

**FACTORS INFLUENCING ACADEMIC
PERFORMANCE OF LEARNERS IN PUBLIC
SECONDARY SCHOOLS : A CASE OF MUMIAS WEST
SUB-COUNTY**

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**A Research Project report submitted in Partial Fulfilment of
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of Nairobi.**

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DECLARATION

This is my original work that has never been submitted for an award in the university or any other institution.

Signature

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This project has been presented for examination with my approval as the University Supervisor

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DEDICATION

My dedication to my family at large, my husband Musa Kulubi Osieko. My parents Maurice Wanjala Muse and Anne Nanyama Wanjala. To my children, Michelle, Yuri, Immaculate and William. I urge you to forge on! For a better tomorrow. Not forgetting my late grandmothers Deborah Khatundi Muse and Sofia Kasembeli Pipi, you were an inspiration to me in the lives you lived.

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ABSTRACT

For several years, the Academic Performance of learners and schools in the KCSE examination has been a thorny issue among key Education stakeholders. Especially in terms of access, quality and equity in the provision of basic education, with respect to the children's rights, as well as the SDGs. The Kenya Government through the ministry of Education in line with the Bill of Rights and the SDGs opted to take charge of the Education sector especially in matters Teacher Management, Resource Allocation, Talent Development and Competition in Academic Performance. Consequently, this research study focuses on Factors affecting the Academic Performance of learners in Public Secondary schools, in view of the dropping performance of learners in the KCSE Examination in the past four years, between 2014-2017. This study had the following as its objectives; To determine the influence of Teacher Motivation on the Academic Performance of learners in public secondary schools within Mumias West Sub-County, to Establish the influence of Resource allocation on the Academic performance of learners in public secondary schools, Ascertain the influence of Talent development on the Academic Performance of learners in public secondary schools as well as Examining the influence of Competition on the Academic performance of learners in public Secondary schools within Mumias West Sub-County, Kakamega County. The research methods used were interviews and questionnaires for a selected sample of the population within Mumias west Sub-County as indicated in the data collection instruments. The study was conducted within Mumias west Sub-County, Kakamega County, Kenya. The research findings led to the following conclusions, that Teacher Motivation, Resource Allocation and Talent Development, coupled with Competition are essential for enhanced Academic Performance of learners in public secondary schools. Finally the study recommended for alternative methods in school academic evaluation, other than National examinations alone. Similarly the need to increase and maintain Teacher Motivation, hence any increase in responsibility for teachers be accompanied with an increase in remuneration. Lastly that Proper feasibility studies, and equivalent amounts of resources be allocated in enhancing monitoring and evaluation of EFA as a Government policy that feeds learners into Public secondary schools and Free Secondary Education (FSE) that maintains them through Secondary Education. Hence the need for further research in the policies of FSE and EFA. It is hoped that if taken in, the above conclusions and recommendations will enhance the achievement of the Sustainable Development Goals (SDGs) on Access, Equality and Equity in the provision of Basic Education. In conclusion, this study confirmed that despite government support through the Free Day secondary Education (FSDE) the above study objectives of teacher motivation, resource allocation, talent development and competition are pertinent areas and key to the success of Education. Consequently the policy of FSDE should be studied keenly for better performance among learners in public secondary schools.

ABBREVIATIONS AND ACRONYMS

AAP	-American Association of Publishers.
AAU	-Association of African Universities.
AP	-Advanced Placement.
API	- Academic Performance Index.
CATS	- Continuous Assessment Examinations.
CPE	- Certificate of Primary Education.
EFA	- Education For All.
FSE	- Free Secondary Education.
FDSE	- Free day secondary Education
HIV/AIDS	-Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IB	-International Baccalaureate.
IQ	- Intelligence Quotient.
KCPE	- Kenya Certificate of Primary Education.
KCSE	- Kenya Certificate of Secondary Education.
KNEC	- Kenya National Examinations Council.
KNUT	- Kenya National Union of Teachers.
KUCCPS	- Kenya Universities and Colleges Central Placement Service.
MOE	- Ministry of Education.

NRC	- National Research Council.
OECD	- Organization for Economic Co-operation and Development.
PISA	- Program for International Students Assessment.
QASO	-Quality Assurance and Standards Officer.
RTTT	- Race To The TOP.
SDGs	- Sustainable Development Goals.
SES	- Social Economic Status.
SQASO	- School Quality Assurance and Standards Officer.
T&LR	- Teaching and Learning Resources.
TPAD	- Teacher Performance Appraisal and Development.
UN	- United Nations.
UWEZO	- Means ‘Capability’ in Kiswahili, which is a non-profit organization (NGO); aiming at improving competencies in literacy and numeracy in children aged between 6-16 yrs. in Kenya, Uganda and Tanzania.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Academic performance is defined as the overall outcome of education (Annie Ward et al.1996). It refers to the results achieved academically and measured by different scales like grades or meanscores.

Results will definitely indicate education improvement or lack of it. For there to exist academic performance then there has to be academic value addition. Academic performance is an outcome of education, that is the academic performance index(API), the public secondary schools Accountability Act-1999. Academic performance shows the extend to which a student, teacher or institution has achieved in terms of their educational goals.

It is commonly measured by examinations or continous assessment tests (CATS). There is no general agreement on the best mode of measurement, however it is overrally agreed that successful academic performance is a function of all the other facets of education. For learners, good academic performance is one of their highest priorities (Annie Ward et al.1996).

In the USA academic performance is measured by the Academic Performance Index(API), which measures the individual differences that influence academic performance, in this case intelligence and personality. (Public secondary schools Act. 1999). Here the PISA examination measures the literacy levels. However

In Pakistan studies have established that the socio-economic status and the parents' level of education had an impact on the academic performance of students (Girma Berhanu 2011).

In Nigeria a study by Timothy Oluwafemi (2016,) indicates that the Socio-Economic Status (SES) of their parents as well as the teaching methods and techniques used are factors with significant impact on the ademic performance of learners.

Locally various studies undertaken, have their results pointing towards teacher motivation, resource allocation and the Social Economic Status (SES) of parents as the factors behind academic performance. For instance a study by Patrick Ogecha Nyagosa (2011) indicates that schools should hold more motivational talks to students and teachers to inspire them up to perform better alongside strengthening the guidance and counseling departments (G&C).

Nyagosa further advocates for education directors to work closely with the community and other stakeholders to put in place the required physical infrastructure like laboratories, libraries, administration blocks classrooms,alongside Information communication technology(ICT) to enhance performance. These already are some of the variables in this study.

Generally the academic performance of learners in the KCSE examination has been wanting especially in the last 4 years, between 2014 and the year 2017. This is despite the fact that Kenya has the provision of Free Secondary Education (FSE). The FSE government capitation was increased within the same period to a maximum of kshs. 22,244.00 per child per year. Meaning that Day schooling became completely free (FDSE) for learners from the year 2018, as per ministry of Education Cicular 2018 (MOE. HQS/3/13/3).

In the year 2014 the KCSE national results were marred with a lot of irregularities, despite the improvements made by the government. Where the grades A attainment was at 69.4%. The same design was exhibited in the year 2015, where it was only 31.52% of the candidates that had scored quality grades eligible for university entry. While the grades A attainment was 2636, a drop from a total of 3017 in the year 2014 (kcseonline2017), this was a 12.63%. The years 2016 and 2017 exhibited a disastrous national trend where the KCSE results exhibited very few quality grades. For instance the quality grades -A, were only 141 and 142 in the years 2016 and 2017 respectively. During the same period, in the year 2016, the KCSE candidature nationally was at 557,223, yet only 88,929, that is 15.96% attained quality grades. These are grades between C+ and A plain. These are grades eligible for direct university entry. Similarly in the year 2017, the total candidature was at 952,472 and only 70,000 candidates attained quality grades (kcseonline 2017), which was 7.35% of the total entry. This was a glaring drop that raised many questions.

Consequently the dwindling academic performance is key in this study, despite Government effort to ensure education accessibility by all as stipulated in the relevant policy documents, including Kenya Vision 2030, The basic Education Act 2013 and the Kenya Constitution, academic performance has remained wanting. Hence this enquiry on the factors that influence the academic performance of learners in Mumias West Subcounty.

In Mumias West Sub-County, where a higher percentage of learners are Day Scholars, who are beneficiaries of the Free Day Secondary Education (FDSE) the same situation was replicated where performance has been mainly average and even

below average between the years 2014 and 2017,(Education office Mumias Sub-County).

That in the year 2014, the meanscore was at 5.88 in the KSCE examination, but come the year 2017 the meanscore was at 4.24. This gives a negative deviation of -1.64, and a 27.89 drop, which was quite high in terms of performance. In the year 2015 there was a negative deviation of -0.033 and a negative deviation of -0.819 in the year 2016. 2017 had a negative deviation of -0.744. This is evidenced on the attached appendix on Analysis of KCSE results Mumias West Sub-County. The results posted indicate a negative deviation trend in the last four years.

This poor academic performance is the source of this inquiry into the factors influencing the academic performance of learners in Mumias west sub- county.

1.2.Statement of the Problem

This study is an assessment of the factors that influence the academic performance of learners within Mumias west Sub-county. Over the years learners have portrayed a negative trend in their academic performance. This necessitated this study in Mumias West Sub- County, to ascertain the factors that are influencing the academic performance of learners.

1.3.Purpose of the study

The purpose of this study is to assess the factors that influence the academic performance of learners in public secondary schools : A case of Mumias west sub-county.

1.4. Objectives of the study

1. To Determine the influence of Teacher Motivation on the academic performance of learners in public secondary schools in Mumias west Sub-County.
2. To establish the influence of Resource allocation on the academic performance of learners in public secondary schools within Mumias west Sub-County.
3. To ascertain the influence of Talent Development on the academic performance of learners in public secondary schools in Mumias west Sub-County.
4. To examine the influence of competition on the academic performance of learners in public secondary schools in Mumias west Sub-County.

1.5. Research questions

1. To what extent has Teacher motivation impacted on the academic performance of learners in public secondary schools within Mumias west Sub-county?
2. How has Resource Allocation influenced the academic performance of learners in public secondary schools within Mumias west Sub-County?
3. How has Talent Development impacted on the academic performance of learners in public secondary schools within Mumias west Sub-County?
4. How has Competition influenced the academic performance of learners in public secondary schools in Mumias Sub-County?

1.6. Significance of the study

This study is timely and significant, due to the glaring drop in KCSE performance nationally in the years 2016 and 2017, never experienced earlier on in Kenya.

As mentioned in the background the government has prioritized basic education access to all, through Tuition capitation inline with the Ministry of Education (MOE) policies. Consequently the question, why the drastic drop in performance, yet there is financial and resource support from the government. Consequently it is hoped that the study will unravel the underlying factors in academic performance and shed light on the dwindling learner performance.

This study will be vital in contributing to further policy making in terms of teacher motivation, resource allocation, talent development and competition in education development issues.

Similarly looking at the current education evaluation and assessment system, issues of quality have raised eyebrows and especially as concerns the validity of the KCSE examination, as a final examination and mode of assessment with substantial impact on the future of the candidate. What is evident is a perforated and inadequate system that has been marred with serious allegations of malpractice.

This study looks at what is the influence of Teacher motivation , Resource Allocation, Talent Development and Competition on the Academic performance of learners in Mumias West Sub-County.

Finally, the study proposes and recommends for would be alternative modes of evaluation and assessment systems that can give a proper picture of student performance and the education system as a whole.

As already mentioned this study can be used as a framework on improving the education system through proper evaluation and assessment models and further the final results can be documented and used to carry out further research, while students, teachers, policy makers and the other stakeholders can use it to enhance and improve on education in future.

1.8. Delimitations of the study

The study was confined to public secondary schools only within Mumias west Sub-County. For logistical reasons, it was also confined to schools near the main road as well as only the sampled schools, hence creating a limitation in the general conclusions made.

1.9. Limitations

The scope of this study was influenced by financial and time constraints. Consequently the study was restricted to the purposely sampled populations and sampled schools. The other limitations included inaccessible data as well as unanticipated climatic and environmental challenges. These challenges were mitigated through the design of a reasonable budget within my means. Secondly time constraints were managed through the use of unofficial times and over the school holidays. climatic challenges were handled through perseverance and patience.

1.10 Assumptions of the study

This study hoped that all factors pertaining to Government Policy, the universal Bill of Rights and the Sustainable Development Goals remained constant. The government policies on education are in the following documentations; vision 2030, the Basic Education Act, 2013 and the 2010 Kenya Constitution. These documents are in line with the Universal Bill of Rights and the Sustainable Development Goals.

1.11. Definition of significant terms

Academic Performance	The end result of the KCSE Examination either in grades or the meanscore.
Assessment	It is the process of documenting of a process in measurable terms knowledge, skills attitudes and beliefs
Evaluation	It is the process of characterizing and appraising some aspects of an education process.
National Examinations	It is an Evaluation of The Education system nationally.
Competition	It is the desired competition between two or more parties.
Public schools-	These are state schools in most countries like Kenya, Ghana, Canada and the U.S, among others.
Resource Allocation	It is the process of assigning and managing assets in a manner that supports organizations strategic goals.
Talent Development	The building of knowledge, skills and abilities of others and especially helping them to achieve their potential in all areas especially academics

Teacher Motivation

It is the process of arousing action, sustaining the activity in process and regulating its pattern among educators.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter on literature review looked at the four main independent variables, as well as the dependent variable of the study. That is Teacher Motivation, Resource Allocation, Talent Development, and Competition as the independent variables. It also studies the Theoretical and the conceptual frameworks of the study.

2.2 Teacher motivation and the Academic performance of learners

Motivation refers to the reasons that underlie behavior that is characterized by willingness and volition (Guay et al.2010). Similarly work motivation is taken to be the psychological processes that influence individual behavior with respect to the attainment of work place goals and tasks (Bennell P;2004).What is gathered from the above is the fact that motivation generally puts human resource into action. It's also through motivation that this human resource can be utilized to the fullest, whereby it improves the level of efficiency as well as building friendly relationships among employees (Bennell P, 200). Findings from various studies have shown that, job satisfaction and motivation are essential to the continuing growth of educational systems worldwide and they rank alongside professional knowledge and skills, centre competencies and educational resource and strategies (N.P Olulube in Teachers' job satisfaction and motivation for school effectiveness.)

When it comes to Teacher motivation, it is not only about motivation to teach, but the motivation to be a teacher as a lifelong career. A teachers' motivation is both

intrinsic and extrinsic and it has to do with a variety of issues including; The attitude to work, His/her desire to participate in pedagogical processes within a school environment, a teachers' interest in the student discipline, as well as classroom control (Patrick Ampofo, 2012). Teacher motivation is an important aspect of the education sector since studies have shown that highly motivated teachers experience job satisfaction and perform better than their poorly motivated counterparts. Similarly studies have proved that there is a relationship between learners' performance and the educators motivation (Journal of Economic and behavioral studies (Vol.5, No.12, pp838-850).

In Ghana, just like in other countries worldwide motivation plays a big and significant role in the teaching and learning service, hence the then government introduced a variety of incentive packages for teachers in order to increase their performance. These incentives included opportunities to study with pay as well as incentive packages for teachers posted in rural areas (Ampofo Patrick, 2012).

Johnson (1986), measures developed to boost teacher motivation have been based on three theories of motivation and productivity. These are; the expectancy theory- which states that individuals are likely to strive hard in their work if there is an anticipated reward like a bonus or promotion. The equity theory which states that individuals are dissatisfied if they are not justly compensated for their efforts and accomplishments and finally, the job enrichment theory – that states that workers are more proactive when their work is varied and challenging.

Currently teachers in many countries are being asked to take on more responsibilities including; HIV/AIDS education, Guiding and counseling, Teacher performance Appraisal and Development schedule as well as community

development. This is expected without further remuneration and hence a key source of de-motivation (Bennel P 2004).

This study intends to look into new directions in shaping teacher motivation so as to enhance student performance. There's need for school reforms that are set at efforts to improve student performance. The need to look into professional and staff development and thus enhancing pedagogical skills and knowledge of the subject matter. Third is the issue of induction and support for new teachers. Finally, the issue of teacher evaluation and especially in terms of feedback and recognition (Shafi Zadeh, 2002), there is a significant relationship between motivation and education, where job experience affects the motivation level of the educator. There is need for further research on the impact of teacher motivation in relation to punctuality, lesson attendance and syllabus coverage which are the core indicators in this study. attendance and syllabus coverage.

2.2.1.Punctuality

Punctuality is the state of being prompt (Brett&Kate 2012) while the Wikipedia defines punctuality as; the characteristic of being able to complete a required task or fulfill an obligation before or within the designated time. It evidences the fact that one is dedicated, interested and capable of handling a responsibility(Wikipedia 2017).

Teacher motivation entails the aspect of punctuality, where punctuality entails the aspects of proper time management in reporting to duty and lesson attendance, as well as teacher presence or availability within the school environment (TSC.TPAD 2017)

This means that a well motivated teacher ensures that all his/her lessons are taught as per the school time table, Exams are set, Marked and feedback given as per the deadline or the scheduled time.

2.2.2. Lesson attendance

According to the Merriam Webster Dictionary, Lesson Attendance refers to the number of times a person attends a lesson be it a student or a teacher. This is the act of being present. In the case of a teacher, his/her presence in the classroom is a prerequisite for learning to take place though not the only one (Gabriella Guererro 2012). In view of the above then a teachers' presence is of value to learning and cannot be underestimated. However the very presence is a factor of punctuality which is highly dictated by the very teacher's motivational levels. Highly motivated teachers will exhibit high levels of punctuality and lesson attendance.

On the other hand a study in Kenya indicated that teachers in rural schools were absent 20% of the instruction time yearly. In Zambia 18% and Pakistan 10% of the time yearly. There are various reasons why a teacher could be absent in developing countries including health, family issues and training. Similarly a teachers' absence has been linked to a number of reasons including illness or lack of motivation to conduct high quality lessons (Das et al.2005). From the foregoing, what is key is the fact that Lesson Attendance is a subject of teacher commitment and satisfaction (Gabriella Guerrero 2012).

2.2.3. Syllabus coverage

The syllabus is an academic document that communicates course information and defines the expectations and responsibilities (The Oxford Dictionary 3rd ed.2005).

In terms of the curriculum, the syllabus is what is expected to be covered in a particular course annually or in the whole four year course. In this study syllabus coverage is an indicator of teacher motivation in that the level of coverage gives a clue of the level of motivation of the teacher.

2.3. Resource Allocation and the Academic performance of learners.

Resource allocation refers to the process of assigning and managing of teachers and assets in a manner that supports organizations' strategic goals. (Margaret Rouse, 2014). The process of resource allocation includes management of tangible assets such as hardware to make use of the softer assets such as human capital. It involves the balancing of competing needs and priorities and determining the most effective course of action in order to maximize the use of the limited resources (Margaret Rouse, 2014).

Academic performance influences institutional decision making especially in the following areas, Resource allocation, Strategic positioning and planning. Staffing and organization, Quality Assurance and Admissions (IHEP, May 2009, Issue). In this case and for purposes of resource allocation especially in the public education sector, then the government has a responsibility of undertaking a needs assessment of each school according to predetermined standards. The education ministry must develop such standards after consultations with the education stakeholders like principals, teachers, parents, students and the general public. In the very assessment the following areas should be looked into; School facilities, Instructional and assessment practices, Teacher/student classroom interactions, the school curriculum and the nature of learning activities (Buhere, D/N, 18th July 2015).

Teachers need to be interviewed, as well as students and principals to ascertain their academic qualifications and length of experience (Buhere, D/N18th July 2015).

This is a better strategy in resource allocation. Basing resource allocation on Academic performance is against the tenets of the World Education Forum and the Incheon Declaration; Education 2030, that is towards an inclusive and Equitable quality Education and lifelong learning for all (WEF, June 8th. 2015).

School resources should be channeled towards the provision of a 12 years , free publicly funded, equitable and quality primary and secondary Education for all (The Incheon Declaration; Education 2030).

2.3.1. School infrastructure

Infrastructure can be defined as the basic facilities and installations that help a community, government or school in terms of running(Preserve Articles.com.2018). They include roads, rooms, buildings, electricity and water installations among others. On the same note School infrastructure includes physical facilities in a school such as buildings, grounds, furniture, apparatus and equipment (Online Cambridge Dictionary 2018). Others include the library, laboratories, Multi-purpose halls, classrooms, work areas and staffrooms among others. The above are necessary for effective learning and Academic performance to take place.

2.3.2. Laboratory equipment

Laboratory equipment refers to the various tools and equipment used by scientists working in a laboratory(Thesaurus 2000). The Collins English, Dictionary, defines these as the equipment found n a room conducting scientific research or

teaching practical science. The above equipment is mandatory if students are to perform in matters science.

2.3.3. Teaching and learning Resources

These are educational resources used to enhance skills and knowledge according to Teaching and learning resources (T&LR.). They are tools and equipment that help teachers teach and students learn (AAP.2015). These resources are varied in nature including text books, work books, work sheets posters, Educational games Apps, websites, software, models, movies and CDs.(AAP.2015). A fact is that students can't learn from one type of educational material. Supplement resources help teachers differentiate instruction and engage students properly. The availability of the above will enhance learning and finally academic performance.

2.4. Talent Development and the Academic performance of learners

Talent development refers to the building of knowledge, skills and abilities of others and especially helping them to achieve their potential in all areas especially academic, (Velma La Point, 1996). It is about developing and advising those who are able to contribute to a company's or institutions success. The essence of talent development is to find new ways of greatly reducing school dropouts by helping more students to transgress to the next academic grade. This means increasing opportunities for academic success which could be in four major ways, Concentrating more on improved student attendance, finding ways to give extra academic help where needed. Provision of recognition for student improvement and achievement to retain motivation, provide ways for students to recover from poor attendance or early failures and earn course credits for promotion according to The Talent development high school; Essential components , May 2005.

From the foregoing talent development model is conceived as a comprehensive paradigm for school reform which asserts that all children can learn and will learn in an academic setting that is demanding and that expresses high expectations. It is a school reform initiative that has been developed to address many of the challenges affecting some of the most troubled schools especially in the U.S. It aims at raising the expectations of teachers and students and preparing all students for post secondary education and employment.(James,J, Kemple & Corinne M.H, 2005.). Since inception the Talent Developments' central goals have been to help transform urban high schools into solid learning institutions that have established a strong positive school climate for learning, as well as promoting high academic standards for all students especially in the core subjects, especially English and mathematics and providing, professional development to support the implementation of the recommended reforms (Velma La Point& Others 1996.)

The end result of the above models' implementation is that students should find school more attractive and attend more frequently, pass more courses, tend to remain more in school and eventually they are more likely to be promoted to and graduate(Velma la Point& others 1996). Research findings have proved that talent development model can result into the success of all students in a school given the appropriate school organization, curriculum, instruction and the assistance needed. (Velma La Point & Others, 1996).

2.4.1. Career Guidance

A career is taken to be a lifelong occupation, where each career has its own unique characteristics and requirements(Gicharu 2015). Career guidance is important in high school as an aspect of talent development due to its eventual impact on

academic performance. According to Gicharu in the Friday Standard, June 2015, career guidance helps students to choose careers that they enjoy and will be able to balance their talents, gifts, passion, interest and abilities. Proper career guidance enhances performance in that it gives the learners confidence and direction in their studies. Academic performance is enhanced since learners are able to identify the right subjects and subject combination. Finally lack of proper and early career guidance results into loose of focus and eventual academic failure.

2.4.2. Co-Curricular Activities

These are taken to be activities that enable to supplement and complement the curricular or syllabi activities according to the Gynanun limited website (2017). They are the components of a non-academic curriculum that helps to develop the other facets of personality development of children and students. For an all round development a child needs emotional, spiritual, physical and moral development. Co-curricular activities are to take place after school hours and they include sports, music, debates, contests, recitations and modeling. In relation to talent development and academic performance, they stimulate talent identification and encourage healthy competition. This is a motivation for learning and finally academic performance.

2.4.3. Motivation Talks

Motivation as already mentioned earlier refers to the will and push behind undertaking any activity. In the case of students motivation is what propels them in undertaking both academic and talent activities. Motivation talks are inspiration talks that aim at enhancing the students' intrinsic motivation in matters academic and talent development. This is as evidenced by (Johnson 1986) through the expectancy theory that states that individuals are likely to strive hard in their work if there is an

anticipated reward at the end. Consequently motivation talks play a great inspirational role among learners.

2.5. Competition and the Academic performance of learners.

In 2004, the Ghana Education services published the secondary schools certificate results league, where secondary schools in Ghana were ranked from the 1st position to the last based on a number of indicators including total number of students, total number of candidates who scored to a particular level, the number of fails and absence among others. This ranking became a subject of intense public discussion among the Ghanaians. However of importance to us is the fact that a majority of them felt that it was a great step towards promotion of competition among secondary schools in Ghana (The Ghana educational services2004). Competition has been defined as an activity or condition of competing. That is the act or process of trying to win something like a prize or a higher level of success than someone else. It is perceived as a situation in which someone is trying to win something or be more successful than someone else. Similarly competition has been taken as an organized event in which people try to win a prize by being the best or faster among other attributes (The Cambridge English Dictionary 1995).

Competition plays a key role in Academic performance because it often spurs students to pursue excellence. Cmpetition is healthy and is a show of some level of cooperation. Healthy competition will always promote an “Everyone Wins” situation where team members work collectively towards a common goal and the reward is communal, while at the same time, individual members in the team can still work for or compete to improve their placement in the team. This is normally done in a

cooperative manner in which their mutual respect and pleasant interactions do not jeopardize other team players (N. Plowman, 2013).

This study advocates for competition among learners to enhance academic performance. It is obvious that competition has several advantages including; Teamwork and a team oriented mindset, Project success, increased productivity, motivation, innovation and creativity, High quality output and fostering a sense of respect, care, consideration and empathy.

Competition in the classroom setting is where either individualistically or in teams students strive to win by being the smartest. These competitive oriented environments in the classroom setting give resultant impact on motivation and academic outcomes. Early studies in the 1970s and 1980s have proved that cooperative competition in small groups is more successful for problem solving and high level processing tasks, compared to competition that is more effective in rote learning (Johnson et al 1981, Johnson, Skon & Johnson 1980.)

It has also been observed that competition varies across several factors such as age, gender and culture among others. For instance boys are likely to engage in negative or interference competition as opposed to girls where the stakes are high as is the case in academic performance. Where competition is not handled carefully it can impact negatively on learners, resulting into learner demotivation. For instance; when students get obsessed with the winning or losing the competitive activity, they may lose focus of the important instructional objectives and content. From the students' point of view, performance may take precedence over learning. Similarly, inherent in the practice of competition is the necessity for someone else to lose. Similarly if the

same students loses time and again they may come to view the world as unfair and become likely to give up when faced with academic challenges in the future.

Such students are likely to evaluate themselves negatively and view school as threatening. Similarly they will be evaluated negatively and rejected by their peers as losers. Conversely students who win consistently may lose interest in the instructional content and hence put forth minimum effort to out-do the other students rather than maximizing their effort. This kind of competition may promote the development of performance goals rather than mastery goals (Amen, 1992). Lastly the competition and performance goals may decrease the intrinsic motivation towards academic tasks hence completing tasks for the reward, rather than building competence and skills.

From the foregoing, academic competition has its' downfall when it causes a lot of anxiety and high stress levels and especially to younger students who are not equipped to handle pressure. Similarly it can be disadvantageous if it leads students to live imbalanced lives. Such that some students due to academic pressure will tend to put everything else to hold, especially, co-curricular and extracurricular activities so as to solely focus on academics (Amen, 1992).

2.5.1. Joint Exams and Mocks

As already defined earlier, an Exam is an official test that shows ones knowledge or ability in a particular subject (American Heritage Dictionary 2011). Joint exams and mocks refer to situations and cases where schools team up to have mock and other exams together as teams. The concerned schools team up through panel-setting in preparing common tests and exams for their students. This is aimed at ensuring and enhancing competition between learners and team- work among the

teachers. The end result in most cases is improved academic performance among the students.

2.5.2. Conveyor-Belt Marking

A conveyor is defined as an endless belt or chain set on rollers e.t.c for carrying materials or goods over short distances (Merriam-Webster.com. June2018). In relation to marking of examination the Conveyor –Belt system involves the organizing of markers into groups in which each marker is assigned a question or questions to mark (Bukenya. 2009). It is also referred to as the Item- level Marking(Ofqual 2013). This Item marking reduces the halo effect as well as removing the influence of one marker on the whole script (Risino2014).

In this context conveyor marking as opposed to the traditional marking enhances group marking which in turn will enhance positive competition finally resulting into improved academic performance.

2.5.3. Panel Setting and Team teaching.

A panel is a group of people gathered to handle/perform/ discuss/conduct a particular public task. In this case a panel is a collective noun(Merriam-Webster.com. June2018). On the other hand setting as a verb is used to mean to prepare or put a price/value upon something (Merriam-Webster.com. June2018). Consequently the two terms in relation to knowledge refer to the preparing of questions by a group of teachers/instructors to test knowledge at a particular level, hence the term panel setting. In the long run panel setting enhances team work, competition and finally improved academic performance.

Team teaching on the other hand refers to a case where a group of teachers work together to plan, conduct and evaluate the learning activities of a group of learners (Goetz 2000). These group of teachers/instructors set goals together, design the syllabi, prepare individual lesson plans, teach students and finally evaluate them (Beggs 1964). Team teaching allows for more interaction between teachers and learners where emphasis is placed on student growth. All the above is designed to enhance competition among learners and finally improved their academic performance.

2.7.Theoretical framework

2.7.1.The Critical Theory

This is a theory that is oriented towards critiquing and changing society as a whole. It aims to dig beneath the surface of social life and uncover the assumptions that keep us from a full and true understanding of how the world works, (Ashley Crossman, 2016). It is a lens through which to view research and it is an inquiry that questions ideologies, values, assumptions and social structures (Crotty 1998).

It was developed by a group of sociologists at the University of Frankfurt and they are referred to as the Frankfurt school. They include Jurgen Habermas, Herbert Marcuse, Walter Benjamin, Max Horkheimer and Theodor Adorno. One of the main aims of the critical theory is to promote a revolution against all forms of discrimination including those based on sex, sexual orientation, race and religious belief (Ashley Crossman, 2016).

According to the Frankfurt school a critical theory may be distinguished from a traditional theory according to the specific practical purpose. This is to say that a

theory is critical to the extent that it seeks human emancipation from slavery, it acts as a liberating influence and works to create a world which satisfies the needs and powers of human beings, according to Horkheimer (1972, pg.246).

In facing the challenges of the new social facts, the critical theory remains a vital philosophical trend in the normative disciplines of social and philosophy. The above vitality is enhanced when it considers arrange of democratic claims all of which challenge the fundamental framework of conceptions of democracy, justice and their interrelationship which includes the struggles of the aborigines, the disabled, women and many others.

The disadvantaged groups include all those students and schools disadvantaged by a system in the Kenyan Education sector that did not cater for all the disadvantaged groups before the advent of Education For All (EFA) and Free Day Secondary Education (FDSE) policies. In Education, critical research looks at the context of how culture and institutions shape educational practices (Crotty 1998)

Natalie Boyd, an instructor and teacher of English states that the Critical theory in Education is about questioning of how our Education system can best offer education to all people and especially in accordance to Goal 4 of the SDGs- Ensure Quality Education for all. This theory offers opportunities and understanding of the different perspectives of the disadvantaged members of society.

The disadvantaged could include the poor, women and girls who attend poorly funded schools and are affected by issues like availability of technology, good and qualified teachers as well as issues of being the minority (Natalie Boyd). At the end of the day their performance is assessed alongside the well to do members of society.

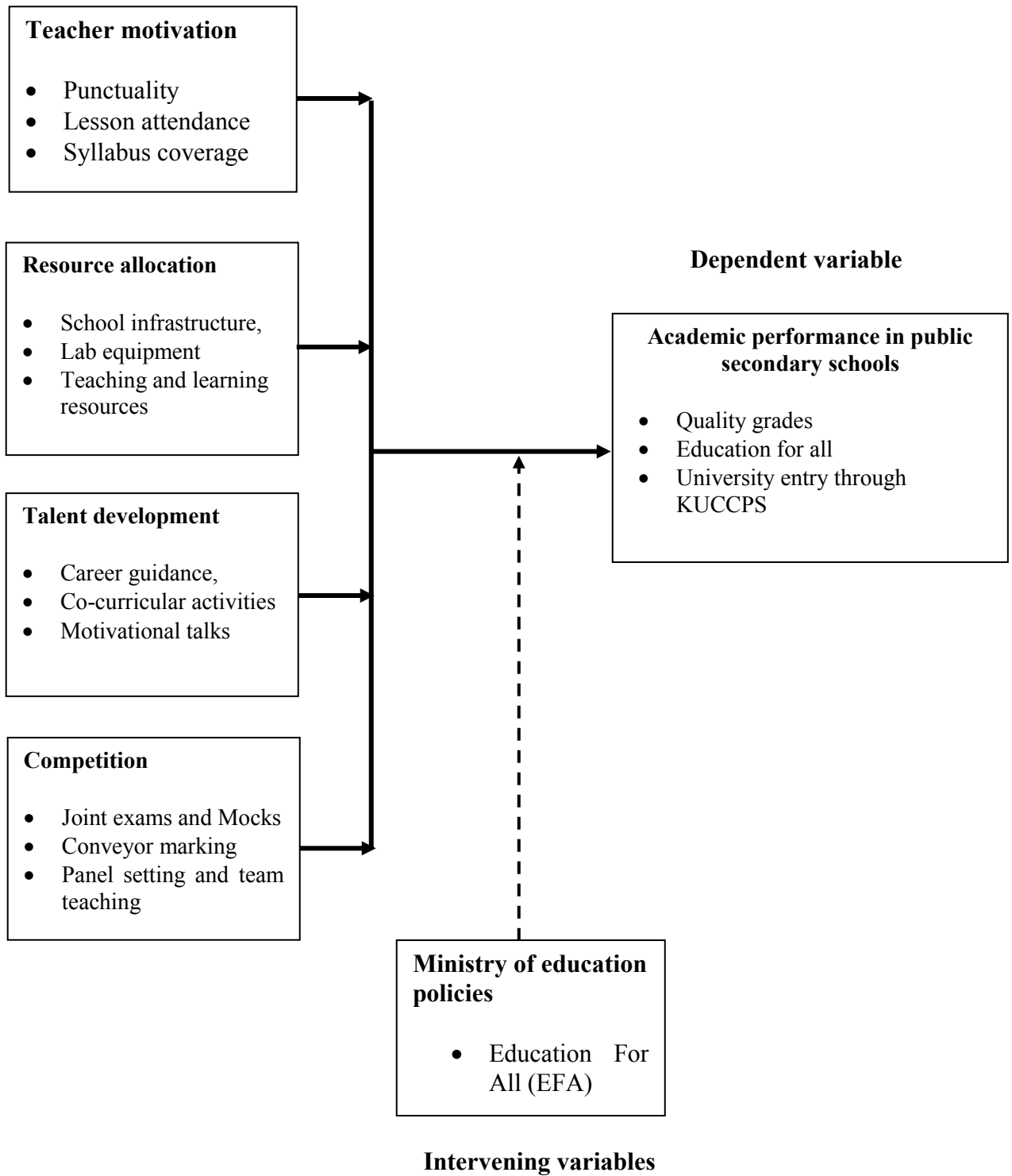
The critical theory in education is about ensuring that every student gets a good education. It also recognizes that people come to school with different advantages and disadvantages and hence focuses on how to help every student to achieve their potential, hence the need for talent development. An aspect that is rarely observed in matters performance.

That is, has the student achieved their potential or has there been any value addition? Consequently this study is a critical enquiry that considers the performance of learners in relation to their entry behavior and academic potential.

It is also evident that teachers register a feeling of disappointment due to hostile environment of the Education process (Ziontaki, Z and Vssariou,A 2014). In light of this, it is important to consider teacher motivation inline with the critical theory in education. This is because teachers face many challenges in school not the least involving students who exhibit problematic behavior. Handling student behavior can affect a teachers' motivation alongside the overall school climate. Hence this inquiry into factors influencing the academic performance of learners in public secondary schools.

2.6. Conceptual Framework.

Figure 2. 1
Independent variables



CHAPTER THREE

RESEARCH METHODOLOGY

3.1.Introduction

This chapter dealt with the Methodology that was used in this study. It discusses the Research Design, the Target population, the Sample size and the Sampling procedures that were used, alongside the Data collection and Analysis Techniques. Ethical consideration operationalization of the variables.

3.2. Research Design

This is a structure of any research study. Orodho (2003) describes it as the scheme, outline or plan that is used to generate answers to the research problem. It is the arrangement of conditions for collection and analysis of data in a manner that aims at relevance in the research purpose (Donald K.K & Delno L.A.Tromp, 2011.)

In this case the research design is Descriptive Survey, since it allows for the sampling of peoples' opinions, attitudes, habits and any other varieties for educational and other social issues. The main purpose of descriptive research is that, it is a description of the state of affairs as it exists (Donald & Delno 2011); where the researcher reports out the findings. According to Orodho (2003), descriptive survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals, especially in schools among students and teachers.

Consequently, I ensured the following : Constructions questions that led to getting of the desired information, secondly I identified the individuals that i used for the survey. I also identified the means by which the survey was carried out and finally I summarized the data in such a way that it provided the desired descriptive

information. However data analysis and summary of the information also involved the Experimental design of data analysis. The Experimental design is the process of planning a study to meet specified objectives (Howard Seltman 2015). This is because the analysis included statistical methods. The above study was undertaken within public secondary schools in Mumias west sub-county, Kakamega County.

3.3.Target population

A population is the totality of the elements to be studied in a research (Mugenda&Mugenda 1999). Consequently the following will be the target population of this study:The totality of the population to be studied within Mumias west Sub-County. This comprises of the total number of students and teachers within the 27 public secondary schools found in Mumias west Subcounty. That is a total of 4515 boys plus 4634 girls giving rise to a total of 9637 students – teachers, 27 principals and their 28 deputies. Similarly the sub-county has one Quality Assuarance and Standards Officer (QASO). Hence the total target population as Given in the table 3.1 below.

Table 3.1 Target population data

	CATEGORY	POPULATION
NO.		
1	PRINCIPALS	27
2	DEPUTY PRINCIPALS	28
3	TEACHERS	310
4	STUDENTS	9637
5	SQASO	1
	TOTALS	N 10,003

3.3.1 Sample Size and Sample Selection Procedures

This section described in detail the sample size and the sample procedures that will be used to capture the required data.

3.4. Sample Size

Sampling is a statistical practice involved with the selection of a subset of individual observations within a population of individuals, with the intention of getting the intended information that concerns the population (Merriam –Webster Dictionary 2016). The sample procedure was purposive. Purposive sampling is also referred to as judgmental or selective sampling which is a sampling technique in which the researcher relies on his or her own judgment when choosing members of a population to participate in the study (Black. K 2010).

This case study used the selected schools for the main reason of getting the desired data that can finally be generalized over the whole population of Mumias west Sub-County. The purposive sample type was Heterogeneous or of Maximum variation sampling, where I selected participants with diverse characteristics (Black. K 2010).

Hence giving a true reflection of the county Similarly the schools are geographically apart and of varied status, that is Extra-County Schools to the sub-county Schools, Single-sex schools to the Mixed Schools and Boarding and the Day schools. This gave a true reflection of the Sub-county in terms of ranking. Hence the following purposive selection of schools that include; St. Peters' Boys Mumias- Extra County Boys School, St. Marys' Girls Mumias - Extra County Girls School, Muslim Boys Mumias- County Boys School, St. Elizabeth Lureko Girls- County Girls School, St. and Bedas Bukaya Mixed sec. school. To get the desired sample size from the

above target population, the study used Krejcie Morgan's table as indicated in the appendix, Krejcie & Morgan (1970).

Table3. 2 : Target population and Sample size data

SCHOOL	Principals		D. Principals		QASO		Teachers		Students	
	N	S	N	S	N	S	N	S	N	S
ST. PETERS BOYS	1	1	2	2	1	1	63	56	1374	302
ST. MARYS GIRLS	1	1	1	1	-	-	47	40	942	274
MUSLIM BOYS	1	1	1	1	-	-	25	24	402	201
ST. ELIZABETH LUREKO	1	1	1	1	-		12	10	326	181
ST. BEDAS BUKAYA	1	1	1	1	-		11	10	530	226
	5	5	6	6	1	1	158	140	3574	1184

From the table above the sample size was 5 Principals + 6 D/principals+ 1QASO + 140 Teachers + 1184 Students, which will give a total of 1336 people. A farther sampling of the 1337 population through Krejcie Morgans' table resulted into a sample size of N 297 people. In cases of no or wrong returns, leading to a sample size of N 281.

3.4.1. Sampling techniques

According to Orodho & Kombo (2012), sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. This research will use non - probability and probability sampling procedures. Purposive sampling was used to select learners in selected schools while stratified sampling enabled the researcher to identify key infomrmants in the study

3.5. Research collection instruments

This study used two instruments, that is; The Questionnaire, for collecting data from the teachers and students. Interviews was used to collect data from the principals, their deputies as well as the QASSOs alongside the questionnaires.

3.6. Reliability and validity of the instruments

The two are important concepts in research and especially in survey questionnaires or any other method of measures of any study.

3.6.1. Reliability

Reliability is the estimate of the degree to which a research instrument yields consistent results from repeated trials (Mugenda & Mugenda 1999). Reliability refers to the consistency of the responses to a questionnaire, research study or test (McLeod S.A, 2007). In this case reliability means two things, that is you can get similar answers to the same question if it was given repeatedly. That is, a high repeatability of the same question and getting the same answers. It is called the test-retest method (MacLeod S.A, 2007). Hence the test- retest method was used to measure reliability in this study.

3.6.2. Validity

Validity refers to whether actually a test measures what it is supposed to measure. It refers to a test that measures what it is supposed to measure (Saul Macleod 2013). Validity is of two types—content and criterion. The content validity that was used in this study has two sections that face and content validity. Face validity intends to measure whether the test appears to test what it aims to test (Nevo B. 1985) as is the case in this study. A direct measure of face validity is obtained by

asking people to rate the validity of a test as it appears to them, especially by using the Likert scale. That is : The test is extremely suitable for the purpose. The test is suitable for the purpose. The test is adequate for the purpose. The test is irrelevant and hence unsuitable for the purpose (Nevo. B 1985).

For instance in the case of performance levels among students in this case study. Consequently research instruments need to be valid by measuring what they are meant to measure (Iravo 2002). To ensure the validity of a questionnaire, there is need for constant consultation with the relevant authorities. Secondly content validity is normally used to show whether the test items represent the content that the test is designed to measure (Borg &Gall 1989). Consequently I applied content validity to ensure that the questions in the questionnaire have covered all the areas to be examined.

Finally the instrument to be used has to address all the objectives and care taken by developing a scoring criterion that assessed each objective.

3.7. Data collection procedures

I arranged for appointments with the sampled schools and selected key informants prior to my visit to avoid any inconveniences to the respondents. I also emphasized on confidentiality of the information given and assured them that it was for academic purposes only. I secured an introductory letter from the University of Nairobi and a permit from the National Commission for Science, Technology and Innovation to ensure Authenticity of the research work.

3.8. Data analysis techniques.

Data analysis is the process of collecting raw data and converting it into information that is valuable for decision making. It involves inspecting, cleaning, transforming and modeling data with the goal of discovering useful information, suggestions conclusions and supporting decision making. This is a multifaceted area with approaches encompassing techniques such as; Descriptive statistics, Exploratory statistics, Confirmatory data analysis, Predictive data analysis (Judd, Charles & McClelland, Gary. 1989). In the case of this study i used descriptive statistics in data analysis so as to ensure that the results or findings are known clearly and gaps for further research are also indicated clearly. This involved content analysis, where the data content was analyzed along specific dimensions. The results were descriptive and statistical since they also indicate trends and issues of interest.

3.9. Ethical considerations

The study considered the privacy of respondents and assured them of confidentiality of their information. The information was basically for the study being undertaken. The researcher asked the respondents of their voluntary and informed consent. Moreover confidentiality and privacy was observed. The respondents were protected by keeping their information confidential. The information shared was only done so after the consent of the respondent was sought.

In addition any work from any other source, other than mine was acknowledged. Lastly, the identity of the respondents was protected by using of numbers or pseudo names to keep them anonymous.

3.10.Operationalization of variables

The operational definition of variables is a table that expounds on the objectives of the study of the independent variables . It also shows the indicators of the objectives, the tools of analysis, the measurement scale and type of analysis that was used.

Operationalization of Variables

OBJECTIVE	VARIABLES	INDICATORS	MEASUREMENT SCALE	TOOLS OF ANALYSIS AND STATISTICAL TEST
To Examine the impact of Teacher Motivation on the Academic Performance of learners.	Independent-Teacher Motivation	- Punctuality - Lesson Attendance - Syllabus Coverage	- Nominal	- Tabulation - Frequencies - Chi-square
To determine the impact of resource allocation on the Academic Performance of learners.	Independent-Resource Allocation	- School infrastructure. - Lab Equipment. - Teaching & Learning materials	- Nominal	- Tabulation - Frequencies - Chi-square
To Establish the influence Talent Development on the Academic Performance of learners.	Independent-Talent Development	- Career Guidance - Co- curricular Activities - Motivational Talks	- Nominal	- Tabulation - Frequencies - Chi-square
To Ascertain the influence of Competition on the Academic Performance of learners.	Independent - Positive-Competition	- Joint-Exams and Mocks - Panel-setting - Conveyor-belt marking.	- Nominal	- Tabulation - Frequencies - Chi-square

Table 3.3: Operationalization of variables

CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONS AND INTERPRETATION

4.1. Introduction

This chapter presents findings of the study which have been discussed under each objective of the study with each covered in indicators both studied sufficiently, correlated in factors within responses and presented in tables, cross tabulations while significance in relationship of the factors to the dependent variable has been tested by chi-square tests conducted following contingency tables. The objectives covered include teacher motivation, resource allocation, talent development and positive competition in public secondary schools within Mumias west sub-county. Response rate was reported as it formed a core background in relation to acceptability of the finding and the results were as presented and discussed in Table 4.2 as follows;-

4.2. Response rate

The study sought to establish various factors that related to ranking of schools in national examinations. Respondents in the study were asked to state elements within demographics that included the factors that follow as presented in demographic tables. Frequency column indicated how many observations fell into the given category while the Percent column indicated the percentage of observations in that category out of all observations. The result obtained were as shown in the tables that follow;-

Table 4.5. Frequency distribution on respondent's gender

Gender	Frequency	Percent
Male	181	64.4
Female	100	35.6
Total	N281	100.0

Results from table table 4.5 revealed that in the study, there were more males than females as indicated with N181 (64.4%) and N100 (35.6%) respectively. The study further wanted to establish respondents administrative and other responsibilities in school, and the results were as follows in table 4.5.1;-

Table 4.5.1. Frequency distribution on Respondents administrative and other responsibilities in school

Respondents	Frequency	Percent
Students	135	48.0
Teachers	132	47.0
Deputy Principals	7	2.5
Principals & SQASO	7	2.5
Total	N281	100.0

It was revealed by the study that, students were represented by N135 (48.0%), followed by N132 (47.0%) that were teachers, N7 (2.5%) deputy principals and N7 (2.5%) principals and a QASO officer. The return rate from the study revealed a steady output from teachers as they were very accessible to the researcher owing to her rapport with her fellow teachers. Majority of the students also had a reasonable return rate as the researcher could monitor and collect their questionnaires. However little hitches were observed owing to factors such as improperly filled questionnaires by students.

4.3. Teacher motivation

Behavior characterized by willingness and volition sums up motivation (Guay et. al.2010). Various studies have revealed that job satisfaction and motivation are essential to the continuing growth of educational systems worldwide and they rank alongside professional knowledge and skills, centre competencies and educational resource and strategies. Teacher motivation is both intrinsic and extrinsic and it has to do with a variety of issues that include; the attitude to work, his/her desire to participate in pedagogical processes within a school environment, a teachers' interest in the student discipline, as well as classroom control. Respondents in the study were asked to state their opinions and level of agreement with indicators under study and the results were as shown under the following thematic factors:-

4.3.1. Punctuality

Respondents in the study were asked to state their level of agreement with academic performance as rated with punctuality as an indicator within motivation in public secondary schools in Mumias West sub county and their responses were as presented in table 4.9 that follow; -

Table 4.6: Cross tabulation showing academic performance of learners and punctuality

		Punctuality					Total	
		strongly agree	agree	undecided	Disagree	strongly disagree		
Opinion on influence	Yes	Count&% within academic performance	67 39.2%	70 40.9%	16 9.4%	14 8.2%	4 2.3%	171 100.0%
	No	Count&% within academic performance	43 39.1%	53 48.2%	3 2.7%	4 3.6%	7 6.4%	110 100.0%
Total		Count&% within academic performance	110 39.1%	123 43.8%	19 6.8%	18 6.4%	11 3.9%	281 100.0%

Results from table 4.9 reveal an analysis of nominal measurement scale where the respondents were asked of their opinions on how punctuality within motivation influences academic performance. It was revealed that, majority of the respondents in the study, 123 (43.8%) *agreed* on the punctuality influencing academic performance, followed by 110 (39.1%) that *strongly agreed*, 19 (6.8%) that were undecided on the factor's influence on academic performance in schools in Mumias West Sub county, 18 (6.4%) who disagreed on punctuality influencing academic performance and lastly 11 (3.9%) that *strongly disagreed* on its influence. An inter-relational survey conducted on the opinion and factor revealed a majority within the *agree* category, 48.2% that felt punctuality did not influence performance academically, whereas in the same category, 40.9% felt the influence punctuality had on academic performance; a 39.2% majority within *strongly agree* category felt the influence punctuality had on academic performance whereas in the same category, 39.1% held a contrary opinion. Therefore the relationship test of independence between variables as determined by the primary statistics used for testing statistical significance was conducted to test whether or not the variables in the study was independent and the results were as presented in the mini-table that follow; -

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.088(a)	4	.039
Likelihood Ratio	10.766	4	.029
Linear-by-Linear Association	.080	1	.777
N of Valid Cases	N281		

Results from the chi – square test of significance when comparing punctuality to academic performance revealed that at a 10.088 Pearson chi-square value at 4df, a p-value of .039 with its corresponding likelihood of association shown by a likelihood ratio value of 10.766 at 4df and a p-value of .029 therefore revealing a very significant association between punctuality and academic performance.

4.3.2. Lesson attendance

Respondents in the study were asked to state their level of agreement with academic performance as rated with Lesson attendance as an indicator within motivation in public secondary schools in Mumias West sub county and their responses were as presented in table 4.10 that follow; -

Table 4.7: Cross tabulation showing academic performance of learners and lesson attendance

		Lesson Attendance					Total	
		strongly agree	agree	undecided	Disagree	strongly disagree		
Opinion on influence	Yes	Count&% within academic performance	71 41.5%	66 38.6%	16 9.4%	14 8.2%	4 2.3%	171 100.0%
	No	Count&% within academic performance	45 40.9%	53 48.2%	3 2.7%	2 1.8%	7 6.4%	110 100.0%
	Total	Count&% within academic performance	116 41.3%	119 42.3%	19 6.8%	16 5.7%	11 3.9%	281 100.0%

Results from table 4.7 reveal an analysis of nominal measurement scale where the respondents were asked of their opinions on how lesson attendance within motivation influences academic performance. Results reveal as follows; majority of the respondents in the study, 119 (42.3%) *agreed* on the lesson attendance influencing academic performance, followed by 116 (41.3%) that *strongly agreed*, 19 (6.8%) that were undecided on the factor's influence on academic performance in schools in Mumias West Sub county, 16 (5.7%) who disagreed on lesson attendance influencing academic performance and lastly 11 (3.9%) that *strongly disagreed* on its influence. To further understand the inter-relation between lesson attendance and academic performance respondents opinions were sought and it was revealed that a majority within the *agree* category, 48.2% that felt lesson attendance did not influence performance academically, whereas in the same category, 38.6% felt the influence lesson attendance had on academic performance; a 41.5% majority within *strongly agree* category felt the influence lesson attendance had on academic performance whereas in the same category, 40.9% held a contrary opinion. A statistical test of independence between variables as determined by the primary statistics used for testing statistical significance was conducted to elaborate on whether or not the variables in the study was independent and the results were as presented in the mini-table that follow;-

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.348(a)	4	.010
Likelihood Ratio	14.671	4	.005
Linear-by-Linear Association	.284	1	.594
N of Valid Cases	N281		

Results from the chi – square test of significance when comparing lesson attendance to academic performance revealed that at a 13.343 Pearson chi-square value at 4df, a p-value of .010 with its corresponding likelihood of association shown by a likelihood ratio value of 14.671 at 4df and a p-value of .005 therefore revealing a very significant association between lesson attendance and academic performance.

4.3.3. Syllabus coverage

Respondents in the study were asked to state their level of agreement with academic performance as rated with syllabus coverage as an indicator within teacher motivation in public secondary schools in Mumias West sub county and their responses were as presented in table 4.11 that follow;-

Table 4.8: Cross tabulation showing academic performance of learners and syllabus coverage

		Syllabus coverage					Total	
			strongly agree	agree	undecided	Disagree	strongly disagree	
Opinion on influence	Yes	Count&% within academic performance	74 43.3%	67 39.2%	13 7.6%	16 9.4%	1 .6%	171 100.0%
	No	Count&% within academic performance	45 40.9%	60 54.5%	3 2.7%	2 1.8%	0 .0%	110 100.0%
	Total	Count & % within academic performance	119 42.3%	127 45.2%	16 5.7%	18 6.4%	1 .4%	281 100.0%

Results from table 4.11 reveal an analysis of nominal measurement scale where the respondents were asked of their opinions on whether syllabus coverage as a factor within motivation influences academic performance. Results reveal as follows; majority of the respondents in the study, 127 (45.2%) *agreed* on the syllabus coverage influencing academic performance, followed by 119 (42.3%) that *strongly agreed*, 18 (6.4%) that *disagreed* on the factor's influence on academic performance in schools in Mumias West

Sub county, 16 (5.7%) who were undecided on syllabus coverage influencing academic performance and lastly 1 (0.4%) that *strongly disagreed* on its influence. In studying the inter-relation between syllabus coverage and academic performance respondents opinions were sought and it was revealed that a majority within the *agree* category, 54.5% that felt syllabus coverage did not influence performance academically, whereas in the same category, 39.2% felt the influence syllabus coverage had on academic performance; a 43.3% majority within *strongly agree* category felt the influence syllabus coverage had on academic performance whereas in the same category, 40.9% held a contrary opinion. A statistical test of independence between variables as determined by the primary statistics used for testing statistical significance was conducted to elaborate on whether or not the variables in the study was independent and the results were as presented in the mini-table that follow;-

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.961(a)	4	.011
Likelihood Ratio	14.697	4	.005
Linear-by-Linear Association	3.481	1	.062
N of Valid Cases	N281		

Results from the chi – square test of significance when comparing syllabus coverage to academic performance revealed that at a 12.961 Pearson chi-square value at 4df, a p-value of .011 with its corresponding likelihood of association shown by a likelihood ratio value of 14.697 at 4df and a p-value of .005 therefore revealing a very significant association between syllabus coverage and academic performance.

4.4. Resource allocation

Assigning and managing of teachers and assets in a manner that supports organizations' strategic goals coils within resource provision and allocation by the concerned authority (Margaret Rouse, 2014). This process of resource allocation includes management of tangible assets such as hardware to make use of the softer assets such as human capital. The study therefore sought respondents opinions on wther thematic indicator within resource allocation influenced learners academic performnce and the results were as follows:-

4.4.1. School infrastructure

Respondents in the study were asked to state their level of agreement with academic performance as rated with school infrastructure as an indicator within resource allocation in public secondary schools in Mumias West sub county and their responses were as presented in table 4.6 that follow; -

Table 4.9: Cross tabulation showing Academic performance of learners and school infrastructure

		School Infrastructure				Total	
		strongly agree	agree	undecided	disagree		
Opinion on influence	Yes	Count&%within academic performance	74 43.3%	65 38.0%	16 9.4%	16 9.4%	171 100.0%
	No	Count&% within academic performance	39 35.5%	58 52.7%	8 7.3%	5 4.5%	110 100.0%
	Total	Count&% within academic performance	113 40.2%	123 43.8%	24 8.5%	21 7.5%	281 100.0%

Results from table 4.6 reveal an analysis of nominal measurement scale where the respondents were asked of their opinions on whether school infrastructure as a factor within resource allocation influences academic performance. Findings revealed as follows; that majority of the respondents in the study, 123 (43.8%) *agreed* on school infrastructure influencing academic performance, followed by 113 (40.2%) that *strongly agreed*, 24 (8.5%) that were *undecided* on the factor's influence on academic performance in schools in Mumias West Sub county lastly 21 (7.5%) *disagreed* on school infrastructure influencing academic performance.

In studying the inter-relation between school infrastructure and academic performance respondents opinions were sought and it was revealed that a majority within the *agree* category, 52.7% that felt school infrastructure did not influence performance academically, whereas in the same category, 38.0% felt it does influence academic performance; a 43.3% majority within *strongly agree* category felt the influence school infrastructure had on academic performance whereas in the same category, 35.5% held a contrary opinion. A statistical test of independence between variables as determined by the primary statistics used for testing statistical significance was conducted to elaborate on whether or not the variables in the study was independent and the results were as presented in the mini-table that follow;-

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.743(a)	3	.081
Likelihood Ratio	6.849	3	.077
Linear-by-Linear Association	.133	1	.716
N of Valid Cases	281		

Results from the chi – square test of significance when comparing school infrastructure to academic performance revealed that at a 6.743 Pearson chi-square value at 3df, a p-value of .081 with its corresponding likelihood of association shown by a likelihood ratio value of 6.849 at 3df and a p-value of .077 therefore revealing a slight association between school infrastructure and academic performance.

4.4.2. Laboratory equipment

Respondents in the study were asked to state their level of agreement with academic performance as rated with laboratory equipment as an indicator within resource allocation in public secondary schools in Mumias West sub county and their responses were as presented in table 4.7 that follow; -

Table 4.10: Cross tabulation showing Academic performance of learners and lab equipment

		lab equipment					Total
		strongly agree	agree	undecided	Disagree	strongly disagree	
Yes	Count&% within academic performance	82 48.0%	64 37.4%	15 8.8%	9 5.3%	1 .6%	171 100.0%
No	Count&% within academic performance	44 40.0%	61 55.5%	3 2.7%	2 1.8%	0 .0%	110 100.0%
Total	Count&% within academic performance	126 44.8%	125 44.5%	18 6.4%	11 3.9%	1 .4%	281 100.0%

Results from table 4.7 reveal an analysis of nominal measurement scale where the respondents were asked of their opinions on lab equipment as a factor within resource allocation influences academic performance. Results reveal as follows; majority of the respondents in the study, 126 (44.8%) *strongly agreed* with lab equipment influencing academic performance, followed by 125 (44.5%) that *agreed*, 18 (6.4%) that were *undecided* on the factor's influence on academic performance in schools in Mumias West

Sub County, 11 (3.9%) who *disagreed* on lab equipment influencing academic performance and lastly 1 (0.4%) that *strongly disagreed* on its influence.

In studying the inter-relation between lab equipment and academic performance respondents opinions were sought and it was revealed that a majority within the *agree* category, 48.0% that felt lab equipment did not influence performance academically, whereas in the same category, 37.4% felt the influence lab equipment had on academic performance; a 48.0% majority within *strongly agree* category felt the influence lab equipment had on academic performance whereas in the same category, 40.0% held a contrary opinion. A statistical test of independence between variables as determined by the primary statistics used for testing statistical significance was conducted to elaborate on whether or not the variables in the study was independent and the results were as presented in the mini-table that follow;-

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.326(a)	4	.015
Likelihood Ratio	13.302	4	.010
Linear-by-Linear Association	.493	1	.483
N of Valid Cases	281		

Results from the chi – square test of significance when comparing lab equipment to academic performance revealed that at a 12.326 Pearson chi-square value at 4df, a p-value of .015 with its corresponding likelihood of association shown by a likelihood ratio value of 13.302 at 4df and a p-value of .010 therefore revealing a slight significant association between laboratory equipment and academic performance.

4.4.3. Teaching and learning resources

Respondents in the study were asked to state their level of agreement with academic performance as rated with teaching and learning resources as an indicator within resource allocation in public secondary schools in Mumias West sub county and their responses were as presented in table 4.8 that follow; -

Table 4.11: Cross tabulation showing academic performance of learners and teaching and learning resources

		Teaching and learning resources				Total	
		strongly agree	agree	Undecided	Disagree		
Opinion on influence	Yes	Count&% within academic performance	79 46.2%	69 40.4%	12 7.0%	11 6.4%	171 100.0%
	No	Count&% within academic performance	46 41.8%	58 52.7%	4 3.6%	2 1.8%	110 100.0%
Total		Count&% within academic performance	125 44.5%	127 45.2%	16 5.7%	13 4.6%	281 100.0%

Results from table 4.8 reveal an analysis of nominal measurement scale where the respondents were asked of their opinions on whether teaching and learning resources as a factor within motivation influences academic performance. Results reveal as follows; majority of the respondents in the study, 127 (45.2%) *agreed* on the teaching and learning resources influencing academic performance, followed by 125 (44.5%) that *strongly agreed*, 16 (5.7%) that were *undecided* on the factor's influence on academic performance in schools in Mumias West Sub county, 13 (4.6%) who were disagreed on teaching and learning resources influencing academic performance.

In studying the inter-relation between teaching and learning resources and academic performance respondents opinions were sought and it was revealed that a majority within the *agree* category, 52.7% that felt teaching and learning resources did

not influence performance academically, whereas in the same category, 40.4% felt the influence teaching and learning resources had on academic performance; a 46.2% majority within *strongly agree* category felt the influence teaching and learning resources had on academic performance whereas in the same category, 41.8% held a contrary opinion. A statistical test of independence between variables as determined by the primary statistics used for testing statistical significance was conducted to elaborate on whether or not the variables in the study was independent and the results were as presented in the mini-table that follow;-

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.983(a)	3	.072
Likelihood Ratio	7.467	3	.058
Linear-by-Linear Association	.753	1	.385
N of Valid Cases	N281		

Results from the chi – square test of significance when comparing teaching and learning resources to academic performance revealed that at a 6.983 Pearson chi-square value at 3df, a p-value of .072 with its corresponding likelihood of association shown by a likelihood ratio value of 7.467 at 3df and a p-value of .058 therefore revealing a significant association between teaching and learning resource and academic performance.

4.5. Talent development

Activities involved in talent development revolve around pedagogically establishing new ways of greatly reducing school dropouts by assisting more students to transgress to the next academic grade. This entails increasing opportunities for academic

success which could be in four major ways Concentrating more on improved student attendance, finding ways to give extra academic help where needed. Respondents were therefore asked to state their levels of agreement and opinion on whether sub-thematic indicators as studied herein and the results were as follows;-

4.5.1. Career guidance

Respondents in the study were asked to state their level of agreement with academic performance as rated with career guidance as an indicator within talent development in public secondary schools in Mumias West sub county and their responses were as presented in table 4.12 that follow;-

Table 4.12: Cross tabulation showing academic performance of learners and career guidance

			Career guidance					Total
			strongly agree	agree	undecided	Disagree	strongly disagree	
Opinion on influence	Yes	Count&% within academic performance	78 45.6%	66 38.6%	15 8.8%	11 6.4%	1 .6%	171 100.0%
	No	Count&% within academic performance	45 40.9%	59 53.6%	3 2.7%	3 2.7%	0 .0%	110 100.0%
	Total	Count&% within academic performance	123 43.8%	125 44.5%	18 6.4%	14 5.0%	1 .4%	281 100.0%

Results from table 4.12 reveal an analysis of nominal measurement scale where the respondents were asked of their opinions on whether career guidance as a factor within talent development influences academic performance. Results reveal as follows; majority of the respondents in the study, 125 (44.5%) *agreed* on career guidance influencing academic performance, followed by 123 (43.8%) that *strongly agreed*, 18 (6.4%) that were *undecided* on the factor's influence on academic performance in

schools in Mumias West Sub county, 14 (5.0%) who *disagreed* on career guidance influencing academic performance and lastly 1 (0.4%) that *strongly disagreed* on its influence.

In studying the inter-relation between career guidance and academic performance respondents opinions were sought and it was revealed that a majority within the *agree* category, 53.6% that felt career guidance did not influence performance academically, whereas in the same category, 38.6% felt the influence career guidance had on academic performance; a 45.6% majority within *strongly agree* category felt the influence career guidance had on academic performance whereas in the same category, 40.9% felt otherwise. A statistical test of independence between variables as determined by the primary statistics used for testing statistical significance was conducted to elaborate on whether or not the variables in the study was independent and the results were as presented in the mini-table that follow;-

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.049(a)	4	.040
Likelihood Ratio	10.987	4	.027
Linear-by-Linear Association	1.109	1	.292
N of Valid Cases	N281		

Results from the chi – square test of significance when comparing career guidance to academic performance revealed that at a 10.049 Pearson chi-square value at 4df, a p-value of .040 with its corresponding likelihood of association shown by a likelihood ratio value of 10.987 at 4df and a p-value of .027 therefore revealing a very significant association between career guidance and academic performance.

4.5.2. Co-curricular activities

Respondents in the study were asked to state their level of agreement with academic performance as rated with co-curricular activities as an indicator within talent development in public secondary schools in Mumias West sub county and their responses were as presented in table 4.13 that follow;-

Table 4.13: Cross tabulation showing academic performance of learners and co-curricular activities

		Co-curricular Activities					Total	
		strongly agree	agree	undecided	disagree	strongly disagree		
Opinion on influence	Yes	Count&% within academic performance	67 39.2%	76 44.4%	6 3.5%	15 8.8%	7 4.1%	171 100.0%
	No	Count&% within academic performance	44 40.0%	49 44.5%	10 9.1%	3 2.7%	4 3.6%	110 100.0%
Total		Count&% within academic performance	111 39.5%	125 44.5%	16 5.7%	18 6.4%	11 3.9%	281 100.0%

Results from table 4.13 reveal an analysis of nominal measurement scale where the respondents were asked of their opinions on whether co-curricular activities as a factor within talent development influences academic performance. Results reveal as follows; majority of the respondents in the study, 125 (44.5%) *agreed* on co-curricular activities influencing academic performance, followed by 111 (39.5%) that *strongly agreed*, 18 (6.4%) that *disagreed* on the factor's influence on academic performance in schools in Mumias West Sub county, 16 (5.7%) who were *undecided* on co-curricular activities influencing academic performance and lastly 11 (3.9%) that *strongly disagreed* on its influence.

In studying the inter-relation between co-curricular activities and academic performance respondents opinions were sought and it was revealed that a majority within

the *agree* category, 44.5% that felt co-curricular activities did not influence performance academically, whereas in the same category, 44.4% felt the influence co-curricular activities had on academic performance; a 40.0% majority within *strongly agree* category did not feel the influence co-curricular activities had on academic performance whereas in the same category, 39.2% held a contrary opinion. A statistical test of independence between variables as determined by the primary statistics used for testing statistical significance was conducted to elaborate on whether or not the variables in the study was independent and the results were as presented in the mini-table that follow;-

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.529(a)	4	.110
Likelihood Ratio	7.903	4	.095
Linear-by-Linear Association	.480	1	.489
N of Valid Cases	N281		

Results from the chi – square test of significance when comparing co-curricular activities to academic performance revealed that at a 7.529 Pearson chi-square value at 4df, a p-value of .110 with its corresponding likelihood of association shown by a likelihood ratio value of 7.903 at 4df and a p-value of .095 therefore revealing a slight significant association between co-curricular activities and academic performance.

4.5.3. Motivational talks

Respondents in the study were asked to state their level of agreement with academic performance as rated with motivational talks as an indicator within talent development in public secondary schools in Mumias West sub county and their responses were as presented in table 4.14 that follow;-

Table 4.14: Cross tabulation showing academic performance of learners and motivational talks

		Motivational Talks					Total	
		strongly agree	agree	undecided	Disagree	strongly disagree		
Opinion on influence	Yes	Count&% within academic performance	71 41.5%	72 42.1%	14 8.2%	12 7.0%	2 1.2%	171 100.0%
	No	Count&% within academic performance	45 40.9%	59 53.6%	4 3.6%	2 1.8%	0 .0%	110 100.0%
Total		Count&% within academic performance	116 41.3%	131 46.6%	18 6.4%	14 5.0%	2 .7%	281 100.0%

Results from table 4.14 reveal an analysis of nominal measurement scale where the respondents were asked of their opinions on whether motivational talks as a factor within talent development influences academic performance. Results reveal as follows; majority of the respondents in the study, 131 (46.6%) *agreed* on motivational talks influencing academic performance, followed by 116 (41.3%) that *strongly agreed*, 18 (6.4%) that were *undecided* on the factor's influence on academic performance in schools in Mumias West Sub county, 14 (5.0%) who were *disagreed* on motivational talks influencing academic performance and lastly 2 (0.7%) that *strongly disagreed* on its influence.

In studying the inter-relation between motivational talks and academic performance respondents opinions were sought and it was revealed that a majority within the *agree* category, 53.6% that felt motivational talks did not influence performance academically, whereas in the same category, 42.1% felt the influence motivational talks had on academic performance; a 41.5% majority within *strongly agree* category felt the influence motivational talks had on academic performance whereas in the same category, 40.9% held a contrary opinion. A statistical test of independence between variables as determined by the primary statistics used for testing statistical significance was

conducted to elaborate on whether or not the variables in the study was independent and the results were as presented in the mini-table that follow;-

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.998(a)	4	.061
Likelihood Ratio	10.403	4	.034
Linear-by-Linear Association	3.086	1	.079
N of Valid Cases	N281		

Results from the chi – square test of significance when comparing motivational talks to academic performance revealed that at a 8.998 Pearson chi-square value at 4df, a p-value of .061 with its corresponding likelihood of association shown by a likelihood ratio value of 10.403 at 4df and a p-value of .034 therefore revealing a slight significant association between motivational talks and academic performance.

4.6. Competition

Competition plays a key role in Academic achievement. Because it often spurs students to pursue excellence. Plowman in his article: Difference between positive and negative competition, shows that there are two types of competition; positive and negative. In most cases people consider the negative competition that leads to hostility, negative attitudes and “a winner takes all” mentality. The study solicited respondents opinions on joint exams and mocks, panel setting and conveyor belt marking and the responses were as provided as follows:-

4.6.1. Joint exams and mocks

Respondents in the study were asked to state their level of agreement with academic performance as rated with joint exams and mocks as an indicator within

positive competition in public secondary schools in Mumias West sub county and their responses were as presented in table 4.15 that follow;-

Table 4.15: Cross tabulation showing academic performance of learners and joint exams and mocks

		Joint exams and mocks					Total	
		strongly agree	agree	undecided	disagree	strongly disagree		
Opinion on influence	Yes	Count&% within academic performance	76 44.4%	69 40.4%	13 7.6%	12 7.0%	1 .6%	171 100.0%
	No	Count&% within academic performance	44 40.0%	59 53.6%	5 4.5%	2 1.8%	0 .0%	110 100.0%
Total		Count&% within academic performance	120 42.7%	128 45.6%	18 6.4%	14 5.0%	1 .4%	281 100.0%

Results from table 4.15 reveal an analysis of nominal measurement scale where the respondents were asked of their opinions on whether joint exams and mocks as a factor within positive competition influences academic performance. Results reveal as follows; majority of the respondents in the study, 128 (45.6%) *agreed* on the joint exams and mocks influencing academic performance, followed by 120 (42.7%) that *strongly agreed*, 18 (6.4%) that were *undecided* on the factor's influence on academic performance in schools in Mumias West Sub county, 14 (5.0%) who *disagreed* with joint exams influencing academic performance and lastly 1 (0.4%) that *strongly disagreed* on its influence.

In studying the inter-relation between joint exams and mocks and academic performance respondents opinions were sought and it was revealed that a majority within the *agree* category, 53.6% that felt joint exams and mocks did not influence performance academically, whereas in the same category, 40.4% felt the influence joint exams and

mocks had on academic performance; a 44.4% majority within *strongly agree* category felt the influence joint exams and mocks had on academic performance whereas in the same category, 40.0% held a contrary opinion. A statistical test of independence between variables as determined by the primary statistics used for testing statistical significance was conducted to elaborate on whether or not the variables in the study was independent and the results were as presented in the mini-table that follow;-

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.155(a)	4	.086
Likelihood Ratio	9.066	4	.059
Linear-by-Linear Association	1.174	1	.279
N of Valid Cases	N281		

Results from the chi – square test of significance when comparing joint exams and mocks to academic performance revealed that at a 8.155 Pearson chi-square value at 4df, a p-value of .086 with its corresponding likelihood of association shown by a likelihood ratio value of 8.155 at 4df and a p-value of .059 therefore revealing a slight significant association between joint exams and mocks and academic performance.

4.6.2. Conveyor marking

Respondents in the study were asked to state their level of agreement with academic performance as rated with conveyor marking as an indicator within positive competition in public secondary schools in Mumias West sub county and their responses were as presented in table 4.16 that follow;-

Table 4.16: Cross tabulation showing academic performance of learners and conveyor marking

			Conveyor Marking					Total
			strongly agree	agree	Undecided	Disagree	strongly disagree	
Opinion on influence	Yes	Count&% within academic performance	71 41.5%	67 39.2%	15 8.8%	14 8.2%	4 2.3%	171 100.0%
	No	Count&% within academic performance	43 39.1%	55 50.0%	3 2.7%	3 2.7%	6 5.5%	110 100.0%
	Total	Count&% within academic performance	114 40.6%	122 43.4%	18 6.4%	17 6.0%	10 3.6%	281 100.0%

Results from table 4.16 reveal an analysis of nominal measurement scale where the respondents were asked of their opinions on whether conveyor marking as a factor within positive competition influences academic performance. Results reveal as follows; majority of the respondents in the study, 122 (43.4%) *agreed* on the conveyor marking influencing academic performance, followed by 114 (40.6%) that *strongly agreed*, 18 (6.4%) that were *undecided* on the factor's influence on academic performance in schools in Mumias West Sub county, 17 (6.0%) who *disagreed* with conveyor marking as influencing academic performance and lastly 10 (3.6%) that *stronglydisagreed* on its influence.

In studying the inter-relation between conveyor marking and academic performance respondents opinions were sought and it was revealed that a majority within the *agree* category, 50.0% that felt conveyor marking did not influence performance academically, whereas in the same category, 39.2% felt the influence conveyor marking had on academic performance of the learners; a 41.5% majority within *strongly agree* category felt the influence conveyor marking had on academic performance whereas in the same category, 39.1% held a contrary opinion. A statistical test of independence

between variables as determined by the primary statistics used for testing statistical significance was conducted to elaborate on whether or not the variables in the study was independent and the results were as presented in the mini-table that follow;-

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.844(a)	4	.028
Likelihood Ratio	11.641	4	.020
Linear-by-Linear Association	.176	1	.675
N of Valid Cases	N281		

Results from the chi – square test of significance when comparing conveyor marking to academic performance revealed that at a 10.844 Pearson chi-square value at 4df, a p-value of .028 with its corresponding likelihood of association shown by a likelihood ratio value of 11.641 at 4df and a p-value of .020 therefore revealing a very significant association between conveyor marking and academic performance.

4.6.3. Panel setting and team teaching

Respondents in the study were asked to state their level of agreement with academic performance as rated with panel setting and team teaching as an indicator within positive competition in public secondary schools in Mumias West sub county and their responses were as presented in table 4.17 that follow;-

Table 4.17: Cross tabulation showing academic performance of learners and panel setting and team teaching

		Panel setting and team teaching					Total	
		strongly agree	agree	Undecided	disagree	strongly disagree		
Opinion on influence	Yes	Count&% within academic performance	67 39.2%	71 41.5%	15 8.8%	14 8.2%	4 2.3%	171 100.0%
	No	Count&% within academic performance	41 37.3%	56 50.9%	3 2.7%	3 2.7%	7 6.4%	110 100.0%
Total		Count&% within academic performance	108 38.4%	127 45.2%	18 6.4%	17 6.0%	11 3.9%	281 100.0%

Results from table 4.17 reveal an analysis of nominal measurement scale where the respondents were asked of their opinions on whether panel setting and team teaching as a factor within positive competition influences academic performance. Results reveal as follows; majority of the respondents in the study, 127 (45.2%) *agreed* on panel setting and team teaching as influencing academic performance, followed by 108 (38.4%) that *strongly agreed*, 18 (6.4%) that were *undecided* on the factor's influence on academic performance in schools in Mumias West Sub county, 17 (6.0%) who *disagreed* with panel setting and team teaching influencing academic performance and lastly 11 (3.9%) that *stronglydisagreed* on its influence.

In studying the inter-relation between panel setting and team teaching and academic performance respondents opinions were sought and it was revealed that a majority within the *agree* category, 50.9% that felt panel setting and team teaching did not influence performance academically, whereas in the same category, 41.5% felt the influence panel setting and team teaching had on academic performance; a 39.2% majority within *strongly agree* category felt the influence panel setting and team teaching had on academic performance whereas in the same category, 37.3% held a

contrary opinion. A statistical test of independence between variables as determined by the primary statistics used for testing statistical significance was conducted to elaborate on whether or not the variables in the study was independent and the results were as presented in the mini-table that follow;-

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.255(a)	4	.024
Likelihood Ratio	12.034	4	.017
Linear-by-Linear Association	.057	1	.811
N of Valid Cases	N281		

Results from the chi – square test of significance when comparing panel setting and team teaching to academic performance revealed that at a 11.255 Pearson chi-square value at 4df, a p-value of .024 with its corresponding likelihood of association shown by a likelihood ratio value of 12.034 at 4df and a p-value of .017 therefore revealing very significant association between school infrastructure and academic performance.

4.7. Intervening variables

Apart from the objectives of the study, other factors were seen to influence academic performance of learners. These included government policies of education that were brought out as Free Secodnary Education (FSE) and Education for All (EFA).

4.7.1. Free Secondary Education(FSE)

Table 4.18: Cross tabulation on academic performance of learners and ministry of education policies (FSE)

		Free Secondary Education (FSE)					Total	
		strongly agree	agree	undecided	Disagree	strongly disagree		
Opinion on influence	Yes	Count&% within academic performance	79 46.2%	68 39.8%	13 7.6%	10 5.8%	1 .6%	171 100.0%
	No	Count&% within academic performance	46 41.8%	58 52.7%	4 3.6%	2 1.8%	0 .0%	110 100.0%
Total		Count% within academic performance	125 44.5%	126 44.8%	17 6.0%	12 4.3%	1 .4%	281 100.0%

Results from table 4.18 reveal an analysis of nominal measurement scale where the respondents were asked of their opinions on whether FSE as a factor within other factors influencing academic performance as concerns ministry of education policies where results revealed as follows; majority of the respondents in the study, 126 (44.8%) *agreed* on the FSE influencing academic performance, followed by 125 (44.5%) that *strongly agreed*, 18 (6.0%) that were *undecided* on the factor's influence on academic performance in schools in Mumias West Sub county, 12 (4.3%) who *disagreed* on FSE influencing academic performance and lastly 1 (0.4%) that *strongly disagreed* on its influence. In studying the inter-relation between FSE and academic performance respondent's opinions were sought and it was revealed that a majority within the *agree* category, 52.7% that felt FSE did not influence performance academically, whereas in the same category, 39.8% felt the influence FSE had on academic performance; a 46.2% majority within *strongly agree* category felt the influence FSE had on academic performance whereas in the same category, 41.8% held a contrary opinion. A statistical

test of independence between variables as determined by the primary statistics used for testing statistical significance was conducted to elaborate on whether or not the variables in the study was independent and the results were as presented in the mini-table that follow; -

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.726(a)	4	.102
Likelihood Ratio	8.488	4	.075
Linear-by-Linear Association	.943	1	.332
N of Valid Cases	N281		

Results from the chi – square test of significance when comparing FSE to academic performance revealed that at a 7.726 Pearson chi-square value at 4df, a p-value of .102 with its corresponding likelihood of association shown by a likelihood ratio value of 8.488 at 4df and a p-value of .075 therefore revealing a slight significant association between FSE and academic performance.

4.7.2. Education for All

Table 4.19: Cross tabulation showing academic performance of learners and Education For All (EFA)

		Education For All (EFA)					Total	
			strongly agree	agree	undecided	Disagree	strongly disagree	
Opinion on influence	Yes	Count&% within academic performance	80 46.8%	67 39.2%	13 7.6%	10 5.8%	1 .6%	171 100.0%
	No	Count&% within academic performance	46 41.8%	57 51.8%	4 3.6%	2 1.8%	1 .9%	110 100.0%
	Total	Count&% within academic performance	126 44.8%	124 44.1%	17 6.0%	12 4.3%	2 .7%	281 100.0%

Results from table 4.19 reveal an analysis of nominal measurement scale where the respondents were asked of their opinions on whether EFA as a factor within government policies on education influencing academic performance. Results reveal as follows; majority of the respondents in the study, 126 (44.8%) *strongly agreed* on EFA influencing academic performance, followed by 124 (44.1%) that *agreed*, 17 (6.4%) that were *undecided* on the factor's influence on academic performance in schools in Mumias West Sub county, 12 (4.3%) that *disagreed* with EFA influencing academic performance and lastly 2 (0.7%) that *strongly disagreed* on its influence.

In studying the inter-relation between EFA and academic performance respondents' opinions were sought and it was revealed that a majority within the *agree* category, 51.8% that felt EFA as a government policy did not influence performance academically, whereas in the same category, 39.2% felt the influence EFA had on academic performance; a 46.8% majority within *strongly agree* category felt the influence EFA had on academic performance whereas in the same category, 41.8% held a contrary opinion. A statistical test of independence between variables as determined by

the primary statistics used for testing statistical significance was conducted to elaborate on whether or not the variables in the study was independent and the results were as presented in the mini-table that follow; -

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.175(a)	4	.127
Likelihood Ratio	7.587	4	.108
Linear-by-Linear Association	.372	1	.542
N of Valid Cases	N281		

Results from the chi – square test of significance when comparing EFA to academic performance revealed that at a 7.175 Pearson chi-square value at 4df, a p-value of .127 with its corresponding likelihood of association shown by a likelihood ratio value of 7.587 at 4df and a p-value of .108 therefore revealing a no significant association between EFA and academic performan

CHAPTER FIVE

STUDY FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusion and recommendations of the study. The first section of the chapter gives summary of the study findings, outlines the conclusions drawn and lastly recommendations are brought out in the study while the last section of the chapter suggests areas for further studies.

5.2 Summary of the findings

The study was conducted within sampled schools in Mumias West Sub County in Kakamega County. The study purposed to assess factors influencing the academic performance of learners in public secondary schools in Mumias west subcounty in terms of teacher motivation, resource allocation, talent development and competition among students in public secondary schools.

Lesson attendance as a factor within teacher motivation drew a very significant level of association when compared to learner Academic performance in National Examination, this was evident when tested for Chi- square and likelihood of association by bearing a p-value of .010 that corresponded with a likelihood ratio p-value of .005 deeming the factor as more likely to occur when such a study is conducted in the very environments on another population. Syllabus coverage came second on significance as results revealed a p-value of .011 and an association p-value of .005 therefore revealing a very significant association between syllabus coverage and academic performance. In the study punctuality as a factor within teacher motivation was established as a very significant factor in influencing academic performance of learners in Mumias West sub-

county, this was as indicated by a p-value of .039 that corresponded with a likelihood of association of upto .029. This showed that lesson attendance, syllabus coverage and punctuality followed in their order of significance in the study as revealed by the respondents.

Further, laboratory equipment as a factor within resource allocation in public secondary schools was further established as the highest ranking factor within the objective as it drew a p-value of .015, followed by a corresponding likelihood of association p-value of .01. Next was the teaching and learning resources that drew a p-value of .072 with its corresponding likelihood of association p-value standing at .058, a little greater than the table alpha and thereby stating its slight significance and likelihood of reoccurrence when tested again in the same environment. Last is school infrastructure spelling the least association and likelihood of association as it drew a p-value of .081 followed by a likelihood ratio of a .077 value that stated a less likelihood of reoccurrence. This also meant that resource allocation in Public secondary school within Mumias West sub county influences learners academic performances in National examination.

Results from the chi – square test of significance when comparing career guidance to academic performance revealed that at a 10.049 Pearson chi-square value at 4df, a p-value of .040 with its corresponding likelihood of association shown by a likelihood ratio value of 10.987 at 4df and a p-value of .027 therefore revealing a very significant association between career guidance and academic performance.

In talent development, motivational talks emerged the highest in ranking as it scored a .061 P-value, with a corresponding P-value of .034 likelihood of association, followed by joint exams and mocks standing at .086 and a P-value of .059 likelihood of re-occurrence and lastly co-curricular activities with a chi-square P-value of .110 and a .095 likelihood of reoccurrence and hence evidence that talent development influenced the academic performance of learners in National examinations in public secondary schools in Mumias West sub-county in Kakamega County.

Lastly, in competition, panel setting and team teaching draw the highest significance in association to the study as it revealed a p-value of .024 far much less than the table alpha of .05, followed by conveyor marking that drew a P-value of .028 and lastly joint exams and mocks that obtained a .086 p-value. This indicated that competition among learners in public secondary schools influences their academic performance.

Other factors studied that were found to influence the results of the study include Free Secondary education (FSE) as a government policy and Education For All (EFA), both drew slight significance to the study as shown with a p-value of .075 and .127 respectively.

5.3. Conclusions of the study

The study established that despite the fact that the Kenya Government has put in more capitation in secondary school education through the Free Day Secondary Education (FDSE) policy, academic performance in public secondary schools is still below expectation. This was through the case of Mumias West sub-county. Seemingly a higher percentage of this capitation will go into wastage if the following aspects of

teacher motivation, resource allocation and talent development and competition are not studied keenly with the aim of maximizing the transition benefits to both the Kenyan citizen and the government. The study concluded that Teacher Motivation, Resource Allocation, Talent Development coupled with Competition are essential for enhanced academic performance of learners in public secondary schools in Mumias West sub-county.

5.4. Recommendations

1. The study recommends alternative methods in school academic evaluation, other than national examinations only.
2. To increase and maintain teacher motivation, then any increase in responsibility should be accompanied with an increase in remuneration.
3. Proper feasibility studies, and equivalent amounts of resources be allocated in enhancing monitoring and evaluation of Ministry of education policies, Free Secondary Education (FSE) and Education For All (EFA) as policies to maintain and feed learners into Public secondary schools.

5.5. Suggested areas for further study

1. Research on alternative models of school and Academic Performance Evaluation.
2. Research on Talent Development and Competition in Education in public secondary schools.
3. Extensive research on EFA and FSE in schools in Kenya while considering constraints affecting Academic Performance in public secondary schools of Mumias West Subcounty.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE

The main purpose of this questionnaire is to gather information on ranking of students and schools in national examinations and their academic performance in public secondary schools within Mumias-west Sub- County.

The information you give on this questionnaire will be confidential and will be used for the research purpose only. Kindly respond to all questions in an honest and manner as possible. The questionnaire has two sections, A & B. Your sincerity and cooperation will highly be appreciated.

SECTION A

BACKGROUND TO THE STUDY

Give the name of your Sub-county: _____

County _____

Indicate your designation:-----

County QASSO _____

Sub-county QASSO _____

Principal _____

Deputy principal _____

School QASSO/ Snr. Teacher. _____

Teacher _____

Student _____

Give the name of your School /Station; _____

Indicate your school candidature; _____

SECTION B

This section has five subsections. Please use the Key below appropriately:

- A. Strongly agree (SA) =5mks
- B. Agree (A)=4mks.
- C. Undecided (U)=3mks
- D. Disagree (D) =2mks.
- E. Strongly disagree (SD) =1mk.

TEACHER MOTIVATION

		A	B	C	D	E
1	Teacher motivation and satisfaction are essential for academic performance.					
2	Academic performance impacts on the teachers' motivation.					
3	The school Academic performance can reduce a teachers' intrinsic motivation.					
4	The zeal to perform academically has reduced teaching to programs and goals.					
5	Schools with low academic performance have their educators poorly motivated.					
6	The pressure to improve a learners' performance can lead to the de-motivation of a teacher.					
7	Motivation and job satisfaction issues are the major causes of the mass exodus of teachers to other professions.					
8	Other de-motivators include , politicization of public education, chaotic teacher management, increasing work hours and larger class sizes.					
9	Teacher performance appraisal is aimed at improving teacher motivation.					
10	There is a relationship between the teachers' motivation and the learners' performance.					

RESOURCE ALLOCATION

		A	B	C	D	E
11	Poor Academic performance has a negative impact on resource allocation in schools.					
12	Academic performance will always influence resources in terms of funds, staffing, quality and strategic positioning.					

13	The government and donors will always need to undertake a schools' needs assessment, before any resource allocation.					
14	Resource allocation should not be solely based on Academic performance.					
15	Academic performance will always skews institutional resources in favor of some institutions/areas.					

TALENT DEVELOPMENT

		A	B	C	D	E
16	The zeal for high Academic performance interferes with the Talent development process in schools.					
17	A strong Emphasis on Academic performance lowers the expectations of teachers and students in preparing for post secondary school education and employment.					
18	The pressure for Academic performance results into high levels of school dropouts and lack of graduation.					
19	It also results into poor school attendance, being left behind and increased discouragement among learners.					
20	Real academic improvement can be made in some of the lowest performing schools through the adoption of the talent development policy.					

COMPETITION

		A	B	C	D	E
22	Competition promotes teamwork and a team oriented mindset.					
23	Competition varies across several factors including age, gender and culture.					
24	Academic performance has forced many schools and other academic institutions to engage in negative competition.					

		A	B	C	D	E
25	At times this neck tight competition results into loose of focus on instructional objectives.					
26	Due to stiff competition among learners performance may take precedence over learning.					

SECTION C

YOUR OPINION

This section requires that you give your own opinion concerning the issues raised. All information will be kept confidential.

31. Academic competition is negative when it causes a lot of anxiety and stress among learners _____

32. Learners in our schools have been made to live imbalanced lives, solely concentrating on academics at the expense of co-curricular and extra-curricular activities _____

33. Public institutions rely 80% on state funding and should strictly restrict themselves to this budgetary allocations.

APPENDIX 2: INTERVIEW SCHEDULE

A. OPENNING.

INTRODUCTION

- I. Stating the purpose of the interview, which is : To collect Data in relation to An Assessment of ranking of students and schools in national examinations and their Academic performance. The Data collection is in relation to schools within Mumias West Sub-County.
- II. The information given will be treated confidentially and for the research purpose only.
- III. I intend to use the above information to counsel students on Matters exam preparedness, Negative competition and for Educational policy development in future.
- IV. The interview will take about 30-40 minutes if you allow me.

B. BACKGROUND INFORMATION

Please give the following information.

- i. Your County _____
- ii. Sub-County _____
- iii. Designation _____
- iv. Your Sub-County QASO _____
- v. Institution/School _____
- vi. Principal _____
- vii. D/Principal _____
- viii. No. of Teachers _____
- ix. Student Population _____

C . THE STUDY TEACHER MOTIVATION

- i. According to your assessment is teacher Motivation and satisfaction essential for good Academic performance.

- ii. The pressure to perform academically impacts on Teacher Motivation. YES/NO. if YES, explain

-
- iii. Academic performance impacts on a Teachers' Motivation? Expound.

 - iv. Can the pressure to improve learner performance de-motivate a teacher? How.

 - v. Motivation and job Satisfaction are the major causes of Teacher exodus to other professions. Discuss

 - vi. The **TPAD**(Teacher Performance Appraisal &Development) is aimed at improving teacher motivation. Give your assessment.

 - vii. Do you agree that there is a relationship between a teachers' Motivation and learner performance.

-

RESOURCE ALLOCATION

- i. What is your Assessment of Ranking in relation to Resource Allocation in schools

- ii. Does Academic performance in any way influence Resource Allocation in terms of funds, staffing, quality and the strategic positioning of Academic issues.

- iii. In your capacity, is it necessary for the government and other donors to undertake a needs assessment of schools before any Resource allocation

- iv. Are there cases or instances where ranking has contributed to skews in institutional resource allocation in favour of some areas
-

TALENT DEVELOPMENT

- i. Does ranking interfere with the Talent Development process in schools. Give your view.
-
-
- ii. It is presumed that ranking contributes to high levels of High-school drop-outs. What is your opinion on the same
-
-
- iii. That real academic improvement can be made in some of the lowest performing schools through the adoption of the Talent Development policy and the value addition factors. Do you agree? Expound on your answer.
-

COMPETITION

- i. What is your assessment of Academic performance and competition
-
-
- ii. The pressure to perform has pushed many schools to engage in uncooperative competition. What are your views
-
-
- iii. Is it possible for the pressure to perform contribute to unhealthy competition and loose of focus on instructional objectives
-
-
- iv. Give an assessment of how stiff competition among learners and schools can take precedence over learning.
-
-

GENERAL OPINION

Give your general opinion concerning the issues raised in the study as follows,

- i. Academic competition causes stress and anxiety to learners. Yes/ no. Expound on your answer.

- ii. Currently learners are living an imbalanced life. Solely concentrating on academics at the expense of Co-Curricular and Extra Curricular activities.

THE END.

APPENDIX 3: KREJCIE AND MORGAN

<i>Total</i>	<i>Sample</i>	<i>Total</i>	<i>Sample</i>	<i>Total</i>	<i>Sample</i>
10 ⇒	10	220 ⇒	140	1200 ⇒	291
15 ⇒	14	230 ⇒	144	1300 ⇒	297
20 ⇒	19	240 ⇒	148	1400 ⇒	302
25 ⇒	24	250 ⇒	152	1500 ⇒	306
30 ⇒	28	260 ⇒	155	1600 ⇒	310
35 ⇒	32	270 ⇒	159	1700 ⇒	313
40 ⇒	36	280 ⇒	162	1800 ⇒	317
45 ⇒	40	290 ⇒	165	1900 ⇒	320
50 ⇒	44	300 ⇒	169	2000 ⇒	322
55 ⇒	48	320 ⇒	175	2200 ⇒	327
60 ⇒	52	340 ⇒	181	2400 ⇒	331
65 ⇒	56	360 ⇒	186	2600 ⇒	335
70 ⇒	59	380 ⇒	191	2800 ⇒	338
75 ⇒	63	400 ⇒	196	3000 ⇒	341
80 ⇒	66	420 ⇒	201	3500 ⇒	346
85 ⇒	70	440 ⇒	205	4000 ⇒	351
90 ⇒	73	460 ⇒	210	4500 ⇒	354
95 ⇒	76	480 ⇒	214	5000 ⇒	357
100 ⇒	80	500 ⇒	217	6000 ⇒	361
110 ⇒	86	550 ⇒	226	7000 ⇒	364
120 ⇒	92	600 ⇒	234	8000 ⇒	367
130 ⇒	97	650 ⇒	242	9000 ⇒	368
140 ⇒	103	700 ⇒	248	10000 ⇒	370
150 ⇒	108	750 ⇒	254	15000 ⇒	375
160 ⇒	113	800 ⇒	260	20000 ⇒	377
170 ⇒	118	850 ⇒	265	30000 ⇒	379
180 ⇒	123	900 ⇒	269	40000 ⇒	380
190 ⇒	127	950 ⇒	274	50000 ⇒	381
200 ⇒	132	1000 ⇒	278	75000 ⇒	382
210 ⇒	136	1100 ⇒	285	100000 ⇒	384

NB_”N” is the population size.

“S” is the sample size

Krejcie & Morgan (1970)

APPENDIX 4: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



THE PRESIDENCY INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telegrams "DISTRICTER" Kakamega
Telephone 056 -31131
Fax 056 - 31133
Email: cckakamega12@yahoo.com
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KAKAMEGA
P O BOX 43 - 50100
KAKAMEGA.

Ref: ED/12/1/VOL.II/46

Date: 27/09/2017

Moureen Wanjala Kulubi
University of Nairobi
P O Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your authorization vide letter Ref: NACOSTI/P/17/22074/18830 dated 7th September, 2017 by NACOSTI to undertake research on "*Ranking of National Examinations and the academic performance of learners in Public Secondary Schools: A case of Mumias West Sub-County in Kakamega County.*"

I am pleased to inform you that you have been authorized to carry out the research on the same.

A handwritten signature in blue ink, appearing to be 'D. K. Boen', written over a horizontal line.

**D. K. BOEN
FOR: COUNTY COMMISSIONER
KAKAMEGA COUNTY**

APPENDIX 5: NACOSTI AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249,
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/22074/18830**

Date: **7th September, 2017**

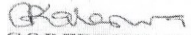
Moureen Wanjala Kulubi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

following your application for authority to carry out research on "*Ranking of national examinations and the academic performance of learners in public secondary schools: A case of Mumias West Sub-County*" I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for the period ending **5th September, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Kakamega County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

APPENDIX 6: NACOSTI PERMIT

CHIEF OFFICER

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the License and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This License does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this License including its cancellation without prior notice.

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT


Serial No.A 15584

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MS. MOUREEN WANJALA KULUBI
of UNIVERSITY OF NAIROBI, 0-50102
MUMIAS, has been permitted to conduct
research in Kakamega County
on the topic: RANKING OF NATIONAL
EXAMINATIONS AND THE ACADEMIC
PERFORMANCE OF LEARNERS IN PUBLIC
SECONDARY SCHOOLS: A CASE OF
MUMIAS WEST SUB-COUNTY.
for the period ending:
5th September, 2018

Permit No : NACOSTI/P/17/22074/18830
Date Of Issue : 7th September, 2017
Fee Received :Ksh 1000



Director General
National Commission for Science, Technology & Innovation

Applicant's Signature

APPENDIX 7: MOE AUTHORIZATION

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY

Telephone: 056 - 30411
FAX : 056 - 31307
E-mail : wespropde@yahoo.com
When replying please quote.



COUNTY DIRECTOR OF EDUCATION
KAKAMEGA COUNTY
P. O. BOX 137 - 50100
KAKAMEGA

STATE DEPARTMENT OF EDUCATION

REF:WP/GA/29/17/VOL.III/

27th September, 2017

Moureen Wanjala Kulubi
University of Nairobi
P. O. Box 30197 – 00100
NAIROBI

RE: RESEARCH AUTHORIZATION

The above has been granted permission By National Commission for Science, Technology and Innovation vide their letter REF: NACOSTI/P/17/22074/18830 dated 17th September, 2017 to carry out research on **"Ranking of National Examinations and the academic performance of learners in public secondary schools: A case of Mumias West Sub County, Kenya"**, for a period ending **5th September, 2017.**

Please accord her any necessary assistance she may require.

A handwritten signature in blue ink, appearing to read 'G.M.P.' or similar, written over a faint circular stamp.

R: FREDRICK M. KIIRU
CDE/CEB – SECRETARY
KAKAMEGA COUNTY

APPENDIX 8: MUMIAS WEST K.C.S.E ANALYSIS.

PST	SCHOOL	ENT.	MUMIAS WEST 2017 K.C.S.E. ANALYSIS													M.S. '17	M.S. '16	DEV.			
			A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X				W	Y	P
1	BOOKER ACADEMY	99	0	4	4	6	21	19	22	15	8	0	0	0	0	0	0	0	6.85 C+	8.26 B-	-1.41
2	PETER'S MUMIAS BOYS	321	0	0	17	29	45	54	63	58	36	18	1	0	0	0	0	0	6.35 C	7.66 B-	-1.31
3	MARY'S MUMIAS GIRLS	178	0	0	3	14	17	31	39	39	28	7	0	0	0	0	0	0	6.02 C	7.29 C+	-1.27
4	BEDA'S BUKAYA	100	0	2	1	5	2	12	17	15	24	17	3	0	2	0	0	0	5.17 C-	4.97 C-	0.2
5	MICHAEL'S INGUSI	71	0	0	2	4	6	4	8	13	14	18	2	0	0	0	0	0	5.36 C-	5.26 C-	-0.2
6	PAUL AHONG'NJO	105	0	0	3	1	3	5	15	23	27	22	4	0	2	0	0	0	4.71 C-	5.20 C-	-0.49
7	ELIZABETH LUREKO GIRLS	60	0	0	0	0	2	1	5	15	23	9	4	0	1	0	0	0	4.32 D+	4.45 D+	-0.13
8	MUSANDA	111	0	0	1	1	2	6	6	19	29	33	14	0	0	0	0	0	4.06 D+	3.83 D+	0.23
9	BUCHIFI	78	0	0	0	2	1	4	8	10	14	25	14	0	0	0	0	0	3.99 D+	5.39 C-	-1.4
10	ANDREW'S ESHIKALAME	37	0	0	0	1	0	1	5	2	12	11	5	0	0	0	0	0	3.97 D+	3.74 D+	0.23
11	VINCENT BUTENDE	54	0	0	0	0	0	2	1	10	18	16	7	0	0	0	0	0	3.78 D+	3.79 D+	-0.01
12	CHRISTOPHER ENYAPORA	30	0	0	0	0	0	1	5	1	5	10	8	0	0	0	0	0	3.6 D+	4.72 C-	-1.12
13	TERESAS EMUKHUWA GIRLS	33	0	0	0	0	0	0	1	4	11	13	3	0	1	0	0	0	3.59 D+	4.68 C-	-1.09
14	JOSEPH ACADEMY	157	0	0	0	3	1	0	10	16	26	59	41	0	1	0	0	0	3.45 D	3.62 D+	-0.17
15	ELIZABETH BUMIA GIRLS	54	0	0	0	0	0	1	2	4	16	21	10	0	0	0	0	0	3.44 D	4.02 D+	-0.58
16	JOHN'S BUMALA	15	0	0	0	0	0	0	1	2	2	2	6	0	1	0	0	0	3.43 D	2.42 D-	1.01
17	MUMIAS MUSLIM GIRLS	53	0	0	0	0	0	0	1	5	13	16	16	2	0	0	0	0	3.11 D	3.19 D	-0.08
18	A.C.K. MILIMANI GIRLS	22	0	0	0	0	0	0	0	2	0	4	5	10	0	1	0	0	3.00 D	2.73 D	0.27
19	LUKE'S IHONJE	38	0	0	0	0	1	0	1	2	5	12	17	0	0	0	0	0	3.00 D	4.00 D+	-1
20	A.C.K. SHIBALE	27	0	0	0	0	0	0	1	0	6	11	7	1	1	0	0	0	3.00 D	NEW	NEW
21	MUMIAS MUSLIM BOYS	83	0	0	0	1	0	2	2	3	9	26	34	6	0	0	0	0	2.87 D	3.14 D	-0.27
22	ROMANO'S MATAWA	47	0	0	1	0	0	0	1	3	3	13	26	0	0	0	0	0	2.85 D	3.73 D+	-0.88
23	ELIAS IVABO	61	0	0	0	0	0	2	3	1	5	14	31	4	1	0	0	0	2.75 D	3.52 D+	-0.77
24	STEPHENS ESHIHAKA	23	0	0	0	0	0	0	0	0	2	13	8	0	0	0	0	0	2.74 D	2.89 D	-0.15
25	MUMIAS ACADEMY	82	0	0	0	0	0	0	1	4	7	16	48	6	0	0	0	0	2.49 D-	2.25 D-	0.2
26	STEPHENS EBUBAKA	33	0	0	0	0	0	0	0	0	0	11	20	2	0	0	0	0	2.27 D-	2.72 D	-0.45
27	JOSEPH'S UGANA	52	0	0	0	0	0	0	0	1	2	7	34	8	0	0	0	0	2.12 D-	3.05 D	-0.93
28	REHEMA GIRLS	46	0	0	0	0	0	0	0	0	2	6	31	7	0	0	0	0	2.07 D-	3.46 D	-1.39
29	JOHN'S ESHIHAKA	20	0	0	0	0	0	0	0	0	0	2	13	3	2	0	0	0	1.94 D-	NEW	NEW
30	JOSEPH'S LUKONGO	25	0	0	0	0	0	0	0	0	0	3	18	3	1	0	0	0	1.92 D-	2.52 D	-0.6
SPECIAL SCHOOLS CATEGORY																					
1	ST. ANGELA MUMIAS FOR DEAF	21	0	0	0	0	0	0	0	0	0	5	14	2	0	0	0	0	2.14 D-	2.09 D-	0.05
GRADE DISTRIBUTION SUMMARY																					
	ENTRY	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	W	Y	P	U	M.S. '17	M.S. '16	DEV.
	2136	0	6	32	67	101	145	221	265	351	441	449	44	14	0	0	0	0	4.24 D+	5.014 C-	-0.77

RANK BASED ON IMPROVEMENT INDEX

PST	SCHOOL	ENT. A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	W	Y	P	U	M.S. '17	M.S. '16	DEV.
1	ST. JOHN'S BUMALA	150	0	0	0	0	2	2	2	2	2	6	0	1	0	0	0	0	3.43 D	2.42 D-	1.01
2	A.C.K. MILIMANI GIRLS	220	0	0	0	0	2	0	4	5	10	0	1	0	0	0	0	0	3.00 D	2.73 D	0.27
3	MUSANDA	1110	0	1	1	2	6	6	19	29	33	14	0	0	0	0	0	0	4.06 D+	3.83 D+	0.23
4	ST. ANDREW'S ESHIKALAME	370	0	0	1	0	1	5	2	12	11	5	0	0	0	0	0	0	3.97 D+	3.74 D+	0.23
5	ST. BEDAS BUKAYA	1000	2	1	5	2	12	17	15	24	17	3	0	2	0	0	0	0	5.17 C-	4.97 C-	0.2
6	MUMIAS ACADEMY	820	0	0	0	0	0	1	4	7	16	48	6	0	0	0	0	0	2.49 D-	2.25 D-	0.2
7	ST. ANGELA MUMIAS FOR DEAF	210	0	0	0	0	0	0	0	0	5	14	2	0	0	0	0	0	2.14 D-	2.10 D-	0.04
8	ST. VINCENT BUTENDE	540	0	0	0	0	2	1	10	18	16	7	0	0	0	0	0	0	3.78 D+	3.79 D+	-0.01
9	MUMIAS MUSLIM GIRLS	530	0	0	0	0	0	1	5	13	16	16	2	0	0	0	0	0	3.11 D	3.19 D	-0.08
10	ST. ELIZABETH LUREKO GIRLS	600	0	0	0	2	1	5	15	23	9	4	0	1	0	0	0	0	4.32 D+	4.45 D+	-0.13
11	ST. STEPHEN'S ESHIHAKA	230	0	0	0	0	0	0	0	2	13	8	0	0	0	0	0	0	2.74 D	2.89 D	-0.15
12	ST. JOSEPH ACADEMY	1570	0	0	3	1	0	10	16	26	59	41	0	1	0	0	0	0	3.45 D	3.62 D+	-0.17
13	ST. MICHAEL'S INGUSI	710	0	2	4	6	4	8	13	14	18	2	0	0	0	0	0	0	5.06 C-	5.26 C-	-0.2
14	MUMIAS MUSLIM BOYS	830	0	0	1	0	2	2	3	9	26	34	6	0	0	0	0	0	2.87 D	3.14 D	-0.27
15	ST. STEPHEN'S EBUBAKA	330	0	0	0	0	0	0	0	0	11	20	2	0	0	0	0	0	2.27 D-	2.72 D	-0.45
16	ST. PAUL'S AHONG'INIO	1050	0	3	1	3	5	15	23	27	22	4	0	2	0	0	0	0	4.71 C-	5.20 C-	-0.49
17	ST. ELIZABETH BUMIA GIRLS	540	0	0	0	0	1	2	4	16	21	10	0	0	0	0	0	0	3.44 D	4.02 D+	-0.58
18	ST. JOSEPH'S LUKONGO	250	0	0	0	0	0	0	0	0	3	18	3	1	0	0	0	0	1.92 D-	2.52 D	-0.6
19	ST. ELIAS IVABO	610	0	0	0	0	2	3	1	5	14	31	4	1	0	0	0	0	2.75 D	3.52 D+	-0.77
20	ST. ROMANO'S MATAWA	470	0	1	0	0	0	1	3	3	13	26	0	0	0	0	0	0	2.85 D	3.73 D+	-0.88
21	ST. JOSEPH'S UGANA	520	0	0	0	0	0	0	1	2	7	34	8	0	0	0	0	0	2.12 D-	3.05 D	-0.93
22	ST. LUKE'S IHONIE	380	0	0	0	1	0	1	2	5	12	17	0	0	0	0	0	0	3 D	4.00 D+	-1
23	ST. TERESA'S EMUKHUWA GIRLS	330	0	0	0	0	0	1	4	11	13	3	0	1	0	0	0	0	3.59 D+	4.68 C-	-1.09
24	ST. CHRISTOPHER ENYAPORA	300	0	0	0	0	0	1	5	1	5	10	8	0	0	0	0	0	3.6 D+	4.72 C-	-1.12
25	ST. MARY'S MUMIAS GIRLS	1780	0	3	14	17	31	39	39	28	7	0	0	0	0	0	0	0	6.02 C	7.29 C+	-1.27
26	ST. PETERS MUMIAS BOYS	3210	0	17	29	45	54	63	58	36	18	1	0	0	0	0	0	0	6.35 C	7.66 B-	-1.31
27	REHEMA GIRLS	460	0	0	0	0	0	0	0	2	6	31	7	0	0	0	0	0	2.07 D-	3.46 D	-1.39
28	BUCHIFI	780	0	0	2	1	4	8	10	14	25	14	0	0	0	0	0	0	3.99 D+	5.39 C-	-1.4
29	BOOKER ACADEMY	990	4	4	6	21	19	22	16	8	0	0	0	0	0	0	0	0	6.85 C+	8.26 B-	-1.41
30	A.C.K. SHIBALE	270	0	0	0	0	0	1	0	6	11	7	1	1	0	0	0	0	3 D	NEW	NEW
31	ST. JOHN'S SHIHAKA	200	0	0	0	0	0	0	0	0	2	13	3	2	0	0	0	0	1.94 D-	NEW	NEW

**MUMIAS WEST SUB - COUNTY
2016, 2015 AND 2014 K.C.S.E. ANALYSIS**

S/NO	SCHOOL	CENTRAL	SUB COUNTY	CATEGORY (NATIONAL / EXTRA COUNTY / COUNTY	2016	2015	2014
1	ST. PETERS MUMIAS BOYS	CENTRAL	MUMIAS WEST	EXTRA COUNTY	7.657	9.667	9.48
2	ST. MARY'S MUMIAS GIRLS	CENTRAL	MUMIAS WEST	EXTRA COUNTY	7.285	8.72	8.79
3	ST. ELIZABETH LUREKO	CENTRAL	MUMIAS WEST	SUB COUNTY	4.452	5	4.33
4	ST. ROMANO MATAWA	CENTRAL	MUMIAS WEST	SUB COUNTY	3.733	5.646	5.56
5	MUMIAS MUSLIM GIRLS	CENTRAL	MUMIAS WEST	COUNTY	3.186	4.266	4.71
6	MUMIAS MUSLIM BOYS	CENTRAL	MUMIAS WEST	COUNTY	3.138	5.074	5.88
7	EBUBAKA	CENTRAL	MUMIAS WEST	SUB COUNTY	2.722	3.923	5.97
8	ST. ANGELA SCH. FOR DEAF	CENTRAL	MUMIAS WEST	NATIONAL SPECIAL	2.09	2.9	
9	ICHINGA SECONDARY	CENTRAL	MUMIAS WEST	SUB COUNTY	NEW		
10	SHIBALE SECONDARY	CENTRAL	MUMIAS WEST	SUB COUNTY	NEW		
11	MWITOTI	EAST WANGA	MUMIAS EAST	SUB COUNTY	7.545	8.945	8.46
12	MARABA	EAST WANGA	MUMIAS EAST	SUB COUNTY	5.322	6.67	6.3
13	LUBINU BOYS	EAST WANGA	MUMIAS EAST	COUNTY	4.915	7.11	8.91
14	EBUSIA	EAST WANGA	MUMIAS EAST	SUB COUNTY	4.843	7.001	5.71
15	BUMINI	EAST WANGA	MUMIAS EAST	SUB COUNTY	4.536	6.844	6.63
16	KHAUNGA	EAST WANGA	MUMIAS EAST	SUB COUNTY	4.216	5.861	5.54
17	KAMASHIA	EAST WANGA	MUMIAS EAST	SUB COUNTY	4.14	5.778	5.19
18	MAKUNGA	EAST WANGA	MUMIAS EAST	SUB COUNTY	4.067	4.528	3.95
19	SHITOTO GIRLS	EAST WANGA	MUMIAS EAST	SUB COUNTY	4.01	5.024	5.34
20	LUBINU GIRLS	EAST WANGA	MUMIAS EAST	SUB COUNTY	3.77	5.98	5.69
21	ELUCHE	EAST WANGA	MUMIAS EAST	SUB COUNTY	3.715	7.145	5.9
22	KHABAKAYA	EAST WANGA	MUMIAS EAST	SUB COUNTY	3.654	New	NEW
23	EBUBOLE	EAST WANGA	MUMIAS EAST	SUB COUNTY	3.59	New	NEW
24	ESHIAHULO	EAST WANGA	MUMIAS EAST	SUB COUNTY	3.56	New	NEW
25	ISONGO	EAST WANGA	MUMIAS EAST	SUB COUNTY	3.506	5.333	5.15

26	EMAKHWALE	EAST WANGA	MUMIAS EAST	SUB COUNTY	3.44	Y	NEW
27	EPANJA	EAST WANGA	MUMIAS EAST	SUB COUNTY	3.237	New	NEW
28	SHIBINGA 'W'	EAST WANGA	MUMIAS EAST	SUB COUNTY	3.205	5.364	5.35
29	INDANGALASIA	EAST WANGA	MUMIAS EAST	SUB COUNTY	3.055	3.933	5.4
30	MUNGGANG'A	EAST WANGA	MUMIAS EAST	SUB COUNTY	3	6.326	5.4
31	MAHOLA	EAST WANGA	MUMIAS EAST	SUB COUNTY	2.875	New	NEW
32	EBWALIRO	EAST WANGA	MUMIAS EAST	SUB COUNTY	2.6	New	NEW
33	KHAIMBA	EAST WANGA	MUMIAS EAST	SUB COUNTY	2.56	4.605	5.03
34	SHANDEREMA MIXED SEC	EAST WANGA	MUMIAS EAST	SUB COUNTY	NEW		
35	MUSANGO SECONDARY	EAST WANGA	MUMIAS EAST	SUB COUNTY	NEW		
36	ESHISENYE GIRLS SEC	EAST WANGA	MUMIAS EAST	SUB COUNTY	NEW		
37	ST. PATRICKS EBUBERE SEC	EAST WANGA	MUMIAS EAST	SUB COUNTY	NEW		
38	BUCHIFI	ETENJE	MUMIAS WEST	SUB COUNTY	5.385	5.34	5.84
39	ST. MICHAEL'S INGUSI	ETENJE	MUMIAS WEST	SUB COUNTY	5.256	7.896	7.54
40	ST. PAUL'S AHONG'INJO	ETENJE	MUMIAS WEST	SUB COUNTY	5.203	6.54	7.04
41	ST. BEDA'S BUKAYA	ETENJE	MUMIAS WEST	SUB COUNTY	4.973	6.676	6.72
42	ST. CHRISTOPHER ENYAPORA	ETENJE	MUMIAS WEST	SUB COUNTY	4.72	New	NEW
43	ST. TERESA'S EMUKHUWA	ETENJE	MUMIAS WEST	SUB COUNTY	4.684	5	4.84
44	ST. ELIZABETH BUMIA	ETENJE	MUMIAS WEST	SUB COUNTY	4.018	5.647	2.93
45	ST. LUKE'S IHONJE	ETENJE	MUMIAS WEST	SUB COUNTY	4	4.063	6.64
46	MUSANDA	ETENJE	MUMIAS WEST	SUB COUNTY	3.833	7.033	6.95
47	ST. VINCENT BUTENDE	ETENJE	MUMIAS WEST	SUB COUNTY	3.796	5.6	5.77
48	ST. ANDREW'S ESHIKALAME	ETENJE	MUMIAS WEST	SUB COUNTY	3.739	5.755	5.56
49	ST. ELIAS IYABO	ETENJE	MUMIAS WEST	SUB COUNTY	3.516	New	NEW
50	ST. JOSEPH'S UGANA	ETENJE	MUMIAS WEST	SUB COUNTY	3.045	New	NEW
51	ST. STEPHEN'S ESHIHAKA	ETENJE	MUMIAS WEST	SUB COUNTY	2.893	New	NEW
52	A.C.K. MILMANI GIRLS	ETENJE	MUMIAS WEST	COUNTY	2.727	4.706	4.28
53	LUKONGO	ETENJE	MUMIAS WEST	SUB COUNTY	2.524	New	NEW
54	ST. JOHN'S BUMALA	ETENJE	MUMIAS WEST	SUB COUNTY	2.421	4.103	2.53