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**DETERMINANTS OF ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY  
SCHOOLS IN KENYA: A CASE OF KEIYO DISTRICT.**

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**BY:**

**HELLEN KIPTUM**

**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION, IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF  
DEGREE OF MASTER OF PHILOSOPHY IN EDUCATIONAL  
ADMINISTRATION**

**MOI UNIVERSITY**

**NOVEMBER, 2012**

MOI UNIVERSITY  
20096252

## ABSTRACT

The purpose of the study was to investigate, the determinants of academic achievement in public secondary schools in Kenya. The objectives of the study were: to identify institutional factors, teacher factors, parental factors and student factors determining academic achievement in public secondary schools. The study was based on Bailey's (1987) education systems approach and utilized a descriptive survey research design. The target population comprised of 32 public secondary schools, 32 Head teachers, 415 Teachers, all students Keiyo District (11,345) and 9 Quality Assurance and Standards Officers representatives. The Respondents were head teachers, teachers, students, and the QASO representatives. Stratified simple random sampling was used to select boys', girls' and mixed schools. A total of 12 schools were selected for this study. Data was collected using questionnaire and document analysis. The reliability of the instruments was tested using split -half correlation where a co-efficient of 0.7 was obtained and this was considered sufficient to warrant execution. Pilot testing was done in the schools not included in the study to avoid pre-test sensitization. Collected data was analyzed using descriptive and inferential statistics. From the study, ( $R^2 = .599$ ) showing selected determinants (institutional, parental, teacher and student factors) account for 59.9% variation in academic achievement. The institutional factors ( $t= 3.31, P <.05$ ) and student factors ( $t =3.5, P <.05$ ) were found to be significant factors determining academic achievement. However, the parental factors ( $t =1.15, P >.05$ ) and teacher factors ( $t =.966, P >.05$ ) significantly does not determine academic achievements in public Secondary schools in Keiyo District. In particular, the teaching/ learning materials and infrastructure were not adequate. Majority of the parents pay school fees in time. Absenteeism was a serious problem in the schools that were involved in this study. The study recommends that all educational stakeholders should work together as a team and also provide teaching/learning materials and infrastructure, internal supervision should be strengthened parents should play their role to visit their children on visiting and academic days and schools to have a clear and sound admission policy in order to enhance entry behavior of learners. This will enable the education administrators and stakeholders on improving the academic performance of secondary school students.