This will subsequently affect learners academic achievement.

Sajjad (2016)'s research suggests that an excessive burden in the classroom is detrimental to performance. This has an unfavorable impact on performance. That is why Zepke (2005) contends that students' withdrawal is a direct result of the excessive workload at any institution. Dochy (2005) posits that workload is a component of the learning environment that affects the learning strategies of students. Nzoka (2015) conducted a study at Kenya Methodist University (KEMU) on the institutional factors that affect the productivity of lecturers. The results of the investigation revealed that the administration is preoccupied with the provision of physical facilities at the expense of hiring additional lecturers. The lecturers experience tension, tardiness, and absenteeism as a result of the work overburden.

The TSC has been employing teachers to address the shortage, as evidenced by a report by UNICEF (2011), which reports that the number of students is increasing at an alarming rate. Nevertheless, the

TSC is not succeeding; the majority of duty stations continue to experience an excessive workload. The burden experienced by instructors is the reason why some teachers rarely evaluate their courses, and students are no longer encouraged to actively partake in learning (Amalu, 2012). It therefore implies that the burden causes instructors to rarely provide students with the attentiveness they require, which ultimately impacts their academic performance. According to Mutugi (2014), the delay in syllabus coverage that occurs when instructors manage larger classes negatively impacts academic performance. Maurice (2012) also maintains that syllabus coverage has a substantial impact on students' performance. The teacher is unable to end the syllabus in the appropriate period of time due to the excessive burden. An investigation by Taylor et al. (2024) indicates that learners experiencing greater levels of stress due to workload are most likely to perform poorly on tests and assignments.

According to Martinez et al. (2024), learners who view their workload as manageable normally report higher levels of motivation and better academic outcome. Equally, those who view their workload as extreme often experience anxiety, leading to reduced engagement and poorer performance. On the same note, a study by Smith and Roberts (2024) indicated that learners, who use time management strategies, like prioritizing tasks and setting precise study goals, report higher academic success despite high workloads. While a study by Zhang and Wang (2024) emphasizes that learners with strong self-regulated skills are better equipped to manage heavy workloads, leading to improved academic outcomes.

There is need for the adoption of policies that help manage workload. According to Baker and Tran (2023), policies that encourage reasonable workload prospects and encourage a balanced methodology to assignments can lead to improved academic outcomes among learners. Put deadlines that are flexible. Lee and Thompson (2023) argue that not becoming rigid to deadlines and providing learners with choices in tests can help balance workloads and improve engagement and performance. This will enable both the instructor and the learner not having too much pressure to meet deadlines.

2.2 Theoretical Framework

The investigation is directed by Resource – Based Theory. The theorist pointed out that learning institutions with better resources, well equipped facilities and access to learning materials do enhance academic performance. This theory posits that schools that hire high experienced, highly educated and well trained teachers are likely to achieve better academic outcomes. Quality teaching affects academic performance and this will contribute directly to students' performance and motivating to learners

The theory suggested that continuous professional training and development opportunities are very important to teachers for through training on the latest pedagogical techniques, teachers acquire new skills to enable them deliver well. When teachers are supported through workshop and seminars it helped them meet diverse needs of students. The teacher also enhances their pedagogical content knowledge through training. This is perceptible in the manner in which the teacher interacts with their students and the manner in which they manage various learning areas.

The theory stated that physical facilities and infrastructure are important in a school setup. Schools with well-maintained buildings, classrooms, and laboratories provide an environment conducive to learning. Access tools to succeed academically to modern facilities like libraries, computer laboratories, and science laboratories give students better chances to perform. The integration of digital tools and platforms for learning like e-learning resources and smart classrooms greatly enhance learning.

The availability of instructional and educational resources in any learning environment contributes to the development of teacher morale. The teacher will exert greater effort to guarantee that the desired performance is achieved with the available resources. Resource based theory concentrates on the teacher training and development, physical facilities and infrastructure and integration of digital tools.

2.3 Conceptual Framework

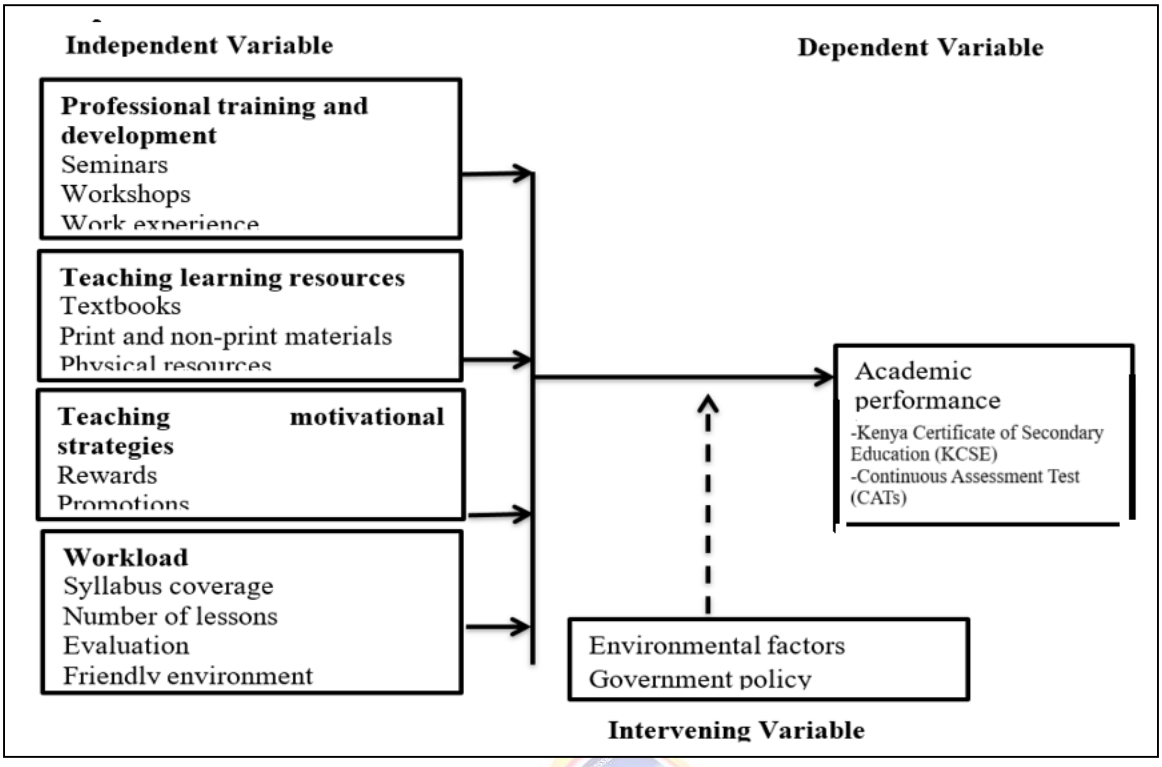

Figure 1: Framework presenting selected institutional predictors of academic performance of public secondary school.

Source: Researcher (2024)

2.4 Research gaps

Weiss (2009) and Guskey & Yoon (2009) perceived professional training & development as a method of enhancing the pedagogical and content knowledge of educators, as indicated by the research conducted. Campbell & Malkus (2011) and Johnson & Fargo (2014) perceived training as a method for enhancing the knowledge of instructors in both Mathematics and Science subjects. There are a variety of perspectives on institutional factors that are not examined by many researchers, including learner entry behavior, which is a critical factor in performance, intrinsic motivation, which is the act of acting without external reward, and the adoption of non-monetary rewards. Many researchers emphasize only

the availability of outdated resources, very little focus on the alignment between institutional resource provision and the growing needs of digital or even the hypermedia learning environments.

2.5 Summary of literature review

Academic performance is a key duty of school principals, instructors, and students. The principals are accountable for supervising all educational endeavors within the school, including the recruitment, mentoring, and retraining of instructors through seminars. Personnel and resources are additionally overseen by the principals (Jason A. grissom, 2021). According to Meissel, Parr, and Timperley (2016), the training of leaders in a school environment enables them to provide assistance to their peers. According to Tety (2016), schools that possess sufficient teaching and learning resources exhibit superior performance in comparison to those that lack them. Teachers should employ teaching learning resources to ensure that the information they have acquired is retained (Effiong, Ekpo, and Igiri, 2015). Teachers must be motivated by appreciation and recognition in order to achieve performance (Akiba,

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter underscores the research design that guided the present study, study area, study population, sampling techniques and sizes, designing of data gathering tools, assessment of validity and reliability, data collection tools and processes, and ethical concerns.

3.1 Research Design

Research design plays a crucial role in shaping the structure and flow of any study, guiding the methods and techniques researchers use to collect, analyze, and interpret data. This study used descriptive survey design. Descriptive survey design is a quantitative research method utilized to gather information about the present conditions of a particular population, event, or phenomenon (Creswell & Creswell, 2018). Its primary purpose is to describe, explain, or validate the conditions or relationships existing at a given time. The design was chosen because it focuses on collecting data that represents the population's opinions, behaviors, attitudes, and perceptions (Kelley et al., 2003). Moreover, the design was also chosen because it allows both quantitative and qualitative data collection through the usage of structured questionnaires, interviews or observations by researchers. The data collected is then later analyzed to describe patterns or trends in the subject of study.

3.2 Study Location

This research was carried out in Ndhiwa Sub-County, which forms part of the 8 sub-counties that comprise Homabay County. Government secondary schools in Ndhiwa Sub County served as the research site for the study. According to the data shown in table 3.2 of the appendices, the reason why it was carried out in Ndhiwa was given that the Sub County has been reporting low performance in academics since 2015 to present. The researcher is a resident in Ndhiwa, and as a result, they are quite familiar with the environment there.

3.3 Target Population

A study population entails the entire group of individuals or entities that exhibit certain characteristics and from which a researcher seeks to draw conclusions (Taherdoost, 2016). The study population is determined by the research question and can vary widely, from people in a specific geographic area to patients with a particular medical condition, or even organizations within a certain industry. The population is often categorized into the target population (the complete set of individuals or units that

the research aims to generalize its results to) and the accessible population (the portion of the target population that is available for the study due to practical constraints such as location, availability, or time) (Creswell & Creswell, 2018). In the present study, the study focused on 50 government secondary schools, which hired a total of 376 teachers from TSC in the sub county, teaching about 1740 students and are managed by 50 school principals. Teachers participated in the study because they have a direct role in everyday academic and administrative activities of the school. Moreover, they have first-hand experience with institutional factors such as curriculum implementation, school policies, availability of resources, and classroom environments. The researcher selected 3 schools from every division as they are the primary contributors to academic achievement in Ndhiwa sub-county. Learners participated in the research since they are the direct recipients of institutional practices and policies that impact their academic performance. Therefore, by involving them, researchers can access first-hand accounts of how factors such as teaching quality, school facilities, administrative support, and extracurricular activities affect learning outcomes.

3.4 Sampling Procedure and Techniques

The sample involved in the study consisted of 30% of the 50 public secondary schools (15), 30% of the 376 teachers in the sub county (113), and 30% of the 1740 students (522). The study solely focused on TSC teachers, who were exclusively teaching form four students in the selected secondary schools. Table 1 shows the summary of target population and the respective sample sizes.

Table 1: Sampling matrix

Categories	Target	Sample size
Principals	50	15
Teachers	376	113
Students	1740	522

Total	**2166**	**650**

Source: SCDE, Ndhiwa

3.5 Data collection instruments

Document analysis was employed by the researcher to examine the principal. The comprehensive technique for assessing or analyzing documents is a fundamental aspect of research. The examination and interpretation of data is necessary in order to derive meaning and understanding from it (Bowen, 2009). The researcher also utilized both open-ended and closed questionnaires to collect data from teachers. Open-ended questions allow participants to provide unrestricted responses, while closed-ended questions typically require a yes or no answer and are commonly used in survey research.

3.5.1 Piloting of the Instruments

The pilot study was conducted in the neighboring sub-counties of Homabay and Suba North. The participants in the study were recruited from government secondary schools. This was done to guarantee that the data collection tools are free from any nature of misunderstanding and to help identify and address any problems that may arise during the process of filling out the questionnaire.

3.5.2 Validity of the Instruments

The validity of the research tool was assessed by sharing the questionnaire with the researcher's supervisor and other stakeholders who have expertise in the study area. The researchers assessed whether the items in the questionnaires were either Relevant (R) or Irrelevant (IR). The content was then calculated to obtain Content Validity Index (CVI), therefore,

CVI= (RT1+TR2)/2

Where;

CVI = Content Validity Index

TR1 – Total items marked as relevant by 1st expert

TR2 – Total items marked as relevant by 2nd expert.

Amin, (2005), posit that if the CVI for both questionnaires exceeds 0.5, then it implies that the research tool is valid.

3.3.3 Reliability of the Instrument

Instrument reliability refers to the extent to which a research instrument produces consistent results (Orodho, 2009). A Spearman Brown Formula was employed to determine the correlation. According to our research, a correlation coefficient of r>0.8 is considered to be sufficiently high to determine the reliability of the instrument being studied. The following formula was applied:

Correlation = 2*split-half correlation/1+split-half correlation

$$r = 2r/1+r$$

Where; r=reliability of the coefficient resulting from the correlation scores of the odds items with the scores of the even items.

Source: Marija (2005) statistical procedures companion.

3.6 Data Collection Procedure

The researcher obtained the research permit and later visited the sampled schools in person. Later, the researcher sought permission from the respondents after providing an explanation for the purpose of the research. The questionnaires were administered, filled out, and returned for analysis. The participants were guaranteed confidentiality in the handling of their data and were informed that the collected responses would be used solely for research purposes.

3.7 Data analysis

To provide the data, data analysis included compiling and analyzing all of the information gathered. To ensure that each questionnaire was comprehensive, the researcher reviewed each one. Both quantitative and qualitative analysis was done on it. The statistical software for social sciences (SPSS) was used to input and code the data into the computer for analysis. This was significant since it aided in quickly summarizing and interpreting the data. Descriptive statistics, particularly the measure of central tendency, were used to assess the data that was gathered. Following analysis, the data were shown using percentages, frequency distribution tables, and bar graphs. After being categorized, patterns, and themes identified, the qualitative data was examined and evaluated.

3.8 Ethical considerations

The researcher first required permission from the NACOSTI prior to data collection. A conversation was conducted with the participants of the study to obtain their informed consent. Participants were guaranteed of the privacy of any information they provide during these discussions, which also provided an explanation of the study's objectives, significance, and methodologies. The responsibilities of the participants were thoroughly described, and the instruments for data collection were reviewed. Respondents were supplied with forms for consent to go through and sign following a presentation, which served as confirmation that they are taking part in the study voluntarily and with complete awareness of the potential risks. The researcher ensured that respondents are not placed in any danger, whether psychological or physical, by asking questions in a manner that maintains credibility and respect. It was exclusively the participants' decision whether or not to engage in the research, and the investigator was transparent about this decision. Pseudonyms were employed to conceal the identities of participants, in order to safeguard the privacy of all individuals. Additionally, all sources utilized in the

research were acknowledged in order to prevent plagiarism. Finally, the data collection and analysis was presented in a transparent manner.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

Based on the techniques covered in the preceding chapter, the study's results are displayed in this chapter. Analyzing the factors included in the research is its goal. In order to look into institutional factors predicting learners educational achievement on the KCSE examination in government secondary schools in Ndhiwa Sub-County, Kenya, data from the respondents was gathered and analyzed. Both qualitative and quantitative data were gathered, involving the use of percentages, frequencies, and means. Bar graphs and tables were used to illustrate the data.

4.1 Presentation, Interpretation and Discussion

4.1.1 Return rate

Table 2 indicated the rate of return of the instruments after data collection which had earlier been administered by the researcher.

Table 2: Return Rate

Category of Respondents	Questionnaire given out	Received back	Return rate
Learners	522	496	95%
Principals	15	15	100%
Teachers	113	107	95%
Total	**650**	**618**	**95.1%**

Source: Researcher (2024)

Students received 522 questionnaires in all, 113 instructors received the unit of analysis, with 15 going to principals. Of these surveys, 107 were submitted by instructors, 15 by principals, and 496 by students. As seen in table 2, this resulted in response rates of 95%, 100%, and 95%, respectively. Out of 650, 618 were returned which represent 95.1%. Mugenda & Mugenda (1999) assessed a response rate of 50% as satisfactory, 60% as excellent, and more than seventy percent as very well. This suggests that, based on this claim, the 95.08% rate of response in this instance was excellent.

4.1.2 Demographic information of respondents

The researcher determined that obtaining the respondents' demographic data was crucial to achieving the study's primary goal. The head schools' demographic data included age, gender, place of highest professional post held, and length of time in present roles. Table 3 discusses and examines this.

Table 3: Demographic Information of teachers and head of schools

Demographic	**Frequency**	**percentage**
Gender		
Female	38	30.9%
Male	85	69.1%
Total	**128**	**100%**
Age		
25-35	47	38.2%
35-45	56	45.5%
45-55%	20	16.3%
Total	**123**	**100%**
Respondents Position		
Principal	15	2.33%

Teachers	108	16.74%
Students	522	80.93%
Total	**645**	**100%**
Respondents' years in current position		
Below 4 years	24	19.5%
4-7 years	50	40.6%
7-12years	28	22.8%
Above 12 years	21	17.1%
Total	**123**	**100%**

Source: Researcher (2024)

The study used demographics as a variable to ascertain the variations in the experiences and levels of professionalism between administrators and instructors.

4.1.3 Gender

The survey discovered that 85 (69.1%) of the teachers of secondary schools in Ndhiwa Sub-County were men based on the data shown in table 4.2. Ndhiwa has suggested that women's participation in service delivery has failed to the same extent.

4.1.4 Age

56 (45.5%) of the instructors, according to the report, were in the 35–45 age range. The bulk of teaching staff members are in the 35–45 age range, which suggests that the institutional elements the research is looking at rather than the teachers themselves are what are failing. Age is a significant indicator for experience that reveals how much one can achieve or give.

4.1.5 Respondents' years in the current position

The majority Fifty (40.7%) of the educators and principals had four to seven years of professional experience. This variable was utilized in the research to gauge employees' levels of personal accountability in their roles in relation to providing eligible kids with a high-quality education. The ministry of education and vocational studies is advised to reevaluate hiring highly skilled Heads of School since, in the study's opinion, it suffices to indicate that Heads of Ndhiwa public schools have not been in office for a while when at least three KCSE candidates quit. The results of this investigation showed that 21 instructors, or 17.1%, have been in their present roles for more than 12 years. This variable attempted to highlight the connection between the head's occupation and years in their present role. Table 3 of the tabulation revealed that the researcher's expectations about the respondents' age and years of experience were not met since no instructor had taught more than a few courses till they had finished their KCSE.4.2 Research Findings by Objectives

4.2 Professional training and development of a teacher and students' academic performance

The study's first objective was to determine if a teacher's professional growth and training affect their students' academic achievement. The results are shown in tables 4.5 and 6, which represent the opinions of principals, teachers, and students, respectively.

Table 4: Descriptive statistics for principals on professional training and development on students' academic performance

Adequacy availability	N	Min	Max	Mean
Take part in hiring qualified personnel	15	1	5	2.5
Organize workshops and training for non-teaching staff	15	1	3	3.75

Undertake training to improve working environment through good managerial skills	15	1	4	3
Principals possess the required skills in managing teachers and students in my school	15	1	2	5
Every teacher in the school attend seminars, workshops or training associated with quality output and development once a term	15	1	2	5
Teachers carryout their duties and responsibility as stipulated in the code of conduct	15	1	4	3

Source: researcher (2024)

Key: S.A-Strongly agree (5), **A**- Agree (4), **UD**-Undecided (3), **D**-Disagree (2), **SD**-Strongly disagree.

Based on Table 4's findings, relatively few principals support the notion of recruiting and employing competent staff members, holding workshops, and providing training for teachers. However, relatively few principals really pursue training to improve their managerial abilities. On the same note, very few principals ensure teachers carryout their duties and responsibility as stipulated in the code of conduct. These findings concur with that of Darling-Hammond et al. (2017), who also found that professional development not only improves instructors' subject content expertise but also improves their understanding of how students learn. This deeper understanding equips teachers to apply more effective teaching methods, differentiate instruction, and use formative assessments to monitor student progress. As a result, professionally trained teachers create more dynamic and supportive learning environments, which directly benefit students' academic performance.

Table 5: Teachers' view on professional training and development on students' academic performance

Adequacy availability	**N**	**Min**	**Max**	**Mean**

It enhances teachers' knowledge and skills, teacher morale and self-efficacy	107	3	103	2.89
Training improves teacher performance	107	1	105	0.98
Make career structure attractive and beneficial to teachers	107	2	100	1.87
It increases teacher content knowledge and pedagogical content knowledge	107	2	103	1.93
Many teachers would like to take more professional training and development activities given opportunities	107	2	90	1.68

Source : Researcher (2024)

According to the majority of teachers who responded to Table 5, professional growth and training increase morale, teachers' knowledge, and self-efficacy; training boosts teacher performance; training makes career structures more appealing; and training increases teachers' content and pedagogical content knowledge. There was a slight drop on the number willing to take more professional training and development. These findings imply that career growth programs prioritize on refining teachers' instructional strategies and classroom management competencies. These findings corroborate with that of Desimone & Garet, (2015) who also found that teachers who receive comprehensive training are better equipped to deliver lessons that engage students, address diverse learning needs, and promote critical thinking. Also, Kennedy, (2016) discovered that instructors who participate in career growth programs that focus on active learning strategies tend to incorporate these practices into their classrooms, which can lead to increased student engagement and improved academic outcomes

Table 6: Students view on professional training and development of a teacher

Adequacy availability	**N**	**Min**	**Max**	**Mean**
How the teacher handles a class	496	3	490	2.96

How the teacher handles conflict among learners	496	3	487	2.96
The manner in which a teacher handles indiscipline cases	496	2	486	1.96
The teacher approaches to different learning areas in class	496	2	483	1.95

Source : Researcher (2024)

According to table 6's findings, the majority of students believe that teacher growth and professional training are crucial. According to the respondents, instructors with professional training manage their classrooms well, deal with situations of indiscipline more skillfully, resolve student disagreement effectively, and tackle various subject areas in the classroom properly. These findings support that of Guskey, (2022) who also found that by enhancing teachers' pedagogical skills, content knowledge, and ability to use data-driven instruction, professional development helps create learning environments that support student engagement and achievement.

4.2.2 Availability of Teaching and Learning Resources and Students' performance

The study's second goal is to find out whether an institution's availability of instructional and educational tools impacts how well students perform. The results are shown in Tables 7.8 and 9, which represent the perspectives of principals, instructors, and students, respectively.

Table 7: Descriptive statistics of principals' opinion on provision of teaching and learning resource

Adequacy availability	N	Min	Max	Mean
Provision of teaching learning resources to aid learning	15	1	5	0.33
Provision of physical facilities like classrooms, playfields and laboratories influence students' academic performance	15	1	8	0.53
Direct teachers to use locally available resources to aid learning	15	1	12	0.80

Teaching learning resources help in the implementation of curriculum	15	1	10	0.67

Source : Researcher (2024)

According to table 7 above, majority of the principals do believe that teachers can be directed to use locally available resources to aid learning. At the same, they do believe that teaching learning resources help in the curriculum implementation. On the same note, few principals are for the idea not providing teaching learning resources to aid learning. This implies that accessibility of educational and instructional materials is essential to student success, as it directly influences both instructional quality and student engagement. Adequate resources enhance students' understanding of complex concepts, improve engagement, and enable teachers to provide more effective instruction. These findings concur with the findings of Mupa & Chinooneka, (2015) who also found that one of the most direct effects of resource availability is the enhancement of students' understanding of subject material. For example, students in science classes benefit greatly from having access to laboratory equipment where they can conduct experiments and observe real-life applications of theoretical concepts. Similarly, in subjects such as mathematics or geography, visual aids and manipulatives help students grasp difficult concepts more easily, resulting in better academic outcomes (Nyambura & Thinguri, 2014).

Table 8: Whether availability of teaching learning resources affects students' academic performance

Adequacy availability	**N**	**Min**	**Max**	**Mean**
Teaching learning resources influence the teaching methods to be used by the teacher	107	2	100	1.87
Teaching learning resources facilitate teamwork on teachers in making teaching aid	107	1	103	0.96
Teaching learning resources enhances effective participation on both the teacher and the students	107	2	100	1.87

Teaching learning resources influences the implementation of the curriculum	107	3	100	2.80
Benefits of teaching learning resources includes classroom	107	3	102	2.86

Source : Researcher (2024)

According to the majority of teachers who responded to the above table 8, accessibility and sufficiency of educational and instructional materials influences teaching methods, fosters collaboration among teachers when creating instructional aids, increases effective participation from both teachers and students, influences curriculum operation, and includes classroom management and creative thinking. In a similar vein, Nyambura and Thinguri (2014) examined the correlation that exists between learning materials and learner academic achievement in Kenyan government secondary schools and discovered that schools with appropriate educational resources had outstanding results in national exams compared to those with limited resources. The study underlined the necessity of making sure every learner gets the opportunity to the necessary tools for learning, regardless of their socioeconomic background.

Table 9: Whether availability of teaching learning resources affected students' academic performance

Adequacy availability	**N**	**Min**	**Max**	**Mean**
The administration take part in the provision of teaching learning resources	496	1	490	0.99
The school is equipped with physical facilities like laboratories, libraries, playfields and dining hall	496	1	485	0.98
Teachers use teaching learning resources every time they come to teach.	496	3	486	2.94
Teaching learning resources help in the retention of what is learnt	496	5	480	4.84

Teaching learning resources enhances creativity and innovation in learners	496	5	480	4.84

Source : Researcher (2024)

The majority of students believe that instructional and educational resources influence the academic achievement of students, as shown by the findings in table 9 above. Schools must be furnished with physical spaces such as labs, libraries, and cafeteria areas. The majority of students believe that although educational materials aid in memory retention, they also foster students' originality and inventiveness. The students urge the administration to take a keen role of providing sufficient teaching and learning resources to aid learning. Additionally, students believe that teachers should use instructional materials each and every time they visit a classroom to impart knowledge. Therefore, teaching resources not only benefit students but also improve teacher effectiveness. Well-resourced classrooms enable teachers to diversify their instructional methods, catering to different learning styles and needs. Teachers who have access to resources such as lesson guides, multimedia content, and supplementary materials can design more comprehensive lessons, making learning more meaningful and interactive. These findings agree with that of Mupa and Chinooneka (2015) who also discovered that schools with sufficient resources, which includes textbooks, libraries, and laboratory equipment had significantly higher student pass rates than schools without these resources. The study concluded that resource availability is a critical factor in determining students' academic success.

4.2.2.1 Number of available laboratories in an institution

This research was motivated by the fact that schools have labs, which are crucial resources, particularly for big exams like the KCSE that demand pupils' undivided attention.

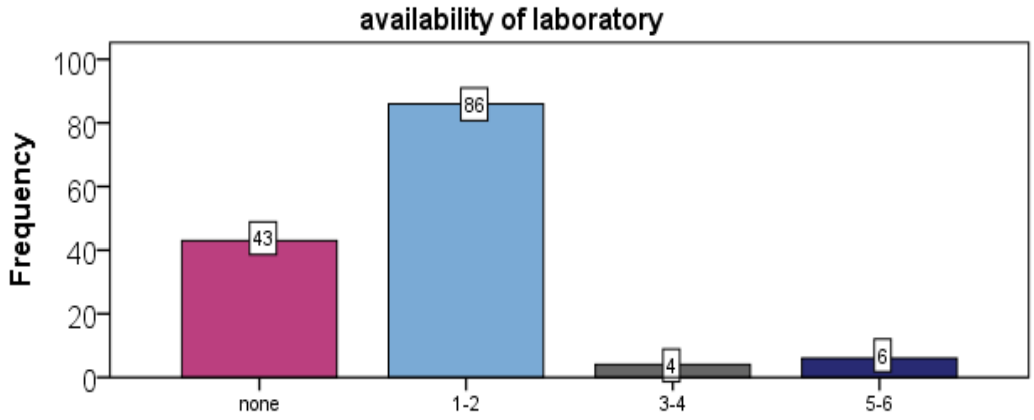

Figure 2: Availability of Laboratories

Source: Researcher (2024)

Laboratories are very essential in every learning institution. Based on the study's results, 86 out of 139 students who were questioned said that their schools had one to two labs, 43 said that their schools had none, and 4, 6, 5, and 6 said that their schools had all three, as shown in figure 2. Given the evidence, it is thus very probable that a lack of labs would contribute to pupils' KCSE failure in Ndhiwa Sub-County, particularly in the sciences. These findings concur with that of Hunter (2006) who also discovered that the absence of scientific laboratories and other facilities had an influence on educator and learner morale, as well as health and learning. This research consequently implies that schools should offer students access to at least one well-equipped laboratory in order to improve performance, particularly in the practical sciences. Laboratory facilities are very important for learning areas that require applied-on learning. Similarly, a study by Okafor (2024) indicated that learners with access to well-established laboratories do well in practical assessments, highlighting the importance of practical learning in academic achievement. Also, a study by Mensah (2023) demonstrated that students with access to well-equipped laboratories had significantly higher success rates in practical examinations, focusing on the role of experiential learning in academic attainment in subjects requiring hands-on experience, such as science and technology, access to laboratory resources is critical. Moreover, a study by Nkanga (2022)

demonstrated that students with access to well-equipped laboratories showed significantly higher success rates in practical examinations, reinforcing the importance of experiential learning.

4.2.2.2 Number of available classrooms in an institution

Without sufficient, well-conditioned classrooms, a school cannot function as it should. This motivates students to work hard and in an atmosphere that supports their learning. Classrooms that are well furnished with instructional teaching aids for instance laboratories, projectors, and libraries with books provide students with hands-on learning understandings. These facilities enhances learning processes, making it more active and self- motivating thereby improving student assignation and performance (Mosha, 2019).

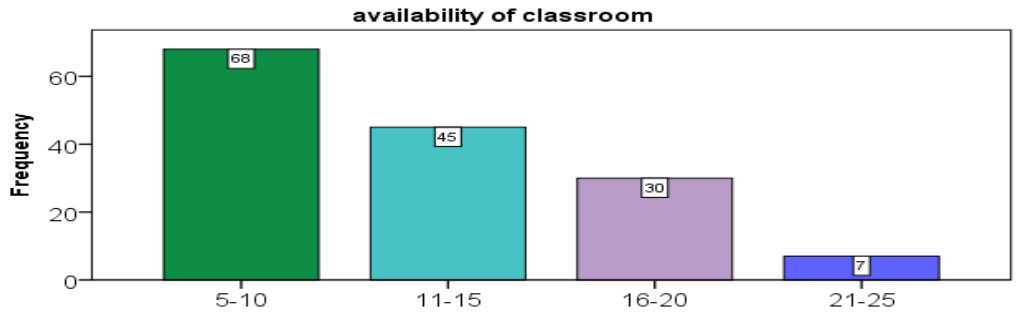

Figure 3: Availability of classrooms.

Source: Researcher (2024)

According to the study's results, 68 students in Ndhiwa Sub-County said their schools had five to ten classrooms, 45 said their schools had eleven to fifteen, but as figure 4 shows, 30 and 7 students said their schools had sixteen to twenty and twenty to twenty-five, respectively. Government rules recommend that schools add extra classrooms in order to reduce traffic. This is because each student will have access to a space where they may share difficulties and move about, and the instructor will be able to help each student in solving problems once again. When asked the same topic during the

interview, the majority of respondents claimed that their schools lacked resources, including money, instructional tools, and textbooks, while a smaller percentage said that there were fewer science and math professors and art textbooks. According to Lackey (1999), the size of the school, the number of the classes, and the state of the facility all affected how students were taught and learned.

4.2.2.3 Number of available dining hall in an institution

The researcher sought to determine if public secondary schools in Ndhiwa Sub-County had adequate dining halls to accommodate all of the students enrolled in their institutions, given that eating halls continue to be essential facilities for a healthy, driven society. The results are shown in Figure 3.

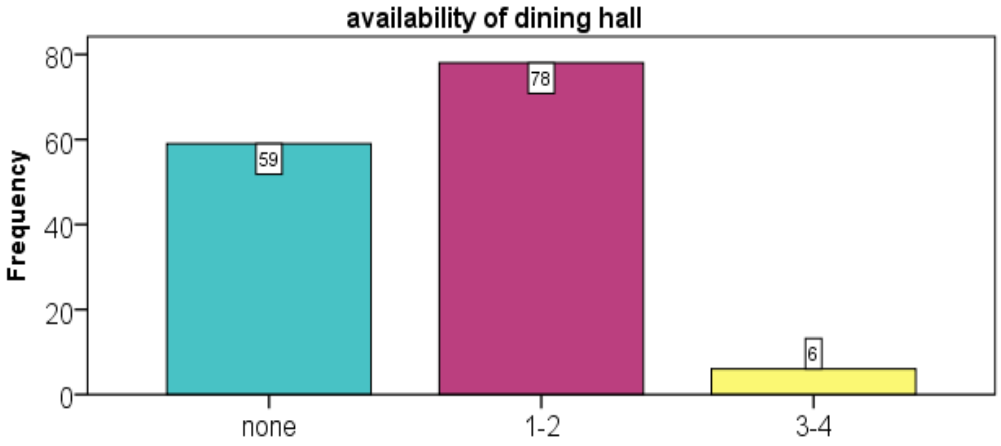

Figure 4: Availability of dining hall

Source: Researcher (2024)

The majority of the students surveyed, 78 (98%) said they had one or two dining halls. As seen in the image, 59 students out of those surveyed said that their schools did not have this kind of facility, even though 6 (8%) claimed they had three or four dining halls. The United States Department of Education (2000) found that poor ventilation and other environmental factors have an impact on students' and teachers' health and academic performance as well as their morale. The dining hall is the ideal setting

for instructing kids on personal hygiene and how to eat in a clean atmosphere, regardless of whether the school is boarder or day. Once again, it's beneficial to create a space where kids may exchange ideas and acquire the greatest dining manners from one another.

4.2.2.4 Number of available dormitories in an institution

Even though the study did not divide the public schools into day and boarding, as figure 6 summarizes, the researcher thought it prudent to find out whether these institutions had at least one or two dormitories.

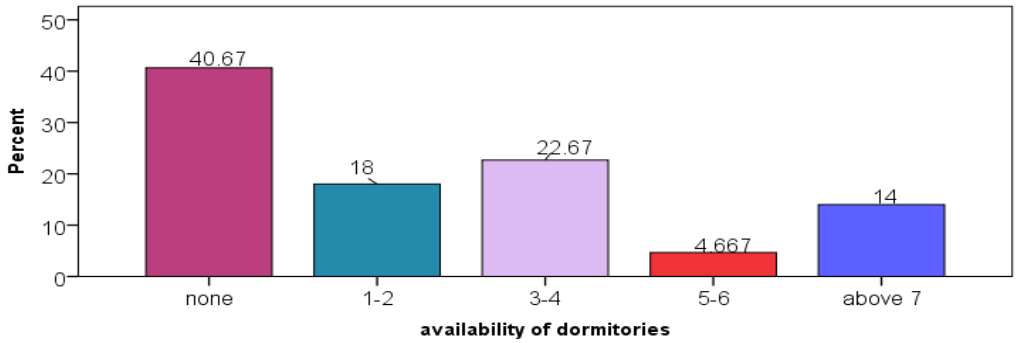

Figure 5: Availability of dormitories

Source: Researcher (2024)

According to the results, the majority of students—41%—said their school did not have a boarding facility, whilst just 18% of the students from Ndhiwa Sub-County schools who were questioned said their institution had one or two dormitories. In the meantime, figure 5 summarizes this information and shows that 23% had 3–4, 4% had 5–6, and 14% had more than 7 dorms. The report acknowledges that dorms are an essential component of an institution's amenities. TACR (2003), on the other hand, recommended educators and legislators to give careful consideration to the psychological, health, and security aspects of their institutions, particularly the dorms, where students may retreat and enjoy

seclusion. This report provides strong evidence for this, since it shows that a significant portion of Ndhiwa's schools lack even a single dormitory.

4.2.3: Teacher motivational strategies and students' academic performance.

The analysis of how teacher motivating tactics affect students' academic performance is the third goal of the research. The results are shown in Tables 10,11 and 12, which represent the perspectives of princip als, teachers, and students, respectively.

Table 10: Principals on how teacher motivational strategies influence students' academic performance.

Adequacy availability	N	Min	Max	Mean
Providing proper housing, electricity and water without following the ministry of education guideline of paying rent in school houses	15	1	5	0.33
Recognizing teachers efforts and recommending them for promotion	15	1	12	0.80
Rewarding teachers to motivate them	15	1	13	0.87
School performance affect teachers' motivational strategies	15	1	13	0.87
Institution that does not pay much attention on teaching and motivational strategies fail	15	1	13	0.87

Source : Researcher (2024)

Few principals responded to the supply of adequate housing power, as shown in table 10 above. The majority of administrators, however, said that they do acknowledge teachers' contributions and have recommended them for advancement. However, very few principals give teaching and motivating techniques any thought. Teacher motivational strategies play a crucial role in enhancing students' academic performance by increasing engagement, building self-efficacy, fostering collaboration, and promoting

persistence. These findings support that of Schunk, Pintrich, & Meece, (2019) whoa also found that using strategies such as goal setting, positive reinforcement, autonomy support, and collaborative learning, teachers can create a motivating learning environment that encourages students to take ownership of their learning and strive for academic success.

Table 11: Analyze how teacher motivational strategies influence students' academic performance.

Adequacy availability	**N**	**Min**	**Max**	**Mean**
Motivational strategies increase teacher academic performance hence good academic performance.	107	1	103	0.96
The success of the school motivates all teachers	107	1	106	0.99
Provision of housing, electricity, water and medical insurance	107	3	100	2.80
Paternity leave and maternity leave are strategies of motivating teachers	107	7	90	5.89
Recognizing teachers by management and recommending them to Teachers Service Commission for promotion motivate teachers				
Teachers can make students improve even without being motivated	107	7	90	5.89
I need to be free to accept advice given by the management of matters pertaining to academic performance	107	10	80	7.48
	107	15	75	10.51

Source : Researcher (2024)

Teachers' responses to motivating tactics are seen in Table 11 above. The majority of educators who replied said they strongly agreed that motivation improves instruction. Nearly all educators said that their motivation comes from the school's achievement. In response, the majority of instructors said that their motivation comes from housing, power, water, insurance, and both maternity and paternity

leaves. Teachers are motivated when their efforts are acknowledged by management and they are suggested for advancement, based on their feedback.

Table 12: Analyze how teacher motivational strategies influenced students' academic performance

Adequacy availability	N	Min	Max	Mean
The teachers' presentation during the lesson	496	7	480	6.77
The teachers' approach on learning areas	496	5	475	4.79
The way a teacher interacts with learners' during and after the lesson	496	4	482	3.89
The frequency of the teacher in lesson attendance	496	4	490	3.85

Source : Researcher (2024)

According to table 12's data, most students agree that teachers' motivating tactics have an impact on their students' academic achievement. Students see how instructors conduct themselves throughout class, how they approach the learning environment, and even how often they show up for class. Therefore, one of the most direct effects of teacher motivational strategies is increased student engagement in learning tasks. Motivated students are more likely to participate actively in lessons, complete assignments, and pursue additional learning opportunities outside the classroom. These findings concur with that of Wentzel (2020) who also found that students who receive regular positive feedback from their teachers are more likely to develop a positive attitude toward learning and exhibit greater academic persistence, which ultimately enhances their performance.

4.2.4: Workload on students' academic performance

This is the fourth goal of the research. Results are shown on tables 13, 14 and 15.

Table 13: Establish how workload influence students' academic performance

Adequacy availability	N	Min	Max	Mean
Hiring more teachers reduces workload	15	1	14	0.93
Creation of friendly working environment to avoid more stress that may have been caused by high workload	15	1	5	0.33
The management assuming that workload pressure leads to increased productivity	15	1	5	0.33
Stressing on timely syllabus coverage in all forms	15	1	13	0.87
Evaluation be conducted regularly in my school	15	1	13	0.87

Source : Researcher (2024)

According to table 13 above, the majority of principals said that adding additional instructors lessens burden. They also agreed that frequent evaluations should be carried out and that all course materials should be finished in their entirety. Few people, however, said that in order to reduce stress, principals should foster a congenial work atmosphere.

Table 14: Identify how workload influenced students' academic performance

Adequacy availability	N	Min	Max	Mean
The higher the workload the lower the academic performance	107	6	98	5.50
Workload pressure leads to increased productivity therefore good academic performance	107	7	75	4.91
High workload causes delay in syllabus coverage	107	8	70	5.23
High workload leads to lack of attention to students and no time to encourage students to workload	107	9	81	6.81
Workload bring stress, absenteeism and lateness	107	20	85	15.85
High workload leads to lack of lesson observation	107	8	85	6.36

Source: Researcher (2024)

According to table 14's data, respondents agree that students' workloads have an impact on their academic achievement. Workload increases lead to decreased performance. The responders all agree that a heavy workload delays the completion of the course, stresses out instructors, and increases teacher tardiness and absenteeism. The majority of responders agree that having a heavy workload makes it difficult to give kids the attention they need and leaves them with little time to put in extra effort. A heavier workload often limits the amount of time teachers can dedicate to individual students, particularly in large classes. These findings concur with that of (Hakanen et al., 2018) study who similarly found that when teachers are overburdened, they are less able to provide tailored feedback, meet with struggling students, or develop differentiated lesson plans. As a result, students who need additional support may not receive the necessary attention, leading to poorer academic performance. Similarly, Kinman et al. (2021**)**, teachers' workloads have become increasingly burdensome, especially with the rise of accountability measures and standardized testing. In many educational systems, teachers are held to high standards, with expectations for continuous improvement in student performance despite limited time and resources. These demands create additional stress, which can influence the quality of education provided to students.

Table 15: Identify how workload influenced students' academic performance

Adequacy availability	**N**	**Min**	**Max**	**Mean**
There is delay in syllabus coverage due to high workload	496	15	475	14.36
Large number of learners in class indicates high workload	496	15	475	14.36
Workload reduces the attention to students by the teacher and no time to encourage students to work hard	496	15	475	14.36

Despite high workload, all lessons are covered by teachers	496	3	486	1.94

Source : Researcher (2024)

The data shown in Table 15 above indicates that most respondents agree that students' academic performance is impacted by their workload, that a heavy workload causes a delay in covering the curriculum, and that a heavy workload makes instructors less attentive to their pupils.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter includes an overview of the study, a conclusion derived from the data, recommendations based on the data, and ideas for more research.

5.1 Summary of Study

This research set out to examine the variables influencing the low KCSE performance in Kenya's public high schools in the Ndhiwa Sub-County. This is due to the expectation that these Ndhiwa Sub-County, regardless of ownership, operate in accordance with the accomplishment of the national education goals. In order to do this, pupils are expected to get an A on their final test, since this defines the quality of work produced by secondary schools. However, table 1.1 indicates that there may be a hidden issue that needs to be found and addressed. Four goals served as the study's guidance in order to gather all of this data and identify potential contributing factors:

The goals of this study are to determine whether teacher professional development and training affects students' academic performance, to find out if the availability of T&L resources in a given setting influences students' academic progress in the Ndhiwa Sub-County, to examine the effects of teachers' motivational strategies on students' performance, and to determine the role that workload and teacher-student relationships play in students' academic performance in the KCSE in Ndhiwa Sub-County's public schools. In order to achieve his objective, the researcher used basic random sampling and the Watson theory of learning to choose respondents from among administrators, instructors, and students who completed questionnaires.

The research found that in Ndhiwa sub-county, Homabay County, Kenya, institutional variables had a significant impact on pupils' academic achievement. Two research tools were used for the study: a

questionnaire and an interview. A preliminary investigation was carried out in the adjacent subcounties of Homabay Town and Suba South, involving five public secondary schools each. The study's reliability was assessed by examining the correlation between institutional factors and academic performance, as assessed by Cronbach's Alpha. The research employed a benchmark of 0.80 to assess the questionnaire's reliability. The Statistical Package for Social Science was used to do a quantitative analysis of the data (SPSS V22). Descriptive statistics were used for the computation of the data. Standard deviations, averages, percentages, and frequencies were among the statistics that were computed. Bar graphs and frequency tables were used to display the data. Although it was not recognized as the primary factor, the study's objectives revealed that the Ndhiwa Sub-County's T&L resources were one of the factors justifying students' poor KCSE performance. The study also measured the characteristics of school heads and discovered that they had a role in the students' poor performance. Another significant aspect that was taken into account for this study's completion was the physical facilities of the schools, which the results indicated was the main factor influencing subpar performance. The relationship between teachers and students didn't have a significant impact on students' performance since all they needed was the necessary institution to improve their teaching and learning processes.

5.2 Major findings of the study

This section summarizes major findings based on study objectives;

5.2.1 The extent to what professional training and development influence students' academic performance

The research found that a teacher's professional growth and training had a significant impact on students' performance. Principals saw the need to hire and attract competent staff, make sure all teachers participate in training, seminars, and workshops, and make sure instructors carry out their responsibilities as outlined in the code of conduct. The majority of educators said that they needed

professional development because it broadens their understanding of both pedagogy and subject. Teachers also believed that career structure is advantageous and appealing when it is well-trained. Students thought that selecting skilled instructors was necessary because these educators manage situations of indiscipline in a mature manner, they handle conflict better than other educators, and they take a decent approach to teaching various subject areas.

5.2.2 The extent to what teaching and learning resources influence students' performance

In Ndhiwa Sub County, it was clear that the classrooms and labs were inadequate. Because all members of an institution's administration, including teachers, learners, and staff, depend on the facilities that are accessible to them, there is often friction within an organization when those resources aren't sufficient for everyone's needs.

5.2.3 The extent to which teacher motivational strategies influence students' academic performance

The majority of respondents said that factors like adequate housing, suggesting teachers for promotions, having enough health insurance, maternity and paternity leaves, and a school's performance encourage teachers. Teachers who lack motivation suffer from low morale, which has a detrimental effect on instruction.

5.2.4 The extent to which workload influence students' academic performance.

Eighty percent of instructors thought that a heavy workload creates delays in covering the material, and the research found that worse academic performance was correlated with greater workloads.

5.3 Conclusion

According to the study's findings, the majority of schools have significant physical facilities issues that affect student achievement. This indicates that students have grown to appreciate and recognize the

value of an institution's amenities. The study also concludes that institutional factors, including, teacher quality through professional training and teacher motivational strategies play a crucial role in predicting and determining students' academic performance in public secondary schools. Addressing these factors is essential to improving educational outcomes, especially in underfunded and resource-constrained public schools. Policymakers and educational leaders must prioritize investments in school infrastructure, teacher development, and learning resources to create equitable learning environments that support all students' academic success. Teacher workloads are a critical factor in determining the academic performance of students in public secondary schools. Excessive workloads can lead to decreased instructional quality, limited individualized attention, and teacher burnout, all of which negatively affect student outcomes. As such, addressing teacher workloads through strategies such as reducing class sizes, providing administrative support, and investing in teacher well-being is essential for improving student performance. By creating an environment in which teachers can thrive, schools can ensure that students receive the high-quality education they need to succeed.

5.4 Recommendations from the study

Teachers' mastery of subject content has a direct influence on student understanding and achievement. Therefore, schools should prioritize content-specific professional development, with training that is tailored to specific subjects, such as mathematics, science, or language arts, equips teachers with deeper content knowledge and effective instructional techniques relevant to their teaching areas, which can enhance students' academic performance.

The government and other relevant parties should work to ensure that secondary schools have access to adequate facilities such as computer labs, libraries, and laboratories that are recognized as the best for enhancing practical instruction and creating a positive learning environment. The government needs to think about allocating sufficient funding for schools' expansion and development via the ministry of

education and vocational studies. The community should be included in the education mainstreaming process by the Ministry of Education and Vocational Training. Since student achievement is the primary factor influencing their engagement in education, all stakeholders should share in the success of the kids' academic endeavors.

Teachers should be encouraged to use a variety of motivational strategies that address different student needs and learning styles. For example, incorporating intrinsic motivation techniques, such as promoting a love for learning and offering challenging but achievable tasks, can boost student engagement and performance. At the same time, extrinsic motivation, such as rewards, recognition, and praise, can also help encourage students who may be less motivated by internal factors. By using both intrinsic and extrinsic motivational techniques, teachers can reach a wider range of students.

Teachers need skills to manage their workload efficiently without compromising the quality of teaching. Schools should provide professional development programs focused on time management, task prioritization, and the effective use of instructional time. These programs can help teachers streamline lesson planning and grading, maximizing their impact on student learning. Large class sizes contribute significantly to teacher workload, as teachers must manage the individual needs of more students, leading to overburdened teachers and reduced student engagement. Therefore, policymakers and educational institutions should aim to reduce student-teacher ratios, either by hiring more teachers or using teaching assistants. Smaller class sizes allow teachers to devote more time and attention to each student, improving student performance.

5.5 Suggestions for further research

A similar research should be conducted in institutions of higher learning for academic purposes.

Conduct a thorough investigation of the institutional and external variables that may contribute to subpar performance in secondary schools in Ndhiwa.

It is also possible to do a comparative analysis of the secondary public and private schools in Ndhiwa Sub-County.

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APPENDICES

APPENDIX I: CONSENT TO CONDUCT RESEARCH

Topic: Influence of Selected Institutional Factors on the Academic Performance of Public Secondary School Students' in Ndhiwa Sub-County, Kenya

Dear Respondent,

I'm inviting you to take part in a study called INFLUENCE OF SELECTED INSTITUTIONAL FACTORS ON THE ACADEMIC PERFORMANCE OF PUBLIC SECONDARY SCHOOL STUDENTS IN NDHIWA SUB-COUNTY, KENYA: I'm a Master of Education student at Mount Kenya University, and I'm now working on my master's thesis. The aim of the study is to examine the impact of teacher motivation on the academic achievement of fourth-form students in public secondary schools located in the Ndhiwa sub-county of Kenya. The enclosed questionnaire has been designed to collect information on:

1. To establish whether professional training and development of a teacher influence students' academic performance.
2. To investigate whether availability of teaching and learning resources in an institution affects students' academic performance in Ndhiwa sub-county.
3. To analyze how teacher motivational strategies, influence students' academic performance in Ndhiwa sub-county.
4. To identify how workload or teacher student ratio influence students' academic performance in Ndhiwa sub-county.

Your participation in this study is entirely optional. You have the option to refuse completely or to not respond to any questions at all. Participation carries no dangers other than those found in daily living. Your answers will be kept private and anonymous. The research's data will be kept confidential and published solely as the sum of all the data. Your unique responses to this questionnaire will remain confidential, only known to the researcher. You will not directly profit from taking part in this study.

Talking about the problems the study tackles, however, could be fascinating for you and the industry as well as for customers in the future or others who have gone through comparable experiences. If you agree to participate in this project, please answer the questions on the questionnaire as best as you can. It should take approximately 5 minutes to complete. Please return the questionnaire as soon as possible to enable completion of the project report.

Thank you for your assistance in this important endeavor.

CONSENT FORM

I've had a chance to study the material supplied, comprehend it, and ask questions. I am aware that participation is completely optional and that I may end it whenever I choose, for any reason, and for free. I am aware that a copy of this permission form will be sent to me. I willingly consent to participate in this research.

Participant's signature..... Date……..

Investigator's signature..... Date……..

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Introduction

The study seeks to investigate influence of selected institutional factors on public secondary school students' academic performance in Ndhiwa sub-county, Kenya. The information given will be strictly used for the purpose of research and will be treated with confidentiality.

Please DO NOT indicates your name.

Bio data

Gender

Male ( ) Female ( )

How long have you served as a teacher?

Less than 5 years ( ) 5-10 years ( ) 10-15 years ( ) more than 15 years ( )

Professional qualifications

Diploma ( ) degree ( ) masters ( ) PhD ( )

Professional training and development of a teacher on students' academic Performance

Please use the rating guide below to provide answers that best represent your feelings, where; where; 5= Strongly Agree (SA); 4 =Agree (A); 3=Undecided (UD); 2=Disagree (D); 1= Strongly Disagree (SD)

Statement	1	2	3	4	5
It enhances teachers' knowledge and skills, teacher morale and self-efficacy					
Training improves teacher performance					
Make career structure attractive and beneficial to teachers.					
It increases teacher content knowledge and pedagogical content knowledge.					
Many teachers would like to take more professional training and development activities given opportunity.					

Whether availability of teaching and learning resources affects students' academic performance

Please use the rating guide below to provide answers that best represent your feelings, where;

5= Strongly Agree (SA); 4 =Agree (A); 3=Undecided (UD); 2=Disagree (D); 1= Strongly Disagree (SD)

Statement	1	2	3	4	5
Teaching learning resources influence the teaching method to be used by the teacher.					
Teaching learning resources facilitate teamwork on teachers in making teaching aids.					
Teaching learning resources enhances effective participation on both the teacher and the students.					
Teaching learning resources influences the implementation of the curriculum.					
Classroom management, creative thinking and retention of what is learnt are some benefits of teaching learning resources.					

c. Analyze how teacher motivational strategies influence students' academic performance.

Please use the rating guide below to provide answers that best represent your feelings; where;

5= Strongly Agree (SA); 4 =Agree (A); 3=Undecided (UD); 2=Disagree (D); 1= Strongly Disagree (SD)

Statement	1	2	3	4	5
Motivational strategies increases teacher performance and hence good academic performance.					
The success of the school motivate all the teachers.					
Provision of housing, electricity, water, medical insurance, paternity leave and maternity leave are strategies of motivating teachers.					
Recognizing teachers by the management and recommending them to teachers service commission for promotion motivate teachers.					
Teachers can make the students improves in academics even without being motivated.					
I need to be free to accept advice given by the management on matters pertaining to academic performance.					

d. Identify how workload influence students' academic performance.

Please use the rating guide below to provide answers that best represent your feelings, where;

5= Strongly Agree (SA); 4 =Agree (A); 3=Undecided (UD); 2=Disagree (D); 1= Strongly Disagree (SD)

Statement	1	2	3	4	5
The higher the workload the lower the academic performance.					
Workload pressure leads to increased productivity therefore good academic performance.					
High workload leads to lack of attention to students and no time to encourage students to work hard.					
High workload causes delay in syllabus coverage.					
Workload bring stress, absenteeism and lateness on teachers.					
High workload leads to lack of lesson observation					

APPENDIX III: QUESTIONNAIRE FOR PRINCIPALS

1. Gender

Male ( ) Female ( )

2. Professional qualification

Diploma ( ) Degree ( ) Masters ( ) PhD ( )

3. Length of service as a principal in years

1-5 ( ) 6-10 ( ) 11-15 ( ) 16-20 ( )

a. Professional training and development of a teacher on students' academic Performance.

Please use the rating guide below to provide answers that best represent your feelings, where; 5= Strongly Agree (SA); 4 =Agree (A); 3=Undecided (UD); 2=Disagree (D); 1= Strongly Disagree (SD)

Statements	**1**	**2**	**3**	**4**	**5**
Take part in hiring and recruiting qualified personnel					
Organize workshops and training for non-teaching staff in the school					
Undertake training to improve working environment through good managerial skills					
Principal possess the required skills in managing teachers and students in my school					
Every teacher in the school attend seminars, workshops or training associated with quality output and development once a term					
Teachers carryout their duties and responsibility as stipulated in the code of conduct					

b) Whether availability of teaching and learning resources affects students' academic Performance

Please use the rating guide below to provide answers that best represent your feelings, where;

5= Strongly Agree (SA); 4 =Agree (A); 3=Undecided (UD); 2=Disagree (D); 1= Strongly Disagree (SD)

Statements	1	2	3	4	5
Provision of teaching learning resources to aid teaching					
Provision of physical resources like classrooms, play fields and laboratories					
Direct teachers to use locally available resources to aid learning					
In your opinion, teaching learning resources help in the implementation of curriculum					

c. Analyze how teacher motivational strategies influence students' academic performance

Please use the rating guide below to provide answers that best represent your feelings, where;

5= Strongly Agree (SA); 4 =Agree (A); 3=Undecided (UD); 2=Disagree (D); 1= Strongly Disagree (SD)

Statements	1	2	3	4	5
Providing proper housing, electricity and water without following the ministry of educations guideline of paying rent in school houses					
Recognizing teachers efforts and recommend them for promotion					
Rewarding teachers to motivate them					
School performance affect teachers motivational strategies					
Collaboration with teachers					
Institutions that does not pay much attention on teaching and motivational strategies fail					

d. Identify how workload influence students' academic performance

Please use the rating guide below to provide answers that best represent your feelings, where; 5= Strongly Agree (SA); 4 =Agree (A); 3=Undecided (UD); 2=Disagree (D); 1= Strongly Disagree (SD)

Statements	1	2	3	4	5
Hiring more teachers to reduce workload					
Creation of friendly working environment to avoid more stress that may have been caused by high workload					
The management assuming that workload pressure leads to increased productivity					
Stressing on timely syllabus coverage in all forms to avoid work overload in form four					
Evaluation be conducted regularly in my school					

APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

1. Gender Male ( ) Female ( )
2. Student form Form 1 ( ) Form 2 ( ) Form 3 ( ) Form 4 ( )
3. Length of stay in the school 1-5 ( ) 6-10 ( ) 11-15 ( ) 16-20 ( )

a. Professional training and development of a teacher on students' academic Performance.

Please use the rating guide below to provide answers that best represent your feelings, where; 5= Strongly Agree (SA); 4 =Agree (A); 3=Undecided (UD); 2=Disagree (D); 1= Strongly Disagree (SD)

Statements	**1**	**2**	**3**	**4**	**5**
How the teacher handles a class How the teacher handles conflict among learners The manner in which a teacher handles cases of indiscipline The teacher approaches to different learning area in class					

b. Whether availability of teaching learning resources affects students' academic performance.

Please use the rating guide below to provide answers that best represent your feelings, where; 5= Strongly Agree (SA); 4 =Agree (A); 3=Undecided (UD); 2=Disagree (D); 1= Strongly Disagree (SD)

Statements	1	2	3	4	5
The administration take part in the provision of teaching learning resources The school is equipped with physical facilities like laboratories, libraries, play fields, dining hall Teachers use teaching learning resources every time they come to teach Teaching learning resources help in the retention of what is learnt Teaching learning resources enhances creativity and innovation in learners					

c. Analyze how teacher motivational strategies influence students' academic performance best represent your feelings; where; 5= Strongly Agree (SA); 4 =Agree (A); 3=Undecided (UD); 2=Disagree (D); 1= Strongly Disagree (SD) 522533; 5867263

Statements	1	2	3	4	5
The teacher's presentation during the lesson					
The teacher's approach of learning areas					
The way a teacher relates with learners during and after the lesson					
The frequency of the teacher in lesson attendance					

d. Identify how workload influence students' academic performance

Please use the rating guide below to provide answers that best represent your feelings, where; 5= Strongly Agree (SA); 4 =Agree (A); 3=Undecided (UD); 2=Disagree (D); 1= Strongly Disagree (SD)

Statements	**1**	**2**	**3**	**4**	**5**
There is delay in syllabus coverage due to high workload					
Large number of learners in class					
Workload reduces the attention to students by the teacher and no time to encourage students to work hard					
Despite high workload, all lessons are covered by teachers					

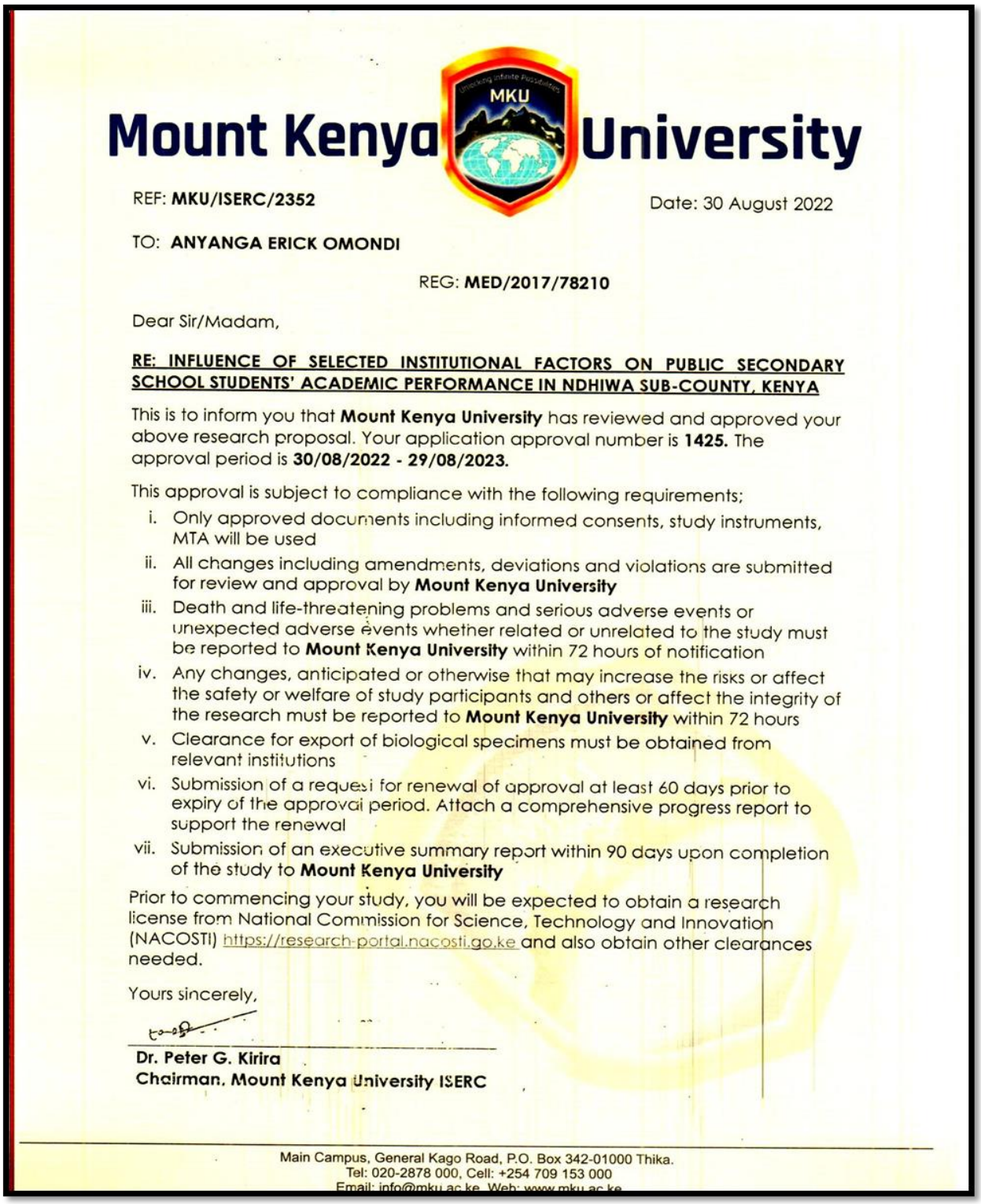
APPENDIX V: ACADEMIC PERFORMANCE OF NDHIWA SUB-COUNTY

	SCHOOL	2015	2016	2017	2018	2019
1	Ratang'a Boys	7.5556	6.0025	5.5556	5.0993	6.1007
2	Jabagre	-	4.5556	4.8889	5.0667	4.4211
3	Got kojowi Mixed Sec. School	5.9686	4.7778	4.5822	4.8696	4.2571
4	Obera Boys	7.4444	5.6667	4.3333	4.7896	4.8873
5	Mirogi Boys	7.8889	5.8889	5.3333	4.7769	5.8929
6	St. Philips Wayaga Mixed	4.5000	3.1887	3.1053	4.5625	4.0000
7	Miranga	6.7000	3.4456	3.9686	4.2963	5.1200
8	Mirogi Girls	6.8889	5.5000	4.0222	4.1275	4.4262
9	Kaguria Mixed Sec. School	-	3.0122	3.8889	4.0909	5.3000
10	Ojode Pala Mixed Sec. School	6.6667	4.5556	4.0044	4.0538	4.2327
11	Wachara	5.8462	3.7766	3.8889	4.0000	3.9000
12	Got Rachar	5.7333	3.4444	3.7000	3.9130	4.7500
13	Magina Girls	6.5533	4.0067	4.5656	3.8889	4.6977
14	Lwanda Kawuor Mixed Sec.	6.5000	3.8130	3.9956	3.8462	3.7000
15	Ototo	5.3333	3.2222	3.6667	3.8462	4.2676
16	Okok	5.1056	3.0667	3.7896	3.8415	4.4574
17	Nyarongi	4.5656	3.5562	3.6667	3.7333	3.4375
18	Koduogo	4.0122	3.5667	3.6333	3.7143	3.3333
19	Rarage	4.2222	3.6667	3.8889	3.7111	2.9394
20	Rapedhi	7.1333	4.6667	4.5222	3.6731	3.3784
21	Nyamanga	5.4444	4.0000	3.7778	3.5795	3.5932
22	Maranyona	4.0538	3.4444	3.6333	3.5000	3.2941
23	Nyamogo	4.5000	3.2333	3.4000	3.4810	4.0698
24	Bongu Girls	4.4667	3.3200	3.4434	3.4667	4.5000
25	Nyarath	-	-	3.2222	3.4667	4.1481
26	Andiwo	4.7111	3.6643	3.4574	3.3947	3.3383
27	Mbani	5.0000	4.3333	3.8889	3.3846	3.9375
28	Apuoche	4.5656	3.5000	3.1247	3.3000	3.1241

29	Okota Mixed Sec. School	4.6667	3.3176	3.8822	3.2533	3.7375
30	Otange	3.7333	3.1047	3.4833	3.2500	2.7500
31	Alara	3.7778	2.8889	3.0000	3.2174	2.9333
32	Ongako Mixed Sec. School	4.5562	3.3333	3.1289	3.1250	3.2381
33	Oridi	3.4000	2.9000	3.0178	3.1081	3.4528
34	Unga Ojode	4.2500	3.6667	3.1245	3.1034	3.2500
35	Aluor	4.8333	3.6222	3.3333	2.9176	3.1835
36	Sigama	3.8889	2.9322	2.8889	2.8824	2.2859
37	Gina	3.5000	2.2222	2.6667	2.8780	3.1538
38	Ratang'a Girls	4.2222	2.8889	2.9470	2.8542	3.6250
39	Abura	3.4844	2.4667	2.3946	2.8333	3.0286
40	Ndere	3.1667	2.2000	2.2222	2.8333	2.2105
41	Goyo	3.5667	2.7000	2.6667	2.8000	3.1053
42	Odhiambo Rambo	4.1767	3.2500	3.1046	2.7619	3.0400
43	Langi	3.2000	2.8346	2.3333	2.7018	2.3529
44	Rambusi	4.1111	2.1056	2.3556	2.5600	2.8140
45	Ogango Mixed Sec. School	3.6667	3.1133	2.8778	2.4833	2.7778
46	Osure	3.3333	2.0067	2.4444	2.3333	2.6667
47	Nyagidha	3.1046	2.1043	2.0889	2.2222	2.9000
48	Wayara	3.2234	2.1944	2.3333	2.2000	2.8182
49	Ondati Girls	3.3333	2.2256	2.1056	2.1765	2.7185
50	Ndisi	-	-	-	2.1018-	3.7576

Source: Ndhiwa sub-county exam department

APPENDIX VI: ERC CERTIFICATE



Mount Kenya University

REF: **MKU/ISERC/2352**

Date: 30 August 2022

TO: **ANYANGA ERICK OMONDI**

REG: **MED/2017/78210**

Dear Sir/Madam,

RE: INFLUENCE OF SELECTED INSTITUTIONAL FACTORS ON PUBLIC SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN NDHIWA SUB-COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1425.** The approval period is **30/08/2022 - 29/08/2023.**

This approval is subject to compliance with the following requirements;

i. Only approved documents including informed consents, study instruments, MTA will be used
ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://research-portal.nacosti.go.ke and also obtain other clearances needed.

Yours sincerely,

Dr. Peter G. Kirira
Chairman, Mount Kenya University ISERC

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: 020-2878 000, Cell: +254 709 153 000
Email: info@mku.ac.ke Web: www.mku.ac.ke

APPENDIX VII: INTRODUCTORY LETTER TO NACOSTI

Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MED/2017/78210

6th April, 2023

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,

RE: ANYANGA ERICK OMONDI – REGISTRATION NO. MED/2017/78210

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education Degree** in the **Department of Educational Management and Curriculum Studies** in the **School of Education.**

The title of the research is *"Influence of Selected Institutional Factors on Public Secondary School Students' Academic Performance in Ndhiwa Sub- County, Kenya."*

It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **April, 2023 and June, 2023.**

Any assistance accorded to the student will be highly appreciated.

Thank you.

Mount Kenya University
P. O. Box 342 - 01000, THIKA
Office of the Director
Graduate Studies

Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.

APPENDIX VII: INTRODUCTORY LETTER TO NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 200832

Date of Issue: 25/April/2023

RESEARCH LICENSE

This is to Certify that Mr.: Erich Omondi Anyanga of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Homabay on the topic: INFLUENCE OF SELECTED INSTITUTIONAL FACTORS ON PUBLIC SECONDARY SCHOOL STUDENT'S ACADEMIC PERFORMANCE IN NDHIWA SUB-COUNTY, KENYA for the period ending : 25/April/2024.

License No: NACOSTI/P/23/25306

200832

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE,TECHNOLOGY &
INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.

See overleaf for conditions

APPENDIX IX: FIELD ENTRY AUTHORIZATIONS

MINISTRY OF EDUCATION,

NDHIWA SUB COUNTY,

PO BOX 12 – 40302.

TO WHOM IT MAY CONCERN

RE: AUTHORIZATION LETTER TO ERICK OMONDI ANYANGA - MED/2017/78210

This to confirm to you that the above named student has been allowed to carry out a research on INFLUENCE OF SELECTED INSTITUTIONAL FACTORS ON PUBLIC SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN NDHIWA SUB-COUNTY HOMABAY, KENYA. He has been allowed to carry out the research in some selected schools in the Sub County.

Thanks in advance,

Yours sincerely,

David Ayieta.

SUB COUNTY DIRECTOR
P.O. BOX 12-40302
NDHIWA

APPENDIX X: SIMILARITY INDEX

19% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Match Groups

335 Not Cited or Quoted 18%
Matches with neither in-text citation nor quotation marks

12 Missing Quotations 0%
Matches that are still very similar to source material

5 Missing Citation 1%
Matches that have quotation marks, but no in-text citation

0 Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

18% Internet sources

11% Publications

0% Submitted works (Student Papers)

Match Groups

335 Not Cited or Quoted 18%
Matches with neither in-text citation nor quotation marks

12 Missing Quotations 0%
Matches that are still very similar to source material

5 Missing Citation 1%
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0 Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

18% Internet sources

11% Publications

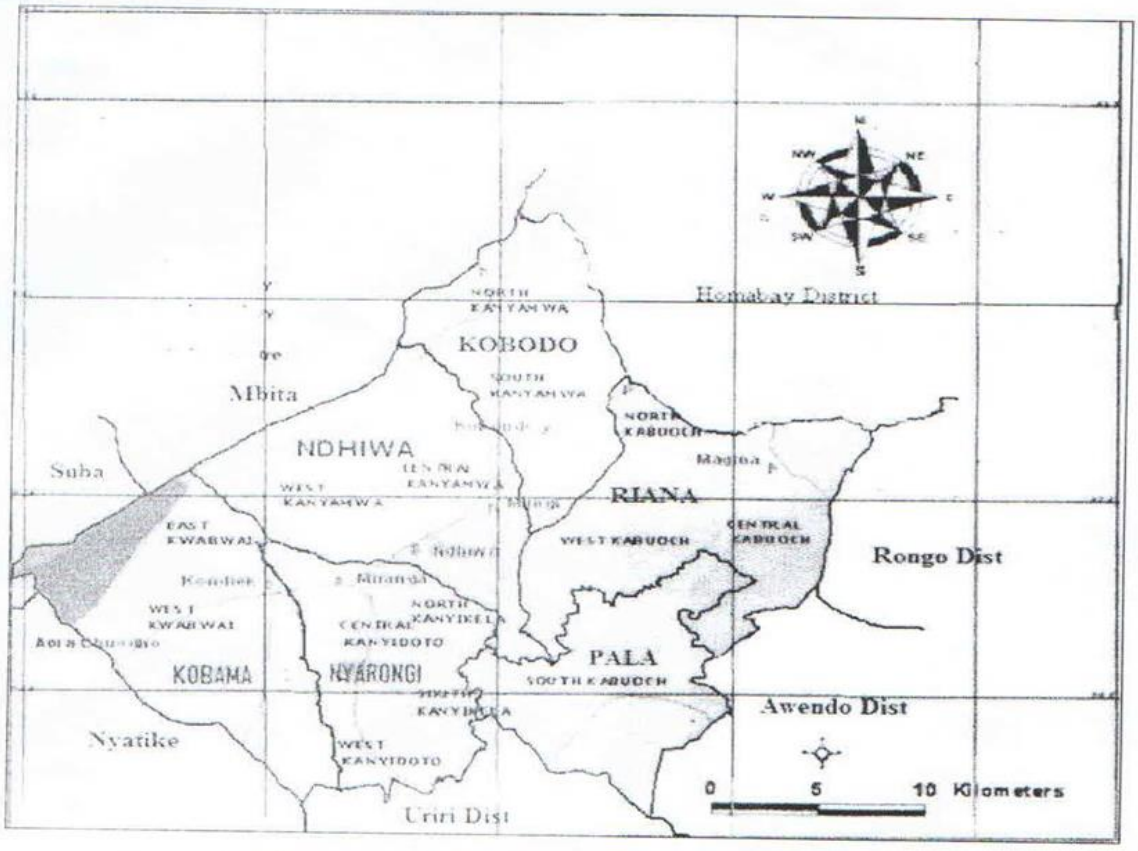
0% Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	Internet	
erepository.uonbi.ac.ke		2%
2	Internet	
repository.kemu.ac.ke:8080		1%
3	Internet	
files.eric.ed.gov		1%
4	Internet	
repository.maseno.ac.ke		1%
5	Internet	
www.coursehero.com		0%
6	Internet	
pub.nkumbauniversity.ac.ug		0%
7	Internet	
erepository.uonbi.ac.ke:8080		0%
8	Internet	
bura.brunel.ac.uk		0%
9	Internet	
www.eajournals.org		0%
10	Internet	
pdfs.semanticscholar.org		0%

APPENDIX XI: MAP **OF NDHIWA SUB-COUNTY**



(Adopted from the District Agriculture Office, Ndhiwa District)