

CONTRIBUTIONS OF SCHOOL BASED SOCIO-ECONOMIC FACTORS ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ELDORET WEST SUB-COUNTY, UASIN GISHU COUNTY

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ABSTRACT

Generally most public secondary schools in Eldoret West have been performing poorly as compared to other Sub-counties in the region. The dismal academic performance reinforces a widely held view that there are factors influencing academic performance. The purpose of the study was to determine the contributions of socio-economic factors on academic performance in secondary schools in Eldoret West Sub-county, Uasin Gishu County. Objective of the study was to determine the contributions of School based socio-economic factors on students' academic Performance in Public Secondary Schools in Eldoret West Sub-county, Uasin Gishu County. The study used descriptive survey and correlational research designs. The study was also guided by a conceptual framework. The targeted population was 45 head teachers, 547 TSC secondary school teachers, 14,523 secondary students, 5 ZQASOs. The researcher used saturated sampling technique to select 40 head teachers and 5 ZQASOs, simple random sampling was used to select 165 TSC class teachers and purposive sampling was employed in selecting 2250 students. The instruments of data collection were questionnaires, in-depth interview, observation and document analysis. Reliability of the instruments was addressed through piloting in 5 schools and reliability coefficients were obtained by subjecting the instruments to a Split-half Technique and Spearman "Brown Prophecy formula". To ensure face and content validity of the research instruments, 2 experts in the department of Educational Management and Policy studies, faculty of education were requested to scrutinize the research instruments so as to validate them. Data was analyzed using both qualitative and quantitative methods. Qualitative data was analyzed using likert scale and other qualitative data were analyzed in an ongoing process as themes and sub-themes emerged. Findings and conclusions of the study were generated from the analysis. The study found out that 75.4 percent responded that laboratories are unavailable and are inadequate. The study concluded that text books are key and modern laboratories are key to academic performance. The researcher therefore recommended that, despite the fact that classrooms are adequate, exercise books available but stakeholders and respective Board of Management (BOMs) should endeavour to build laboratories and libraries then stock them properly for meaningful learning and improved academic performance.

Keywords: Kenya, School-based, socio-economic, Decision, public, academic performance.