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Factors Influencing Students Performance in Kenya Certificate of Secondary Education in Public Day Mixed Secondary Schools in Imenti Central Sub County, Meru County, Kenya

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Abstract:

The study was carried out in order to assess factors which influence students' performance in Kenya Certificate of Secondary Education in Public Mixed Day Secondary Schools in Imenti Central Sub county Meru County. The objectives of the research was: to establish parents' Socio economic factors which influence students KCSE performance in Public Mixed Day Secondary Schools in Imenti Central Sub county Meru County, to determine the influence of students discipline on KCSE performance in Public Mixed Day Secondary Schools in Imenti Central Sub county Meru County, to determine the extent to which drug and substance abuse influence performance among students in Public Mixed Day Secondary Schools in Imenti Central Sub county Meru County, to examine influence of students gender on students' performance in Public Mixed Day Secondary Schools in Imenti Central Sub county Meru County. Stratified random sampling technique was used in selecting the respondents. The sample consisted of 15 principals, 10 deputy principals, 15 Head of Science Department, 5 guidance and counseling teachers and 150 form four students. Data was collected using questionnaires and interview schedules and was analyzed using descriptive statistics; multiple correlation coefficient of 0.804 was obtained. The Statistical Package for Social Sciences was used to analyze the data. It was established that absenteeism and poor time management always occur. Moreover, it was established that failure to finish assignments sometimes occurs while poor concentration in class and early pregnancies rarely occur. Moreover, it was found that drugs, peer group influence, maladministration and mass media highly contribute to student indiscipline. It was concluded that parents' socioeconomic factors, students discipline, drug and substance abuse and student's gender influence students' KCSE performance in Public Mixed Day Secondary Schools in Imenti Central Sub County significantly. Parents should be able to pay fees, must participate fully on academics performance of the children, avoid taking alcohol and drugs when at home, to get full family set ups, be good models and improve parental income. It is therefore recommended that, schools should endeavour to offer guidance and counseling to students with disruptive behavior as well as enforce strict punishment for misbehaviour and equip students with essential facilities for better examination results. The study made recommendations on factors which influence KCSE performance in Public Mixed Day Secondary Schools in Imenti Central Sub County Meru County. The findings of this study is of great importance to Heads of schools and administrators since it will help them to know factors influencing students KCSE performance in Public Mixed day secondary schools and provide the necessary measures to correct the situation where applicable. In addition, the findings may be used by other researchers who would be interested in conducting a similar study. Further study should be carried out on the involvement of teachers and parents in curbing drug and substance abuse and student perception on strategies used by school management.

Keywords: Academic performance, education policy, drug and substance abuse, gender, home chores, indiscipline, school environment, socio-economic status

1. Introduction

In most Kenyan schools today, the students are drilled to pass examinations as this is the only criterion for selection into jobs, courses of further studies or vocational training. It is therefore not surprising that there are often cases of cheating in examinations. Academic performance has been chronically poor in some Public Mixed Day Secondary Schools in Imenti Central Sub-county, Meru County, Kenya as per the KCSE. Despite the Government's effort to improve quality of education by even introducing Free Day Secondary Education the academic performance of the sub county is wanting. Very little has been done to look into these problems, therefore, it is against this background that the researcher developed a need to explore on socio-economic factors, student discipline, drug and substance abuse and student gender as some of factors that influence KCSE performance in Public Mixed Day Secondary Schools in Imenti Central Sub-County, Meru County, Kenya.

1.1. Statement of Problem

It is regrettable that only a few of those who sit for the examinations are admitted to institutions of higher learning. More than half the candidates who sat for Form Four examination year 2018 failed to get a grade that can allow pursue a professional course. This is despite the government spending close to Sh20 billion on the students in the last four years. Year after year results of the Kenya Certificate of Secondary Education (K.C.S.E) in Kenya generally and particularly in Imenti Central Sub County reveal that boarding schools perform better in national examinations than day secondary schools. This study attempted to find out factors which influence performance in day secondary schools in Imenti Central and to recommend ways of improving such performance. It is apparent that students in boarding Secondary schools continue to perform better than students in Day Secondary schools in K.C.S.E in Imenti Central.

1.3. Objectives

- To establish parents' Socio-economic factors which influence students' KCSE performance in Public Mixed Day Secondary Schools in Imenti Central Sub County, Meru County?

2. Conceptual Framework

There are four independent variables selected for this study namely; parent socio economic, student indiscipline, use of drug and substances and extent of abuse, student KCSE performance by gender and KCSE performance is dependent variable. In the conceptual framework there is also one moderating variable and one intervening variable which have a significant contributory or contingent effect on both independent and dependent variable.

Figure 1: Conceptual Framework

3. Research Methodology

3.1. Research Design

The study used descriptive survey design which sought to deduce on the factors influencing performance of Kenya Certificate of Secondary Education in Public Day Secondary Schools in Imenti Central Sub County, Meru County.

3.2. Target Population

The study targeted Public Day Secondary Schools in Imenti Central Sub County. Imenti Central Sub County has a total of 30 Public day Secondary Schools. The study target the Principals, deputy principal, Education Officers, Teachers and Form four students in the selected schools who were used in the data collection. The total target population was 150 students, 15 guidance and counseling Teachers and 32 Administrators.

3.3. Sample Procedure and Sample Size

The study used 15 Public Day Secondary Schools from the Public Secondary day schools in Imenti Central Sub County. The schools was selected using stratified random sampling and categorized into Public day Secondary Schools

within town catchment, public day school in the lower zone and public day schools in the upper zone. This was done to ensure that the study captured data from schools in different learning environments and settings and therefore make generalized conclusions on its findings. Data was collected from a population of 1800 form four students in all the twenty Public day Secondary Schools in Imenti Central Sub County. Yamane (1967) gives a simplified formula to calculate sample sizes. This formula was used to calculate the sample size. A 93% confidence level and $P = 0.07$ was used in the study

3.4. Research Instruments

The researcher used both primary and secondary sources of data. Self-administered questionnaires were used to collect the data. Questionnaires were used because they provided high degree of data standardization and adoption of generalized information amongst the population. Secondary data was obtained from past published materials, review of documents from schools sub county office.

3.5. Data Analysis Techniques

Data analysis involved the use of both qualitative and quantitative techniques. The data obtained was organized, checked for completeness, coded and analyzed using Statistical Package for Social Sciences. The researcher used means and percentages to report on proportions as well as correlations to determine the degree of association between variables under study. This was derived from the responses obtained from the questionnaires. The percentages of responses for each category of respondents were calculated. The findings were used to make conclusions and recommendations. Pearson correlation was used to determine the strength and the direction of the relationship between the dependent variable and the independent variable

4. Data Analysis, Presentation and Interpretation of Findings

4.1. Socio Economic Factors

The study sought to establish parents' Socio economic factors which influence students' KCSE performance in Public Mixed Day Secondary Schools in Imenti Central Sub County, Meru County. The respondents were asked to indicate the extent to which they think parents' socioeconomic factors influence students' performance. The findings were as shown in Table 1

	Frequency	Percent
Low extent	25	16.8
Moderate extent	28	18.7
Great extent	78	52.4
Very great extent	18	12.1
Total	149	100

Table 1: Extent That Parents' Socioeconomic Factors Influence Students' Performance

From the results, the respondents indicated that parents' socioeconomic factors influence students' KCSE performance in Public Mixed Day Secondary School to a great extent as shown by 52.4%, to a moderate extent as shown by 18.7%, to a Low extent as shown by 16.8% and to a very great extent as shown by 12.1%. This reveals that parents' socioeconomic factors influence students' KCSE performance in Public Mixed Day Secondary School greatly. The respondents were also asked to indicate their level of agreement with various statements on parents' socioeconomic factors. Their findings are shown in Table 2

	Mean	Std. Dev.
Students of educated parents perform better	4.286	0.596
Enlightened parents are more serious with their children academics	3.310	0.975
Learned parents assist their students in doing school work	4.167	0.621
Level of parents education help them to understand students' academic needs	2.810	1.065
Enlightened parents provide learning resources to their students	3.976	0.811
Students' performance is affected by their parent economic status	4.381	0.764
Parents provide the learning resources for their students	3.976	0.811
Parent level of income influences students school attendance	2.810	1.065
Students from high socio economic status families perform better in school	4.076	0.706
The house chores makes the students not to concentrate on their school work	3.071	0.712
Students find home chores more beneficial than academics	3.643	1.032
A lot of time is spent on home chores than in academics	4.381	0.764
Parents force Students to involve themselves in home chores	2.416	0.816
Mean of Mean	3.639	0.824

Table 2: Statements on Parents' Socioeconomic Factors

From the findings, the respondents agreed that students' performance is affected by their parent economic status as shown by a mean of 4.381, that a lot of time is spent on home chores than in academics as shown by a mean of 4.381, that students with educated parents perform better as shown by a mean of 4.286 and that educated parents assist their students in doing their school work as shown by a mean of 4.167.

Further the respondents agreed that students from high socio economic status families perform better in academics as shown by mean of 4.076, that educated parents provide learning resources to their students as shown by a mean of 3.976, that parents provide the learning resources for their students as shown by a mean of 3.976 and that students find home chores more beneficial than academics as shown by a mean of 3.643.

In addition, the respondents were neutral that educated parents are more serious with their children academics as shown by a mean of 3.310, that the house chores makes the students not to concentrate on their school work as shown by a mean of 3.071, that Parents level of education assist them to understand students' academic needs as shown by a mean of 2.810 and that parent level of income influences students school attendance as shown by a mean of 2.810. The respondents however, disagreed that parents force Students to involve themselves in home chores as shown by a mean of 2.416.

5. Summary of Findings, Discussion of Findings, Conclusions and Recommendations

5.1. Parents' Socio Economic Factors

It was established that students KCSE performance is influenced by parent economic status, that a lot of time is spent on home chores than in academics, that students with educated parents perform better and that educated parents assist their students in doing their school work. The study further found that students from high socio economic status families perform better in academics, that educated parents provide learning resources to their students, that parents provide the learning resources for their students and that student find home chores more beneficial than academics. The study also found that educated parents are more serious with their children academics, that the house chores makes the students not to concentrate on their school work, that parents level of education assist them to understand students' academic needs and that parent level of income influences students school attendance.

5.2. Conclusions

It was concluded that parents' socioeconomic factors influence students' KCSE performance in Public Mixed Day Secondary Schools in Imenti Central Sub County, Meru County greatly and significantly. It was clear that students KCSE performance is influenced by their parent economic status, that student spent a lot of time on home chores than in academics, that students with educated parents perform better and that educated parents assist their students in doing their school work. The study further found that students from high socio economic status families perform better in academics, that educated parents provide learning resources to their students, that parents provide the learning resources for their students and that student find home chores more beneficial than academics.

5.3. Recommendations

Parents should be able to pay fees, must participate fully on academics performance of the children, avoid taking alcohol and drugs when at home, to get full family setups, be good models and improve parental income. The researcher recommends that NGOs and the government to identify needy students and have them assisted through bursaries or from the Constituency Development Fund bursaries. The parents should also be sensitized on the importance of educating their children and be more involved in their children's performance in class. As it is obvious that educated parents have educated children, the government should ensure that all needy parents access literacy and adult basic education.

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