ASSESSMENT ON FACTORS INFLUENCING PERFORMANCE OF *MADRASA* SCHOOLS IN *GARISSA* COUNTY: A CASE STUDY OF *MADARASATUL NAJAH* AND *KHADIJA.*

BY

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DECLARATION

I, the undersigned, declare that this is my original study and has not been submitted to any other college or university for academic credit.

Information from other sources and my main respondents has been duly acknowledged.

Signed ..... Date 15/11/2021

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This study has been submitted for examination with our approval as university supervisor

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DEDICATION

This is solely dedicated to my beloved father *Daud Hajir*, my wife *Nimaa Abdullahi* and children for the encouragement and assistance they offered to me both financially and morally all through my academic journey.

ACKNOWLEDGEMENT

I am so thankful to my God for giving me abundant life, understanding and making me a wise person. All through the processes in this study has been successful because of the care, love and grace form Him.

I am full of gratefulness to all the persons who played a great role in my project's success. I am also thankful to my parents for being their financially, spiritually and morally supportive.

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TABLE OF CONTENTS

DEDICATION ..... **iii**

ACKNOWLEDGEMENT ..... **iv**

LIST OF TABLES ..... **viii**

LIST OF FIGURES ..... **ix**

ACRONYMS AND ABBREVIATIONS ..... **x**

DEFINATION OF KEY TERMS ..... **xi**

ABSTRACT ..... **xii**

CHAPTER ONE **1**

INTRODUCTION **1**

CHAPTER TWO **8**

LITERATURE REVIEW **8**

2.1 Introduction 8

2.2 Cultural influence on the performance of *Madrasa* School 8

2.3 Influence of Interpersonal conflict on the performance of *Madrasa* School 10

2.4 Influence of Teachers' Training on the performance on *Madrasa* School 12

2.5 Theoretical Frame work 13

2.6 Conceptual Framework 14

CHAPTER THREE. **16**

RESEARCH METHODOLOGY **16**

3.1Introduction 16

3.2Research Design 16

3.3 Study Location 16

3.4 Target Population 17

3.5 Sampling Techniques and Sample Size. 17

3.6 Research Instruments 18

3.7 Data Collection Procedure 19

3.8 Data Analysis 20

3.9 Logistical and Ethical Consideration 20

CHAPTER FOUR 21

DATA ANALYSIS, INTERPRETATION AND PRESENTATION 21

4.1 Introduction 21

4.2 Response Rate 21

4.3 Summary of the chapter. 30

CHAPTER FIVE 31

SUMMARY, DISCUSSION CONCLUSSION AND RECOMMENDATIONS 31

5.1 Introduction 31

5.2 Summary of the findings 31

5.3 Conclusion 32

5.4 Recommendations 33

5.5 Recommendations for further study 33

BIBLIOGRAPHY 34

APPENDICES. 38

APPENDIX I: QUESTIONNAIRE FOR THE STUDENTS. 38

APPENDIX II: QUESTIONNAIRE FOR THE TEACHERS. 42

APPENDIX III: INTERVIEW GUIDE FOR THE HEAD TEACHERS 48

APPENDIX VI. Introductory Letter 53

APPENDIX VII. Research Permit. 54

APPENDIX VIII. Authorization Letter. 55

LIST OF TABLES

Table 3.1: Target population and sample size 18

Table 4.1 Response Rate. 21

Table 4.2 Age. 22

Table 4.3 Education level. 22

Table 4.4 Teachers' professional qualification. 23

Table 4.5 Head teachers' response on their experience 25

Table 4.6 Students' responses to the questionnaires that were sampled. 26

Table 4.7 Teachers' statements based on a sample of questionnaires. 27

Table 4.8 Factors influencing academic performance of *madrasa* school. 30

LIST OF FIGURES

Figure 2.1 diagrammatical representation of conceptual frame work…….…....…….15

Figures 4.1 Distribution of teachers according to their duration in school……...24

Figure 4.2 Teachers response on reasons for the drop-out in Madrasa schools……28

ACRONYMS AND ABBREVIATIONS

A.H	After *Hijra*
K.N.A	Kenya National Archives
P.B.U.H	Peace Be Upon Him
R.A	*Radhiallahu Anhu/ha/huma*
Sh	Sheikhs
SUPKEM	Supreme Council of Kenya Muslims
SPSS	Statistical Package for Social Science
S.A.W	*Salalahu Alaihi Wasalama*
TPAD	Teachers Performance Appraisal and Development

DEFINATION OF KEY TERMS

This section defines the key words used throughout the project;

***Duksi*: refers to non-formal Islamic organizations that place a strong emphasis on the teaching of the *Qur'a*n and other Islamic beliefs.

***Islamic* education**: refers to a type of education that focuses solely on *Islami*c teachings.

Madrasa: refers to a formal Islamic educational institution where the *Qur'an, Arabic*, and other Islamic disciplines are taught. The primary medium of instruction is *Arabic*.

Secular education: refers to a modern non-spiritual formal education system that follows a set of guidelines.

Teaching/Learning materials: refers to the objects and resources in a classroom or school that help to enable effective teaching and learning to take place.

***Masjid*:** A holy place usually a building where *salah* (prayer) takes place (it's another name of mosque in *Arabic* language).

***Mutawassitwah*:** The third level of learning in some *Madrassa* institutions which is equivalent to intermediate level. It is also referred to as *Idaadiyah* by some *Madadaras*a schools.

***Salafus-Swalih*:** The ancient pious *Muslim* Scholars.

***Sheikh**:* The word in *Arabic* stems from a trilateral root connected with age, but due to cultural impacts of *Muslim*s civilization the word currency as areligious term used to refer to religious leaders.

The Holy *Qur'an* The holy scripture of the *Muslim*s which contains the words of God sent down to prophet *Mohammed* (P.B.U.H) through angel *Jibril(*A.S.).

Ummah An *Arabic* term meaning the community of *Muslims.*

ABSTRACT

Madrasas are designed to teach general competencies and religious competencies as a basis in shaping behaviour and character in education system. It also designed to meet the learners' spiritual requirements first and foremost, and to provide opportunities for them to grow in their faith. This type of education emerged in response to a divine commandment revealed in the *Qur'an*, and it aims to share and strengthen the learner's knowledge of Islam. In Kenya, Islamic education has created a duality of learning, with modern learning in formal schools and traditional *Islamic* religious institutions in *Qur'anic* schools and madrasa. Because of the overwhelming non-Islamic influence in formal schools, parents are anxious that their children would lose their *Muslim* identity. Unlike the government secular public and private schools, many of the *Madrasa* learning institutions do not have adequate physical facilities such as permanent buildings and desks. Quite often, *Madrasa* teachers complain that they do not have enough learning materials such as text books and reliable chalkboards to mention a few. It is a common complaint by most *Madrassa* teachers (*Asaatidha*) that latrines are uncommon and they only depend on the ones constructed in mosques. Despite a lot of research that has been done on *Madrasa* schools there is no comprehensive research on the factors affecting performance of *Madrasa* schools particularly in *Madrasatul Najah* and *Khadija*. The study used a case study of *Madrasatul Najah* and *Khadij*a to look at the factors that influence *Madrasa* performance. The study's specific objectives were to look into cultural factors that influence *Madras*a performance, as well as to see how interpersonal conflict affects *Madrasa* performance and how instructors' training affects *Madrasa* performance. The researcher used a descriptive survey design. The study's target population included 20 teachers, two principals, and 200 students from the two schools. The method adopted by the researcher was random sampling. The researcher chose 5 teachers and 40 students from each group, representing 25% and 20% of the population respectively, using simple random sampling. One head teacher was chosen from each of the two schools for this study. Two questionnaires, as well as an interview guide for the two head teachers, were utilized to collect data from the students and the teachers. Descriptive statistics were examined to evaluate qualitative data using SPSS software, while narratives and descriptions were examined to study qualitative data using narratives and descriptions. Major findings from the study imply that inadequate learning and teaching resources, affect their academic performance immensely. The study also established that, negative attitude and poor teaching methodology also influences academic performance of the *Madrasa* schools to a great extent. the researcher also established that the long distance covered to the *madrasa* school also influences academic performance. Further, the study established that early marriages also do affect the academic performance of *Madrasa schools*. The researcher recommends that, the teachers should work in collaboration with the local authority to discourage early marriages, the school head teachers should ensure that their teachers do receive training on how to handle students in the *Madrasa* schools. Finally, the study recommends a comparable study on the extent and impact of parental involvement in school activities on learners' academic performance in newly formed *madrasa* schools.

CHAPTER ONE

INTRODUCTION

1.1Background of the Study

According to Encyclopedia.com ,*Madrasa* is an Islamic institution of *Muslim* education ;literally It's a place where people can learn about religious law in particular. The name referred to an institution that provided intermediate and advanced teaching in *Islamic* Laws and associated subjects in medieval times. This included elementary schools, which taught the basics of the Qur'an, Religious sciences, Islamic History, Arithmetic, Geography and other non-religious disciplines.

Latif (2015), stated that *madrasa* is Arabic word "*darasa"* which means learning. *Madrasa* is expected to be a strong fortress and able to make new breakthroughs in facing challenges and modernization thanks to the advancement of science and technology (*Arifin,* 2003). The characteristics of quality madrasa, among others: 1) focus on the customer, 2) total involvement, 3) measurement, 4) commitment, 5) view education as a system, and 6) continuous improvement (Arcaro, 2007).

*Steenbrin*k's (1991), also defined *Madrasa* in terms of *Arabic* origin, which means schools. He also said that, schools and madrasah have in common as a place for the learning process. *Steenbrink* further explains that at the beginning of its establishment, *madrasa* had a curriculum that taught *Islam* to students and also still maintain the religious curriculum as its characteristic. (*Nursikin,* 2018) added that the existence of *madrasa* is increasingly in demand by the community because it can teach general competencies and religious competencies as a basis in shaping behavior and character in education system.

According to a research done in *Indonesia* (2003), every educational stakeholder is concerned about effective educational institutions. This has become the driving force and source of excitement for educational institution administrators to make regular modifications in order for the institution to remain effective and desirable to the school user community. The purpose of this education is for students to have (1) trust and commitment to God Almighty, (2) upright character, (3) knowledge and skills, (4) Being physically and mentally healthy, (5) a stable and autonomous personality, and (6) the ability to be responsible in society and in the nation.

According to *Kumara* (2018), quality schools are effective schools. He also noted that, Effective schools may design learning experiences that are meaningful and relevant to students' needs as well as community demands, ensuring that all stakeholders are on board with the school's educational policies.

According to Prophet *Mohammed* (PBUH) sayings, *Madrasa* schools are designed to meet the spiritual requirements of students first and foremost, while also providing opportunities for spiritual growth. This form of education arose to respond to the divine commandment revealed within *Qur'an*, it serves to disseminate and improve the learner's knowledge of the *Islamic* faith. He also urged *Muslims* to pursue higher education. For example, according to one source, the Prophet said " *Allah* will make the route to paradise easy for anyone seeks knowledge."

Al-Ghazzali (2011), Mosques, *Madrasa,* and *Qur'anic* schools are all places where *Muslims* can learn about *Islam. Qur'ani*c schools have been in existence ever since the introduction of Islam, with *Qur'anic* Schools affiliated to practically every mosque. Generally, all pupils in primary school, both boys and girls, attend *Qur'anic* schools and receive primary *Islamic* education. *Madrasa* schools are designed to meet the spiritual requirements of students first and foremost, and to provide opportunities for them to grow in their faith.

The zeal for finding *Islamic* religious instruction is at the center of information seeking process. A prophetic tradition encourages *Muslims* to acquire *Islamic* religious knowledge. "Whoever Allah intends well for, He will teach him the faith," says the Prophet. Prophet *Muhammed* (PBUH) declared. Because of this religious basis, *Muslim* parents see it that it's their obligation in making sure that their children attend *Qur'anic* and *Madrasa* schools so as to mold their children's behavior in accordance with *Islamic* teachings. Parents believe that by taking their children to *Qur'anic* schools is a crucial step in raising responsible citizens and creating solidarity and loyalty among *Muslim* communities. The study will aim at determining how elements influence *madrasa* school performance using the examples of *Madarasatul Najah* and *Khadija.*

1.2 Problem Statement

According to *Al-Attas* (2009), *Islamic* education in Kenya has led to two studies, which is modern learning in formal schools and *Islamic* theology in the *Qur'an* and *Madrasa* schools. Parents worry that their children will lose *Islam* as a result of the powerful non-*Islamic* influence in formal schools. Unlike the government secular public and private schools, many of the *Madrassa* learning institutions do not have adequate physical facilities such as permanent buildings and desks. Quite often, *Madrasa* teachers complain that they do not have enough learning materials such as text books, reliable chalkboards to mention a few. It is a common complaint by most *Madrasa* teachers (*Asaatidh*) that latrines are uncommon and they only depend on the ones constructed for the mosques (*Adan*, 2011).

Researchers such as R *Kimani, Kara* & *Njagi*, (2013); *Nyagosia* (2011), *Reche, Bundi, Riungu* & *Mbugua* (2012), show that learners' educational goals and academic accomplishments are influenced by a mixture of culture, instructor, and interpersonal factors. These factors can influence academic success, either negatively or positively.

To fulfil this obligation, in order to receive *Islamic* religious education, students in many urban areas would go to *Qur'anic* schools to supplement the world knowledge provided in formal institutions. In some *Muslim*-populated areas, secular education is seen such as wasting time or even a threat for the purposes it puts in them. Some *Muslim* communities regard formal education as a threat to their cultural, social, and economic well-being. Others believe that the time allotted to *Qur'anic/Islamic* studies in the secular national curriculum is insufficient and highly slanted toward secular subjects.

Therefore, this study focuses on how specific factors influences performance of *madrasah* schools in relation to culture, interpersonal conflict and Teacher Training particularly in *Madarasatul Najah* ***and*** *Khadija* both in *Garisaa* County in order to improve performance of *madrasah* schools in Kenya.

1.3 Purpose of the Study

The major goal of this study was to determine the factors that influence *Madrasa* School performance in *Garissa* County; A case study of *Madarasatul Najah* and *Khadija*.

1.4 Objectives of the study:

- **a)** Investigate Cultural factors that influence the performance of *Madrasatul Najah* and *Khadija.*
- ***b)*** Determine how Interpersonal conflicts influence performance of *Madrasatul Najah* and *Khadija.*
- **c)** Determine how Teachers' Training influence performance of *Madrasatul Najah* and *Khadija.*

1.5 Research Questions

- **a)** What are the cultural factors that influence the performance of *Madrasatul Najah* and *Khadija*?

b) How do interpersonal conflicts influence the performance of *Madrasatul Najah* and *Khadija*?

c) How does teachers' training influence the performance of *Madrasatul Najah* and *Khadija*?

1.6 Justification of the study

Madarasatul Najah was established in the year 1964. It is a non-governmental educational institution in *Garissa* Sub county, *Garissa* county. It is considered as one of the oldest *Islamic* institutions in the whole Northern Kenya. The idea behind its establishment was owned by the society who felt the need for the formal *Islamic* education that differs from secular education. *Madarasatul Khadija* was established in 1981 and it is located in *Garissa* township. The purpose of its establishment was to teach ladies *Islamic Sharia,* training them to be future preachers and provide role model to the rest of the women in the society in search for knowledge and dressing of *Hijab.*

This research will be crucial because it will largely focus on dealing with the *Muslim* youth who are part of the larger society. The duty of imparting knowledge has been outlined in the Holy *Qu'ran* and the prophet traditions together with the emphasis of the several *Muslims* scholars known as "*Salafus-Swalih*" since education is great responsibility to the *Muslim* society, the researcher feels that the study should be carried out now as it will highlight the various factors influencing the performance of *Madrasa* schools. Many of the youths view the *Madrasa* schools as institutions of only memorizing the *Qu'ran* and hence, tend to view them as outdated.

The study tends to highlight the factors influencing the performance of *Madrasa* schools, and will provide strategies that will help to adjust the *Madrasa* schools so as to meet today's requirements of the *Muslim* society and beyond.

This study hopes to bring on board and reveal various factors influencing the performance of *Madrasa* schools, which enlighten and awaken all the stakeholders in the *Muslim* environment in *Garissa* County.

Some *Muslim* communities regard formal education as a threat to their cultural, social, and economic well-being. Others believe that the time allotted to *Qur'anic/Islamic* studies in the secular national curriculum is insufficient and highly slanted toward secular subjects.

The policy makers and Education planners will gain insights on the areas that need to be amended or implemented in policies. The study will form foundation for more studies.

1.7 Scope of the study

The research focused on the factors that influenced *Madrasa* school performance in *Garissa* County and not any other aspect of the school with a case of *Madarasatul Najah* and *Khadija* schools respectively. The study will be limited to 5 teachers and three classes of high school level (*Ula*, *Thani* and *Thalith Thanawayah*) from each school respectively. Two head teachers will also be interviewed.

1.8 Limitation of the study

Due to time and budget constraints, this study was unable to conduct a comprehensive assessment of all *Muslim* schools across the country. As a result, the research was limited to *Madarasatul Najah* and *Khadija*, booth in *Garissa* County. The respondents may also hold back some information which may be regarded as sensitive and confidential. The respondents were told by the researcher that any information they provided would be kept private and used solely for research reasons.

1.9 Assumptions of the Study

The following were the assumptions:

1. *Madarasatul Najah* and *Khadija* administrators would give the researcher enough support when necessary.
2. The information gathered from the respondents was accurate, and it served as the foundation for the study's findings,
3. Another assumption was that the respondents would be honest in answering questions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter dealt with a literature related to the factors that influence performance of *madrasa* schools of *Madarasatul Najah* and *Khadija*. The main sources of information were primary sources such as journal, research papers, theses and dissertations. Secondary sources such as bibliographies and textbooks and tertiary sources such as dictionaries. The literature was reviewed in line with research objectives as follows;

i. Cultural influence on the performance of *Madrasa* School.

ii. Influence of Interpersonal conflict on the performance of *Madrasa* School.

iii. Influence of Teachers' Training on the performance on *Madrasa* School.

2.2 Cultural influence on the performance of *Madrasa* School

The researcher outlined the various cultural factors that influence the performance of *Madrassa* schools such as early marriages, gender disparity, household work, distance to schools, secular education system and curriculum system, parental influences and cultural setting.

McDevitt & Ormrod (2010), noted that cultural identities, have a significant impact on academic achievement. Many times, parental figures' examples were used to construct cultural expectations and identities. However, there have been instances where parental influences and institutional expectations clash, for as when a parent prioritizes family over academics while the institution prioritizes academics. This is the end outcome. Cultural shock, or the be wilderment that arises when a person is immersed in an environment that is considerably different from where he grew up, can have a significant impact on a person's sense of self. Such changes on culture make it difficult for students to acclimatize to new academic environments, which can lead to academic failure or disruptive behavior in the classroom.

Students raised in varied cultural backgrounds might approach education and learning in different ways, according to the cultural diversity theory. Teachers needed to be aware of the contrasts between the school and home environments. People from many cultural traditions may approach education differently than what is taught in American institutions. The Polynesian concept of learning, for example, varies in that younger children are frequently taught by older children rather than adults. This was a very different way of learning, and one that could need to be taken into account in an American school with Polynesian children.

In conformity (*Cardin*e, 2012), focused on socio-cultural determinants in female learners' academic performance in a study in *Msambweni* Sub-county, targeting people living in the lake region, he found that the number of girls being kept in school had dropped dramatically, to the point where many at 15 years old chose to leave school to be married, fend for orphan siblings, or allow their younger brother's to be catered for in schools.

Personal traits, distances to school, family networks, and home duties, according to *Chacha* (2012), and it was a challenge to keep girls through learning levels. According to *Figueroa* (2012), girls in many developing nations have been increasingly discriminated in their views and culture based on the basic premise that boys excel academically.

KNA (1987), Some *Muslim* parents have been forced to stop sending their children to public schools established by Christian missionaries due to support provided by British colonial administration. As a result, *Muslim*s in Kenya believe that British colonial rulers, in collaboration with various Christian denominations, use the educational system as a weapon to spread the gospel when government funds are distributed to church schools (SUPKEM, n.d.).

According to *Sheikh* (2013), *Islamic* schools that use the national curriculum and *Islamic* studies face a dual challenge in the form of textbooks produced by major publishers in subjects like history

and social studies that promote sex education, free mixing of sexes in and out of the classroom, and content and images depicting boys' / girls relationships. There were most likely no books on Islamic studies available. A few teaching and learning resources created in Arab nations are incompatible with the *Islamic* curriculum in Kenya or the local context. Participants from various *Madrassa* schools also expressed their dissatisfaction with the teaching and learning materials.

2.3 Influence of Interpersonal conflict on the performance of *Madrasa* School

The process of actions for the sake of the organization's goals is referred to as organizational effectiveness (*Robbins,* 2010). Conflicts frequently arose during the process of managing education, causing the process to be impeded. Differences, arguments, disagreements, and the existence of conflict can all be considered arguments. There are three conflicting ideas: (1) traditional views, which say that conflict is not good; (2) ethical considerations, which hold that conflict is common in the life of an organization; and collaborative ideas, which argue that conflict is unavoidable and necessary because of the way organizations are built and run (*Wahab,* 2011; *Robbins,* 2014; *Stoner* & *Freeman,* 2009; *Myers*, 2012).

Muhammed Hisyam, (2016), stated that, Conflicts frequently emerge asymmetrically at the firm's or institutional level, according to the author. Human resources, including duties, position and status, and authority, are typically the source of difficulty.

Madrasas, particularly those in regular educational programs, instilled in their students a strong mental religious foundation (faith and dedication). With such a strong mindset, it was believed that when they become leaders in the future, they would be trustworthy, honest, and fair.

In relationships where there were real or imagined contradictory aims, a few resources, or conflicting ideas, created tensions between people. Human tensions can emerge in a variety of ways, ranging from a silent cold shoulder to a full-fledged eruption. Interpersonal conflict, on the

other hand, is distinct from interpersonal violence, which encompasses both physical and verbal assault.

Interpersonal conflict was, in a way, the stuff of life. Every day, we are confronted with it. Interpersonal conflict can be found almost anywhere. We have outbursts of wrath on suburban freeways, band skirmishes, property boundary disputes between neighbors, and worker-boss feuds. The list is endless.

The literature reviewed revealed that majority of schools experienced conflicts among teachers which did augur well on academic's performance of students. Long-term interpersonal confrontations, according to *Newstorm* and *Davis* (2002), deteriorate cooperation and teamwork; at a personal level, some persons may feel defeated, while others' self-images deteriorate, and personal stress levels rise. Teachers faced with such interpersonal conflicts were unlikely to help students perform well in exams.

Steers (1991) noted that conflict is the struggle or fight or collision generated if and when two or more parties are attempting to accomplish or defend irreconcilable fundamental goals, values, requirements, and interest's effective communication, according to *Luthans* (1989), is a necessity for achieving corporate objectives. Conflicts between teachers can become destructive due to ineffective communication. The interchange of ideas, information, and feelings is known as communication, and emotion between two or more people in a way that they all have the same understanding of it (*Agarwal*, 1990). Teachers usually engage in lateral communication to coordinate activities or projects between departments. Teachers find it easier and more comfortable to interact with their colleagues in a healthy school environment because they are on a level playing field. Lateral communication was good for the school if it was meant for task coordination thus

enhanced achievement of institutional goals (*Okumbe*, 1998), thus communication channels should be appropriated to achieve proper communication among teachers that avoid conflict.

2.4 Influence of Teachers' Training on the performance on *Madrasa* School

The accomplishment or consequences of one's actions in doing one's job are considered as performance. As *Mangkunegara* points out (2001, p. 67), Performance is defined as the quality and quantity of work produced by an employee who completes his or her duties in accordance with his or her responsibilities. Because performance reflects the necessary efforts to achieve high levels of productivity within the organization, it was strongly linked to productivity. According to *Dessler* (1997), performance is a comparison of actual work output to the organization's work standards. According to the definition of performance, it is the power and authority of the work of an individual or a group of people to do work with a work ethic based on work ethics in order to achieve organizational goals (*Mutohar* & *Jani*, 2020).

The character of performance, according to *Abdullah* (2019), is intimately tied to the work that has been accomplished in carrying out his work. Individual, team, and organizational reviews could be used to explain performance. Teachers' performance is defined as the work done by teachers individually, in groups, and as part of the school organization's structure in achieving the school's goals, objectives, vision, and purpose through their roles and obligations as teachers. The achievement of learning objectives is also a factor in teachers' evaluations. Their work is motivated by a sense of responsibility in the performance of their duties, the authority of their work, and a sense of moral responsibility.

Wainaina (2015), also observed that lack of textbooks and other learning tools are some of the issues that face the teaching of *Islamic* education at the elementary school level. Furthermore, the subject may be taught by teachers who have no sufficient knowledge, and not all are likely to have

theological training. *Mraja* (2008) agreed that some of the challenges in teaching *Islamic* Education arise from a lack of sufficient training and a scarcity of skilled educators.

A teacher's qualification is a requirement for meeting any curriculum's objectives. *Abdullahi* (2019) further explained that qualification of teachers had a significant impact on how well teachers applied a curriculum in a classroom activity. According to the European Commission on Education and Training (2010), teacher certification is an important aspect in providing learners with personal fulfillment, improved social skills, and more diverse job opportunities. Teacher qualifications are a proxy for better teaching and learning outcomes. According to a report by the National Assessment Centre (NAC) on tracking learner performance, the majority of Kenyan primary school instructors hold primary one (P1) professional qualifications. Teachers' performance, according to *Orodho* (2004), validates the assumption that educational quality is equivalent to the quality of teachers who apply the educational system.

Walberg's (1981) did a research on

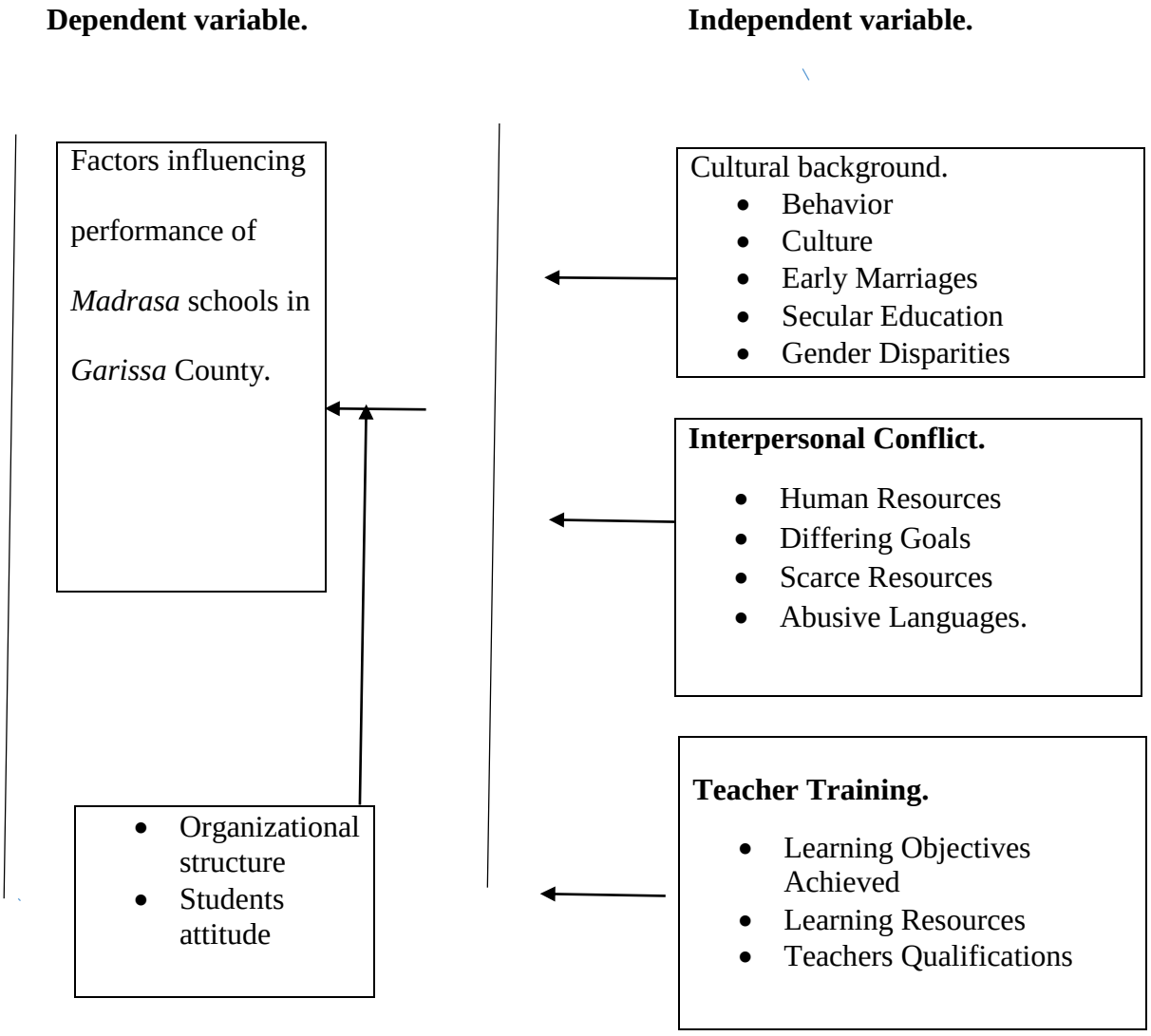
2.5 Theoretical Frame work

educational productivity hypothesis. *Wang, Haertel*, and *Walberg* (1993) conducted surveys of educational scholars and assessed the content of 179 handbooks and chapters in order to determine the most significant factors on learning (*Greenberg* et al.,2003, p.470). They discovered 28 types of learning influence based on their data; Classroom administration, parental care, student-teacher interaction, moral values, motivation, eight of the 11 most influential dynamic categories were peer group, school culture, and classroom climate (*Greenberg et al.*, 2003; *Reynold*s & *Walberg*, 1992) generally supported *Walberg*'s global model of educational productivity.

2.6 Conceptual Framework

The conceptual frame work illustrated the three core variables that influence the performance of *Madrasa* Schools in *Garissa* County with a case of *Madarasatul Najah* and *Khadija.* The main independent variables are; cultural background, interpersonal conflicts and teacher training. The intermediate variables are organizational structure and students' attitude.

This can be represented diagrammatically as in figure 2.1 as follows



CHAPTER THREE.

RESEARCH METHODOLOGY

3.1Introduction

This chapter outlines the overall methodology that was used in the study in line with the research objectives. It includes the research design, location of the study, target population, sampling techniques and sample size, research instruments, data collection procedure, data analysis and ethical considerations.

3.2Research Design

A descriptive research design was employed. This was done in verifying and facilitating description of variables of interest in a situation. *Kothari* (2004), stated that the work of a research design was to enable for the acquisition of important data with the least amount of effort, time, and money. In other words, a good research design made the research to be efficient and possible and provided adequate information. To collect data and publish the findings, the researcher employed two questionnaires and an interview guide. No variables were manipulated in any way. Because of the study's nature, qualitative as well as the quantitative methodologies were used

3.3 Study Location

The research was carried out in *Garissa* County's *Madarasatul Najah* and *Khadija* schools. According to *Singleton* (1993), any study's optimal location should be easily accessible to the researcher and allow for immediate rapport with the informants. *Madarasatul Najah* and *Khadija* schools were chosen because they were within the reach of the researcher.

3.4 Target Population

Mugenda and *Mugenda* (2003) define the population as a group of people, events, or objects that bears the same visual features and the researcher wishes to make all the findings of the study. Teachers and students from *Garissa's Madarasatul Najah* and *Khadija* schools were the study's target group. The target population consisted of 20 teachers, two head teacher and 200 students from the two schools. The data on the teachers was collected from the offices of the two schools' principals in charge of administration. An interview was also conducted from the two head teachers. As a result, the study's overall population was 222 persons.

3.5 Sampling Techniques and Sample Size.

The procedure of selecting a specific number of people or items from defined individuals to be representative of that community is known as sampling (*Sampath,* 2001). Collecting data from all target population could make the research too expensive and time consuming. Sampling was done to save time and money. Any claims made about the sample were presumed to apply to the total population. Basically madrasa involves three levels of education namely; Basic primary(*Ibtidaiya*), Middle level(Mutawasita) and secondary level (*Thanawiya*). The researcher narrowed the study to secondary level (*Thanawiyah*) for their level of literacy, understanding of the madrasa environment and their experience since they have stayed in madrasa school for long unlike the learners in the basic and middle levels who are illiterate and unexperienced to give the researcher the accurate data. Considering the large number in the population, the study applied random sampling technique for the teachers and the students (*Ulla,Thani* and *Thalith*) A simple random sampling was uses in selecting 5 teachers and 40 students representing 25% and 20% in each group of the population respectively. For this study, the choosing of head teacher was done

from individual two schools. As a result, the total sample size was 47 participants, as shown in the table below.

Table 3.1: Target population and sample size

Respondent	Population	Sample size	Percentage
Head teachers	2	2	100.00%
Teachers	20	5	25.00%
Students	200	40	20.00%
Total	222	47	21.17%

Source: Field data (2020)

3.6 Research Instruments

Questionnaires and interviews were the major tools used in collecting data. The researcher used questionnaires as primary tool in collecting data since it was the most appropriate as it could reach many within the school in the shortest time possible. There were two sets of questionnaires for students and teachers were used. Interview guide was used for the head teachers.

a) **Questionnaire for the students. (Appendix** I)

The researcher developed a questionnaire for the selected pupils to address specific objectives and the research problem. Questionnaires as proposed by *Mugenda* and *Mugenda* (2003) can be utilized in gathering key demographic data. Due to its advantages, the researcher chose questionnaires as a research instrument in this study. The questionnaire was made up of the open and closed questions. The questions were based on study's aims. Questionnaires proved to have several advantages which included the following; it gave clear and specific responses and enabled the respondents to express themselves freely. Questionnaires could gather data from many

respondents within a shorter time span with minimal cost incurred. In addition, data collected using closed questions is easier and faster to analyze. A questionnaire was cheap and easy to administer in terms of time and cost.

b) **Questionnaires for the teachers. (Appendix** II)

The researcher developed a questionnaire for the selected teachers. This aimed at obtaining relevant information from the members of staff who were directly involved in serving the students. Questionnaire was structured depending on the research objectives.

c) Interview guide for the head teachers. (Appendix III)

The researcher developed an interview that guided collection of data from Head teachers because of its ability to collect first-hand information. Interview also enabled the researcher to establish rapport with respondents and therefore gain their cooperation which led to high response rate. They also allowed clarification of questions and answers. The interviewer asked the questions when interviewing. Interviews are preferred in most researches because of their cost effectiveness and ability to capture first-hand information in formal and informal settings (*Mugenda* and *Mugenda*, 2003). The researcher prepared an interview guide on the basis of study' objectives. Structured together with unstructured were administered to collect relevant data to address research objectives and questions which concerned the factors influencing performance of *Madrasa* Schools.

3.7 Data Collection Procedure

First an introductory letter was written to request for permission to collect data in the Madrasa Schools. Questionnaires were 45 in numbers were distributed to the teachers and the students. The researcher conducted a face to face interview with the two Head teachers in their office during working hours according to the agreed time. To facilitate this, appointments were made in meeting the head teachers to ensure proper planning in making the interview a success. The question which

the researcher asked were in line with the interview guide and research objectives. The researcher recorded the response on a note book as they would be given without manipulation.

3.8 Data Analysis

To measure the variables, the qualitative together with the quantitative data acquired in the study were analyzed methodically. The data was analyzed in accordance with the study's objectives. Analysis of descriptive statistics including frequencies and percentages was done in analyzing data in quantitative nature. Quantitative data collected from respondent was utilized to assess the specific characteristics that influence *Madrasa* School success. To make data analysis easier, the SPSS was employed. Qualitative data was collected from the open questions in the questionnaire and interview guides

3.9 Logistical and Ethical Consideration

To enhance efficient collection of data in the *Madrasa* Schools, an introductory letter was obtained from the chairman of the department which was used together with the student identity card. Permission from the necessary authorities at the two *Madrasa* Schools was requested prior to data gathering activity. The goal of the study, the protocols, and the fact that there was no risk or cost involved were all explained to the participants. The rights to privacy, anonymity, confidentiality, and informed consent were all emphasized as ethical considerations in the research. A statement of declaration was written in the first page of all questionnaires to eliminate ethical dilemmas. All responses were recorded clearly and honestly without any form of manipulation.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

The chapter dealt with analysis, interpretation and presentation of data obtained from the research study at ***Madarasatul Najah*** and ***Khadijah*.** The researcher used tables, figures, percentage and description to present the findings. The collected data through questionnaires and the interview guides was analyzed in line with research objectives and research questions.

4.2 Response Rate

Questionnaire administration was done to a total of 45 questionnaires to both teachers and students and also interviewed the two head teachers from both schools. Table 4.1 gives an illustration of the findings

Table 4.1 Response Rate.

Target group.	No. targeted.	No. received.	Percentage.
Head teachers	2	2	100%
Teachers	5	5	100%
Students	40	40	100%
Total.	47	47	100%

Source: Field data (2020).

The study targeted two head teachers, five teachers, and forty students. Out of these, the researcher received back 45 filled questionnaires and 2 interview guide. Out of 45 filled questionnaires, 40 respondents comprised of 100% of students, 5 respondents comprised of 100% of teachers and 2 respondents comprised of 100% of the head teachers. This enrolled a response rate of 100%.

The researcher also looked at other factors such as age, education and distance from home to school as demographic predictors influencing performance of madrasa schools. As presented in Table 4.2, a large number of the respondents lies between the ages of 16 and 20, with 20% between the ages of 21 and 25.

Table 4.2 Age.

Age	Frequency	Percentage
10-15	0	00%
16-20	32	80%
21-25	8	20%
26-30	0	00%
Total	40	100%

Source: Field data (2020)

As given in Table 4.3, a larger percentage (60%) of the respondents had completed secondary school and 40% had completed college.

Table 4.3 Education level.

Level	Frequency	Percentage
Primary	0	00%
Secondary	3	60%
College	2	40%
University	0	00%
Total	5	100%

Source: Field data (2020)

Table 4.4 shows that majority (60%) of teachers did not have professional qualification while 40% were diploma holders. Teachers' professional qualifications acts a very crucial responsibility in their capacity in conveying knowledge to students. According to the conclusions of this survey, the majority of teachers lacked the necessary professional qualifications to teach at the high school level. This influences the performance of learners negatively in *madrasa* schools.

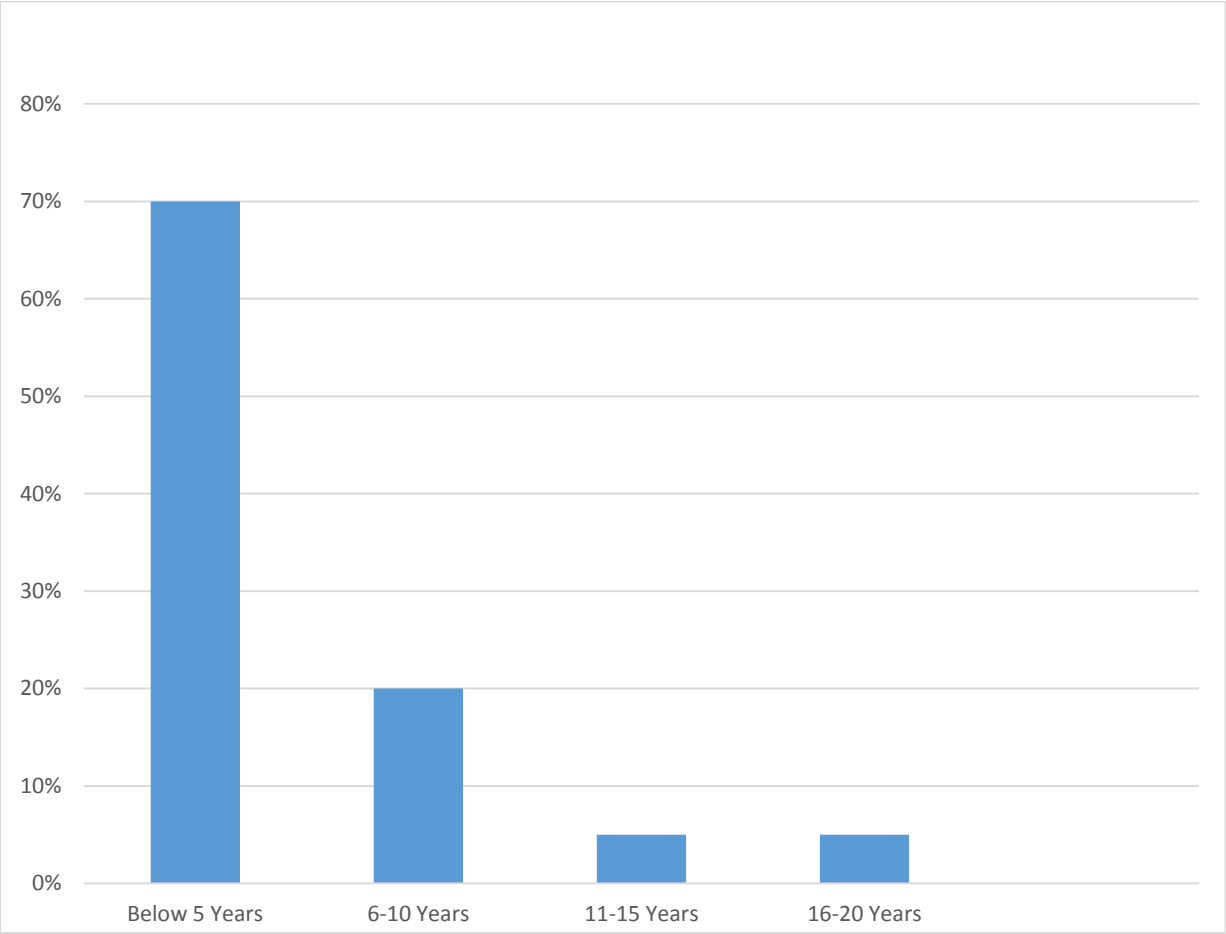
Table 4.4 Teachers' professional qualification.

Qualification	Frequency	Percentage
Diploma in education	2	40%
B.Ed.	0	00%
M. Ed.	0	00%
Others	3	60%
Total	5	100%

Source: Field data (2020).

These findings suggest that teachers have spent a significant amount of time at their current job and so have professional experience. Teachers must be able to comprehend their students; therefore, this information is crucial. Teachers who stayed at educational institutions for a longer period of time were more pleasant to students and able to communicate effectively and professionally with them. Teachers with less years in the classroom were more active in their teaching/learning activities, but they were less engaging and had poor interpersonal skills with their pupils. Teachers who have worked in educational institutions for a longer period of time are better equipped to recognize and address student misbehavior.

Figure 4.1 Distribution of teachers according to their duration in school.



Source: Field data (2020)

As shown in Table 4.5, the two head teachers were also asked how long they had been teaching at their current stations.

Table 4.5 Head teachers' response on their experience

Years	Frequency	Percentage
1-5	0	00%
6-10	0	00%
11-15	1	50%
16-20	0	00%
21-25	1	50%
Total	2	100%

Source: Field data (2020).

According to the statistics as presented in Table 4.5, 50% of the head teachers had stayed with the present school for 11 to 15 years, while the remaining 50% had stayed for 21-25 years. This indicates that they had the necessary experience and they could clearly identify the factors influencing the academic success of madrasa students.

Table 4.6 Students' responses to the questionnaires that were sampled.

Statements	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
While teaching, my teacher employs models and charts.	9	22.50	6	15.00	2	5.00	11	27.50	12	30.00
Before teaching, teachers do not go over basic concepts again.	14	35.00	6	15.00	1	2.50	9	22.50	10	25.00
The majority of the examples and images used are readily available in your area.	16	40.00	3	7.50	2	5.00	10	25.00	9	22.50
I am unable to keep up with my teacher's instructional pace.	2	5.00	16	40.00	3	7.50	5	12.50	14	35.00
The concepts learned in class are applicable in everyday life.	3	7.50	8	20.00	10	25.00	6	15.00	13	32.50

Source: Field data (2020).

The majority of pupils stated that their teachers do not use models or talks in the classroom. As a result, most teachers are unaware of the finest teaching approaches for actualizing class work through the use of models and real-life experiences. As a result, teachers must be trained in the same manner. On the other hand, half of the students who responded claimed that teachers were

able to review previously taught elementary abilities, which is one of the training's advantages. Teachers, on the other hand, struggled to connect classroom work to real-world situations. A well-trained teacher can use all teaching methods and present content to the best of their abilities. As a result, it can be stated that teacher education is critical and has a major impact on student achievement.

Table 4.7 Teachers' statements based on a sample of questionnaires.

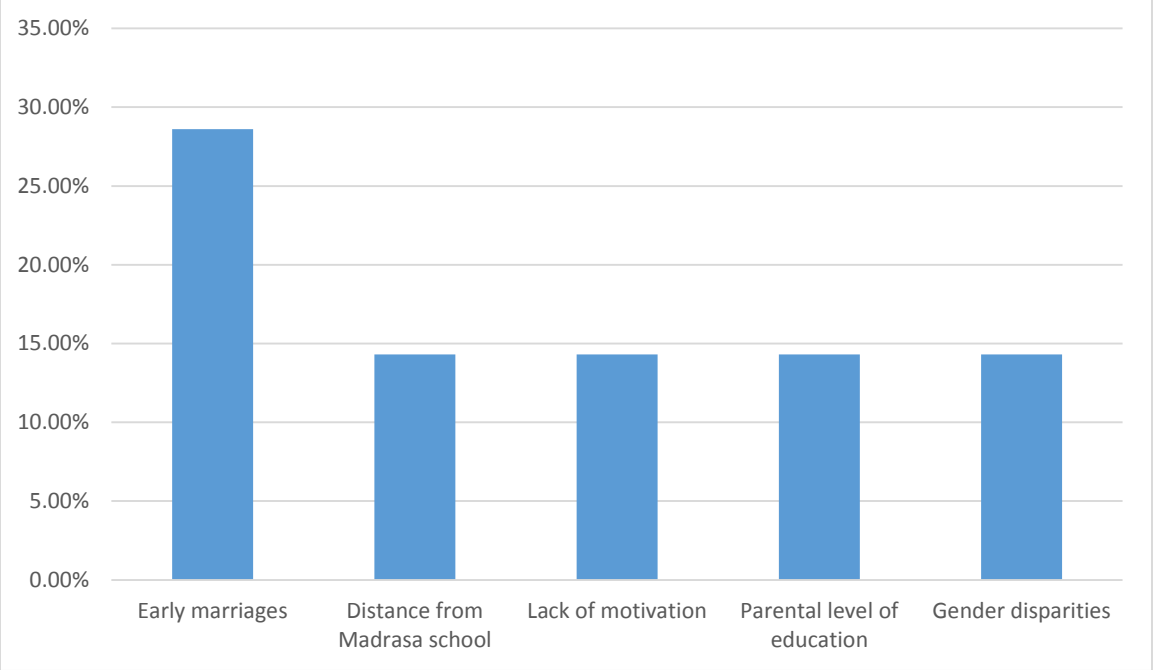
Statements	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
I teach because I don't have any other choice.	0	00.00	1	20.00	0	00.00	3	60.00	1	20.00
I'm qualified to teach my subjects because I've completed the necessary training.	0	00.00	1	20.00	0	00.00	0	00.00	4	80
In my subject, students do not have a good mindset.	3	60.00	1	20.00	0	00.00	1	20.00	0	00.00
In the event of any difficulties, students are free to contact me.	4	80.00	1	20.00	0	00.00	0	00.00	0	00.00
Teaching is difficult.	3	60.00	1	20.00	0	00.00	1	20.00	0	00.00

Source: Field data (2020).

Most teachers 3 (60%) were in agreement that students have a negative attitude about their classes. The majority of teachers 3(60 percent) agreed that teaching is tough, while roughly 80% stated that they lack the necessary training to teach effectively in their subject areas. Teachers were able to discover subject areas of concern and what they could do to help students reach their goals by allowing students to freely consult with them. The teachers believed that professional development was important for them, and that schools should provide training to keep them up to date on contemporary educational issues.

The majority of the teachers stated that they only taught because they had no other choice. This demonstrates that they were interested in teaching and that, with enough training, they could provide the greatest possible education to their students. The vast majority lacked training and expressed an eagerness to participate in any type of training that would aid them in their delivery. Teachers and head teachers were asked to state, the likely reason(s) for the drop-outs that influences the performance of students in madrasa schools.

Figure 4.2 Teachers response on reasons for the drop-outs in madrasa schools.



Source: Field data (2020).

Majority of the respondents 28.6%, mentioned early marriages as one of the cultural practices that affect students' performance in academics. The study established that young girls are married off to older men, this in turn results in them dropping out of school to start their family hence affecting their academic performance. 14.3% of the respondents also mentioned negative attitude towards education as well as towards their cultures. The respondents further explained that, because they are unappreciative of the new culture, they don't accept the mixing of boys and girls, this in turn affects learning in that they don't engage in group discussions aimed at helping them improve their grades. 14.3% of the respondents mentioned distance from madrasa school as a factor influencing performance of *madrasa* schools.

From the interview conducted among the head teachers 'from the two schools, they stated several reasons for the drop-outs namely; lack of motivation, parental level of education, gender disparities, distance from *madrasa* schools, negative attitude and early marriages which concurred with teachers' response in figure 4.2 above.

Table 4.8 Factors influencing academic performance of *madrasa* school.

Factors	Frequency	Percentage
Poor methods of teaching	12	25.5%
Professional qualification of the teacher	11	23.4%
Lack of team work	7	14.9%
Inadequate learning materials and resources	5	10.6%
Negative attitude	7	14.9%
Poor communication skills	5	10.6%
Total	47	99.9%

Source: Field data (2020).

Ninety-nine point nine percent (99.9%) of head teachers, teachers and students respectively agreed that the above mentioned factors in table 4.8 are the primary determinants of madrasa school performance.

4.3 Summary of the chapter.

The collected data from the students, teachers and head teachers was sufficient to present the situation as it in *Madrasatul Najah* and *Khadija* both in *Garissa* County. It was also sufficient enough to make a generalized conclusion of Madrasa schools in Kenya because *Madrasatul Najah* and *Khadija* are a representative of other *madrasa* schools in Kenya.

CHAPTER FIVE

SUMMARY, DISCUSSION CONCLUSSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions and recommendations obtained from the research data analysis.

5.2 Summary of the findings

The study aimed at assessing factors influencing performance of *Madrasa* schools at *Madrasatul Najah* and *Khadija*. In accordance with the research objectives, the main conclusions of the study are summarized below.

a) Influence of culture on academic performance in Madrasa schools

Majority of the respondents (60%) said early marriage is a factor affecting students' performance in academics. The study established that young girls are married off to older men, this in turn results in them dropping out of school to start their family hence affecting their academic performance.

Students have a negative attitude towards education as well as towards other cultures, the study established that madrasa school don't allow the mixing of boys and girls as their culture doesn't allow so, this also affects their academic performance since the children don't learn from each other.

b) **Effects of interpersonal conflict on the academic performance of *Madrasa* schools**

It was observed that generally the students in *madrasa* schools don't interact well with the rest of the students who are in non-*Islamic* schools due to cultural differences between the two, this in

turn has an effect on students' academic performance in *Madras*a since they don't learn from each other.

c) **The impact of teacher training on *Madrasa* school academic achievement**

The study established that teachers need to be equipped with knowledge and talents to ensure that they implement teaching approaches in their classrooms that accommodate a variety of beliefs, challenging backgrounds, and cultural concepts brought to school by students.

5.3 Conclusion

According to the findings, *madrasa* schools face a number of challenges as they adjust to a new social and academic environment. These issues could include trouble forming social relationships, a shift in climate, and language and communication difficulties. The ability of *madrasa* schools to deal with these issues has an impact on their academic achievement.

The study established that teachers need to be equipped with knowledge and talents to guarantee that teachers use effective teaching approaches in their classrooms that accept different ideas, challenging backgrounds, and cultural concepts that children bring to school.

The study established that generally the students in *madrasa* schools don't interact well with the rest of the students who are in non-*Islamic* schools due to cultural differences between the two, this in turn has an effect on students' academic performance in *Madrasa* since they don't learn from each other.

5.4 Recommendations

As a result of data analysis and the study's findings, it was recommended as follows for *Madrasatul Najah, Khadija* and other *Madrasa* schools to improve their academic performance.

1. The teachers in collaboration with the government through the local authority should discourage early marriages by ensuring action is taken against those caught in the act.
2. *Madrasa* school parents should be educated as concerns the education value.
3. The government together with the Non-governmental organization should be encouraged to provide material support to the *madrasa* schools in terms of learning resources and physical facilities.
4. Head teacher should ensure professional development for the teaching staff to strengthen their professional abilities and expertise through, in-service trainings, lectures and workshops.
5. Government to establish colleges and universities that trains *Madrasa* teachers.

5.5 Recommendations for further study

i. The level and role of parental involvement in school activities on the learner's performance in academics in newly established *madrasa* schools.

ii. The principals' management style on academic performance of newly established *madrasa* schools

iii. To evaluate the impact on TPAD in teaching and learning in *madrasa* schools.

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APPENDICES.

APPENDIX I: QUESTIONNAIRE FOR THE STUDENTS.

My name is *Khalif Daud Hajir*, a University of Nairobi student from the department of Philosophy and Religious studies. Currently researching on "Assessment **on factors influencing performance of *Madrasa* Schools in *Garissa* County: A case study of *Madarasatul Najah* and *Khadija*."** Towards this end I am conducting a survey amongst *madarasa* schools. This questionnaire assists in the collection of data and whatever data is collected will be purposively meant for this study that will be of the benefit to both schools. Kindly put a tick (√) in the choice that you think is the right answer, or else can fill the blanks with the necessary data. Your response, as well as any other information you submit, will be kept completely confidential. You can reach me at the following phone number for more information or clarification :0725131357or Gmail:daudkhalif07@gmail.com.

SECTION A: Bio-Data

1. Age bracket
   - 10-15 [ ]
   - 16-20 [ ]
   - 21-25 [ ]
   - 26-30 [ ]

2. a) Has there been a case of conflict among students in your school?

   Yes ( ) No ( )

b). If Yes, what are some of the sources of conflict among students in your school

……

……..

c). What could be the effects of conflict among students on the performance of students.?

……

……

d). What are the possible solution to the sources of conflict mentioned above?

Who provides subject text books for the students?

- School [ ]
- Parents [ ]

Any other (specify)……

3. Comment on the teaching and learning materials?
    - Enough [ ]
    - Not enough [ ]
    - Not available [ ]
4. Comment on the availability of physical facilities such as desk?
    - Adequate [ ]
    - Inadequate [ ]
    - Not available [ ]

5. a). Which teaching aspect do you like most?.
    - Explanation by the teacher [ ]
    - Discussion groups [ ]

- Homework [ ]

b) State the reason for liking the aspect (s) chosen above?

……

……

……

6. In every statement as stated below, indicate you're your choice by ticking against the statements that level of your agreement on how you perceive teaching modes used by the teachers.

Statements	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
When teaching, my teacher uses models and charts.					
Before teaching, teachers do not go over basic concepts again.					
The majority of the examples and images used are readily available in your area.					
I am unable to keep up with my teacher's instructional pace.					
The concepts learned in class are applicable in everyday life.					

7. When teachers are at school, how often do they attend classes?

- Every time [ ]
- Rarely [ ]
- Not at all [ ]

8. What factors do you believe influence your school's academic performance?

……

……

……

9. What should be done, in your opinion, at your school to increase student academic achievement?

_____

_____

Thank you

APPENDIX II: QUESTIONNAIRE FOR THE TEACHERS.

My name is *Khalif Daud Hajir*, a University of Nairobi student from the department of Philosophy and Religious studies. Currently reserching on "Assessment **on factors influencing performance of *Madrasa* Schools in *Garissa* County: A case study of *Madarasatul Najah* and *Khadija.*"** Towards this end I am conducting a survey amongst *madarasa* schools. This questionnaire assists in the collection of data and whatever data is collected will be purposively meant for this study that will be of the benefit to both schools. Kindly put a tick (√) in the choice that you think is the right answer, or else can fill the blanks with the necessary data. Your response, as well as any other information you submit, will be kept completely confidential. You can reach me at the following phone number for more information or clarification :0725131357or Gmail:daudkhalif07@gmail.com.

1. Gender

   Male [ ]

   Female [ ]

2. How many years have you been working as a teacher?

   Less than 5 [ ]

   6 to 10 [ ]

   11 to 15 [ ]

   16 to 20 [ ]

   More than 21 [ ]

3. What level of education have you attained so far?

   Primary [ ]

   Secondary [ ]

College [ ]

University [ ]

4. Please show your level of professional accomplishment so far?

Diploma in education [ ]

B.Ed. [ ]

M.Ed. [ ]

Other……

5.a). Who provides subject text books for the students?

- School [ ]
- Parents [ ]

Any other (specify)……

b). In your own opinion are the text books in your subject adequate?

Yes [ ] No [ ]

6. How do you acquire the necessary teaching resources for your subject?

- School provide [ ]
- Teachers buys [ ]n
- Any other……

7.a) Has there been a case of conflict among teachers in your school?

Yes ( ) No ( )

b). If Yes, what are some of the sources of conflict among teachers in your school

……

……..

c) What could be the effects of conflict among teachers on the performance of students.?

……

……

d) What are the possible solution to the sources of conflict mentioned above?

8.a). Are there any drop-outs in your madrasa?

Yes [ ] No [ ]

b). If yes, what is the likely reason (s) for the drop-outs?

- Negative attitude [ ]
- Age [ ]
- Early marriages [ ]
- Distance from madrasa school [ ]
- Parental level of education [ ]
- Culture [ ]
- Gender disparities [ ]
- Lack of motivation [ ]
- Lack of fees payment [ ]
- All the above [ ]

9. In your own opinion as a teacher, how do parents view the *madrasa* learning system?

- Very good [ ]
- Good [ ]

- Not good [ ]

10. Consider each of the statements below and mark the column on the numbers that best reflects your response.

	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
I teach because I don't have any other choice.					
I'm qualified to teach my subjects because I've completed the necessary training.					
In my subject, students do not have a good mindset.					
In the event of any difficulties, students are free to contact me.					
It is difficult to teach.					

11. What is your pupils' opinion of the subjects you teach?

Positive [ ]

Neutral [ ]

Negative [ ]

12. How do you respond to the following situations (tick where necessary)?

	Never	Frequently	Sometimes
Fighting/ quarrelling			
Sharing items			
Can you openly speak about sexual issues			
Girl/ boyfriend relationship			

13a). Have you attended any in-services, workshops, or seminars related to the subjects you teach?

- Yes [ ]
- No [ ]

b). If no, explain why.

……

……

c). Is the course assisting you in improving your teaching abilities and, as a result, your students' performance?

Yes [ ] No [ ]

14. What elements do you believe influence your school's academic performance?

……

……

……

15. What steps are you taking at your school to increase student academic performance?

……

……

……..

Thank you

APPENDIX III: INTERVIEW GUIDE FOR THE HEAD TEACHERS

My name is *Khalif Daud Hajir*, a University of Nairobi student from the department of Philosophy and Religious studies. Currently researching on "Assessment on factors influencing performance of Madrasa Schools in *Garissa* County: A case study of *Madarasatul Najah* and *Khadija*." Towards this end I am conducting a survey amongst *madarasa* schools. This questionnaire assists in the collection of data and whatever data is collected will be purposively meant for this study that will be of the benefit to both schools. Kindly put a tick (√) in the choice that you think is the right answer, or else can fill the blanks with the necessary data. Your response, as well as any other information you submit, will be kept completely confidential. You can reach me at the following phone number for more information or clarification :0725131357or Gmail:daudkhalif07@gmail.com.

1. What position do you hold in the school?
2. How long have you been in your present role?
3. What is the mission and vision of this school?
4. What differentiate it from public and private non-religious based schools?
    - Curriculum [ ]
    - Religious elements [ ]
    - Philosophy [ ]
    - Contributions [ ]
5. Are there sufficient teachers with relevant qualifications?

Yes [ ] No [ ]

6 a). Who provides subject text books for the students?

- School [ ]
- Parents [ ]

Any other (specify)……

b). In your own opinion are the subject text books adequate?

Yes [ ] No [ ]

6. How do you acquire the necessary teaching resources for the teachers?

- School provide [ ]
- Teachers buys [ ]
- Any other……

7.a) Has there been a case of conflict among teachers in your school?

Yes ( ) No ( )

b). If Yes, what are some of the sources of conflict among teachers in your school

……

……..

e) What are the possible consequences of teacher disagreement on student performance?

……

……

f) What are the possible solution to the sources of conflict mentioned above?

8.a). Are there any drop-outs in your madrasa?

Yes [ ] No [ ]

b). If yes, what is the likely reason (s) for the drop-outs?

- Negative attitude [ ]
- Age [ ]
- Early marriages [ ]
- Distance from madrasa school [ ]
- Parental level of education [ ]
- Culture [ ]
- Gender disparities [ ]
- Lack of motivation [ ]
- Lack of fees payment [ ]
- All the above [ ]

9. In your own opinion as the head teacher, how do parents view the madrasa learning system?

- Very good [ ]
- Good [ ]
- Not good [ ]

12.How do you respond to the following situations (tick where necessary)?

	Never	Frequently	Sometimes
Fighting/ quarrelling			
Sharing items			
Can you openly speak about sexual issues			
Girl/ boyfriend relationship			

13a). Do you have any in-service trainings, workshops, or seminars for teachers at your school??

Yes [ ]

No [ ]

b). If no, explain why.

……

……

c). Is the training helping to improve teachers' teaching skills and, as a result, student performance?

Yes [ ] No [ ]

14. What variables do you believe have an impact on academic success at your school?

……

……

……

15. What steps are you taking at your school to increase student academic performance?

……

……

……

…….....

Thank you

APPENDIX VI. Introductory Letter

UNIVERSITY OF NAIROBI
DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES

Telephone *318262/5 Ext. 28137*
Email: *dept-philosophy@uonbi.ac.ke*

P.O. Box 30197-00100
NAIROBI, Kenya

November 12, 2020

The Director General
National Commission for Science,
Technology and Innovation
P.O. Box, 30623 -00100
NAIROBI-KENYA

Dear Sir,

SUBJECT: RESEARCH LICENSE FOR KHALIF DAUD HAJIR (STUDENT REGISTRATION NUMBER. C50/7198/2017)): LETTER OF INTRODUCTION

Mr. Khalif Daud Hajir (Reg. No. **C50/7198/2017)** is a student in the Department of Philosophy and Religious Studies, University of Nairobi. He is planning to undertake a Master of Arts in Religious Studies research project entitled "**ASSESSMENT ON FACTORS INFLUENCING PERFORMANCE OF MADRASA SCHOOLS IN GARISSA COUNTY: A CASE STUDY OF MADARASATUL NAJAH AND KHADIJA".**

The purpose of this letter is to introduce you to Mr. Hajir and to request you to grant him a research license.

Yours sincerely,

Prof. Karori Mbugua,
Chairperson, Department of Philosophy and Religious Studies

APPENDIX VII. Research Permit.

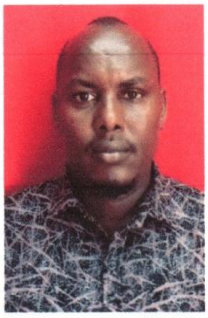
REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **652354**

Date of Issue: **15/November/2020**

RESEARCH LICENSE



This is to Certify that Mr.. KHALIF DAUD HAJIR of University of Nairobi, has been licensed to conduct research in Garissa on the topic: ASSESSMENT ON FACTORS INFLUENCING PERFORMANCE OF MADRASA SCHOOLS IN GARISSA COUNTY: A CASE STUDY OF MADARASATUL NAJAH AND KHADIJA. for the period ending : 15/November/2021.

License No: **BAHAMAS ABS/P/20/7734**

652354

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE,TECHNOLOGY &
INNOVATION

Verification QR Code

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

APPENDIX VIII. Authorization Letter.

LETTER OF INTRODUCTION

University of Nairobi,
School of Education,
P. O. Box 30197,
Nairobi.

To,
The Head Teacher,

Madarasatul Khadija.

Dear Sir/Madam,

RE: PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am a post graduate student at the University of Nairobi pursuing a course leading to the award of a masters' degree in Religious studies. I wish to conduct a study on the factors influencing performance of madrassa schools in Garissa, with a case of Madarasatul Khadija. As part of fulfillment of the award, your school has been selected to participate in the study. I hereby seek permission to administer questionnaires to your teachers and students in your school and also conduct face to face interview with you. The questionnaires and interview are designed for the purpose of this research only and therefore the identity of the respondents will be treated with absolute confidentiality. I request for your assistance and cooperation to enable the study come up with accurate findings by allowing me to collect data in your institution. Be assured that utmost confidentiality will be maintained. Thanks in advance.

Yours faithfully,

Khalif Daud Hajir.

LETTER OF INTRODUCTION

University of Nairobi,
School of Education,
P. O. Box 30197,
Nairobi.

To,
The Head Teacher,

Madarasatul Najah.

Dear Sir/Madam,

RE: PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am a post graduate student at the University of Nairobi pursuing a course leading to the award of a masters' degree in Religious studies. I wish to conduct a study on the factors influencing performance of madrassa schools in Garissa, with a case of Madarasatul Najah. As part of fulfillment of the award, your school has been selected to participate in the study. I hereby seek permission to administer questionnaires to your teachers and students in your school and also conduct face to face interview with you. The questionnaires and interview are designed for the purpose of this research only and therefore the identity of the respondents will be treated with absolute confidentiality. I request for your assistance and cooperation to enable the study come up with accurate findings by allowing me to collect data in your institution. Be assured that utmost confidentiality will be maintained. Thanks in advance.

Yours faithfully,

Khalif Daud Hajir.