

**FACTORS INFLUENCING STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC
DAY SECONDARY SCHOOLS IN KATULANI SUB-COUNTY,
KITUI COUNTY, KENYA.**

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**A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of
the Degree of Master of Education in Curriculum Studies of South Eastern Kenya
University.**

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DECLARATION

This research project is my original work. I understand that plagiarism is an offense and I declare therefore that this research project has not been submitted for any other award in any other institution.

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DEDICATION

This research project is dedicated to my family.

ACKNOWLEDGEMENT

I acknowledge my supervisors Dr. Rose Mwanza and Dr. Janet K. Mulwa for their professional guidance throughout my research project. I wish also to acknowledge all the respondents for participating in the study and the entire South Eastern Kenya University fraternity. Special thanks go to all my colleagues.

God bless you all

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ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
BPS	Board of Post graduate SEKU
HOD'S	Head of Departments
KCSE	Kenya Certificate of Secondary Education
NACOSTI	National Commission for Science, Technology and Innovation
PPMC	Pearson Product Moment Correlation
SEKU	South Eastern Kenya University
SPSS	Statistical Package for Social Sciences
SSCE	Senior Secondary School Certificate Examination
TSC	Teachers' Service Commission
UNICEF	United Nations International Children Education Fund
US	United States

ABSTRACT

The aim of the study was investigating factors influencing public day secondary schools performance of students in academics in Katulani sub county, Kitui county, Kenya. Factors refer to reasons which are behind students' academic performance. The study objectives sought to investigate the influence of; instructional materials, instructional techniques, home environment and peer group on students' academic performance. Utilisation of descriptive survey research design was done. There were 59 public day secondary schools in the target population The research employed a stratified sampling approach as well as plain random sampling. The sample size was 18 public day secondary schools. A 10% was used to sample 89 teachers who were further sampled using simple random sampling. All the 18 school principals from sampled schools participated in the study. Questionnaires were used to gather information. Data was analyzed using descriptive statistics and displayed using frequency distribution tables, bar graphs, and pie charts. The qualitative data collected from open-ended items was grouped into themes focused on the study's goals and presented in narrative form. From the findings, study established that there were no enough teachers to handle students comfortably as indicated by 18.8% of the principals and 39.0% of the teachers. The study found that 31.3% of the principals and 37.8% of the teachers strongly agreed that teaching materials support students learning. The study established that organizing students to interact with the content improves students' academic performance as agreed by 62.5% of the principals and 51.6% of the teachers. The study also noted from 50.0% of the principals and 70.7% of the teachers that parent's level of education has a direct influence on student academics. It was also found from 62.5% of the principals and 50.0% of the teachers that peer group discussion improves the performance of the students. According to the findings, using improvised instructional materials facilitates and improves the teaching-learning process and that discussion together with demonstration and inquiry are the most effective techniques of improving students' academic performance. Academic success is often affected by parental educational credentials, economic status, occupation, and home place. Peer groups have an impact on learning, and such factors such as socioeconomic status and parental factors affect student participation in most peer groups and that students are closer to their friends than to their teachers and parents concerning their academic and that parents monitor their children's peer group association which affect their academic performance. The study recommended that to minimize the cost of development and maintenance of instructional materials, teachers must be resourceful in their collection, preparation, and usage of instructional materials. Encouragement of teachers in all subjects should be followed so as to make use of a number of methods, such as group work, peer guidance, debate, and projects are used to help students develop their knowledge and abilities based on their level of understanding. It's vital to encourage involvement of parents in their academic affairs of their children as this is one way to improve academic achievement and that teachers should use the peer groups as study group to bring about effective classroom interaction. The importance of the study to various stakeholders could be making information available for the utilization in improving management practices of students' academic performance in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is seen as a major human quality component which is necessary in the generation of high income and development of social and economic sustainability (Ogawa, 2010). Ogawa (2010) further show that the knowledge is transferred to many people within a nation through education. According to Fairmon (2010), in a number of educations systems across the world, education at the secondary level is one that enables an individual to get entry to the University or any other college. Therefore, education at secondary level is critical in strengthening economic growth within the framework of global perspective.

According to Ali, Jusoff, Ali, Mokhtar and Salamat (2014), in any educational institution students are the most important asset. Students' performance in academics is directly proportional to the country's socio-economic enhancement. Students' performance in academics is a crucial predictor on the quality of graduates at the highest level of education who eventually become the best leaders and workforce in a nation and ultimately impact the nation's socio-economic development. Pintrich and De Groot (2011), show that student better attainment in academics is necessary for developing the success of young groups in a society. Therefore, it is very important for students to achieve higher academic performance at this level because education is seen as a pathway for attaining social mobility and therefore it should bestow a person with the right skills and experience so as to tackle properly responsibilities within a society without any discrimination.

Studies done in schools in Portugal that indicate a drop in failure rates emphasize the need for school organization which entails mutual learning by involving the parents and proper development of curriculum (Fonseca, 2013). According to Raineri and Gerber (2014), numerous factors in terms of psychosocial, managerial, teacher and student appear to be vital in the success or failure in students' academics matters. Students perceive classroom activities are linked to how they are motivated to learn.

Bello and Goni (2016), carried out a study in Malaysia focusing how students performance in academics in senior secondary schools academics is related to audio-visual materials and environmental factors. It was found that performance in student academics had significantly

related to the instructional materials provided. Similarly, Onasanya and Adegbiya (2017), observe that a variety of materials provided to aid in instructions and assists in offering effective process in teaching and learning because they stimulate seeing and hearing senses though it depends on how they are planned and applied.

A study carried out by Hasnor, Ahmad and Nordin (2013), in Malaysia on how achievement of Intec students in academic is related to learning approaches and show that students are mostly tempted to utilize deep approach in their studies. In addition it was seen that surface approach inversely related to achievement in academics. On the other hand, Salmiza and Afik (2012), in Malaysia observed that teachers had a better knowledge, well familiarized with contents on teaching and utilized a number of methods in teaching but the methods of teaching was still teacher centered.

A study carried out by Okhakhu, Oladiran and Omoike (2016), in Nigeria focused on how secondary school academic performance of students in Ikorodu local government area was determined by materials meant for teaching instruction. The role played by instructional resources played was significant on students' performance in academics. Moreover, It was also revealed that the availability of enough quality teachers in secondary schools and sufficient material resources for instructions led to high achievements in performance of students compared to the schools that had not

The main aim teaching is bringing changes that are essential to the learners at an level of education (Tebabal&Kahssay, 2011). In South Africa, Ganyaupfu (2013), study that explored on how performance of student performance in academics related to the methods in teaching identified that interaction between a teacher and a student contributed significantly to the method of teaching which followed methods that were teacher centered then the approach that was teacher centered was found to contribute to a smaller extent. Therefore, so as to facilitate transmission of knowledge process teachers ought to rely on applying methods of teaching that are appropriate and that suits well to the academic improvement objectives.

Kunje (2011), found that families with great wealthy in Malawi had a major influence on academic achievements of their children compared to those families from a poor background as they could provide all that what needed in schooling of their children which motivated their children in learning and attending schools. Nevertheless, absenteeism, ill health, famine, lack of

food and other factors that affect families from the poor could have an adverse effect on children performance in academics from their children. The author further observed children coming from a poor background had experienced an environment that did not have people to motivate them which also affected their way of living.

Wanjiku (2013), study carried out in Kenya investigated on how use of resources for education related to performance of student academic performance in Mbeere south, Embu county. It was established that there was insufficient provision of text books though it was not that much as a number of students could share one text book which was common from all the schools sampled. This was an indicator that the process of subsidizing education in secondary schools was not effectively implemented. Therefore, it can be argued that amongst other factors lack of adequate resources in education could have led to poor performance mostly in mixed day schools a

Machana, Kevogo and Mwebi (2017), study on how performance of pupil's academic from public primary schools was influenced by home environmental factors established that most of the parents had a great influence on children's study habits at home and could also discuss with their children on their academic progress. The author recommends that parents should engage educated caregivers at home to help them participate effectively on the academic activities of their children. Therefore, it can be said that parents who are well educated can provide a conducive environment that fits the students' academic affairs of the children hence high educational performance.

Uwaifo (2013), found significant academic disparity in students from a single parent in comparison to those taken care by both parents. Certainly, parental engagement and the experiences from one's life at home has highly influence in growing the child's individuality and bringing up the children to what they may want to become in the society. Additionally, quite a number of children have been denied a chance in attaining highest education level due to many home issues negatively affecting the children. Kamuti (2015), observed that parents' economic level influences performance of student academic because parents with high level of income will be able to provide learning material for their children as when requested.

Investing largely by school stakeholders and society in general in enhancing the education at the level of secondary is meant to result to better individual academic results of the students and generally the school. Numerous factors determine student performance in academics, but this

study will focus on influence of instructional materials, instructional techniques, home environment and peer groups influence on public day secondary schools student performance in academics in Katulani sub county Kitui county.

According to Igiri and Effiong (2015), instructional material is all forms of materials comprising of animation or non animated materials whether human or non human in which can be used by the teacher during teaching and learning processes to assist in achieving the expected learning objectives. Materials meant for instructions relative to inputs in education acts as a foremost role in teachings as well as learning procedure as they boost the students' level of memory. Chang (2012), argue that utilization of materials for teaching and learning instructions establish aspects that are attached to the student memory. Additionally, Slavin (2010), observe that imaginative utilization of visual aids that properly planned ought to contribute more in supplementing the less number of books in schools together in arousing the interest of students through provision of practicals and also assist them in applying creativity.

Jepketer (2017), study examined how co-curricular activities is affected by achievement of public day secondary schools academic in Nandi county, Kenya. The study established that the government policy had mediated significantly linking teaching strategies and performance of students. Similarly, Marzano and Toth (2017), documented thirteen important strategies on instructions in achieving better teaching which comprised of content identification, new content preview, student organization in interacting with the content, assisting students on knowledge demonstration, response management at various level of questioning technique, content review, assisting students in practicing skills, assisting students in examining similarities and differences, examination on student reasoning and revision of knowledge and assisting students on engagement on complex task cognitive.

Slaughter and Epps (2012), refer to home environment as the characteristics of societal component created by members of the family living together in one area and do activities that are directly related to the duties of the family. According to Slaughter and Epps (2012), performance of student academic is also influenced by the kind of environment the student is directly involved in at home. In a similar observation, Barnard (2015), observed that the performance in students' academics strongly relies in the way parents are engaged on issues concerning the academics of their children. Barnard (2015), further indicated that the government has increased school

engagement through implementation of programs in within the school minimize acute absenteeism and such as addressing individual student/family needs concentrated in communication within families, requirements for social services and solving problem and training.

Burke and Sass (2013), study focused on classroom peer effects and student achievement. All public secondary in Florida in United States of America (USA) involving students in grades 3–10 within 5 year period was involved. It was found that effects of peers largely rely on the ability of students' individual and peer level put under consideration. The study also found that peer effects decrease due to inclusion of teacher effects and that there are more effects on peer groups in class compared to the level of the grade. Therefore, the current study focused on exploring factors influencing public day secondary schools academic performance of students in Katulani sub county with the aim of addressing this gap.

1.2 Statement of the Problem

Students' academic performance in any institutions attracts much interest among all stakeholders in the education sectors and the community in general. According to Ajayi, Lawani and Salomi (2012), the issue of poor performance in academics is so crucial because is a must that the students has to attain a certain number of subjects required to be admitted to higher level of educational institutions. Kenya Association of Principals report (2018), report show that students who are day scholars are not able to do their studies well as their home environment is mostly poor, the schools are at a longer distance from their homes, the weather sometimes is harsh and the level of poverty is high. These factors have negatively affected the students' academic performance thus reducing their success in life, self satisfaction, self esteem or self confidence.

Kitui county has institutions that provide education to ensure the students access secondary education both boarding and day schools. According to KCSE results released in 2018, none of the day secondary school from Katulani sub county appeared in the list of top ten in Kitui central constituency. The best secondary schools which have better results in the county and which took the biggest number of students to universities has been public boarding secondary schools.

In Kitui county, day secondary school owned by the government have posted poor results in KCSE as evidenced by a huge number of students attaining the required university mean grade which is C+. Years 2018, only a small percentage of the students who sat for KCSE qualified for

admission for a degree programme. The few students who were admitted in universities were not selected to pursue prestigious courses for they had not scored high grades required for those prestigious courses . After completion of their courses they don't stand a chance to compete with their counter parts from boarding schools for employment. Specifically in Katulani sub-county, on average the sub-county's student KCSE achievement in public day secondary schools was way below the set university entrance grade of C+ representing 7 points (Ministry of Education, 2018). Despite the government intervention on improving quality education, the public day secondary schools poor performance still persists. This necessitates the need to carry out a study on factors that could be influencing the public day secondary schools student performance in academic in Katulani sub-county, Kenya.

1.3 General Objective of the Study

The study generally aimed at investigating factors influencing public day secondary schools student performance in academics in Katulani sub county, Kitui county.

1.3.1 Specific Objectives of the Study

- i. Determining how public day secondary schools student performance in academics in Katulani sub county, Kitui county is influenced by instructional materials.
- ii. Examining how public day secondary schools student performance in academics in Katulani sub county, Kitui county is influenced by instructional techniques.
- iii. Establishing how public day secondary schools student performance in academics in Katulani sub county, Kitui county is influenced by home environment.
- iv. Identifying how public day secondary schools student performance in academics in Katulani sub county, Kitui county is influenced by peer group.

1.4 Research Questions

- i. How is public day secondary schools student performance in academics in Katulani sub county, Kitui county influenced by instructional materials?
- ii. How is public day secondary schools student performance in academics in Katulani sub county, Kitui county .
- iii. county influenced by instructional techniques?
- iv. How is public day secondary schools student performance in academics in Katulani sub county, Kitui county influenced by home environment?

- v. How is public day secondary schools student performance in academics in Katulani sub county, Kitui county influenced by peer group?

1.5 Significance of the Study

The study results could benefit school administrators and teaching staff in public day secondary schools as it would provide information that can be made use of in improving practices in management in improving the performance in academics. Day secondary school students and the community in general may benefit from the results of the study because the findings would reveal how instructional materials, instructional techniques, home environment and peer influence affects academic performance and ways to solve the challenges. The study may also benefit the Ministry of education and county education officials as they may use the study findings to implement policies concerning factors influencing public day secondary schools performance. Likewise, the study could be of great importance to the planners in education because that would act as a point of reference in enhancing their plans meant for the development and take in hand gaps established on education provision. The study may also provide reference materials to various academicians in their research undertakings in the future.

1.6 Limitations of the Study

Fear from the respondents in providing necessary information to be disclosed limited the success of the study. This was mitigated through making assurance to the respondents that none of their responses would be shared with other parties. Teachers' workload hindered them from getting ample time in filling in the questionnaires. To mitigate this, the researcher gave them extra an day to fill the questionnaires. The variations in school management experiences could limit the study. However, the study sampled respondents with different work experiences.

1.7 Delimitations of the Study

This study was done in public day secondary schools in Katulani sub county, Kitui county, Kenya and excluded private day secondary schools. The major focus was on how instructional materials, instructional techniques, home environment and peer group influences performance on students academics. School principals and teachers participated in the study.

1.8 Assumptions of the Study

Assumption that the targeted population would be cooperative in giving the correct information regarding the study. It was also assumed that instructional materials, instructional techniques,

home environment and peer group influences students' academic performance and also the selected sample was assumed to be representative of the total population.

1.9 Definitions of Significant Terms

Academic Performance: Refer to the attainment of student level in his/her marks in KCSE.

Factors: Refers to reasons which are behind performance in academics and constituted of instructional materials, instructional techniques, home environment and peer group Influence.

Instructional Material: Refer to all forms of materials comprising of animation or non animated materials whether human or non human in which can be used by the teacher during teaching and learning processes to assist in achieving the expected learning objectives.

Influence: Ability to gain an effect on a certain character, someone's action of development, or the effect itself.

Instructional Technique: Refer to a strategy teachers use to help students learn well.

Home Environment: Refer to individuals aspects relating to their way of living that characterizes their conditions of living.

Parental involvement: Emotional warmth and learning experience in the home Displayed by parents while interacting with their children.

Peer group influence: Refers to how students are directly influenced by their peers on their academic performance.

Public Day Secondary School : Refer to a government owned educational institution where school going students attend classes at day time and return to their respective homes in the evening.

Principal: Refers to the administration of a school appointed by Teacher's Service Commission.

1.10 . Organizations of the Study

This study comprises of six chapters. Chapters one presents background to the study, statement of the problem, general objective of the study, specific objectives of the study, research questions, significance of the study, limitation of the study, delimitations of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two consists of literature review based on sub themes which have been derived from study objectives which include; instructional materials, instructional techniques, home environment and peer groups influence, summary of the literature review, theoretical framework and conceptual framework. Chapter three consists of research methodology which was used in the study which includes research design, target population, sampling techniques and sample size, research instruments, validity of research instruments, reliability of research instruments, data collection procedures, data analysis techniques and ethical consideration. Chapter four comprises of presentation of research results. Chapter five includes the discussion and interpretation of research findings based on the study objectives. Chapter six will consists of conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter deals with the literature review based on study variables which includes instructional materials, instructional techniques, home environment and peer group influence, summary of literature review, theoretical framework and conceptual framework.

2.2 Instructional Materials and Students' Academic Performance

Instructional materials are any materials that are assumed in the process of teaching together with the learning and include materials that can be used to facilitate, empower, improve, and support teaching and learning practices, both human and non-human. Igiri and Effiong (2015), study examined how teaching as well as learning of biology in schools in China was affected by instructional materials. The findings revealed that students who were trained by teachers with highest qualification in biology with adequate exposure to the materials of instruction during lessons performed better reach higher levels of achievement. It was suggested that the government make basic educational materials accessible to schools, as this would help to improve their process in teaching together with learning. In the procedure of teaching together with learning, instructional materials were extremely significant. It improves the students' ability to remember things.

Nsa, Ikot and Udo (2013), did a study on how performance of student's academics is affected by use of instructional materials. The information was gathered using a questionnaire and a survey. The information was analysed utilizing frequencies, rates, means, and Pearson connections. The examination found that there was a considerable distinction in execution between understudies educated with instructional graphs and those instructed without them, just as a critical contrast in execution between understudies educated with instructional pictures and those instructed without them.

Quisumbing, Las Johansen, Funcion, Gotardo, Verecio and Cinco (2017), study focused on how performance of student academics in Secondary Schools in Nepal is influenced by instructional aids. The research was primarily focused on primary data obtained through questionnaires, interviews, and document reviews of applicable literature. Data was collected using methods in qualitative as well as the quantitative, and data was descriptively analysed. A substantial

difference in academic success between students engaged with instructional aids and students not engaged with was established. The study also revealed that certain materials, such as classrooms, were in short supply.

In Nigeria, a study carried out by Bassey, Ndiyo and Joshua (2010), focused on how instructional materials influences SSCE performance among students in public day secondary school in Nigeria. A cross-sectional design was made use of. Stratified sampling was used by the researcher. The analysis relied on primary data gathered by self-administered questionnaires. Analysis of regression was used in analyzing data. It was discovered major achievement differences between students from material-accessible and non-accessible schools from one perspective, and accomplishment contrasts between students utilizing material and that which did not, just as non-accessibility and non-utilization of instructional materials in study hall guidance.

Tety (2016), study focused on community secondary schools performance in Rombo District, Tanzania is influenced by instructional materials. Utilisation of cross-sectional design was done. The respondents were chosen on purpose, and the information was analysed utilizing content investigation. As per the report, instructional materials are basic to educators' and understudies' exhibition; be that as it may, most open day auxiliary schools in Rombo District need fundamental educating and learning materials. Teachers used a number of methods to address the difficulties of acquiring and utilizing high-quality instructional materials, including borrowing books, according to the report. As a result, all public day secondary schools should have sufficient instructional materials available, and parts of how educators and understudies utilize instructional materials for fruitful instructing and learning cycles ought to be researched.

A study carried out by Adalikwu and Iorkpilgh (2013), examined how school students performance in academics in Uganda is influenced by instructional materials. The study adopted an ex-post facto research design. Questionnaires were used to gather data for this research. Analysis was based on descriptive as well as inferential methods. It was clearly observed that students introduced to instructional materials did substantially well compared to students who were not, and that using instructional materials enhanced students' comprehension of concepts and contributed to high academic achievement. In order to improve students' academic success, instructional resources must be used in teaching and learning.

A study carried out by Kurgat (2014), focused on how students performance in KCSE in Rift Valley region Secondary Schools in Kenya was influenced by accessibility and use of materials for instructions. The analysis of variation (ANOVA) was used to see if there were any gaps in teaching competence and principal leadership between public and private school teachers. According to the results, schools with appropriate and appropriate learning chances in learning have a higher likelihood to have students score better in their exams. Since they are better equipped with text books, boarding secondary schools performed better than public day secondary schools in this situation. As a result, more instructional materials for public day secondary schools are needed.

Musyoka (2018), study investigated how performance of students in KCSE in public secondary schools in Kathiani sub-county was affected by school based factors. A questionnaire which was developed by the researcher was completed by the participants, which consisted of 188 teachers at public schools in Kathiani Sub-county. Descriptive and differential statistics was performed to determine the significant means differences. Resources for teaching were found to be inadequate. Teacher inadequacy was occasioned by the fact that there were no immediate replacements made once teachers had transferred from schools. In addition, the study found out among others that library and laboratory facilities were inadequate.

2.3 Instructional Techniques and Students' Academic Performance

Nafees, Farooq, Tahirkheli and Akhtar (2012), study carried out in Pakistan examined how instructional strategies In a high school general science class, it has an effect on academic achievement. Population constituted of 93 head teachers and 418 teachers and utilization of design in descriptive was done. Quantitative and qualitative methods were used to analyze the data. Academic performance was substantially higher in the problem-based community than in the conventional lecture-based group. A statistical significant deviation in academic achievement linking the two categories. Albanese and Mitchell (2013) claim that choosing the right instructional approach ensures that the specified instructional goal is met.

Heaven and Bourne (2016), study investigated how performance in student academics in secondary schools in Jamaica was influenced by instructional techniques. Fifty (50) school teachers were given a self-administered written questionnaire to complete. According to the findings, it was seen that the connection linking student success and instructional techniques was

statistically significant. This means good academic success in schools cannot be accomplished without the use of suitable instructional techniques.

Al-Hebaishi (2012), study investigated how Saudi English majors academic performance related to Saudi English majors academic performance of. Data was thematically analyzed after qualitative data was collected using an interview plan. The majority of participants favoured the visual learning type, according to the study's results. Cognitive strategies were the most commonly used, followed by meta cognitive strategies. There was also a connection between instructional materials adopted as seen from the findings.

A study carried out in Nigeria by Onweh and Akpan (2014), focused on how performance of students academic in National Examination in AkwaIbom State. Data was gathered using questionnaires. Pilot test was conducted before final data collection, with a 10 percent sample on target population. The results showed that students' academic performance in national examinations instructed with conversation and talk systems, just as showing and request methodologies, varied fundamentally.

Zenda (2017), study examined how enhancement of achievement of learner academic in physical sciences in South African rural secondary schools is impacted by essential teaching methods. A subjective examination was completed, recognizing viable showing techniques and investigating their parts in instructing and learning in actual sciences in chose country auxiliary schools. Information was accumulated through vis-à-vis interviews with actual science educators, school chiefs, and educational plan counselors. According to the findings, teaching approaches ensure that subjects are discussed and addressed through engagement and exchange of perspectives, opinions, and beliefs, resulting in new learning.

Akama (2015), study investigated on how instructional strategies influence the students' national examination performance in Uganda. The results showed that inquiry was the most commonly used teaching method, and that experiment was the most successful strategy for improving student learning. Instructors altogether subjects ought to be urged to utilize an assortment of techniques, like exchange, peer educating, bunch work, and tasks, to assist understudies with improving their insight and abilities, in view of their cognizance level.

Kimeu, Tanui and Ronoh (2015), study explored performance in students' academics in Makueni County, Kenya is influenced by instructional techniques. Stratified technique was done to obtain

511 respondents as the sample of the study who were then selected randomly. The key research tool in gathering data was a questionnaire. It was discovered that as teaching and learning tools, students' academic output was influenced by educators' reference books and manuals, understudies' and instructors' reading material, maps, blackboards and chalk, homerooms, and research center mechanical assembly and synthetic substances. As a result, in order for secondary schools to perform better academically in their KCSE, teachers must use appropriate instructional techniques.

Barasa (2015), study examined how improvement of performance in academics of students in Trans Nzoia west district was influenced by instructional strategies. A qualitative study was performed, with data obtained through face-to-face interviews. According to the study's results, most teachers are unmotivated at work, which represents the terrible showing in these schools. In the schools, inspiration techniques like acknowledgment, preparing and development, advancements, and vocation advancement were scant.

Abbas and Khurshid (2013), study focused on the influence of instructional techniques and learners' academic achievement at public day secondary schools in Kenya. Determination of the sample size was through the technique of stratified sampling. The tool for obtaining data was a questionnaire. Findings showed that teachers with higher qualifications used positive reinforcement and grade knowledge as motivating tools for their students. Since motivation plays an important role in arousing student interest in the learning process, teachers may use effective techniques and tactics to make learning more effective.

2.4 Home Environment and Students' Academic Performance

The home environment alludes to parts of individuals' homegrown daily routines that identify with their experiencing conditions; this incorporates all human and material assets present at home that impact an understudy's schooling and living, for example, the parent's degree of instruction, occupation, financial status, and mingling offices accessible in the structure (Akinsanya, Ajayi & Salomi, 2011). Therefore, the home is the essential organization for giving essential socialization to youngsters and setting the instructive structure whereupon the kid's other socialization specialists are set up. According to Adesehinwa and Aremu (2010), schooling of a child with parents and of those at have higher likelihood and dominance in influencing the future behaviour of that child.

Parveen (2017), study examined how achievement in academic by grade 12 students in Rawalpindi division, Islamabad was influenced by the home environment. The study target population was 8533 respondents who comprised of Male from intermediate science and grade 12 female students. A t-test distribution was utilized to analyse data. In conclusion, except birth order and the family type and size, income and relations of the family, educational level of parents, social and economic status of the family had a positive significance on student academic performance.

Jayanthi and Srinivasan (2015), did a study on how academic achievement in mathematics was influenced by the home environment which was done from 11 secondary schools involving a sample of 1007 students from two districts in Timandu and information from the field was gathered utilizing polls. Graphic and inferential insights were utilized to examine information. The investigation tracked down that home climate was emphatically corresponded with scholastic accomplishment of understudies in mathematics. However, this study focused on how home environment factors influence student achievement in mathematics but the current study will focus on how home environment had greatly influenced public day secondary schools performance of student academics in Katulani sub-county, Kitui, county.

In Nigeria, Egunsola (2014), did a study on how performance of student academic of secondary school students in Adamawa State was influenced by home environment. 8548 students were targeted and a sample of 900 students was obtained using a multi-stage random sampling method. Data analysis method comprised of inferential statistics, z-test and Correlation analysis. The study established that student academic performance was strongly correlated with the educational level of their parents' occupation and the location of home. The study further established that parent pay and fortune affected understudies' scholarly exhibition however emphatically corresponded. Nonetheless, the examination didn't zero in because of locally situated components on scholarly execution of public day optional schools which will be the focal point of the current investigation.

Obeta (2014) conducted a study in Abia State, Nigeria, on the impact of home environmental influences on students 'performance in academics. Data was collected using from a sample of 200 respondents using questionnaires who were drawn using a technique of simple random sampling. The study found that inadequate provision of educational materials, parents' attitudes,

socio-economic status of parents affected performance in student academic greatly. It was recommended that parents should discuss with their school going children on matters concerning their academic performance and establish the challenges that these students may be facing in order to improve their academic performance.

Kamuti (2015) conducted a descriptive analysis on how home climate affects academic performance of students in public secondary schools in Kitui west sub county, Kitui county, Kenya. The population was public secondary schools and the respondents were school principals, PTA chairpersons and students. Questionnaires were utilized as tools for collecting data. Descriptive analysis as well as inferential analysis were used in analysing data. As per the discoveries, guardians' financial status, commitment, and nurturing style all fundamentally affect understudies' scholarly achievement. The current examination will focus on open day auxiliary schools in Katulani sub-area, Kitui County, rather than the past investigation, which was centered around open optional schools.

Study by Machana, Kevogo, and Mwebi (2017) on how performance of student academic in Kenyan public primary schools was impacted by factors on home environment impact of selected home environmental factors on pupils' academic performance. The study population was 2204 parents, 2610 class eight pupils and 58 head teachers. In determining the sample size, a technique on simple random sampling was followed. 331 parents, 338 class eight students, and 52 head teachers made up the study. Some caregivers were found to have discussed with children on academic progress at school and talked of things that happen at school trying to find out what children liked doing while at school.

2.5 Peer Group Influence and Students' Academic Performance

Burke and Sass (2013), study focused on how achievement in student was influenced by peer effects in classrooms with respondents being grade 3 to 10 for 5 years span. The study found that the effects of peers largely rely on the ability of students' individual and peer level put under consideration. The study also found that peer effects decrease due to inclusion of teacher effects and that there are more effects on peer groups in classrooms than the level of grade. Focus of the current study will be to examine how peer groups influence affects the performance in academics in public day secondary schools.

Olanrewaju and Omojonle (2017) researcher looked at the effect of companion pressure, financial status, and long range informal communication on understudies' scholarly exhibition in Oyo State. As an examination plan, the investigation utilized the expressive methodology. Polls were utilized as investigation apparatuses, and the data assembled was dissected utilizing clear and inferential measurable instruments. The investigation utilized an ex-post-facto elucidating research plan. A sum of 184 respondents were assembled from five public senior optional schools. Information was dissected utilizing Pearson Product Moment Correlation (PPMC) and different relapse factual examination, and standardized scales were used. Peer pressure, socioeconomic status, and social networking all had a positive and important effect on students' academic success, according to the report.

A study carried out by Mukolwe (2009), in eight public and eight private secondary schools in Kampala, Uganda on how student academic achievement was in relation the attitude of peer toward school and chosen activities in peer group based on mock examinations results using Pearson Product Moment Correlation at $P < 0.05$ found a positive significance impact on student attitudes, activities engaged by their peers on academic performance. This study was a comparative and while the current research will include both public and private secondary schools, it will concentrate on the way peer groups impacts success in academic in public day secondary schools.

In Vihiga county, Kenya, Korir and Kipkemboi (2014) investigated on peer influence on academic results of students. The research took place in 21 public high schools. The technique utilized was a straightforward arbitrary examining strategy. Surveys were utilized to gather information, and different relapses were utilized to decipher the reactions. The investigation found that both the school climate and friends altogether affected understudies' scholarly achievement. The study attempted to demonstrate the connection between school atmosphere and peer impact on student academic performance, but the current research would focus on how peer groups influence student performance in public secondary schools.

The research by Omollo and Yambo (2017) looked at how school dropout was affected by peer pressure in Migori county, Kenya. Forms 3 and 4 students were the subjects of the report. The data was qualitative and was obtained using a descriptive research design. The study also used both probabilistic and non-probabilistic methods. The study discovered that a number of issues in

which students who were sent home, a strong likelihood that they will never return to school and that schools have never intended to help students from low-income families.

A study by Mapesa (2013) explored the impact of companion bunches on scholarly execution of Form one students in in Kanduyi constituency was The investigation utilized a graphic overview research plan with understudies and instructors as the subjects. The example size was 95 members, and the information was accumulated through surveys. The information was examined utilizing the chi square test. The examination set up that those companions who were acceptable in scholastics affected scholarly execution among the young ladies. This student focused on girl child student and their peer influence on academic performance but the current study will look at students of both genders and how their peers influence each other's academic performance. The study selected respondents using purposive method which may have resulted to sample biasness. The current study used simple random method in selecting the respondents.

2.6 Summary of the Literature Review

The reviewed literature illustrates that instructional materials, instructional strategies, home environment and peer group influences students' performance in academic to a large extent. Concerning instructional material Igiri and Effiong (2015), tracked down that instructional materials assume a vital part in the educating and learning measure. They further survey that instructional material upgrades the memory level of students. The results of this study corroborate those of Nsa, Ikot, and Udo (2013), who discovered a substantial difference between students who were taught with instructional pictures and those who were not. Similarly, Kurgat (2014) discovered that students who attend schools with sufficient and appropriate learning opportunities are more likely to do well in exams.

Nafees, Farooq, Tahirkheli and Akhtar (2012), in their study on how instructional strategies affect the academic achievement in high school argue that choosing the right instructional approach ensures that the specified instructional goal is met effectively. This study concurs with what Onweh and Akpan (2014), study revealed. They found that students taught using discussion strategy performed well in national examinations than those taught using lecture strategies. Students' academic success is affected by their home environment. According to Adesehinwa and Aremu (2010), a student who attend their schools living with their parents or relatives had a higher likelihood of performing better than those who were living alone.

Egunsola (2014), study pointed out that student academic performance was strongly correlated with the educational level of their parents' occupation and the location of home. A study carried out by Korir and Kipkemboi on how school atmosphere relates to peer effects on students' academic performance, it was discovered that the school environment and peers had a substantial effect on performance of students' academics. This was in agreement with Mapesa (2013), reviewed that the peers who were good in academic positively influenced the performance in academics. Although related studies done elsewhere have reviewed that factors like instructional materials, instructional strategies, home environment and peer group influenced performance of students' academics none has focused on factors influencing students' academic performance in public day secondary schools in Katulani sub county, Kitui county which is the focus of the current study.

2.7 Theoretical Framework

The study was anchored on the effective schools model propounded by Lezotte (2010). According to this model, a successful school is one that reflects the existence of both excellence and equity in terms of student achievement. The theory is described by seven successful school correlations, which include; great instructional administration and an unmistakable for accomplishment, standard following of understudy development, positive self-teach connections, and time on task. Strong instructional leaders are diligent in seeking assistance in developing team leadership and fostering a learning and professional development culture. The principal and others in a successful school serve as instructional leaders, efficiently and consistently communicating and modeling the school's mission to staff, parents, and students, resulting in improved student performance.

According to Lezotte (2010), in a successful school, there is consistency and fairness in terms of measured student achievement. High academic achievement is facilitated by an effective school. This statement is the study's dependent variable. This investigation receives Lezotte's (2010) successful schools model by recognizing the initial three associates of a compelling school, as per Lezotte (2010), which are driving the instructional program, zeroing in on the mission, and making wellbeing and deliberateness in the school climate. It likewise recommends actions that schools that are performing poorly should adopt in improving performance. Effective instructional leaders are diligent in seeking assistance in developing team leadership and fostering a learning and professional development culture. The school leaders serve as leaders of

instructions in effective schools, actively communicating and modeling the school's mission to staff, parents, and students.

The successful school model has placed a greater emphasis on the results of education, such as cognitive knowledge as assessed by standardized achievement tests. It is mainly measured in terms of improvements in cognitive comprehension rather than wider and more inclusive indicators of educational outcomes. Despite these shortcomings, this hypothesis is important to this research since the correlates of successful schools necessitate effective leadership from school administrators. This is consistent with Sullivan and Glanz's (2000) statement that a primary responsibility of school leaders is to provide instructional leadership that results in a common vision of the school's goals and to handle change in ways that ensure the school's success in achieving those goals. In investigating factors which influence performance in academics, the study was set in establishing whether first correlate model as advanced by Lezotte (2010), that is, availability of instructional materials, instructional techniques, home environment and peer groups have an influence on performance in students' academic in Katulani sub county, Kitui county, Kenya.

2.8 Conceptual Framework

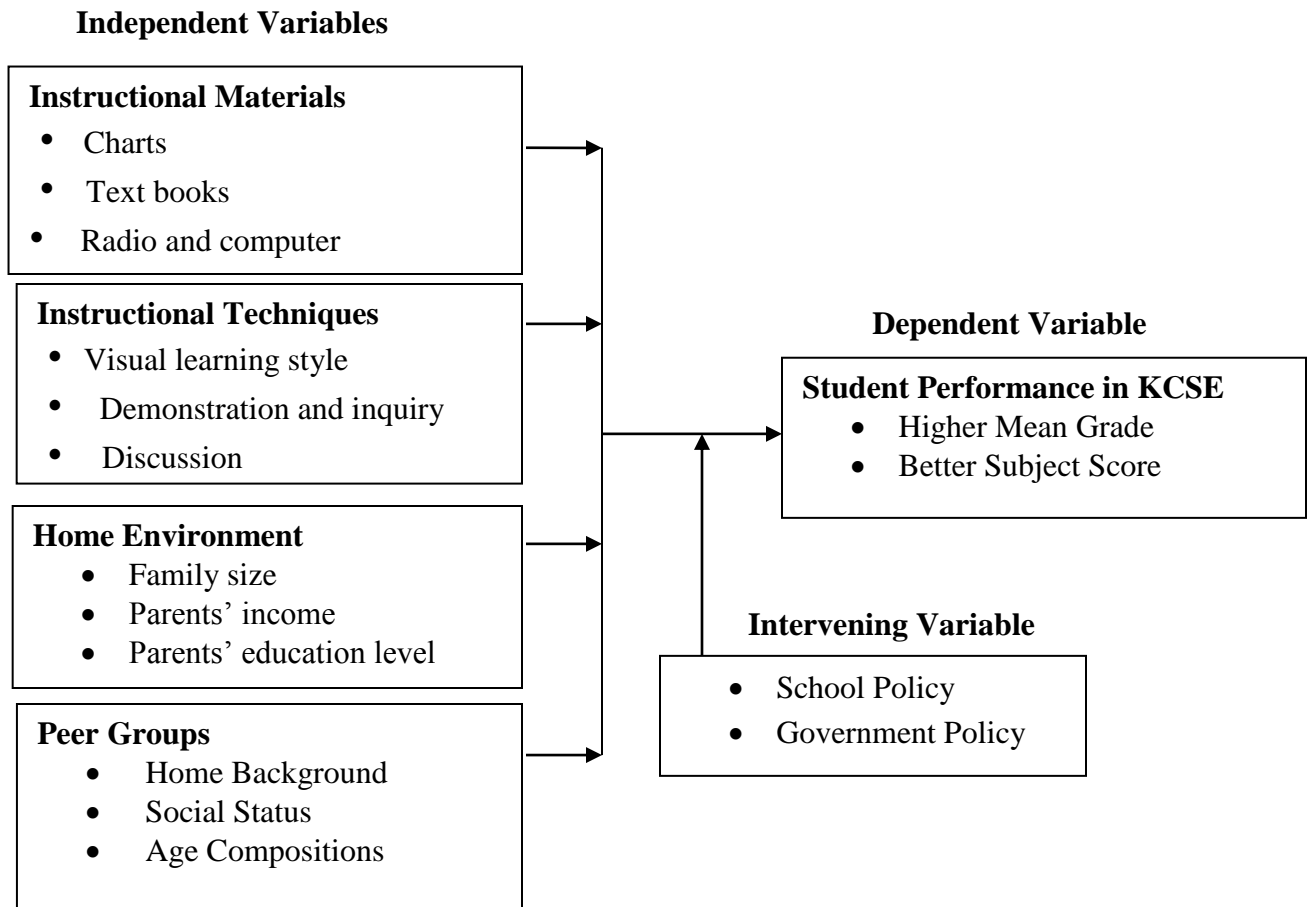


Figure 2.1: Conceptual Framework

Figure 2.1 shows the independent variables that include instructional materials, instructional techniques, home environment and peer groups. The intervening variables are the government policy and the school policy while the dependent variable is student' academic performance. Techniques on instructions enhance students' academic performance by increasing their knowledge and understanding of subject matter, promoting and improving successful instructing and learning. In any case, an educator's powerlessness to viably instruct subjects is one of the variables adding to understudies' horrible showing in the subject, both in inside and outer tests. Students' academic success is influenced by their home environment, as parents may be concerned about their children's cognitive growth and spend time with them studying. However, one of the parents alone may not be financially sound to provide what is required in the school. Peer group are likely to influence the individual academic performance as intelligent students

help their peers bring up their grades. However, students who may engage themselves in bad companies may not perform well in academics.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises of the research design, target population, sampling techniques and sample size, research instruments, validity of research instruments, reliability of research instrument, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

Descriptive research design was employed. Orodho (2005), indicates that descriptive research design assist in gathering, organizing, presenting and analyzing data obtained from the field for further clarification. Similarly, the design as described by Mugenda and Mugenda (2003), is important in getting data and putting it into meaning as per the findings from the field without changing anything. In this case the design suited this study because by enabling the researcher to identify through utilization of questionnaires how performance of students academic in public day secondary schools in Katulani sub-county, Kitui county was influenced by various factors.

3.3 Target Population

Borg and Gall (2012), defines population comprising of common characteristics in a given set up in which the research would wish to generalize the final results. Katulani Sub County consists of 59 public secondary schools which comprise 2 girls schools, 2 boys schools and 55 mixed day secondary schools; and 885 teachers (Katulani Sub-county Education Office Report, 2018). The study's target population was 59 public day secondary schools in Kitui County's Katulani sub-county. Thus, 59 School principals in those schools and 885 teachers comprised the target population.

3.4 Sampling Techniques and Sample Size

Gorospe, Donahue and Karl (2015) observe that sampling permits collecting and analyzing data obtained from a certain portion of sample from the whole population meant for representing the whole population. The method of stratified sampling was followed whereby schools were stratified into three strata in form of girls, boys, and mixed public day secondary schools to obtain the sample size. The method of simple random sampling was utilized in obtaining 18 public day schools as the sample. Names of all schools from each strata were written in small

pieces of papers, folded and shuffled in bowls as per the three strata's and then the researcher picked 1 school from the bowl containing girls' public day secondary school, 1 from strata of boy's public day secondary school and then 16 schools from the bowl having the names of mixed public day secondary schools.

Table 3.1: Sample Size for Schools

Category school	School per strata	Proportionate allocation	Sample per School
Girls public day school	2	$2/59*18=0.61$	1
Boys public day school	2	$2/59*18=0.61$	1
Mixed public day school	55	$55/59*18=16.4$	16
Total	59		18

A sample ranging from 10 to 30 percent is representable to the whole population (Mugenda & Mugenda, 2003). This study used a 10% to obtain a sample size of 89 teachers from 18 sampled public day secondary schools from the three strata's. Simple random sampling method was used which gave each teacher an equivalent chance of being included within the sample. School principals for all the 18 sampled schools were involved in the study.

Table 3.2: Sample Size for Principals and Teacher

School Category	Target Population		Sample population	
	Principals	Teachers	Principals	Teachers
Girls public day school	2	20	1	2
Boys public day school	2	15	1	2
Mixed public day school	55	850	16	85
Total	59	885	18	89

3.5 Research Instruments

Questionnaires collected data from the field. Structuring of the questionnaire consisted of the following sections; Section (A) gathered data on respondents' bio data, Section (B) gathered data on instructional materials. Section (C) gathered data on instructional techniques. Section (D) collected data on home environment and Section (E) collected data on peer group.

3.6 Validity of Research Instruments

Orodho (2005), show that validity as the level whereby the research instrument can measure what the study intends to measure based on study variables. Content validity was utilized by examining items of questionnaire individually and comparison of contents was done to make sure that coverage of all objectives was done. Gall, Borg and Gall (2012), observe that instrument content validity is enhanced by involvement of experts to get their judgement. Therefore, the researcher got guidance from the supervisors assigned to check whether the items were valid and attain what was meant for. Piloting was done involving 3 public day schools that is 1 girls' public day secondary school, 1 boys' and 1 mixed public day secondary schools that were not included in the final study in Katulani sub-county. The participants for the pilot study were 3 school principals and 10 teachers. The results of the pilot study assisted the researcher in removing errors that could be in the instruments and allowed modifications of items that were not valid.

3.7 Reliability of Research Instruments

Reliability is how the instrument for collecting data is capable to offer results that are consistent after doing repeated tests (Mugenda & Mugenda, 2003). The technique in test re-test was done to measure the item reliability. Administration of tools was done twice on interval of two weeks to the principals and teachers who had been sampled for piloting. Mugenda and Mugenda (2003), show that if a test is administered twice and yields the same score as the first one then that instrument is reliable. Administration of questionnaires was done to the individual groups with the same characteristics. After one week the same test was repeated in the same group. The correlation of results obtained was done by using Pearson moment correlation formula in measuring the internal consistency of the tools through getting a correlation coefficient from the two tests. Reid's(2006), argues that measurements of reliability of individual categories of items and estimation of each statement on the degree to which there is a variation of results due to random error should also be done.

Pearson moment correlation formula for determining the internal consistency of the research instrument was defined by the following equation;

$$r = \frac{\Sigma(x-X)(y-Y)}{\sqrt{(\Sigma(x-X))^2 \Sigma(y-Y)^2}}$$

The values ranging from 0 to 1 in which the increase in value shows increase on reliability. Thus the coefficient value of between 0.6 to 0.7 is recommended as it shows the accepted reliability. Further, Mugenda and Mugenda (2003) indicate that a 0.8 coefficient value is most recommended. Therefore, this obtained correlation coefficient of 0.803.

Table 3.3: Results of Reliability Tests

Research Variable	Cronbach's Alpha Index(a)	Number of Questionnaire Item	Comment
Instructional materials	0.798	5	Reliable
Instructional technique	0.803	5	Reliable
Home environment	0.811	5	Reliable
Peer group	0.799	4	Reliable
Average Score	0.803	19	Reliable

The result from reliability was given as follows; instructional materials, instructional technique, home environment and peer group with alpha values as 0.798, 0.786, 0.811 and 0.799 respectively produced using SPSS 21.0. The average alpha coefficient for every individual variable was way above 0.7 that fulfils Mugenda and Mugenda (2003) suggestion that 0.7 coefficient value of higher shows that the tools are highly reliable. According to Punch (2015), who recommended that an alpha coefficient of between 0.75 and 1.0 is reliable. Therefore, the average score of alpha index (α) value of 0.803 obtained was thus acceptable as it is within the range.

3.8 Data Collection Procedures

A letter was gotten from the board of post graduate studies (BPS) SEKU and a research permit from National Commission for Science, Technology and Innovation (NACOSTI) was made available to the researcher to enable in proving to the relevant authorities what the study intended to do. The researcher at that point continued to look for additional leeway from deputy county

commissioner and sub county director of education in Katulani Sub-County respectively before proceeding to visit the selected schools. Permission to conduct the study in the sampled public day secondary schools was further obtained from the respective Principals. Questionnaires were administered and gathered around the same time with the exception of those respondents who required additional time in light of their bustling timetable. Maximum return of research instrument was ensured by maintaining direct contact of the questionnaires and the respondents.

3.9 Data Analysis Technique

The information in the questionnaires was cleaned and coded before being entered into the Statistical package for Social Sciences (SPSS) version 21.0 program, which assisted in analyzing data. Analysis of data was done in a descriptive way and results were displayed in the form of tables, bar graphs, and pie charts. The qualitative data gathered from open-ended questions was grouped into themes focused on the study's goals and presented in narrative form.

3.10 Ethical Considerations

In ensuring ethic during the period of collecting data, the researcher got consent before commencement of the research work. Information confidentiality was promised to be maintained and no one was to take part in the examination powerfully. Member privacy was not bargained as their names were not demonstrated in the surveys. The scientist utilized codes to maintain confidentiality of the information obtained through the responses recoded in the questionnaires. None of the respondents was allowed to put their personal details or their job responsibilities. The aim of the study was well explained to the respondents to avoid biasness and pre-formed opinions.

CHAPTER FOUR

RESEARCH RESULTS

4.1 Introduction

This section presents the results of the study which are organized in sub-sections based on the study objectives. The study aimed at investigating factors that influence performance of students' academics in public day secondary schools in Katulani sub-county, Kitui county, Kenya.

4.2 Response Rate

The response rate was based on total number of 107 questionnaires administered to 18 principals and 89 teachers which were duly attended to and returned.

Table 4.1: Response Rate

Respondents	Returned	Not Returned	Percentage
Principals	16(88.9%)	2(11.1%)	18(100%)
Teachers	82(92.1%)	7(7.87%)	89(100%)

Table 4.1 indicates that the school principals' response rate accounted for 88.9% and teachers' response rate was 92.1%. The overall response rate of both the school principals and the teachers was 90.5%. A response rate of greater than or equal to 80%, according to Baruch and Holtom (2014), is adequate for data analysis. As a result, the average return rate of 90.5 percent was commendable. This was attributed to the researcher's willingness to make direct contact with the respondents.

4.3 Demographic Data for the Respondents

4.4 Respondents' Gender

This study combined the demographic data for principals and teachers totaling to 98 respondents.

Table 4.2: Distribution of Respondents by Gender

	Principal		Teachers	
	Frequency	Percent	Frequency	Percent
Male	6	37.5	35	42.7
Female	10	62.5	47	57.3
Total	16	100.0	82	100.0

Table 4.2 indicate most of the principal were male as given by 62.5% of the principals were male and 37.5% were female. On the other hand, majority (47.0%) of the teachers were male and 35.0% were female teachers.

4.5 Respondents' Work Experience

Table 4.3: The teaching experience of Principals and teachers

Years of teaching	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
Less than 2 years	1	6.3	7	8.5
2 – 5	5	31.3	6	7.3
6 – 9	4	25.0	29	35.4
10 and above	6	37.5	40	48.8
Total	16	100.0	82	100.0

Table 4.3 results revealed that most of the principals 37.5% had working experience of 10 years and more, 31.3% had an experience in teaching of between 2 to 5 years, 25.0% between 6 to 9 years, 6.3% of less than 2 years. Majority (48.8%) of teachers had a teaching experience of 10

years and above, 35.4% between 6 to 9 years, 8.5% of less than 2 years and 7.3% between 2 and 5 years.

4.6 Influence of Instructional Materials on Students' Academic Performance

Table 4.4: Principals' response on influence of instructional materials on students' academic performance

S.No	Statements	SA	A	D	SD
		F(%)	F(%)	F(%)	F(%)
1.	Instructional materials allows students to have something they can follow, use to review and refer to hence better academic performance	7(43.8)	4(25.0)	3(18.8)	2(12.5)
2.	Teaching materials support student learning and increase student academic performance	5(31.3)	7(43.8)	1(6.3)	3(18.8)
3.	The school has a large and well-equipped Library	9(56.3)	6(25.0)	1(6.3)	0(0.0)
4.	Classrooms are enough in handling students	6(37.5)	5(31.5)	3(18.8)	2(12.5)
5.	Teachers are enough in handling academic affairs of students	8(50.0)	4(25.0)	1(6.3)	3(18.8)

Table 4.4 indicate a 50.0 percent of principals firmly believe that teachers are enough in managing comfortably the academics of the students. It was also discovered that 37.5 percent of principals strongly accepted that the school library is spacious and well-equipped. Furthermore, 12.5 percent of principals disagreed strongly that there are classrooms are adequate accommodate the number of students. A large number of the principals 43.8% said that the instructional materials allow students to have something to use, to review and to refer to hence better academic performance while 18.8% disagreed with the statement that classrooms are enough in handling students.

Table 4.5: Teachers' response on influence of instructional materials on students' academic performance

Responses from the teachers were analyzed and presented in Table 4.5.

S.No	Statements	SA	A	D	SD
		F(%)	F(%)	F(%)	F(%)
1.	Instructional materials allows students to have something they can follow, use to review and refer to hence better academic performance	50(61.0)	15(18.3)	12(14.6)	5(6.1)
2.	Teaching materials support student learning and increase student academic performance	31(37.8)	22(26.8)	19(23.2)	10(12.2)
3.	The school has a spacious and equipped school library	13(15.9)	3(3.7)	49(59.8)	17(20.7)
4.	There are enough classrooms to handle all the students	6(7.3)	10(12.0)	26(31.7)	40(48.8)
5.	There are enough teachers to handle the students academics comfortably	11(13.4)	2(2.4)	37(45.1)	32(39.0)

Table 4.5 that a 15.9% of teachers strongly agreed that the school has a large and well-equipped library, while 48.8% strongly disagreed that the school has enough classrooms to accommodate all of the students, with 23.2 percent strongly disagreeing with the statement that teaching materials support student learning and increase student academic performance. Similarly 61.0% of the teachers agreed strongly that instructional materials allow students to have something they can follow, review and refer to hence better academic performance but 6.1% of the teachers disagreed with that statement on the statement that instructional materials allow students to have something they can follow, review and refer to hence better academic performance.

4.7 Influence of Instructional Techniques on Students' Academic Performance

Table 4.6: Principals' response on the influence of instructional techniques on students' academic performance

S.No	Statements	SA	A	D	SD
		F(%)	F(%)	F(%)	F(%)
1.	Helping students engage in cognitively complex tasks improves students' academic performance to review, and to refer to thus better academic performance.	10(62.5)	4(25.0)	1(6.3)	1(6.3)
2.	Helping students examine their reasoning and review their knowledge improves students' academic performance	9(56.3)	5(31.3)	2(12.5)	0(0.0)
3.	Helping students to demonstrate knowledge. improves students' academic performance	11(68.8)	3(18.8)	1(6.3)	1(6.3)
4.	Managing responses with tiered questioning techniques improves students' academic performance	8(50.0)	6(37.5)	0(0.0)	2(12.5)
5.	Organizing students to interact with content improves students' academic performance	10(62.5)	4(25.0)	1(6.3)	1(6.3)

Table 4.6 show a 56.3 percent of principals firmly accept that supporting students in questioning their thinking and revising their skills increases their academic performance. Organizing students to interact with content improves students' academic performance was agreed by 25.0% of the principals. Further, 6.3% of the principals strongly disagreed that, helping students engage in cognitively complex tasks improves students' academic performance to review, and to refer to thus better academic performance. On the other hand 6.3% of the principals strongly disagreed with the statement that helping students engage in cognitive tasks improves students' academic performance.

Teachers' response on the influence of instructional techniques on students' academic Performance

Table 4.7: Teachers' response on the influence of instructional techniques on students' academic Performance

S.No	Statements	SA	A	D	SD
		F(%)	F(%)	F(%)	F(%)
1.	Helping students engage in cognitively complex tasks improve students' academic performance to review, and to refer to thus better academic performance	53(54.1)	18(18.9)	8(9.8)	3(3.7)
2.	Helping students examine their reasoning and review their knowledge improves students' academic performance	59(60.7)	33(33.6)	10(12.2)	8(9.8)
3.	Helping students to demonstrate knowledge improve students' academic performance	31(37.8)	33(33.6)	10(12.2)	8(9.8)
4.	Managing responses with tiered questioning techniques improves students' academic performance.	40(41.8)	28(28.7)	0(0.0)	14(17.1)
5.	Organizing students to interact with content improves students' academic performance	51(51.6)	17(20.7)	7(7.4)	7(7.4)

Most of the teachers 51.6% strongly agreed that arranging students so that they can engage with the material improves students' academic performance with 33.6% of the teachers agreeing that helping student demonstrate knowledge improves students' academic performance.

However, 17.1% of the teachers disagreed strongly that, managing responses with tiered questioning technique improves students' academic performance. When asked on if it's assisting students in challenging their logic and updating their knowledge improves students' academic performance, 60.7% strongly agreed while 19.7% disagreed with the statement.

4.8 Influence of Home Environment on Students' Academic Performance

Table 4.8: Principals' response on Home Environment and students' academic performance

S.No	Statements	SA	A	D	SD
		F(%)	F(%)	F(%)	F(%)
1.	Involving parents in their children's learning experiences has a positive effect on their academic success.	11(68.8)	3(18.8)	0(0.0)	2(12.5)
2.	Parent's level of education has a direct effect academic performance of student	8(50.0)	4(25.0)	3(18.8)	1(6.3)
3.	Parenting style directly affects performance of student academics	6(37.5)	6(37.5)	4(25.0)	0(0.0)
4.	Students from well up families do better in academic because they are given all materials required	7(43.8)	5(31.3)	1(6.3)	3(18.8)
5.	Supervision and monitoring of student academic progress at home by their parent's influences their students' academic performance	10(62.5)	3(18.8)	1(12.5)	1(6.3)

Data revealed that, 43.8% of the principals strongly agreed that students from well up families do better in academic as they are given all materials required. The level of parent's education directly affects performance of student academic was agreed by 50.0% of the principals. Further, 6.3% of the respondents strongly disagreed that, Supervision and monitoring of student academic progress at home by their parent's influences their students' academic performance. Regarding the statement of whether involving parents in their learning experiences that children engage in positively impacted their performance. Assertion that including parents in their children's learning experiences positively affects their level of academic achievement was strongly accepted by 68.8% of the principals, while 12.5 percent strongly disagreed by 12.5 percent of the principals.

Table 4.9: Teachers ‘response on influence of home environment on students' academic performance

S.No	Statements	SA	A	D	SD
		F(%)	F(%)	F(%)	F(%)
1.	Parent engagement on learning of their children has a positive effect on the level of their academics	42(51.2)	24(24.6)	12(14.6)	1(4.9)
2.	Education level of parents directly affect performance of student academics	50(61.0)	14(17.1)	10(12.2)	8(8.5)
3.	Parenting style directly affects performance of student academics	54(65.9)	20(24.4)	3(3.7)	5(6.1)
4.	Students from well up families do better in academic because they are given all materials required	68(82.9)	11(13.4)	2(2.4)	1(1.2)
5.	Supervision and monitoring of student academic progress at home by their parent’s influences their students’ academic performance	49(59.8)	19(23.2)	9(11.0)	5(6.1)

The majority of teachers, 82.9 percent, agreed with the argument that students with higher-income parents perform better academically because they are given more learning materials. According to the results of the study, 6.1 percent of teachers strongly deny that parental style has a significant impact on student academic success. Table 4.10 indicates that 65.9% of teachers strongly agree that style in parenting had significantly affected academic success of students, although 3.7 percent disagree..

4.9 Influence of Peer Group on Students' Academic Performance

Table 4.10: Principals' Response on Peer Group

S.No	Statements	SA	A	D	SD
		F(%)	F(%)	F(%)	F(%)
1.	Allowing group discussions enables the students to improve on academic performance	9(56.3)	5(31.3)	1(6.3)	1(6.3)
2.	Better teacher-student relationship improves the performance of student academics	7(43.8)	4(25.0)	2(12.5)	3(18.8)
3.	Peer group discussion improves the academic performance of students	10(62.5)	5(31.3)	0(0.0)	1(6.3)
4.	Remedial classes improves the academic performance of students	8(50.0)	7(43.8)	1(6.3)	0(0.0)

Data revealed that, 43.8% of the principals strongly agreed that better teacher-student relationship improves the performance of student academics. Peer group discussion improves the performance of student academics was agreed by 31.3% of the principals. Further, 6.3% of the principals strongly disagreed that, allowing group discussions enables the students to improve on academic performance.

Table 4.11 Teachers' Response on Peer Group

S.No	Statements	SA	A	D	SD
		F(%)	F(%)	F(%)	F(%)
1.	Allowing group discussions enables the students to improve on academic performance	62(75.6)	13(15.9)	2(2.4)	1(1.2)
2.	Better teacher-student relationship improves the performance of student academic	62(75.6)	13(15.9)	2(2.4)	5(6.1)
3.	Peer group discussion improves the performance of student academics	41(50.0)	29(35.4)	7(8.5)	5(6.1)
4.	Remedial classes enhances performance of student academics	5(67.7)	14(17.1)	9(11.0)	4(4.9)

According to Table 4.12, 75.6 percent of teachers strongly accepted that a stronger student-teacher relationship increases students' academic success. According to the data, only 4.9 percent of teachers strongly disagree that remedial classes boost students' academic performance. 30.5 percent of teachers agreed with the argument that peer group discussion increases students' academic success, although 8.5 percent strongly disagreed.

CHAPTER FIVE

DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

5.1 Introduction

A presentation of the summary of the findings, discussions and interpretation is done in this chapter.

5.2 Summary

The study purposely aimed at investigating how factors affecting students' academic performance in Kitui county, Kenya's public day secondary schools. Specifically, the study examined how instructional materials, instructional techniques, home environment and peer group influenced students' academic performance.

5.2.1 Influence of Instructional Materials on Students' academic Performance

The study looked at how students' academic performance in public day secondary schools in Kitui county's Katulani sub-county was influenced by instructional materials. According to the data, 50.0 percent of principals strongly agree that their teachers were adequate to comfortably manage matters academic of students. This was contrary to majority of the teachers 39.0% who strongly disagreed with the assertion that there are enough teachers to comfortably handle the academic needs of the students. This concurs with Igiri and Effiong (2015) study that revealed that students educated by exceptionally prepared science teachers and those presented to instructional materials during exercises get higher evaluations. According to the study's results, 37.5 percent of principals strongly agreed that there was enough room and equipped school library but only 13.4% of the teachers agreed on the same statement that there was spacious and equipped school library.

This study is in agreement with Okhakhu, Oladiran and omoike (2016), whose study revealed that schools with enough instructional material such as library showed dominance in academic achievement assessments as compared to schools that lacked high-quality instructional materials. Further, 48.8% of the teachers strongly disagreed that there are adequate classrooms to oblige the entirety of the understudies according to the principals response is that classes were enough classroom to cater for all the students as indicated by a percentage of 37.5 of the principals. This contradicting opinion may mean that the schools have been given funds to build classrooms hence, the principals feared being pinned down for the inadequacy. The study is in agreement

with what Kurgat (2014), revealed in his study that Students who attend schools with appropriate and pertinent learning opportunities have a more likelihood in doing well in exams. Adequacy of instructional materials is attributed to good performance and therefore it can be argued that the poor performance by day secondary schools in Katulani sub county is due to the inadequate instructional materials.

5.2.2 Influence of Instructional Techniques on Students' academic Performance

The aim of the study was to see how students 'performance in academic performance in Katulani sub county's public day secondary schools was influenced by instructional techniques. 56.3 percent of principals strongly agreed that assisting students in questioning their logic and revising their skills increases their academic success. Organizing students to interact with content improves students' academic performance was strongly agreed by 62.5% of the principals and 51.6% of the teachers. Further, 3.7% of the teachers strongly disagreed that, helping students engage in cognitively complex tasks improves students' academic performance to review and to refer to thus better academic performance. Similarly helping students demonstrate knowledge improves performance of students' academic was agreed by majority of the principals and of the teachers. This implies that both the principals and the teachers are in agreement that for learners to perform well, a successful strategy should be employed. Study carried by other researchers confirm that materials meant for instructions acts as a key part in students' academic success. Nafees *et al.* (2012), study carried out in Pakistan examined how instructional strategies in a high school general science class, affects academic achievement, and the problem-based group registered substantially higher academic achievement than the conventional lecture-based group. Equally the findings corroborate with Abbas and Khurshid (2013), who point out that teachers with advanced qualifications used positive reinforcement and knowledge of grades to learners as motivational strategies.

5.2.3 Influence of Home Environment on Students' Academic Performance

The aim of the study was to determine how students' academic performance in public day secondary schools in Kitui county's Katulani sub-county is affected by home environment. According to the results, 43.8 percent of principals strongly agreed that students with higher-income parents do better in school because they are given more learning materials 6.3 percent of the teachers disapproved of the comment. a majority of people Parenting style, according to 37.5

percent of principals, has a significant effect on student academic success. These results corroborates with findings that 65.9% of teachers who strongly agreed that style of parenting had a significant effect on academic success of students, with just 6.1 percent disagreeing. The level attained by parent on education directly influenced the performance was agreed by 56.8% of the principals and 61.0% of the teachers. Further, 6.3% of the principals strongly disagreed that, Supervision and monitoring of student academic progress at home by their parent's influences their students' academic performance. Students to excel academically, parents should in forefront be in providing all the learning materials needed and also be fully involved in learning activities. These finding agree with the findings of Kamuti (2015), a descriptive analysis of how the home atmosphere affects academic performance of students in public secondary schools and showed that the guardians' financial status, commitment, and nurturing style all altogether affect understudies' scholarly exhibition. Egunsome (2014), in his study on how home environment influences academic performance found that students' academic performance was strongly correlated with the educational level of their parents occupation and location of home.

5.2.4 Influence of Peer Group on Students' Academic Performance

The aim of this study was to see how students' academic performance in public day secondary schools in Kitui county's Katulani sub-county is influenced by peer group. According to the results ,principal accounting for 43.8% and teachers accounting for 75.6% agreed strongly that better teacher-student relationship improves the performance of students academic. Majority, 62.5% of the principals agreed that Peer group discussion improves the performance of student academic with 6.3% of the principals disagreeing with the statement that better teacher-student relationship improves the academic performance of the students.

Further ,6.3% of the principals and 1.2% of the teachers strongly disagreed that, allowing group discussions enables the students to improve on academic performance. The findings concur with the findings by Omollo and Yambo (2017), a study that looked at the how school dropout was affected by peer pressure in Migori county, Kenya, discovered many scenario in which student let to go home, they never return to school again, and schools never intended to support students from families whose income is low.This concurs with Korir and Kipkemboi (2014), who observed that both the environment of the school and peers had a significant influence on performance of student academics.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter includes conclusions based on the research findings, recommendations and suggestions for further research.

6.2 Conclusions

6.2.1. Instructional Materials

Instructional materials are very important in determining performance of students in any school. When the instructional materials are adequate, the performance will be good and vice versa. In addition, the use of improvised instructional materials encourages and increases the efficacy of the teaching-learning process. Students who were taught using instructional materials performed substantially more than those who were not, and the utilization of materials meant for instructions increased comprehension of ideas by students and contributed to a better academic achievement. The study also concludes that there are no adequate teachers in handling academic affairs of the students comfortably thus adequate teachers would lead to improvement in public day secondary schools KCSE performance in Katulani sub county. Based on the findings the study therefore concludes that schools in Katulani sub county lacks spacious and equipped library.

6.2.2 Instructional Techniques

On instructional techniques, the study established that discussion together with demonstration and inquiry are the most effective technique on improving performance of students' academics. Since motivation acts as a major factor in arousing student interest in the learning process, teachers may use effective techniques and tactics to make learning more effective. Topics are discussed and addressed using instructional approaches that encourage engagement and exchange of perspectives, experiences, and values, allowing for new learning to emerge. It was noted that organizing students to interact with content improves students' academic performance.

6.2.3 Home Environment

The study concluded that in public day secondary schools, parental educational qualifications, economic status, profession, and parenting style are all linked and directly impacts on performance of students in academics. This is due to fact that many of the ideals taught in school are first instilled in the child at home, as the family is the primary socializing agent. The students' academic performance is strongly influenced by their home environment.

6.2.4 Peer Group

The study also established that peer group influences learning to a high extend. Certain variables, such as social economic status and parental factors, have an effect on academic performance because they decide participation in most classes. For example, when it comes to academics, students are closer to their peers than to their teachers and parents, and parents track their children's peer group affiliation, which had impacted the performance. When students are not properly supervised, they form bad classes, and the majority of students are more concerned with relating to their peers than with their teachers and parents.

6.3 Recommendations

On instructional materials, teachers should be resourceful in their collection, preparation, and use of instructional materials, according to the report, in a move to minimizing cost in development and maintenance of instructional materials. Teachers should use instructional materials experiences to promote active student involvement in class work. The government should ensure equitable distribution of instructional materials to both public day secondary schools for successful learning and teaching in urban as well as the rural areas so as to increase students' academic performance. In terms of teaching methods According to the results, instructors taking all things together subjects ought to be urged to utilize a scope of techniques, like discourse, peer training, bunch work, and tasks, to assist understudies with building up their insight and abilities, in light of their degree of comprehension.

On home environment the study recommended that It is important to encourage parents to remain engaged with their kids' scholarly issues since this is one approach to improve scholastic accomplishment. Besides, guardians ought to be urged to devise pay producing systems, as this will take into consideration the drawn out arrangement of fundamental and instructive necessities. Guardians and other huge individuals should make their kids' homes favorable and animating to learning, in school as well as when all is said in done.

On peer group, the study recommended that teachers should facilitate successful classroom engagement, peer groups can be used as study groups. To foster a positive teacher-student relationship, the teacher should be neither too stringent nor too permissive. Parents should ensure that their children are well-supervised, and they should allow them to make friends who can benefit their learning both at home and at school. Teachers should realize that peer groups play a crucial responsibility on child's learning and should use them to promote learning.

6.4 Suggestion for Further Research

The following are areas that the researcher suggests for further research:

- i. This study was delimited on performance of student academic in a public day secondary school in Katulani sub-county, Kitui county. As a result, a review of the factors affecting students' academic success in public boarding secondary, private boarding secondary, and private day secondary schools in Katulani sub district, Kitui county is recommended.
- ii. A related study can be done in other counties to ascertain how performance of student academic in public day secondary schools was influenced by various factors

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APPENDICES

Appendix I: Letter of Introduction

Judith KavuthaMuema

Kitui

Dear Sir /Madam

Re: Research Study

I am a Master’s student from South Eastern Kenya University (SEKU) doing a study by the title: *‘Factors Influencing Students' Academic Performance in Public Day Secondary Schools in Katulani sub-county, Kitui county, Kenya* as a requirement to be awarded Master of Education in Curriculum Studies degree.

Since you are better positioned to give data needed to this examination, I have chosen you as my investigation respondent. Generously don't compose your name on the survey. You are sympathetically expected to rate yourself according to the inquiry things given. If it's not too much trouble, require a couple of moments to react to the poll things.

.

Yours faithfully

Sign.....Date.....

Judith Kavutha Muema

MED Student- SEKU (Kitui Campus)

Appendix II: Questionnaire for the Principals

Section A: Bio Data

1. Specify your gender: Male Female

2. How many years have been in station currently?

>2 () 2 to 5 ()

6 to 9 () <=10 ()

3. What education level have you attained so far?

Diploma () Degree ()

Master's Degree () Post-graduate Diploma ()

Section B: Instructional Materials

Show your agreement level on the statement regarding instructional material and students' academic performance.

Key: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Statement	1	2	3	4	5
The school has a spacious and equipped school library					
Classrooms are enough in handling students					
Teachers are enough in handling the students academics comfortably					
Teaching materials support student learning and increase student academic performance					
Instructional materials allows students to have something they can follow, use to review, refer to hence better academic performance					

1. Based on your opinion, how is students' academic performance in public day secondary schools in Katulani sub-county, Kitui county, Kenya influenced by instructional materials?

.....

.....

Section C: Instructional Techniques

Show your agreement level on the following statement regarding instructional techniques and performance of students' academic

Statement	1	2	3	4	5
Students' academic performance increases when they are organized to engage with material..					
Assisting students to demonstrate knowledge improves students 'academic performance.					
Managing responses with tiered questioning techniques improves students 'academic performance.					
Assisting students in examining their way of thinking and review information improves students 'academic performance.					
Assisting students in engaging in cognitive multifaceted tasks improves students 'academic performance.					

2. Based on your opinion, how do instructional techniques influence performance of student academics in public day secondary schools in Katulani sub-county, Kitui county, Kenya?

.....

Section C: Home Environment

Show your agreement level on the following statement regarding home environment and students' academic performance.

Statement	1	2	3	4	5
Students of higher-income parents do well in school because they have access to more learning resources.					
Supervision and monitoring of student academic progress at home by their parent's influences their students' academic performance					
Parenting style directly influence performance of student academics					
Parent's level of education directly influence performance of student academics					
Involving parents has a positive influence on learning activities of children's which improves their academics					

3. Based on your opinion, how does home environment influence performance of student academics in public day secondary schools in Katulani sub-county, Kitui county, Kenya?

.....

Section E: Peer Groups

Show your agreement level on the following statement regarding teacher provision of individualized attention to weak students and students' academic performance.

Statement	1	2	3	4	5
Allowing group discussions enables the students to improve on performance of academics					
Peer group discussion improves the performance of student academic					
Remedial classes improves performance of student academic					
Better teacher-student relationship improves the performance of student					

4. Based on your opinion, how does peer group influence performance of student academics in public day secondary schools in Katulani sub-county, Kitui county, Kenya?

.....

.....

Appendix III: Questionnaire for the Teachers

Section A: Bio Data

1. Specify your gender : Male [] Female []

2. How many years have been in station currently?

>2 ()

2 to 5 ()

6 to 9 ()

<=10 ()

3. What education level have you attained so far?

Diploma ()

Degree ()

Master's Degree ()

Post-graduate Diploma ()

Section B: Instructional Materials

Show your agreement level on the statement regarding instructional material and students' academic performance.

Key: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Statement	1	2	3	4	5
The school has a spacious and equipped school library					
Classrooms are enough in handling students					
Teachers are enough in handling the students academics comfortably					
Teaching materials support student learning and increase student academic performance					
Instructional materials allows students to have something they can follow, use to review, refer to hence better academic performance					

1. Based on your opinion, how is students' academic performance in public day secondary schools in Katulani sub-county, Kitui county, Kenya influenced by instructional materials?

.....

.....

Section C: Instructional Techniques

Show your agreement level on the following statement regarding instructional techniques and performance of students' academic

Statement	1	2	3	4	5
Students' academic performance increases when they are organized to engage with material..					
Assisting students to demonstrate knowledge improves students' academic performance.					
Managing responses with tiered questioning techniques improves students' academic performance.					
Assisting students in examining their way of thinking and review information improves students' academic performance.					
Assisting students in engaging in cognitive multifaceted tasks improves students' academic performance.					

2. Based on your opinion, how do instructional techniques influence performance of student academics in public day secondary schools in Katulani sub-county, Kitui county, Kenya?

.....

Section C: Home Environment

Show your agreement level on the following statement regarding home environment and students' academic performance.

Statement	1	2	3	4	5
Students of higher-income parents do well in school because they have access to more learning resources.					
Supervision and monitoring of student academic progress at home by their parent's influences their students' academic performance					
Parenting style directly influence performance of student academics					
Parent's level of education directly influence performance of student academics					
Involving parents has a positive influence on learning activities of children's which improves their academics					

3. Based on your opinion, how does home environment influence performance of student academics in public day secondary schools in Katulani sub-county, Kitui county, Kenya?

.....

Section E: Peer Groups

Show your agreement level on the following statement regarding teacher provision of individualized attention to weak students and students' academic performance.

Statement	1	2	3	4	5
Allowing group discussions enables the students to improve on performance of academics					
Peer group discussion improves the performance of student academic					
Remedial classes improves performance of student academic					
Better teacher-student relationship improves the performance of student					

4. Based on your opinion, how does peer group influence performance of student academics in public day secondary schools in Katulani sub-county, Kitui county, Kenya?

.....

.....

Appendix IV: Research Permit



REPUBLIC OF KENYA
REF NO: 905944



Date of Issue: 06/February 2020

RESEARCH LICENSE



This is to Certify that Ms. Judith Kavutha Muema of South Eastern University, has been Licensed to conduct research in Kitui on the topic: FACTORS INFLUENCING STUDENTS ACADEMIC PERFORMANCE IN PUBLIC DAY SECONDARY SCHOOLS IN KATULANI SUB COUNTY, KITUI COUNTY, KENYA.

License No: NACOST/P/20/3623

905944

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.

Appendix V: University Approval Letter


SOUTH EASTERN KENYA UNIVERSITY
OFFICE OF THE DIRECTOR
BOARD OF POST GRADUATE STUDIES

P.O. BOX 170-90200,
KITUI, KENYA
Email: info@seku.ac.ke

TEL. 020-4213859 (KITUI)
Email: directorbps@seku.ac.ke

Our Ref: E55/KIT/20669/2015 DATE: 10th December 2019

Muema Judith Kavutha
Re g. No. E55/KIT/20669/2015
Masters of Education in Educational Administration and Planning
C/O Director Kitui Campus

Dear Muema

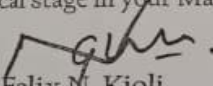
RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Master in Educational Administration and Planning Proposal document titled: *“Factors Influencing Students’ Performance in KCSE in Public Day Secondary Schools in Katulani Sub-County, Kitui County, Kenya”*.



Following a successful presentation of your Masters Proposal, the School of Education, Humanities and Social Sciences in conjunction with the Directorate, Board of Postgraduate Studies (BPS) have approved that you proceed on and carry out research data collection in accordance with your approved proposal.

During your research work, you will be closely supervised by Dr. Rose Mwanza and Dr. Janet K. Mulwa. You should ensure that you liaise with your supervisors at all times. In addition, you are required to fill in a Progress Report (*SEKU/ARSA/BPS/F-02*) which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection exercise as a critical stage in your Master of Education in Educational Administration and Planning.


Prof. Felix N. Kioli
Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs (Note on File) —
Dean, School of Education, Humanities and Social Sciences
Chairman, Department of Education Administration and Planning
Director, Kitui Campus
Dr. Rose Mwanza
Dr. Janet K. Mulwa.
BPS Office To file

ARID TO GREEN  ISO 9001: 2015 CERTIFIED  TRANSFORMING LIVES

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