

**FACTORS AFFECTING THE PERFORMANCE OF DAY SECONDARY
SCHOOLS IN GATANGA DISTRICT**

(A case of Kigoro Zone)

BY

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ABSTRACT

The purpose of this study was to assess the factors influencing the performance of day secondary schools in Gatanga district, with focus on Kigoro location. This study sought to find out the extent to which government policies, teachers' shortage, motivation, teaching/learning resources and learners' attitude have affected the performance of day secondary schools in Gatanga district. In order to fulfill this purpose four research questions were developed. These include research questions like: Does the shortage of teachers in day secondary schools affect their performance? Does motivation of teachers affect the performance of day secondary schools in Gatanga district? Does teaching /learning resources affect learning in day secondary schools in Gatanga district? Does the attitude of the learner's of day secondary schools affect their performance?

The study used descriptive and quantitative methods. Primary data (field research) was obtained through closed and open- ended questionnaires. Questionnaires were administered to selected respondents in the selected schools. In-depth interviews were also carried out in order to close gaps left out by the use of questionnaires. Pre-testing of questionnaires was done with a few respondents in order to debug them just before distribution. Data collected was analyzed using SPSS (Statistical Package for Social Sciences) techniques to provide description and explanations of the problem at its current status. Stratified random sampling technique was used to collect data from 60 respondents sampled from a target population of 160 persons. Data collected was finally summarized and presented using tables, figures and percentages.

The current study has shown the following as the possible cause of poor performance in public day secondary schools. Low entry marks in form one; Poor laboratory structures, facilities, equipment and inadequate apparatus and reagents; Poor language (both spoken and written English) ; Indiscipline among students; Culture ; Cheating in examinations ;Lack of good guidance and counseling in schools; Chronic absenteeism and truancy; Inadequate teaching and learning resources ;Poor teaching methods ;Students' laxity.

From this study, the researcher recommends the following: More teachers should be posted to public day secondary schools or the schools should organize to employ their own BoG teachers to ease work load and give teachers more time to prepare and attend to students' weak areas. The KNEC should get a few teachers from the district to mark exams to keep abreast with very recent requirements for answering questions.