

**FACTORS AFFECTING STUDENTS ACADEMIC PERFORMANCE IN
TERTIARY INSTITUTIONS IN BARINGO CENTRAL CONSTITUENCY,
BARINGO COUNTY**

BY

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DECLARATION

I declare that the work contained in this Research Report, to the best of my knowledge is my original work and it has never been submitted, in part or in full to any other Institution for any award or any purpose.

_____ **Date** _____

Kirui Luke

SEDU/CIM/D/021/22

Declaration by the Supervisor

With my consent as the university's supervisor, this project has been submitted for review.

_____ **Date** _____

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DEDICATION

I dedicate this research project to my family for their unending support

ABSTRACT

According to Kenya's 2030 Vision plan, the nation would have a middle-income status supported by five important economic sectors: agriculture, information and communications technology (ICT), manufacturing and industry, education, and finance (Nelly, 2007). This would enhance the education offered to students at technical institutes, helping Kenya reach its 2030 goal of being an industrialized country. This study's goal is to learn more about the variables that affect students' academic performance in technical education programs in the Baringo Central Constituency in Baringo County. The objectives of the study are to find out the effect of poor academic performance in tertiary institution in Baringo central constituency in Baringo county, to establish the effect of availability of teaching personnel, on students' academic performance in tertiary institution in Baringo central constituency, to determine the influence of learning facilities and resources, on students' academic performance in tertiary institution in Baringo central constituency, to assess the influence of teaching Pedagogy on students' academic performance in tertiary institution in Baringo central constituency, to identify how availability of finances influence students' academic performance in tertiary institution in Baringo central constituency and to suggest possible solutions to these problems. The study used quantitative method and the target population of the study was students in tertiary institutions, the teachers in tertiary institutions and the principals in tertiary institutions and a sample of 5 institutions was picked. This sample was picked using random sampling. Questionnaires were used to collect data and 42 respondents were able to fill in their responses in the questionnaires. Data analysis was done using prepared data coding schemes and data matrix, descriptive statistics computed the information obtained from the study and data presented using tables. The findings of the study indicated that the learning resources are inadequate in the institutions, the learning facilities needs to be improved and good maintenance, the institutions majorly relies on the school fees paid in by students as a major source of finance and that there are delays in fees payments. The students also have limited access to financial support through bursary provided. The teachers are inadequate in the tertiary institutions, the syllabus coverage is not done completely thus being a disadvantage to students, the absenteeism of the students from learning affects their performance and that in general the students need motivation so as to develop a positive attitude to their studies. Future researchers will benefit from the study's results because they will broaden the body of knowledge, improve the way technical institutions offer education, and aid in the achievement of the 2030 Vision. To increase students' academic achievement, technical schools should have skilled and experienced instructors, adequate and sufficient classroom space, and a variety of Instructional strategies

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CHAPTER ONE

INTRODUCTION

In this chapter, the researcher focused on factors affecting performance in tertiary institution in Baringo central constituency, Baringo County. It included statement of the problem, purpose of the study, objectives of the study, the research questions, significance of the study and Limitation of the study and definition of terms and abbreviations used.

1.1 Background of the study

Tertiary institution is a training center which aims at giving secondary school leavers skills, knowledge and values to enable them improve and advance their prospects for employment mainly through self-employment and therefore contribute to the development of the country .It depicts the influence of academic performance of students in tertiary institutions both country wide and internationally. Methods applied by teachers who teach tertiary institution are affected largely by the available resources in the institution which are limited .These include among others classrooms ,teaching aids ,text books ,and chalk boards, as pointed out by Krukru (2015).

Academic performance in tertiary institution could also have been affected by the teacher's instructional approaches in teaching. This may result from negative attitude of the teachers or their lack of preparedness, which may result in poor instructional methods. Adunola (2011).

Another problem that could have influenced academic performance of students in tertiary institution is the learner's attitudes and behaviors towards learning. This is illustrated by Frost (2005) which indicates that it is not sufficient merely to provide training skills unless it is accompanied by the development of positive attitudes among the trainees. He further observed that a student's skill training is not enough unless it is accompanied by the development of personal characteristics which will enable them to come to terms with their circumstances. Janssen and O'Brien (2014) says that positive attitudes can lead to good academic performance and achievement in contrast to negative attitude and behaviors such as procrastination in carrying out learning related activities.

Academic performance is also affected by admission points based on how a student performed in secondary school. According to the Tertiary Institution Admission Center (2006), Australian tertiary institutions have discovered that the best single predictor of tertiary success for the majority of tertiary courses is a selection rank based on students' overall academic accomplishment. According to Cyrene and Chan (2010), a student's high grade is essential in assessing their performance, which is why the Uganda tertiary and other tertiary institution Act 2001 stipulates that the basis for admission to tertiary institutions is a KCSE mean grade of C-(minus) for diploma courses and D+ for certificate courses. In Kenya as per the Kenya institute for curriculum development (KICD) in conjunction with Kenya nation examination council (KNEC), for direct entry to university students should have attained mean grade of C+ in KCSE. The teachers service commission (TSC) (2013) has come up with requirements on teacher education and argues that minimum grade for secondary teacher should have attained a minimum of C+ and C+ in also two teaching subjects.

According to Gratz (2009), a person's ability to succeed in school is significantly influenced by their parents' socioeconomic level. Hirsch (2007) makes the case that children from households where the parents have social advantages would succeed highly in school because pupils from high social economic backgrounds are well exposed to academic resources that support their intelligence. Keun (2012) makes the case that a child's academic success is influenced by the kind of school they attend. According to Cyrene and Chan (2010), high school pupils' academic preparedness is the best indicator of future performance in postsecondary institutions and colleges. The researcher modified the early 1950s system theory input-output model put out by Ludwing Von Bertalang. Koontz and Weirich (2000) state that this theory holds that a structured organization does not exist in a vacuum but is dependent on its external environment; as a result, the enterprise receives inputs, transforms them, and exports the output to the environment. In this study, students are admitted into tertiary institutions (input), and they are subsequently changed via teaching and learning, as evidenced by their academic achievement (output). According to Antoinette (2013), standardized examinations and evaluations should be used to gauge academic success. Academic achievement in this study was measured by college students' test scores, course grades, and performance on examinations.

According to Cosidine and Zappata (2002), social economic status (SES) refers to a person's entire social standing, to which achievement in both the social and economic domains contribute. They also include social and economic status, which are based on an individual's success in terms of their education, employment, occupation, and income. SES was defined in this study as family income, parental education, and occupation, while the educational background was defined as school location (urban or rural), school ownership (private and

public), academic standing, and financial standing. In order to generate qualified workers who can either work in firms or work for themselves, Baringo county students' academic performance at higher institutions needs to improve.

1.2 Statement of the problem

The researcher indicates that, problems that are associated to poor performance among students rendered the students to be pessimistic of the future .This was as a result after pursuing various courses they still remain unemployed for a long period of time, hence the government had to curb this through sponsoring them to be entrepreneurs by provision of loan through banks such as UWEZO Fund. In Baringo central constituency, also lack proper learning facilities to enhance student's performance as some of the tertiary institutions such as Morop commercial college, are set up without putting in place the resources which are sufficient for learning. Students in such colleges lack information on career choice hence once enrolled they focus on changing their career, hence affects their performance. Most of the KCSE graduates do not wish to proceed on their course since they have not been guided on career choice, those who join them tend to fail because they join a career and latter realize it was not their actual field of study. These institutions also do not have guiding and counseling services hence students with special needs may not be given attention hence affect their performance. There is lack of sufficient research as to what factors affect academic performance of students. The researcher therefore, had liked to establish the factors leading to poor performance of tertiary institution in Baringo central constituency.

1.3 Purpose of the Study

The aim of this study was to find out the root cause of the problems which are affecting students' academic performance in tertiary institution in Baringo central constituency, Baringo County.

1.4 Objectives of the Study

1. To determine the influence of learning facilities and resources, on students' academic performance in tertiary institution in Baringo central constituency.
2. To establish the effect of availability of teaching personnel, on students' academic performance in tertiary institution in Baringo central constituency.
3. To assess the influence of teaching Pedagogy on students' academic performance in tertiary institution in Baringo central constituency.
4. To identify how availability of finances influence students' academic performance in tertiary institution in Baringo central constituency.

1.5 Research Questions

- 1) What are reasons as to why there is poor academic performance in tertiary institution in Baringo central constituency?
- 2) What are the effects of poor academic performance in tertiary institution in Baringo constituency?
- 3) To what extent does the availability of teaching personnel influence students' academic performance in Baringo central constituency?
- 4) To what extent does Pedagogy influence students' academic performance in tertiary institution in Baringo central constituency?

1.6 Significance of the Study

The researcher decided to carry out this study because over the last five years there has been gradual and sequential decline in academic performance among student in tertiary institutions. This is evidence through an average of 200 students enrolled each year to sit for final exams, but only 20 of them would manage to attain the aggregate of pass and above, furthermore, these graduates would rarely apply their skills effectively as it has been witnessed through lack of self-employment among graduates. Therefore the findings of the study are useful to students and teachers in tertiary Institution in Baringo County as it has led to identification of the factors that affect the academic performance of the students and enables a solution for them to be sought. .

In relation to the above shortcoming the researcher embarks on comprehensive study so as to enlighten the stakeholders through the community from the county that it is vital to have in place tertiary institutions which are well equipped with learning materials and sufficient manpower in order to realize economic ,social and political advancement in the constituency and the county as well as throughout the country, as it is the case with developed countries with well-defined tertiary institutions .

1.7 Limitations of the Study

1. Research method

The use of questionnaires on students and teachers made then give information that is not correct because not all of them were honest hence hindered comparison of results with other tertiary institution. The attempt to generalize the results with other

tertiary Institution was be a problem as the validity of data was checked during data processing.

2. Finance

The process of carrying out the research study required finance in order to facilitate high travelling costs which were incurred while travelling long distances to cover the constituency which is wide with institutions sparsely located in distance centers. The cost for enabling success and effectiveness of data collection method of questionnaire and interviews was high. This made the research to be expensive in cost.

3. Poor road condition

Most of the roads leading to research areas are muddy during rainy seaso and other are not well maintained as they have large pot holes. This will constitute to time wastage while travelling to collect data.

4. Time

Research time must be adequate enough to accommodate comprehensive report for the study, but since there was not enough time, and then the study focused on a small area thus few people to provide data were met, and hence limited the scope of the research.

5. Attitude of the respondents.

The attitude of the respondents as a result of poor judgment of the importance of the research study to them and them providing information constituted a constraint in the course of carrying out this research.

1.8 Definition of Terms

School facilities -refers to education resources for instance classrooms, laboratories and workshops

School facilities – Educational resource i.e. workshops, classrooms

Academic performance – This relates to the grade or marks that a student receives in class assessments or internal and external examinations following a rigorous evaluation procedure.

Institution – it is a place where learning takes place.

Tertiary – it refers to group of items like learning institution or students at the same level

Prospects – Chances of being successful in obtaining a job

System-it is a set of interaction or interdependent components for an integrated whole

Education- a type of education in which a group of people's knowledge, abilities, and customs are passed down from one generation to the next through instruction or training.

Curriculums - it is planned instructional, content and material, resources and process for evaluating to attainment of educational objectives.

1.9 Abbreviations

KCSE-Kenya certificate Secondary Education

KCPE-Kenya Certificate Primary Education

KNEC-Kenya National Examination Council

KICD-Kenya institute of curriculum development

SES-Social Economic study

CDF- Constituency Development Fund

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter comprises of a review of related literature in factors leading to poor performance in tertiary institutions. It examines the constraints in teaching with a particular focus in the Kenyan context and the application and implementation factors considered in this research / study.

2.2 Review of the related studies

2.2.1. Impact of learning resources on students' performance in tertiary Education achievement

According to Cosidine and Zappata (2002), social economic status (SES) refers to a person's entire social standing, to which achievement in both the social and economic domains contribute. They also include social and economic status, which are based on an individual's success in terms of their education, employment, occupation, and income. SES was defined in this study as family income, parental education, and occupation, while the educational background was defined as school location (urban or rural), school ownership (private and public), academic standing, and financial standing. In order to generate qualified workers who can either work in firms or work for themselves, Baringo county students' academic performance at higher institutions needs to improve. Because they lack productive skills, graduates from postsecondary institutions often face disadvantageous challenges when looking for employment. Additionally absent are fundamental principles and dispositions that lead to good work ethics since they frequently receive only cursory acknowledgement in

institutional settings. The problem of the disconnect between the institution and the workplace is one that decision-makers in higher education must face and address. According to Ngome (2009), this pattern of postsecondary schools receiving less funding from the government than their predicted yearly expenses is one that is anticipated to continue over the next two decades. As a result, physical facilities are outdated and unmaintained. The majority of institutions lack critical training support system components, such as library acquisitions, and the training equipment they do have is often out of date. This has an adverse effect on the caliber of tertiary education programs.

According to Walubengo (2010), certain higher education institutions do not have a policy framework for youth development. The majority of youth polytechnics lack the physical facilities and equipment required for successful training, for instance, and they are not included in national programs and training systems. Additionally, the majority of their curricula do not promote upward or horizontal mobility and are not market-oriented. Since youth polytechnics are viewed as substandard institutions for elementary school dropouts and failures, their reputation is quite poor.

Bwisa (2014) also noted that outdated equipment made up of old engine models that are no longer working is used in higher institutions to teach courses like motor mechanics. Some teachers lack sufficient exposure to modern technology. Because there is no infrastructure for industry attachment, graduates lack practical experience.

2.2.2 Impact of finance and economic activities on students' academic performance in tertiary institution

In the majority of tertiary institutions, providing activities is one of the things that presents a significant issue. The degree of poverty in rural regions has an impact on the community's

capacity to sustain training programs and institutions. According to Matanga (2012), it will be difficult to raise money for school fees, employment, contracting, and even purchasing products and services from trainees in a disadvantaged neighborhood. Additionally, most rural places lack essential services like roads, water, and power. This could restrict the range of instruction provided to trainees. The minimal government investment in this area significantly reduces the potential of tertiary institutions. According to Rao (2016), most ministries in charge of these facilities in developing countries are either ill-equipped to handle this problem or distracted with other aspects of education, leaving tertiary institutions open to market pressures. According to a World Bank report by Ziderman (2012), nearly all training systems in sub-Saharan Africa must contend with the reality of declining government support for training in the public sector. Ad hoc and arbitrarily allocated funding for tertiary institutions causes yearly changes and uncertainty. The funding allocated to tertiary institutions in Kenya under the subsector of education and training was around 0.7% of recurrent expenditures, according to the national development plan on education, training, and capacity for the period 2002–2008.

2.2.3 Teaching methods and tertiary Education

The National Task Force, which was tasked with restructuring Kenya's educational system in 2012, observed that the quality of education was not clearly defined in a way that allowed for the assessment of particular competences. As a result, it was suggested that a system of competency assessment tests be implemented to gauge students' knowledge and abilities. Tasks and responsibilities, but not accountability, can be assigned, according to Okulo (2010). Teachers should thus master the skill of supervising and assisting pupils with each work that is provided. According to Adikinyi (2012), assessment includes evaluating

students' practice books, arranging and marking exams, keeping track of a student's progress, routinely delivering assignments to students and assessing them, and conducting continuous assessment tests (CATs). Since exams are designed to detect particular difficulties in material mastery rather than drilling pupils, in her opinion, students should be allowed time to study for exams.

According to Kiiro (2010), instructors in Kenya employ a variety of teaching strategies, although they favor expository approaches over generic ones. Smith (2011) Additionally, research shows that lectures are not the best everyday teaching strategy for the variety of students in today's classrooms. The lecture technique must, at the very least, be complemented with active discussion and activities involving the use of tools, materials, and equipment. According to Mwai (2010), the majority of instructors employ ineffective approaches that fail to hold students' attention throughout instruction. This is due to the fact that students learn in various ways, at various rates, and for various objectives. To help students learn, teachers should employ a variety of teaching strategies. The use of teaching strategies that enable student observation as the teacher displays such strategies is crucial for student success. Methods affect a student's capacity to understand concepts provided to him or her during the learning process, according to Mwai (2010). The number of students in a class, the amount of time allotted for a given session, the cognitive level of the students, the social environment in which learning occurs, and the accessibility of learning aids are just a few of the variables that influence the choice of an instructional approach. Thus, the aforementioned variables place restrictions on any teacher's ability to choose an educational strategy.

Adikinyi (2012) asserts that choosing a teaching approach should take into account time in particular. It is important to allot enough time for the use of learner-centered training. On the same note, Mwai (2010) found that student achievement increased in direct proportion to the number of instructional hours permitted in a given topic. Therefore, teachers should provide students the chance to engage in a range of experiences that are related to the material being taught. A teacher can address the requirements of diverse pupils during instruction, such as gender, special needs, physical handicaps, and hearing/visual/mental impairments, by choosing the appropriate educational technique (Adikinyi, 2012). Despite their disparities, the choice will enable the instructor to equally include every student in classroom interaction. The instructor will see to it that every student has equitable access to materials for learning, such as textbooks and tools. She adds that students with learning disabilities will receive the necessary support through remedial work, while quick learners will receive more work. According to Mwai (2010), the development and maintenance of teaching records increases the quality of instructional approaches. Course outlines, work samples, and teachers' comments are all included in teaching records. A good understanding of pedagogy aids in determining the degree of syllabus covering and simultaneously identifies areas of inadequacy. According to Kireria (2011), instructors can only accomplish this if they have the necessary knowledge and abilities to increase their productivity, which in turn will raise the caliber of learning.

2.2.4 Learners / Teachers attitude and Beliefs

Societal negative attitudes of the tertiary institution as brought by Njuguna (2010) Rift valley deputy provincial director of tertiary affairs on her speech and emphasized the need to sensitize the community and political leaders on the importance of tertiary institution.

Academic education is perceived by the society to provide better jobs, prestige and high income than vocation education in tertiary institutions, this is because vocational education is mostly associated with physical skills and those who earn their livelihood through vocational education are regarded as incapable of pursuing academic education related to sciences. The creation of postsecondary institutions in rural regions is intended to provide training for solving local issues while also fostering self-employment, which will reduce unemployment and advance rural development.

According to Owiro, Migot (2011), the lack of support for vocational training among the general public also hinders the establishment of higher institutions. Many people often associate failure with higher education, especially the training component of it. Parents feel that only those who are unsuccessful in getting into secondary schools and universities should be accepted to the tertiary institutions, according to a study by Mureithi (2012) on the difficulties facing postsecondary institutions in the rift valley province. This theory could be based on the belief that postsecondary colleges, for instance, were founded to continue what elementary and secondary schools had started. The majority of people have a poor perception of training since it is still offered in courses regarded as conventional trades. Kere (2005). In Kenya, efforts to create functional tertiary institutions have often failed, and the standing of these institutions is remains poor.

2.2.5 KCSE Aggregate and academic performance

According to conventional belief, candidates who scored higher on their KCSE will perform better in college. One wonders if this adage has any scientific backing. In the past ten years, there has been an upsurge in work that discusses how academic accomplishment is one of the best predictors of future postsecondary institution performance. Admission to Baringo

County Tertiary Institution is mostly based on KCSE mean grades, as previously indicated. C- (Minus) students are eligible for diploma courses, whereas D+ (PLUS) students are eligible for certificate courses. The University and Tertiary Act of 2001. According to the literature evaluation, admission boards everywhere in the globe choose individuals for admission based on past academic performance. The reliability of high school grades as a gauge of future academic achievement for students after their first year High school grade point average is consistently the best indicator of college grades, according to Geiser and Santeluces' (2007) research.

2.3 Summary

In summary the researcher talked about the impact learning resources on students' academic achievement, learners and teachers attitudes and beliefs, teaching methods and teacher inadequacy, impact of finance and economic activities on academic performance and the K.C.S.E aggregate performance of the student.. The researcher gives the findings from the review that the quality of tertiary institution graduate was fast declining at all levels as a result of using equipment which are not up to date, poor instruction, lack of work experience and meaningful supervision which needs to be improved on for quality education and for the student to develop technical skills and capacity to meet the challenges of the economies of today.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter gives a brief description of the research design, population and sample, data collection instrument, data collection procedure and data analysis plan. The chapter highlights and briefly describes the procedures and steps that were followed during the study.

3.2 Research Design

The research design was flexible in terms of suitability to a wide range of population, making it possible to collect as much data as possible from various sources. The researcher used both quantitative method. To provide a statistical representation of a trend or relationship, numerical analysis of quantitative data was conducted. Such statistical findings might reveal links and reveal causes. They could either support or refute the findings. The "what" and "how" of a phenomena, correlation, or behavior are frequently the main foci of quantitative study.

3.3 Population and sample

The researcher undertook the research in Baringo central constituency, Baringo County, particularly in the tertiary institutions in the county, researcher selected some institutions from the county to represent the population. The main targeted groups were the students, the tutors with their respective head of departments, the principals and managers. The researcher selected some students from each department pursuing various courses ranging from certificate, diploma and higher diploma from the selected tertiary institutions. The researchers' total population is twenty but sampled five training institutions namely: Bartek

Institute-Kabarnet, Regions College, Kituro youth polytechnic, Morop Commercial College and Kenya Institute of Management. The data which will be obtained from these randomly selected samples were used to draw conclusion pertaining the study.

3.4 Data collection instrument

The researcher was majorly use questionnaires for collecting data. The questionnaires were issued to the population selected randomly. The researcher adopted to use the questionnaires to collect data simply because it was very fast, economical and not subjected to biasness. It was also easy to administer questionnaire.

3.5 Data collection procedure

Once the proposal was approved by the supervisor, the researcher was be given an introductory letter by the education department, the researcher then presented the letter to the county education office through the County Education officer to sought permission so that they were aware about the intended purpose of the visit to the schools in order to carry out the research in the tertiary institutions within their jurisdiction. The researcher also furnished the letter to the heads of the institution in which the researcher conducted the research hence the researcher conducted research with permission. The administration of the school briefed the respondents so that they co-operated after knowing the intention of the research so that they became positive.

3.6 Data analysis plan

After obtaining all the data from the field the researcher analyzed the data by checking the information which had been collected and choosing the appropriate data which will aim at

giving the percentage on the data obtained, which was then presented using tabulation method. The researcher then analyzed the data critically both quantitatively so as to finally draw conclusion using percentages.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

This chapter dealt with data analysis and interpretation. The data was collected through questionnaires administered by the researcher to the Principals, teachers and students in tertiary institutions. The information given was mainly on factors affecting student's academic performance in tertiary institution. This included: Impact of learning resources on students' performance in tertiary Education achievement, Impact of availability of finance on students' academic performance in tertiary institution, Teaching methods and tertiary Education, Learners / Teachers attitude and Beliefs, and K.C.S.E aggregate and academic performance. The researcher sampled out five institutions in the constituency where target population was the Principals, teachers and students. Out of the 45 questionnaires given out, 42 were filled and returned. These are 25 questionnaires for students, 15 questionnaires for teachers and 5 questionnaires for Principals.

4.2 Data Analysis and Interpretation

4.2.1 Data analysis by gender of students, teachers and head teachers

Table 4.1: Analysis of students by gender

Gender of respondent	Students		Teacher		Principals		TOTAL	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Male	14	64	7	47	3	60	24	57

Female	8	36	8	53	2	40	18	43
Totals	25	100	15	100	5	100	42	100

From the findings among the students, the male students had a response rate of 64% while female students had a response rate of 34%. This shows that more male students took part in the in answering the questions on the questionnaires provided than the female students.

From the findings among the teachers, male teachers had a response of 47%, while the female teachers had a response rate of 53%. Thus showing that more female teachers took part in the in answering the questions on the questionnaires provided than the male teachers.

The findings also indicate that the male principals are more with a response rate of 57% as compared to that of female principals with a response rate of 43%.

The distribution thus shows that in total, more male respondents participated in the research process during data collection compared to the female respondent.

4.2.2 Impact of learning resources on students' performance in tertiary Education achievement

This section examines how teaching and learning facilities which includes classrooms, text books and equipment such as computers systems, influence academic achievement of students in tertiary institutions.

4.2.2.1 State of learning facilities in facilitating effective learning.

The respondents, who were the principals, through the questionnaires, were asked to indicate the state of the infrastructure and learning facilities in the institutions they head. Their response is shown in the table below.

Table 4.2. State of infrastructure and learning facilities in the tertiary institutions.

State of the infrastructure	Frequency	Percentage (%)
Poor	0	0
Fair and needs improvement	4	80
Good condition	1	20
Very good condition	0	0
Total	5	100

The results as in table 4.2, shows that, at a response rate of 80%, the facilities in the institutions are in fair state which needs improvement, while 20% of the respondents said that, the facilities are in good condition. This indicates that the learning facilities have an impact on the students' performance since, on average the learning facilities which are used in the tertiary institutions are in condition which is not reliable to enable effective learning to take place.

This is in line with findings of Bwisa (2010), who observed that the use of equipments and facilities which are not improved and updated is a setback to good performance of a student and hampers the quality of performance of a student on practical tasks. Decaying physical surroundings, such as peeling paint, crumbling plaster, broken bathrooms, inadequate lighting, inadequate ventilation, and broken heating and cooling systems, can have an impact on staff and student morale, health, and learning.

4.2.2.2 The adequacy of learning facilities

The Teachers and the Principals were asked to indicate whether the learning facilities in the institutions were adequate or not. Their response is presented in the table below.

Table 4.3 The adequacy of learning facilities.

Whether learning facilities are adequate	Principals		Teachers		Total	
	Frequency	%	Frequency	%	Frequency	%
Yes	2	40	4	27	6	30
No	3	60	11	73	14	70
Total	5	100	15	100	20	100

The results in table 4.3 shows that the learning facilities are inadequate with a response at 70% as compared to the response that the learning facilities are adequate with a response rate of 30%. This contrast however indicate that the tertiary institutions do not have adequate learning facilities, and hence becomes a factor that negatively influences the academic achievement of students since learning is not able to be carried out effectively. Overcrowded classes due to few classroom, lack of enough textbooks and reliable internet connection to help for reference makes it difficult for students to be able to learn with ease.

Based on the research findings done by other researchers, they believe that a good class environment with well-equipped classes having textbooks and any other; learning materials, this study do agree with my research however not much has been done to solve the situation; students do not have enough material to boost their learning.

Based on the research done still face challenge of understaffing since most other schools do not sufficient lecturers to handle learner. Most of tertiary institutions are not properly

prepared since most of the institution their physical facilities are run down hence I agree that the research too will

4.2.3 Impact of finance on students' academic performance in tertiary institution

This section seeks to establish how availability of finances influences students' academic achievement in tertiary institutions.

4.2.3.1 Posting of sponsored students to the institution by the government

The Principals who were the respondents were asked to provide information on if their institutions were receiving and admitting students who are sponsored by the government to study there. Their response is shown in the table below.

Table 4.4 Students sponsored by the government.

Whether the school receives students sponsored by the government	Frequency	Percentage (%)
Yes	1	20
No	4	80
Total	5	100

The findings as shown in table 4.4, shows that 20% of the institutions receive students who are sponsored by the government, while 80% of the tertiary institutions do not receive students on government sponsorship. This makes an indication that most students rely on

other financial means in order to facilitate their tertiary education apart from government sponsorship.

4.2.3.2 Major source of finance for the institution.

The Principals who were the respondents were asked to provide information on the major source of finance for institutions that enables them to carry out day-to-day activities. Their response they provided is presented in the table below.

Table 4.5 Major source of finance for the institutions

Major source of finance for the institution	Frequency	Percentage (%)
Government	0	0
School fees	4	80
Sponsors	1	20
Total	5	100

The results in the table shows that 80% of the finances needed to run operations in tertiary institutions is obtained from the school fees paid in by students, while 20% of the operational finances comes from the sponsorships. This shows that the institutions rely majorly on school fees to finance their operations.

This affects the students' performance as they may be required to be out of school while being sent away from learning until their fees is paid for. Students may also delay in paying school fees and as a result, it leads to delays in implementing goals and strategies and

providing the learning resources necessary to enable students perform well. As a result of not being able to pay the fees in time, students can be denied the opportunity to register and sit for examinations. All this leads to poor preparation by the student for the exams which results to poor performance.

4.2.3.3 Bursary allocation to students from CDF and County Government

The students were asked to give information on whether the bursary funds awarded through the county government and the constituency development fund (CDF) to facilitate their learning through fees payment. Their response is provided in the table below.

Table 4.6 Bursary allocation to students

Do you get bursary?	Frequency	Percentage (%)
Yes	7	32
No	15	68
Total	22	100

As shown in the table 4.6 above, 32% of the respondents gave response that they received bursary funds, while 68% of the respondents said that they did not receive bursary allocation for school fees. This is an indication that the bursary funds are in limited access to students and thus it is an opportunity for financial support that many students are not to get.

4.2.4 Influence of Teachers adequacy and Teaching methods used

This section shows the influence of Pedagogy on students' achievement in tertiary institutions.

4.2.4.1 The adequacy of teachers

The number of teachers at the respondents' institutions was requested, and this information was crucial in establishing whether the tertiary institutions had an adequate number of teachers. The outcomes are shown in Table 4.6 below.

Table 4.7 Number of teachers in each school

Number of teachers in each tertiary institution	Frequency	Percentage
0-10	3	60%
11-20	2	40%
21-30	0	0
31-40	0	0
Above 40	0	0
Total	5	100

From the response obtained as shown in table 4.6 above shows that, 60% of the institutions in the constituency have a maximum of ten teachers, while 40% of the institutions do not have enough teachers. This contrast shows that the tertiary institutions are understaffed and have a shortage of teachers in the tertiary institutions which can be of greater effect to students' academic performance. This is in line (Njonjo, 2015) who argues that shortage of

teachers translates to large class sizes of up to 100 pupils per class and hence ineffective teaching, posing a big challenge to the attainment of quality education as a result of poor performance of the students.

4.2.4.2 Teachers highest level of education

The respondents, in this case being teachers and the principals, were asked to provide information about their educational qualifications and the highest level they have attained.

Table 4.8 the highest level of education attained

Academic qualification	Frequency	Percentage (%)
Diploma level	4	27
Under graduate level	10	67
Post graduate	1	6
Total	15	100

The results in the table shows that 27% of the teachers in the tertiary institutions have attained diploma level in the education. 40% of the teacher have attained higher diploma level, 27% have undergraduate qualification while 6% have post graduate qualification.

This distribution according to the teacher qualification shows that the teacher in the tertiary institutions are qualified with appropriate training to be able to effectively teach students in tertiary institutions. With teachers and the principals having attained education qualifications up to postgraduate level, its an indication of professional growth among the teachers for career progression. Therefore the teachers' academic qualifications are an important factor

that helps in enabling students obtains knowledge and understanding that yields better performance.

4.2.4.3 The teaching experience of the teachers

The teachers were asked to indicate the teaching experience they have in their career for teaching in tertiary institutions. Their response is as shown below.

Table 4.9 Teaching experience of the teachers

Number in years	Frequency	Percent
1-10	9	60
11-20	6	40
Above 20	0	0
Total	15	100

The table above shows that 60% of the respondents said that the teachers have an experience of between 1 and 10 years while 40% of the respondents gave response that they have a teaching experience of between 11 and 20 years.

This therefore indicates that the teachers are not new to the teaching profession as they have been in the profession for a long time, and are thus acquainted with all that pertains learning in technical and tertiary institutions. They can use the previous experience obtained in ensuring that they give the best preparation to the students they are handling.

4.2.4.4 Teaching methods used in schools

The students were asked what teaching methods are used in their schools and the response was as indicated in Table 4.19.

Table 4.10 Teaching methods used in schools

Teaching methods used	Frequency	Percent
Lecture/explaining method	11	50
Discussion method	3	13.5
Demonstration method	3	13.5
Learning case study method	5	23
Total	22	100

As shown in the table above, 50% of the respondents gave the response that the lecture method is the one used for teaching, 13.5% said that discussion method is used in teaching, 13.5% of the respondents also said that demonstration method was used in teaching while 23% of the respondents said that the case study method was is used in the reaching process. The research findings from this indicates that there is monotony in the teaching methods used for teaching especially the use of lecture method. This leads to lack students losing interest in the learning process, as a result of interest not being created and sustained during the learning period, thus affecting the students' academic performance.

Based on the research done mostly I second the pedagogy used however there is need to integrate mostly practical skill in every activity so as to increase level of competence among the learners.

4.2.4.5 Syllabus coverage

The respondents in this case the students, were asked to provide information on how the syllabus for the various courses are covered to enable them grasp the concept and be ready for the exam.

Their response is provided in the table below

Table.4. 11 Nature of syllabus coverage.

Nature of syllabus coverage	Frequency	Percentage (%)
Syllabus is covered completely	10	45
Syllabus is not covered completely	11	55
Syllabus is partly covered	2	5
Total	22	100

The table above shows that 45% of the respondents said the syllabus content is covered completely, 50% of the respondents said the syllabus is not covered completely while 5% of the respondents said the syllabus is covered partly. This makes an indication that syllabus coverage affects the students' performance, since in nearly half of the institutions the syllabus is not covered completely. When some course work is left uncovered, the quality of the performance of the students will be negatively affected since they lack knowledge of what

is part of the contents that builds up their understanding and grasping of the course components that are vital and relates to their ability to perform well in their various professional fields. Incomplete syllabus coverage hampers students readiness for exams with expectation of performing well.

Based on the research done by other researchers, it agrees with the research done since most institution finance limits academic performance since most of the students within the sub county come from very humble background hence they are disadvantaged in paying fees hence may not get enough resources required, there is need for government to subsidize fees so that students from poor back ground are assisted.

Based on research done, the government very little allocation to students, which is reality up to date, government therefore, needs to realign and review funding model to accommodate all students.

4.2.5 Influence of Learners / Teachers attitude and Beliefs on academic performance.

This section shows how the students' performance in tertiary institutions is impacted by the learners and teachers attitude towards the various courses undertaken in tertiary institutions.

4.2.5.1 Role played by the teachers in encouraging and motivating students in their performance

The students were asked through the questionnaires to provide information on whether the teachers play a role in encouraging the students who undertake various courses in tertiary institutions in Baringo central constituency. The response provided is presented in the table below.

Table 4.12 Nature of student motivation

How often teachers encourage and motivate students	Frequency	Percentage (%)
Rarely	16	73
Often	7	27
Never	0	0
Total	22	100

The results in the table show that students response rate of 73% where teachers rarely motivate students and a response rate of 27% where teachers motivate students, therefore making an indication that motivation affects students ability to performance well in that where there is no motivation, the students tend to have no drive and zeal for putting effort in the academic work and aim at excelling. Lack of motivation becomes a force that works to make students not to perform well

4.2.5.2 The students availability in for learning

The students were asked through the questionnaires to state the nature of their availability for learning.

Table 4.13 Students availability for learning

Nature of availability	Frequency	Percentage (%)
Always present	10	45
Always absent	11	55

Total	22	100
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The information in the table 4.13 above shows that 45% of the respondents said that they are always present for learning while 55% of the respondents said that they are always absent for learning. This therefore is an indication that students are mostly absent and not available for learning, and their absenteeism affects their academic performance. By being absent clearly shows that the students do not have adequate time for preparation and that they also miss teaching sessions which adversely affects their performance.

4.2.6 The students entry score/ KCSE mean grade

The pupils were asked to indicate in a bracket how many marks they received in the KCPE. As seen in Table 4.5, this was crucial in evaluating how well they performed academically in the KCSE.

Table 4.14 Students Entry score

Grade	Frequency	Percentage
A	0	0
B	5	23
C	14	64
D	3	13
E	0	0
Total	22	100

The table above shows that 23% of the students who gave their response had scored mean grade of B, 64% of the students who responded had scored grade C and 13% of the students had scored grade. This shows that more than half of the students in tertiary institutions had scored average marks and thus qualified for the various courses offered in the tertiary institutions. Thus showing that they possess the ability to perform better in their academic work.

Based on previous research findings on attitude who believed, that academic education is perceived by the society to provide better jobs ,prestige and high income contrary to technical colleges ,however there is an approved perception at the moment ,hence most student ,have started streaming ,in technical colleges to acquire hand on skills ,which is different from what parents believed by then that those who join ,tertiary institution were failures. The government have changed the notion, then and have embraced tertiary institution which is a good move. Most individuals regard training adversely as a result of the ongoing availability of traditional courses, therefore overall efforts. Based on the research done, providing effective tertiary institution in Kenya was low by then, but the government encourages tertiary education which was contrary to what was done initially.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The findings of the study are mostly summarized in this chapter. It draws findings, offers suggestions, and discusses a few corrective actions that could be required to boost performance in higher institutions in the Baringo Central Constituency.

The researcher's goal in the study was to identify the variables influencing students' academic performance at postsecondary institutions in the Baringo Central Constituency. This aids the region's overall educational community in finding answers to issues that impact students' academic achievement in addition to helping the affected institutions improve their performance. The researcher's findings and suggestions are as follows.

5.2 Summary of the findings

The research shows that there are many factors that affect students' academic performance in tertiary institution in Baringo County. In relation to the analyzed data, most of the students are believed to be absenting themselves from learning most of the time. This absenteeism of the students accumulates to the students wasting a lot of time and not covering most of the syllabus. This therefore results in the students not performing well in their final exams especially in Tertiary institution. Corrective measures should be put in place to discourage the students from absenting themselves from the school.

Fees problems are another contributing factor that negatively affects students' performance. This is because most of the students are sent home to collect fees simply because most parents

do not pay school fees for their children in good time. When students are sent home for fees, they waste a lot of time since the teaching continues, not waiting for those who are sent for the fees. Just like those who are absent, those who are sent home frequently end up lagging behind in class and thus performing poorly in the exams. To curb with this, the parents should be enlighten on the importance of paying the school fees for the students on time so that they are not sent away from school wasting a lot of their valuable study time. The students should seek for financial support through bursaries as soon as they get information.

Data from the surveys showed that a lack of instructional resources, such as a lack of teaching staff, hinders performance. According to the research, it is necessary to upgrade and maintain learning facilities in order to improve learning processes and help students perform better.

The majority of respondents think that, when all other variables are held constant, a student's admission conduct, and in particular, the entry mark to high school, determines their final grade. This also relates to the issue of language, as the majority of pupils are overly impacted by their native tongue, particularly those who attended public elementary schools where mother tongue is the primary language.

The inability to cover all the content provided in the syllabus is another factor that affects students' performance. This is because the students cannot answer exam questions on they have not covered and also be able to deliver well on a practical task without the relevant content.

5.3 Conclusions

According to the research findings, the major factors that affects students' academic performance include: absenteeism of the students from learning, fees payment to facilitate learning, lack of motivation among the students, the learning facilities which needs to

improved so as to give an enabling environment for students to learn and acquire knowledge, The learning resources which are inadequate and the inability to cover the syllabus in time. Therefore these factors needs to be considered and a solution sought for them so as to enable the performance of students in tertiary institutions to be improve.

5.4 Recommendations

The researcher wants to suggest that:

1. The parents, the teachers, and other stake holders, including the government school, work together as a team to improve the academic standards in tertiary institutions. This recommendation is based on the findings of the research on the factors affecting students' academic performance in tertiary institutions in the Baringo central constituency.
2. The government should provide institutions additional money, notably in the form of bursaries, to help them buy learning and teaching aids like charts and textbooks for tertiary-level courses.
3. The existing learning facilities should be well maintained and renovated so as to be made better to enhance better performance.
4. The teacher to use a teaching methodology which are varied and suits the learners well and make them get motivated in dealing with figures in tertiary .This aids in making the teaching-learning process more practical oriented and therefore making the learning experience stick for longer time in student's mind.
5. The syllabus coverage should be done in time and completely to enable the students have all that is required to read for an exam and also to boost their competence on technical courses they undertake.

6. The government through the Teachers Service Commission (TSC) should also deploy more qualified teachers to the rural institution.
7. The parents should be enlighten on the importance of paying school fees for their children in good time to prevent them from being sent home for fees thus wasting a lot of time. The government to increase the allocation of funds given through bursaries and the students be encouraged to have access to them.
8. Guidance and Counseling should be provided to the students regularly so as to make them morally upright and discipline. Also motivational speakers should be invited regularly to the schools to talk to the students for them to develop positive attitude towards their studies and life with handwork.

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APPENDICES

Appendix A: I

QUESTIONNAIRES FOR TUTORS

I am carrying out a research on factors affecting students' academic performance in tertiary institutions in Baringo Central constituency in Baringo County.

I am assuring you that the information that you will give will be treated with utmost confidentiality.

INSTRUCTION

- a) Do not write your name on the questionnaire
- b) Indicate your choice by use of [] where applicable

1. Name of the institution.....

2. Gender

Male []

Female []

3. For how long have you been teaching in this institution?

a) 1-4 years []

b) 5-9 years []

c) Over 10 years []

4. What are the factors leading to poor performance in your institution ?

5. How would you recommend the education performance of your school for the last 5 years by ticking on the given choices?

Excellent	<input type="checkbox"/>	Good	<input type="checkbox"/>	Average	<input type="checkbox"/>
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6. Would you recommend this education and training programme?

Yes [] No []

7. If given a chance would you like to change the education and training programme?

8. How would you rate the teachers in your institutions in terms of knowledge, behaviour and presentaion?

Excellent Satisfactorye

Poor Bad

Very good

9. Do you undertand what is being taught in your school and do you find it useful to the students?

Strongly agree Neutral

Agree Disagree

Strongly disagree

10. Is the school premise large enough to accommodate the total number of students in the college?

Yes [] No []

11. Is it possible to detect if learners is physically challenged or has other disabilities?

Yes []

No []

12. Is the school premises large enough to accommodate the total number of students in the school?

Yes []

No []

13. Does parents play any role in enhancing the students' performance?

Yes []

No []

14. Please indicate the number of years you have been teaching in the present school

a) (1-3) Years ()

b) (3-6) Years ()

c) (Over 6) years ().

15. Are the learning facilities such as chalks and other necessary for learning adequate?

Yes []

No []

Guardian[]

6. Are you able to interact with other members of the society?

Yes []

No []

7. Do you assist in any duties at school or even at home?

Yes []

No []

8. Do you participate in sports?

Yes []

No []

9. How you rate your teachers?

Good []

Fair []

Bad []

10. Do you encounter any problems when at school?

Yes []

No []

11. Do your teachers assist you in any way?

Yes []

No []

12. Whom do you stay with?

- i. parents []
- ii. relatives []
- iii. Others []

8. What is the general state of your institution infrastructure and facilities in fulfillment of the KASNEB, KNEC and KICD requirements?

Poor [] Fair [] Good [] Very good []

9. Does your institution receive annual Subsidized student fund from the government?

Yes [] No []

10. Where does your institution get most of its finance from?

From the government [] from fees [] from donors []

11. How is the relationship between your institution and the surrounding community as at now?

Poor [] Fair [] Good [] Very good []

12. Which course normally have the highest number of trainees according to your annual enrolment records?

a. Information Communication Technology []

b. Metal Processing Technology []

c. Refrigeration and Air conditioning []

d. Electrical and Electronic Technology []

e. Motor Vehicle Technology []

f. Building Technology []

g. Fashion Design and Garment making []

h. Food Processing Technology []

i. Carpentry and Joinery Technology []

j. Hair dressing and Beauty therapy []

k. Leatherwork technology []

1. Agribusiness []

13. How is your total annual rate of enrollment in your institution?

Rising [] Reducing [] Fluctuating []

14. Do your students go for industrial attachments?

Yes [] No []

APPENDIX B**BUDGET SCHEDULE**

ITEM	UNIT PRICE(KSH)	TOTAL(KSHS)
Pencil	2	10
Pens	5	50
Foolscaps	400	500
Typing and printing	50X20X2	2000
Binding	500X2	1000
Photocopy	5X50X2	500
Transport		5000
Miscellaneous		3000
Total		12060

TIME SCHEDULE

Date		Description of event
FEBRUARY 2023	Week 1 and 2	Introduction/Problem identification
	Week 3	<ul style="list-style-type: none"> - Statement of the problem/purpose of the study - Objectives of the study - Research questions - Significance of the study - Limitations, definitions of terms and abbreviations used. - Submission of chapter one of the proposal.
	Week 4	<ul style="list-style-type: none"> - Literature review - Summary of literature review - Submission of chapter two of the proposal
MARCH 2023	Week 1,2 and 3	<ul style="list-style-type: none"> - Methodology and preparation of data collection instrument
	Week 4	<ul style="list-style-type: none"> - Submission of chapter three of the proposal
APRIL 2023	Week 1,2,3, and 4	Data Collection
MAY 2023	Week 1,2,3, and 4	Data analysis
JUNE – JULY 2023	Week 1,2,3, and 4	Generalization and conclusion of the findings.

Appendix III : Similarity Report

