

SCHOOL BASED FACTORS AND THEIR INFLUENCE ON STUDENTS PERFORMANCE AT KENYA CERTIFICATE OF SECONDARY EDUCATION IN PUBLIC SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA

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Accepted: April 15, 2024

ABSTRACT

The aim of this study was to examine the influence of school-based factors on students' academic performance at public secondary schools in Kiambu County for the Kenya Certificate of Secondary Education. Specific objectives were to establish the effects of teacher qualification, school facilities, principal supervision practices, and teacher adequacy on student performance in secondary schools in Ruiru Sub-County. The study was anchored on Educational Production Function, also referred to as the Educational Production Theory (EPF). A descriptive survey was used for the study's research design. The study focused on the principals and teachers who work at the 23 public secondary schools in Ruiru Sub County. 522 instructors and 23 principals were therefore the study's population. 545 persons made up the final target population. Purposive sampling techniques was used in the study to sample the respondents. Seven principals and 160 teachers were included in the sample, for a total of 167 responses, or 30% of the intended sample. Teachers' and principals' questionnaires were utilized to collect data. Testing and retesting techniques were used to verify reliability, and pilot studies were used to test validity. Tables, pie charts, and bar graphs were utilized to present the results, and descriptive statistics was used to analyze the research questions. The study found that teachers give correction and advice on assignment given to students. The study also established that the school had provided sufficient classroom which is equal to the number of students. The study concluded that the schools had a steady increase in KCSE mean score for the duration of five years and that the schools are on tract in in meeting its academic performance goals. The study concluded that teamwork was attributed to the students' academic performance. In order to improve student performance in the KCSE, the study suggested that MOEST give suitable textbooks, instructor reference books, radios, televisions, laptops, and projectors to public secondary schools in Kiambu County.

Key Work: *Students, Teacher Qualification, Facilities, Principal Supervision Practices, Teacher Adequacy*

CITATION: Migwi, C. W., & Michubu, M. (2024). School based factors and their influence on students' performance at Kenya Certificate of Secondary Education in public secondary schools in Kiambu County, Kenya. *Reviewed Journal of Education Practice*, 5 (1), 24 – 36.

INTRODUCTION

According to Global Action for Children, education is a form of investment that promotes the growth of both individuals and society as it is a globally acknowledged basic human right (Amina, 2015). Considered to be the cornerstone of all progress, human resource development. In any civilization, formal education continues to be the main tool for social, political, technological, and economic mobilization. Exam results can significantly impact the growth of a nation's human resources (World Bank, 2015). Education's main goal is to prepare people for the workforce by passing on knowledge, skills, attitudes, and cultural norms to the next generation.

Several African countries are investing in basic, secondary, and postsecondary education. But the most significant issue is kids' subpar academic achievement (Miller & Yodar, 2012). For instance, all school-age children in Botswana are entitled to free basic education. The government also encourages education from kindergarten through high school. To do this, a sizeable chunk of the nation's budget is allocated to the Ministry of Education (Matambo, 2013). The academic achievement of students has been declining since 2010 despite government initiatives in the field of education (Luke & Mavis, 2014). Tanzania's government has implemented a number of policy and structural reforms to guarantee that students receive a high-quality education. Despite these efforts, secondary schools have reported low academic attainment. Student academic performance has declined, according to the United Republic of Tanzania (2012). For example, in 2014, 36.6 percent passed, 31 percent passed in 2015, 17.91 percent passed in 2009, 11.5 percent passed in 2010, and 10.05 percent passed in 2011 (URT, 2012).

In Kenya and most other developing countries of the world, students are judged according to their achievement in teacher-made tests and standardized achievement tests. Their future career path, college placement is determined by these achievements. It is usually like a do or die situation (Mwangi, & Nyagah, 2013). Low achievers have been branded as life failures. In most cases, poor academic performance has been erroneously attributed to a lack of intellectual development. However, research has shown that a variety of other school-based factors, in addition to intellectual development, influence student achievement in public secondary schools (Onumah, 2016). A mean grade C+ on the Kenya National Examination Council (KNEC) scale is currently required to enroll in a degree program at a public or private university. C is the required minimum mean grade for admission into a recognized middle level college or university for diploma and post-secondary certificate programs in education, as well as maybe other reputable programs.

Teacher qualification refers to exam scores, certification status, and education level as indicators of a teacher's aptitude, knowledge, and skills. Classrooms, libraries, dorms, labs, restrooms, offices, and other infrastructure that encourage students to learn are all examples of school facilities (Luke, & Mavis, 2014). Principal supervisory practices refer to the intervention of the head teacher to ensure that the students get the necessary skills. The quality of education can be harmed by insufficient teachers. The student teacher ratio (STR) must be determined in order to determine the sufficiency of teachers in the learning environment. The student-to-teacher ratio will reveal whether or not a school has enough teachers. All four elements have an impact on student performance, particularly in the final test.

Several researchers have carried out research in order to comprehend the factors that affect academic accomplishment in KCSE. Simiyu (2013), for instance, looked into the elements that affect pupils' academic development in the public secondary schools serving Trans Nzoia West Sub County. According to the research, school-related factors significantly affect children's academic progress. Wanjiku (2013) investigated how primary school pupils' academic performance was impacted by the academic staff, the physical environment, and enrolment. However, it is unknown how these variables impact secondary school pupils' academic achievement. This study investigates whether there is a connection between student achievement and school resources, educator credentials, and principal supervisory responsibilities in this context (Oyugi, & Nyaga, 2010). Given the importance of the decisions made based on the school-based factors, research has

to be conducted to investigate the influences of school-based factors on student's achievement in public secondary in Ruiru Sub-County of Kiambu County.

The argument put up by the researchers was that a teacher's credentials matter for both teaching and learning. For instance, Koedel (2014) found that the variation in teacher qualifications is a key contributor to student accomplishment. The first of the list of college features examined that applicants ranked higher in terms of value was teacher attributes (Canale et al., 1996). This research will investigate more on teacher qualifications on student's academic performance in Ruiru Sub County. Mbera (2015) provided evidence that many school principals struggle greatly to strike a balance between their administrative responsibilities and their leadership of the curriculum or instructional role. According to Reche, Bundi, and Riungu (2012), enhanced student academic progress in the KCSE is a foregone conclusion if principals carry out their duties in instructional management efficiently. More details on the impact of principal supervision procedures on students' academic achievement in secondary schools will be made available by this particular study.

Statement of the Problem

According to test performance surveys, the majority of schools that consistently achieve good outcomes have adequate facilities and committed personnel resources. Ruiru Sub County, on the other hand, has consistently produced dismal examination scores in prior years. For example, only 21.2% of K.C.S.E. students in 2018 received a C+ or higher, which is the minimal university entrance mark, compared to 24.2% of provincial totals. Kwihota Secondary School in 2019 had a mean score of 1.026 and the year 2022 they had 2.006, this indicate that the improvement of this school for the last four years is 0.98. Despite the efforts to improve performance of students in secondary schools, public secondary school performance in Ruiru Sub County has remained low. This is because students' achievement decreases when institutions are not focused on instructional supply and oversight. This situation is thought to be caused by a number of variables. In Ruiru Sub-County, the factors have not focused on student accomplishment has been conducted yet. Few studies have been carried out in other Kenyan counties, and there is no evidence that one has been carried out in Ruiru Sub County, resulting in a knowledge gap. This study aimed to close this gap by determining the influence of school-based factors on student achievement in secondary schools in Kiambu County's Ruiru Sub-County.

Purpose of the Study

This study established school based factors and their influence on students academic performance at Kenya Certificate of Secondary Education in public secondary schools in Kiambu County. The study was guided by the following specific objectives:

- To examine the influence of teacher qualifications on students at Kenya Certificate of Secondary Education in public secondary schools in Ruiru Sub-County, Kiambu County.
- To determine the influence of school facilities on student's performance at Kenya Certificate of Secondary Education in public secondary schools in Ruiru Sub-County, Kiambu County.
- To assess the influence of principals supervisory practices on student's performance at Kenya Certificate of Secondary Education in public secondary schools in Ruiru Sub-County, Kiambu County.
- To find out the influence of teacher adequacy on student's performance at Kenya Certificate of Secondary Education in public secondary schools in Ruiru Sub-County, Kiambu County.

LITERATURE REVIEW

Theoretical Framework

The Educational Production Function (EPF), a production theory of education, will serve as the study's compass. Those that support the Educational Production Function include Dewy, Husted, and Kenny. The general production function, which shows the connection between a firm's outputs and inputs, is where the EPF gets its name. According to the production theory, a school is viewed as a business that absorbs inputs

(students, resources, and teachers) and processes them into educational outputs. For instance, Todd and Wolpin (2003) employed it in an effort to quantify the influence of several variables on educational performance. The production function hypothesis, as seen in the KCSE, measures output (student academic performance) by the outcomes of standardized achievement tests (Todd & Wolpin, 2003).

However, education is far more complex than a perfect economic production function, and numerous interconnected variables influence the quantity and quality of the output (Perelman & Santin, 2001). Social-economic and family impacts, as well as school inputs, are examples of such variables. This study, however, investigate the relationship between school factors on student's achievement. There is substantial dispute in policy discussions about the effect of school resources on student academic achievement because numerous studies including economists have produced contradictory results (Nambuya, 2013). This idea is important to this study because it aided the researcher in comprehending how educational resources may be used to aid students in achieving better academic results. It claims that once educational resources are used properly, positive educational outcomes will result.

Conceptual Framework

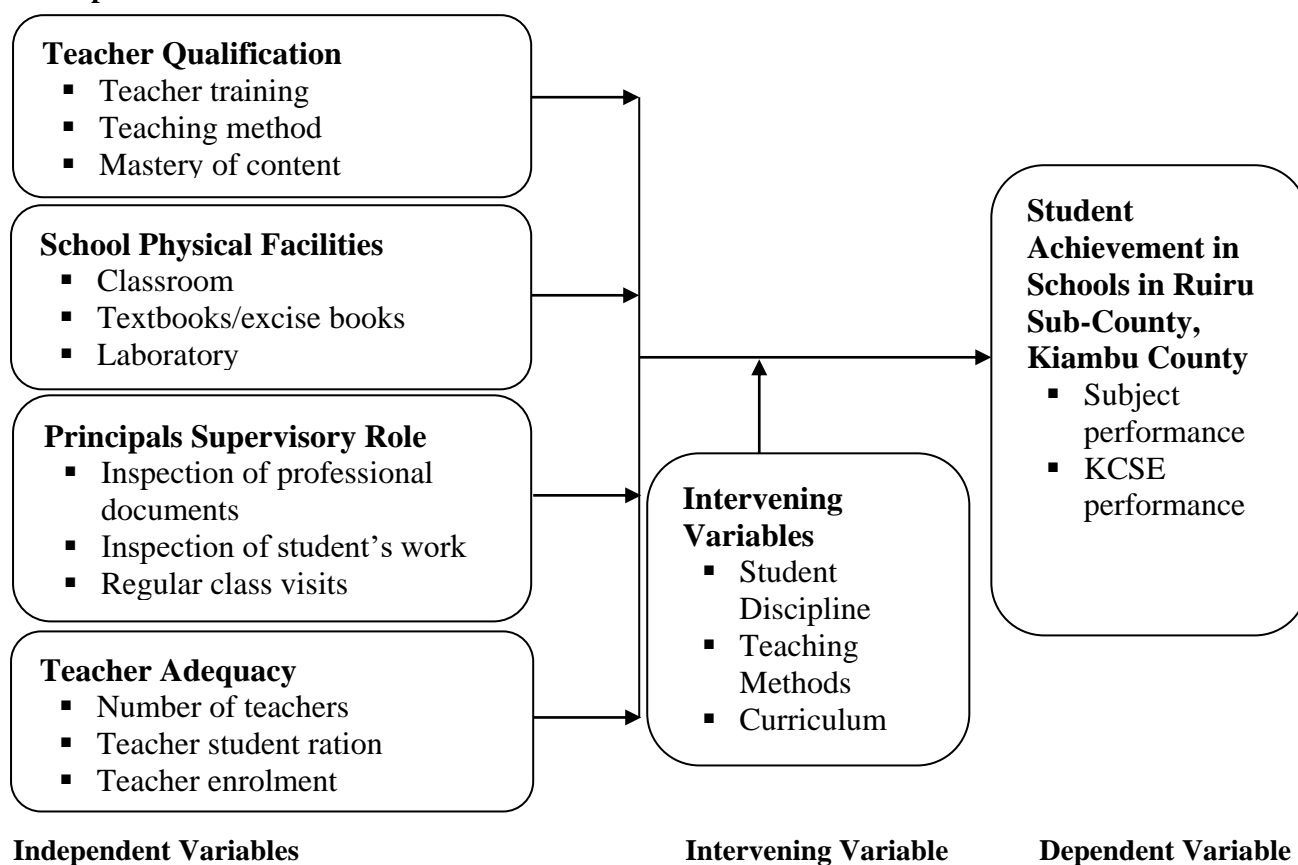


Figure 1: Conceptual Framework
Source: Author (2020)

Review of Related Literature

Student's Academic Performance in Secondary Schools

For educators, teachers, psychologists, policymakers, parents and guardians, social workers, and others, academic achievement is clearly a key priority. However, in their drive to learn more about the factors that affect kids' academic success, they have raised more questions than answers (Armed and Joka 2013). Family, schools, society, and motivational variables all influence learning outcomes, according to previous study. National governments have attempted to invest extensively in education in order to enhance access and quality

of secondary and primary school education. They have not, however, prioritized higher education. Governments and donor agencies, on the other hand, have paid little attention to upper secondary education, which may have contributed to poor academic performance in secondary schools (Brooks-Gunn & Duncan, 2014). The teaching force, according to Masha (2014), is the foundation of quality education at all levels of education.

Government, foundation organizations, and local community initiatives administer and operate secondary schools. All of this leads to inefficiencies, which show up in teacher deployment, repeats, school dropouts, repetitions, and juvenile delinquency, among other issues (Brooks-Gunn & Duncan, 2014). Falling scholastic principles have been noted, and one of the deciding components has been distinguished as the parent's financial foundation. Because of the country's present financial quandary, many ruined guardians are obliged to trouble their youngsters with work like selling things, cleaning the house, and performing other humble assignments around the house when school hours. Homegrown exercises like these without a doubt aid the preparation of youngsters and the acknowledgment that they would be able and ought to do their reasonable part to the family's general prosperity. At the point when guardians and watchmen overburden their youngsters with work, passing on practically no an ideal opportunity for them to review, their homework will unavoidably endure (Akanle 2013).

Influence of Teacher Qualification on Student's Academic Performance

Several studies have found that teacher training has an impact on how the instructor delivers content in the classroom. A study by Gamoran (2016) at the University of Wisconsin found that teacher preparation enhanced student learning by affecting instructional tactics including the delivery of course materials. Furthermore, teacher training improved teaching skills and expertise, leading to better material delivery, according to a study by Jackson and Davis (2013) on educating teenagers in New York. This research was conducted at high-performing middle schools. These professors use a variety of teaching techniques to improve their material delivery in the classroom. Differential teacher effectiveness has also been revealed to be a key factor of inequalities in student academic attainment in recent studies in Dallas, Texas.

According to a study conducted by the National Staff Development Council (2013), teacher training enhances instructional methodologies and philosophies, resulting in better content delivery. In addition, Morgan (2010) discovered that instructors gain more knowledge as a result of professional development, which can help them offer more in the classroom. Instructors with inadequate preparation have deficient information regarding the matters they educate, denying their understudies of the most central learning apparatuses. This exploration was done in Washington, DC, where most of understudies are taught. The planned study will take place in a distant and local setting, with respondents who may be unfamiliar with the outside training environment. It is also well established that regular and high-quality teacher training is the most effective strategy to boost instructors' efficacy in the classroom. Teachers report that the more time they spend participating in training activities, the more likely they are to say that it has enhanced their teaching abilities. Researchers also believe that teacher qualification and effectiveness are critical to the success of material delivery and reform attempts (Birman and Yoon, 2014).

In a separate study on staff training and development in Kenya, Wanzare and Ward (2014) found that in order to improve teacher effectiveness and student learning, all teachers' in-service programs needed to be improved. Ngala and Odebero (2015) conducted a study on teachers' opinions of staff training and how it relates to teacher effectiveness in rural Kenyan primary schools. It was found that many teachers consistently participated in training programs to, among other things, improve their teaching effectiveness. 100 primary school teachers from the provinces of Nyanza and the Rift Valley participated in the survey; they were chosen from 100 public primary schools. It's worth mentioning that secondary and elementary teacher training requirements are nearly identical because they can teach at both levels. Mastery of the content area assisted

effective teaching, according to Nyangarora (2016). This research looked into the elements that influence economics education in the Nyamira District of Kenya.

Influence of School Facilities on Student's Academic Performance

School facilities give students with a true classroom experience, making the teaching and learning process more engaging. Some issues related to school amenities are highlighted in order to attain good academic quality. It is critical to establish guidance and counseling services for students in their intellectual, social, and occupational aspirations. This is supplemented by remedial, compensatory, and testing programs. It is also crucial to enrich the educational environment by providing well-stocked libraries. Library facilities for the various care streams would also be beneficial for these schools as a whole (Broorde, 2003; Ezeanichinedu, 2009 & Onwurah, 2004). Education has assumed various roles and significance in all human societies and throughout the history of mankind, and it has been used as an instrument for achieving various goals and objectives for the benefit of society, as well as an instrument of change through the effective utilization of educational resources. Human, financial, material, or physical educational resources, as well as education resource centers, are all strategic factors in the operation of any educational system. The availability and utilization of educational facilities are critical to the functioning of such a system. It will be quite difficult to create a successful educational system without them.

Keeping all of the school's learning facilities in good functioning order creates a friendly environment for pupils and motivates them to learn. Most countries strive to provide citizens with ideals, skills, and knowledge that will aid in the construction of their society and the elimination of unfairness and disparity (Newmann, 2012). The high levels of achievement obtained by a school's students can be used to measure its success. According to Taylor and Vlastor (2013), proper physical facilities promote and support school academic success. The learning process can be improved by ensuring that classrooms are appropriately organized and that the learning environment is favorable to learning. As per Taylor and Vlastor (2013), the study hall setting offers some incentive to the educating and learning process, bringing about scholarly achievement, rather than when there are no offices. Lyons (2014) claims that learning in a very much organized study hall improves educator understudy association, bringing about better understudy execution. At the point when understudies are awkward in the study hall, nonetheless, they are bound to perform ineffectively scholastically because of a correspondence hole between the instructor and the understudies.

In Kenya, Onyara (2013) found a connection between student achievement and physical school infrastructure. The presence of school buildings and other appropriate planning, in accordance with Mwangi and Nyagah (2011), contributes to good academic achievement, resulting in excellent teaching and learning activities. A decent climate, just as other actual offices like toilets and jungle gyms, can assist understudies with accomplishing high instructive accomplishment. Students' attitudes toward education influence their academic achievement. Students' academic performance is also influenced by school management and the availability of physical amenities such as classrooms, labs, and dormitories, according to the study. The goal of this study was to see if this was the case in Kiambu County's Ruiru Sub-County.

Influence of Principals Supervisory Practices on Student's Academic Performance

The quality, regular, and continual supervision of instruction is critical to the success of any level of education (Onumah, 2016). The overall major regulating elements of discretionary school head teachers are the leading body of instructional arrangement and direction, oversight of review corridor direction, observation and evaluation of students' progress and achievement, progression and improvement of the learning environment, establishment and sponsorship of steady staff advancement, and acquisition of illuminating materials for training and learning (Onumah, 2016). One of the criteria of a successful school, according to Ankomah (2012), is the presence of solid initiative showed through management of instructors' work. The head instructor tests a portion of the activities finished by the understudies consistently to decide the sum to which

educators are teaching. Consistently, the head instructor investigates and assesses the example plans of the educators. This activity has the potential to improve pupils' academic performance.

Memduhoglu and Zengin (2012) assert that the goal of principal supervision techniques is to enhance student learning. To implement this procedure, the principal must be well-versed in supervisory knowledge and abilities in order to motivate teachers and influence their teaching methods. Instructional programs are developed when teaching is reinforced, and these programs improve teacher instructions. Principals, who are the main change agents, must acknowledge teachers as partners on an equal footing in the process of instructional supervision. The availability of teaching and instructional materials promotes student achievement, thus principals should provide instructors with the necessary resources and assistance in order for instructional supervision to be effective (Mavindu, 2013).

According to Nyannyonjo (2014)'s the characteristics of a head teacher have an impact on learning achievement in Ugandan public secondary school's impact on school performance. The study also discovered that effective supervision technique styles had a substantial impact on exam learning outcomes. The outcomes of this study support Sushila's (2014) ends on the significance of head instructors in impacting school execution in Kenya's Kuria District. Nonetheless, Nyamongo, Sang, Nyaoga, and Matoke (2014) accentuated that the head instructor ought to have an unmistakable meaning of objectives and points when performing administrative exercises. They also stated that most leaders required goals and mission plans in order to manage their organizations. They discovered that 80 percent of the head teachers polled hadn't attended a solitary class, keeping them unaware of what was going on in their homerooms. They opted to wait for the final KCSE results, which revealed that their schools had received inadequate grades.

Influence of Teacher Adequacy on Student's Academic Performance

According to Rosehotz and Simpson (2013), the inability to fully staff schools with instructors is one of the key drivers of uneven development in many nations. According to Tyke and O'Brien (2013), a teacher shortage in schools is caused by an increase in student enrollment, teacher attrition, and retirement, which results in subpar academic performance. Many secondary schools around the world are said to have issues with inadequate teachers, and Kenya is not an exception. According to Klaus and Dolton (2015), the government needs to hire at least one million more teachers over the next ten years because the shortfall might have a severe impact on students' academic achievement. For schools and school administrators across the United States, the loss of both new and experienced teachers is a serious concern, according to MacDonald (2014).

According to Mosha (2014), most Tanzanian secondary schools have insufficient teachers, resulting in poor academic performance. As a result, teacher quality has a major impact on pupils' academic success. Because of the teacher's teaching approaches for dealing with the high population, students will be regarded inactive in class as a result of their vast number (Okongo, Ngao, Rop&Nyongesa, 2015). The shortage of teaching people, which is a factor influencing pupils' academic performance in Kenyan schools, was also mentioned in the report. As a result, the teacher shortage is a crucial issue affecting kids' academic progress, necessitating this research.

The Teachers Service Commission has regularly carried out teacher balancing initiatives in public educational institutions across the country, according to Republic of Kenya/UNESCO (2020), which will be carried out on a regular basis in order to achieve equitable distribution and optimal utilization of teachers. It is planned to establish a monitoring and evaluation group to make sure the recommendations for teacher balancing and utilization are followed (Adan & Orodho, 2014). In order to ensure professional development, the commission continues to assess and implement service plans for different types of instructors (Kinyanjui & Orodho, 2014). There are currently three service programs in place: a program for newly graduated teachers, a program for instructors without a degree, and a program for technical lecturers and teachers.

METHODOLOGY

A descriptive research design was used in the study. The study targeted principals and teachers in public secondary schools in Ruiru Sub County. There were 23 public secondary schools in Ruiru Sub County. Thus the study targeted 23 principals, and 522 teachers. This made a total target population of 545. The respondents were chosen by simple random sampling. The study used a sample size 167 respondents. The study utilized a questionnaire to gather primary data. The correlation co-efficient was computed using Cronbach's Coefficient alpha to determine the degree of consistency in responses acquired through the instrument each time it is administered. Once the researcher received permission from the institution to proceed to the field, the data collection procedure begun. A permit to perform the study was obtained using the letter of approval. Data collected was coded, and entered using SPSS after amending and verifying that all questions have been appropriately answered.

FINDINGS

Descriptive Statics

Teacher Qualification

The first objective of the study was to examine the influence of teacher qualifications on student's performance. To respond to the objective, the researcher requested the respondents to indicate the agreement on the various statements on teacher qualification. The findings are as shown in the following subsection.

Extent of Agreement on Teacher Qualification

The respondents were asked to indicate their agreement with statements on teacher qualification. Tables 1: show the results.

Table 1: Extent of Agreement on Teacher Qualification

Statement	N	Mean	Std. dev
Teachers attend to all lessons without lateness	140	3.929	0.266
Teachers make lesson plans before teaching	140	4.043	0.288
Teachers give sufficient assignments to students	140	3.821	0.272
Teachers are competent in answering questions from students	140	4.129	0.216
Teachers give correction and advice on assignment given to students	140	4.143	0.291
Teachers attend seminars and workshops to improve skills in their profession	140	4.093	0.267
Composite mean		4.126	0.267

From the findings the composite mean was 4.126 while composite standard deviation was 0.267. This depicts that teachers give correction and advice on assignment given to students. The findings agree with a study by Jackson & Davis, (2013) who stated that a well-trained teacher is expected to deliver topic content in a professional and effective manner and offer corrections to students where they go wrong. In most cases, a qualified teacher analyzes these aspects and incorporates them into their teaching methods. That is why, towards the end of each secondary curriculum item, the growing difficulties are highlighted.

Further the findings agree with a study by Gamoran (2016) at the University of Wisconsin who found that teacher preparation enhanced student learning by affecting instructional tactics including the delivery of course materials. Furthermore, teacher training improved teaching skills and expertise, leading to better material delivery, according to a study by Jackson and Davis (2013) on educating teenagers in New York. This research was conducted at high-performing middle schools. These professors use a variety of teaching techniques to improve their material delivery in the classroom. Differential teacher effectiveness has also been revealed to be a key factor of inequalities in student academic attainment in recent studies in Dallas, Texas.

School Facilities

The second objective of the study was to determine the influence of school facilities on¹ student's performance. To respond to the objective, the researcher requested the respondents to indicate the agreement on the various statements on school facilities. The findings are as shown in the following subsection.

Extent of Agreement on School Facilities

The respondents were asked to indicate their agreement with school facilities statements. Tables 2: show the results.

Table 2: Extent of Agreement on School Facilities

Statement	N	Mean	Std. Dev
The school has had adequate textbooks	140	3.693	0.437
There is adequate Information, communication and technological teaching aids in the school	140	3.564	0.544
The school has had adequate laboratory equipment and chemicals to undertake experiments	140	4.212	0.316
The school has provided sufficient classroom which is equal to the number of students	140	4.328	0.466
The desks and chairs in the school match all the learners needs	140	3.757	0.403
There have been adequate exercise books	140	3.571	0.453
Composite mean		3.854	0.437

From the findings the composite mean was 3.854 while composite standard deviation was 0.437. This depicts that the school has provided sufficient classrooms which is equal to the number of students. The findings agree with a study by Ezeanichinedu (2009) who stated that school facilities give learners with a true classroom experience and make the teaching and learning process more exciting. Some issues related to school amenities are highlighted in order to attain good academic quality. It is critical to establish guidance and counseling services for students in their intellectual, social, and occupational aspirations.

According to Taylor and Vlastor (2013), proper physical facilities promote and support school academic success. The learning process can be improved by ensuring that classrooms are appropriately organized and that the learning environment is favorable to learning. As per Taylor and Vlastor (2013), the study hall setting offers some incentive to the educating and learning process, bringing about scholarly achievement, rather than when there are no offices. Lyons (2014) claims that learning in a very much organized study hall improves educator understudy association, bringing about better understudy execution.

Principals Supervisory Practices

The third objective of the study was to assess the influence of principals supervisory practices on student's performance. To respond to the objective, the researcher requested the respondents to indicate the agreement on the various statements on principal's supervisory practices. The findings are as shown in the following subsection.

Extent of Agreement on Principals Supervisory Practices

The respondents were asked to indicate their agreement with statements regarding principal's supervisory practices. Tables 3: show the results.

Table 3: Extent of Agreement on Principals Supervisory Practices

Statement	N	Mean	Std. Dev
Schemes of work	140	4.051	0.718
Lesson plans	140	4.173	0.548
Vetting of teachers lesson notes	140	3.941	0.586
Frequent visits to the classroom to check the instructor teaching	140	3.993	0.747
Presentation and issuing confidential feedback	140	4.179	0.612
Observing teachers' attendance and punctuality	140	4.021	0.670
Examining students' workbooks on a regular basis to determine how much the teachers have taught	140	4.336	0.576
Composite Mean		4.099	0.637

From the findings the composite mean was 4.099 while composite standard deviation was 0.637. This depicts that examining students' workbooks on a regular basis to determine how much the teachers have taught improves their academic performance. The findings agree with a study by Onumah, (2016) who stated that the quality, regular, and continual supervision of instruction is critical. The overall major regulating elements of discretionary school head teachers are the leading body of instructional arrangement and direction, oversight of review corridor direction, observation and evaluation of students' progress and achievement, progression and improvement of the learning environment, establishment and sponsorship of steady staff advancement, and acquisition of illuminating materials for training and learning.

One of the criteria of a successful school, according to Ankomah (2012), is the presence of solid initiative showed through management of instructors' work. The head instructor tests a portion of the activities finished by the understudies consistently to decide the sum to which educators are teaching. Consistently, the head instructor investigates and assesses the example plans of the educators. This activity has the potential to improve pupils' academic performance.

Teacher Adequacy

The fourth objective of the study was to find out the influence of teacher adequacy on student's performance. To respond to the objective, the researcher requested the respondents to indicate the agreement on the various statements on teacher adequacy. The findings are as shown in the following subsection.

Extent of Agreement on Teacher Adequacy

The respondents were asked to indicate their agreement with statements about teacher adequacy. Tables 4: illustrate the results.

Table 4: Extent of Agreement on Teacher Adequacy

Statement	N	Mean	Std. Dev
As per the curriculum-based education system, our school has an adequate number of teachers.	140	4.000	0.720
To help with our school's teacher deficit, we frequently hire form four school leavers with good grades as teachers.	140	3.964	0.793
To help address the issue of teacher insufficiency, the BOM employs graduate teachers who are skilled and well-trained.	140	4.124	0.674
Our school's teacher-to-pupil ratio is adequate.	140	4.109	0.670
The TSC regularly replaces teachers in our school.	140	3.607	0.531
Teachers who leave our school do not always find replacements right away.	140	3.912	0.509
Composite Mean		3.964	0.650

From the findings the composite mean was 3.964 while composite standard deviation was 0.650. This depicts that the to help address the issue of teacher insufficiency, the BOM employs graduate teachers who are skilled and well-trained. According to Rosehotz and Simpson (2013), the inability to fully staff schools with

instructors is one of the key drivers of uneven development in many nations. According to Tyke and O'Brien (2013), a teacher shortage in schools is caused by an increase in student enrollment, teacher attrition, and retirement, which results in subpar academic performance. Many secondary schools around the world are said to have issues with inadequate teachers, and Kenya is not an exception.

SUMMARY

The first objective of the study was to examine the influence of teacher qualifications on student's performance. To respond to the objective, the researcher requested the respondents to indicate the agreement on the various statements on teacher qualification. The study found that teachers give correction and advice on assignment given to students.

The second objective of the study was to determine the influence of school facilities on student's performance. To respond to the objective, the researcher requested the respondents to indicate the agreement on the various statements on school facilities. The study found that the school has provided sufficient classrooms which is equal to the number of students.

The third objective of the study was to assess the influence of principals supervisory practices on student's performance. To respond to the objective, the researcher requested the respondents to indicate the agreement on the various statements on principal's supervisory practices. The study found that examining students' workbooks on a regular basis to determine how much the teachers have taught. The study also found that to a great extent that principal's supervisory practices influence students' performance.

The fourth objective of the study was to find out the influence of teacher adequacy on student's performance. To respond to the objective, the researcher requested the respondents to indicate the agreement on the various statements on teacher adequacy. The study found that to help address the issue of teacher insufficiency, the BOM employs graduate teachers who are skilled and well-trained.

CONCLUSION

The first objective of the study was to examine the influence of teacher qualifications on student's performance. The study concluded that teachers give correction and advice on assignment given to students.

The second objective of the study was to determine the influence of school facilities on student's performance. The study concluded that the school has provided sufficient classrooms which is equal to the number of students.

The third objective of the study was to assess the influence of principals supervisory practices on student's performance. The study concluded that examining students' workbooks on a regular basis to determine how much the teachers have taught. The study also concluded that to a great extent that principal's supervisory practices influence students' performance.

The fourth objective of the study was to find out the influence of teacher adequacy on student's performance. The study concluded that to help address the issue of teacher insufficiency, the BOM employs graduate teachers who are skilled and well-trained.

RECOMMENDATIONS

From the results of the study, the following recommendations were made;

- To enhance students' performance on the KCSE, the MOEST ought to supply suitable textbooks, reference books for teachers, radios, TVs, laptops, and projectors to Kiambu County's public secondary schools.
- In order to improve instruction and, consequently, students' performance on the KCSE, head teachers should support instructors in using their creativity and readily available local resources to design appropriate teaching aids and charts on pertinent subjects.

- The Ministry of Education ought to conduct on-site visits to schools to guarantee that textbook purchases are made in compliance with the ministry's recommendations and to prosecute head teachers who do not.
- In order to comply with the Curriculum Based Establishment and maintain an appropriate teacher-to-student ratio, the Teachers' Service Commission ought to hire and assign more teachers to Kiambu County.
- The Teacher Service Commission needs to promptly replace instructors upon their transfer in order to address the issue of insufficient teaching.
- In order to create a favorable environment for teaching and learning, the government should provide funding to Kiambu County public secondary schools so they can construct amenities such a contemporary laboratory, library, dining hall, offices, and modern dormitories.

Suggestions for Further Research

The researcher suggests further investigation into the following areas: A similar study should be carried out across the nation or abroad to ascertain the effect of school-based factors on pupils' performance on the KCSE. The effect of school-based variables on students' KCSE performance was the main focus of the current investigation. It is suggested that research be done on how pupils' performance on the KCSE is affected by their external school environment.

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