Influence of Selected Learners’ Characteristics on Their Academic Achievement in Public Day Secondary Schools in Trans-Nzoia and West Pokot Counties, Kenya

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Abstract

Learners’ characteristics have been the global subject of on-going debate as reflected, for example, in the effective schools movement in the United States of America. The debate has prompted national as well as local scholars to focus on improvement of academic achievement among learners in different categories of schools. This study investigated the influence of selected learners’ characteristics on students’ academic achievement in day secondary schools in Trans-Nzoia and West Pokot Counties in Kenya. The target population consisted of 30 head teachers, 240 teachers and 2,560 Form Four school learners all totalling to 2,830 respondents. The stratified sampling procedure was used to identify 374 learners, 79 teachers and 30 head teachers. The ex-post facto and co-relational designs were employed. Questionnaires for learners and teachers, an interview schedule for head teachers, and a document analysis guide were used to collect data. Instruments’ reliability was established through the split-half technique, yielding reliability coefficients of 0.8 and 0.75 for learners and teachers instrument respectively. The validity of the instruments was established through a pre-test. Descriptive statistics which included the mean and standard deviation together with inferential statistics, using Chi - Square interactive, t-test and multiple regressions were used to analyse data. The study established that most learners had a favourable attitude towards day schooling which influenced the learners’ academic achievement positively. The results further showed that the entry behaviour (Kenya Certificate of Primary Education (KCPE) mean score) significantly influenced the learners’ academic achievement. The study recommended strengthening of the policy on construction of day secondary schools in most primary schools, hence reducing the cost of education. This could improve the KCSE performance of day scholars in secondary schools. In light of the findings, the study suggested that a comparative study should be undertaken in private secondary schools to establish the influence of the learners’ characteristics on academic achievement.

Keywords: Academic achievement, Entry Behavior, Learners’ Attitudes, Learners’ Characteristics, Means Score

Introduction

The influence of learners’ characteristics on their academic achievement has been the subject of on-going debate among scholars and stakeholders in Kenya. Studies have been conducted
on learners’ achievement in specific subjects mainly in the USA (Chapman, 2003) and in Europe (Weinstein, 2002; Rubie, 2010; Bleeker & Jacob, 2004). This necessitated the need to conduct research on the influence of learners’ achievement on the entire academic curriculum in varied cultural settings in Kenya. Some studies have established that hard work, previous schooling, parents’ education, family income and self motivation, have significant effects on a learners’ performance (Barasa, 2003, Nyagah, 1997, Ike, 1997 & Yeya, 2002). Since these studies focused on the determinants of specific variables on explicit subjects, this study established that learners’ characteristics influence the general learners’ academic achievement as opposed to academic achievement in a single subject or two subjects.

The development of secondary education’s middle position between primary and tertiary levels is crucial because, its programmes give learners access to higher education and prepares them for life-long education and the world of work. In order to improve academic achievement in secondary schools’ education, teachers, parents, churches and the Ministry of Education must continue to review and initiate new strategies for achieving quality education (Republic of Kenya, 2005). Some of the measures that have been tried out in order to improve academic achievement include: coaching, motivation for teachers and learners, maintenance of high levels of discipline among teachers, learners, adequate and appropriate training (Mbwesa, 2004). The supervision of teachers was identified as an important function by head teachers that could ensure internal efficiency of a school (Kamindo, 2008). A study by Kibera (1993) established that the implementation of guidance and counselling programmes help learners to identify career aspirations besides adjusting to the school environment (Ayodo & Jagero, 2009).

It is not explicit whether learners’ attitudes towards school and entry behaviour influence academic achievement. This is why, it is important to establish the extent to which the selected characteristics influence academic achievement because the academic performance of day schools in Trans Nzoia and West Pokot Counties is relatively low. The knowledge on the influence of such characteristics constitutes a significant step towards obtaining the solution to the dismal academic achievement by day scholars.

Statement of the Problem
The Government of Kenya is committed to ensuring that schools offer affordable and quality education as noted in Sessional Paper on quality of education in institutions (Republic of Kenya, 2005). But, the study on learners’ characteristics still remains a crucial subject of research which has prompted researchers to examine how learners’ selected characteristics influence effective learning. It was worthwhile to establish the extent to which such determinants influence the overall learners’ academic achievement. This calls for the need to offer quality education in day secondary schools leading to exemplary performance by the candidates. But, why is the academic achievement of students in day secondary schools in Trans Nzoia and West Pokot is low?

Objectives of the study
The following were the objectives of the study:
1. To establish whether day secondary school learners’ attitude towards day schooling influences their academic achievement in Kenya Certificate of Secondary Education.
2. To determine whether learners’ entry behaviour influences their academic achievement in Kenya Certificate of Secondary Education.
Research hypotheses
Based on the objectives provided above on learners’ attitude and entry behaviour on academic achievement (Kenya Certificate of Secondary Education examinations mean score), the following null hypotheses were formulated.

**Ho1:** there is no significant relationship between learners’ attitude towards day secondary schooling and their mean KCSE score.

**Ho2:** there is no significant relationship between learners’ entry behaviour and their KCSE mean score

Research methodology
In order to facilitate the feasibility of the study, an appropriate research design was selected. Respondents were sampled to participate in the study in addition to using well structured questionnaires to elicit the data which was analysed and subjected to validity and reliability.

Research design
This research used the ex-post facto and correlation designs. The ex-post facto design was found appropriate since it investigated events that had already occurred without manipulating the variables of the study (Kerlinger, 2007). While, the correlation design was appropriate in establishing the extent of the influence of independent variables on the dependent variable. The two designs answered questions on the extent to which selected learners’ characteristics of public day secondary schools influence their KCSE performance.

Target population
The target population consisted of all Form Four students, their teachers and head teachers of the select secondary schools. They were selected from twenty five (25) public day secondary schools out of the ninety one (91) district schools in Trans-Nzoia, with 2150 Form Four learners. Five schools out of thirty one (31) were selected in West Pokot County with 430 Form Four learners who had benefited from free secondary education fund and Constituency Development Funds (CDF) in the past five years (Ministry of Education County offices, 2012).

Sample size and sampling procedure
Purposive sampling and stratified sampling procedures were used to obtain a sample of 384 students, 79 teachers and 30 head teachers from a sampling frame of 2560 learners and 270 teachers.

Research instruments
Data was collected using questionnaires which were administered to form four students and their teachers. These questionnaires comprised structured and open ended questions. Both quantitative and qualitative information on learners’ characteristics that influenced KCSE performance was solicited. An interview guide was formulated to collect data from the head teachers. and gathered information was used to validate findings from other respondents.
Instrument validity
The initial draft questionnaire was subjected to scrutiny and appropriate corrections were done. The approved questionnaire was pre-tested to ensure that learners in both urban and rural schools understood the contents there in.

Instrument reliability
The Spearman Brown’s prophecy formula was used to obtain reliability of the instrument as expressed in the formula

\[
\text{Reliability of entire instrument} = \frac{2 \times \text{Reliability of 0.5 test}}{1 \times \text{Reliability of 0.5 test}}
\]

Since the computation of the above yielded a reliability of \( r = 0.80 \), this reflected the magnitude of the relationship for the entire test, hence the questionnaire instrument was found a reliable tool in measuring determinants of academic achievement in day secondary schools (Kerlinger, 2007). The reliability test for questionnaire items was determined by repeated applications of the items to the pilot study and ascertaining that there is no contradiction in the responses (Wanjala, 2001). The reliability with the \( r \) value of 0.8 and 0.75 for learners and teachers was respectively established.

Data collection procedures
Two sets of questionnaires were given to learners and teachers to fill. Head teachers were interviewed to provide information on the selected variables of the study. While learners’ questionnaires were administered in the classrooms by the researcher, the teachers’ questionnaires were administered by research assistants to the teachers who completed them promptly.

Findings of the Study
The study findings, based on the objectives and hypotheses on selected learners’ characteristics are discussed below.

Learners’ attitude towards day schooling in relation to students’ academic achievement
The study sought data on learners’ attitude towards day schooling in Trans Nzoia and West Pokot counties to test the first hypothesis of the study. The table below contains data on learners’ attitudinal scores on their perception towards day schools in respect to academic achievement.

Table 1: Mean learners’ attitude towards day schooling

<table>
<thead>
<tr>
<th>Category of Attitude</th>
<th>No. of Learners</th>
<th>Percent per Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative</td>
<td>51</td>
<td>13.6</td>
</tr>
<tr>
<td>Neutral</td>
<td>40</td>
<td>10.8</td>
</tr>
<tr>
<td>Positive</td>
<td>283</td>
<td>75.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>374</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Mean Score 3.4557  SD 1.14127
Minimum Score 10  Maximum Score 50
It is evident in table 1 that most learners, 75.6% (283) had a positive attitude towards day schooling as opposed to 13.6% (51) with a contrary view and 10.8% (40) who were undecided on the perception. The attitudinal score correlated favourably with the students' academic achievement. It was demonstrated that learners with positive attitude towards day schooling, enhanced morale and self determination could lead to success in academic achievement. However, there is need to reverse the negative and neutral attitude towards day schooling in managing that attitude of 24.4% (91) learners. Such attitudes could have adverse effects on their educational progress. Gatumu (2002) observed that the remedy for unfavourable attitude to the curriculum is destruction of such an attitude in order to create a useful attitude for ensuring success in educational endeavour. The following data constituted learners’ attitudinal scores expressed in means and standard deviation based on their perception of day schooling in relation to academic achievement.

Table 2: Learners’ attitude towards day schooling in respect to academic achievement (N=374)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Min. Score</th>
<th>Max. Score</th>
<th>Mean Score</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My day secondary school environment is conducive for academic achievement.</td>
<td>1</td>
<td>5</td>
<td>4.0027</td>
<td>1.0873</td>
</tr>
<tr>
<td>KCSE performance does not depend on learners’ KCPE achievement.</td>
<td>1</td>
<td>5</td>
<td>1.7219</td>
<td>1.2133</td>
</tr>
<tr>
<td>Day secondary schools provide quality education.</td>
<td>1</td>
<td>5</td>
<td>3.7005</td>
<td>1.1721</td>
</tr>
<tr>
<td>Day secondary school teachers have less work to do in preparing learners for KCSE.</td>
<td>1</td>
<td>5</td>
<td>3.6952</td>
<td>1.3315</td>
</tr>
<tr>
<td>Day schools are cost effective.</td>
<td>1</td>
<td>5</td>
<td>3.4278</td>
<td>1.4568</td>
</tr>
<tr>
<td>Day schools are a waste of valuable school time.</td>
<td>1</td>
<td>5</td>
<td>3.5481</td>
<td>1.5693</td>
</tr>
<tr>
<td>Academic achievement of learners in day secondary schools depends on learners’ commitment besides KCPE achievement.</td>
<td>1</td>
<td>5</td>
<td>4.4091</td>
<td>1.0489</td>
</tr>
<tr>
<td>Academic achievement of day secondary learners does not depend on learners’ commitment.</td>
<td>1</td>
<td>5</td>
<td>4.2321</td>
<td>1.1312</td>
</tr>
<tr>
<td>A day school system allows teachers adequate time to provide academic guidance to learners during study.</td>
<td>1</td>
<td>5</td>
<td>2.8521</td>
<td>1.2123</td>
</tr>
<tr>
<td>Day secondary schools do not provide adequate study time for learners under guidance of teachers.</td>
<td>1</td>
<td>5</td>
<td>3.10</td>
<td>1.112</td>
</tr>
</tbody>
</table>

The above table shows that, most learners have a favourable attitude to their school as indicated by a mean score of 4.0027 out of the possible 5. The findings elicited a favourable attitude of respondents towards day school as an environment that could help the learner achieve quality and cost effective education. It is further indicated that day schools are perceived as cost effective since they accord teachers adequate time to provide academic
guidance besides offering study time for learners. The second half of learners’ perception of day school is expressed in means and standard deviation using arbitrary Likert scale scores.

The academic achievement of a student depends on multiple factors besides one’s commitment. Table 2 shows that a score of 4.4091 out of 5 by learners supports the view that academic achievement in day secondary schools depends on learners’ commitment.

Objective 1 – to establish the extent to which learners’ attitude towards day schooling influences their academic achievement.

The academic performance level such as better KCSE results was perceived to have a direct relationship to one’s commitment to academic work. This commitment was influenced by the good learning environment of a school and one’s attitude to the type of school. This can significantly influence how effectively one will use the facility available. Hence, attitudes are key in establishing the level of commitment of learners in preparation for KCSE and subsequently level of performance. An effort was made to establish learners’ attitude towards day schooling in relation to effective and efficient preparation of learners for KCSE. The attitudes’ scale was used to ascertain learners’ attitudes (negative, neutral or positive) towards day schooling in respect to academic achievement besides such schools’ ability to have learners obtain home support that could positively influence school outcomes.

Table 1 presents the summary of the attitude scores obtained from learners’ responses. The results show that majority of learners had positive attitude towards day schooling. This is delineated by a significant percentage of learners, 75.6 percent, (283) out of the 374 learners studied who obtained a score range of 31-50 out of a maximum of fifty (50). The mean score was also high, standing at 3.4557 with a standard deviation of 1.14127. The high mean score is another indicator of the findings that learners had a favourable attitude towards day schooling.

The large percentage of learners, 75.6 percent, strongly agreed with the statement that, “My day school environment is conducive for academic achievement.” Similarly, 61.7 percent of learners strongly disagreed with the statement that “Day schools are a waste of valuable time.” Generally, learners agreed with statements which reflected favourable disposition and opinion towards day schooling. Only 13.6 percent of the learners displayed an unfavourable attitude towards day schooling as shown in Table 1. These findings seemed to contradict the commonly held opinion about many parents with respect to attitude towards day schooling. For instance, Barasa (2003) and Ayodo (2012) observed that there was a general unfavourable attitude towards day schooling among parents, teachers and learners. It is evident in the former education system in Kenya that boarding secondary schools were preferred to day secondary schools. This was so because parents had some of their primary responsibilities such as accommodation and care of children transferred to teachers. This made it easy for parents to provide financial support and periodical guidance and counselling. The aspect of limited time for teaching and facilitaties may have accounted for the negative attitude towards day schooling. Since education is geared towards success in examinations, day secondary schools, unlike boarding schools were deemed not cost effective and a waste of valuable time for learners.

Testing Null Hypothesis Ho1

Ho1: There is no significant relationship between learners’ attitude towards day secondary schooling and their academic achievement (mean KCSE score)
Ha1 There is a significant relationship between the learners’ attitude towards day schooling and their performance at KCSE.

Day schools are not conducive for academic achievement.

Table 3, presents data that was used to conduct chi – square interactive test, to test the Ho1: there is no significant relationship between learners’ attitude towards day schooling and their academic achievement.

<table>
<thead>
<tr>
<th>Category: Learners’ attitude towards day schooling and academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude status</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Mean KCSE score</td>
</tr>
<tr>
<td>DF =2</td>
</tr>
<tr>
<td>Obtained Chi-square = 302.123</td>
</tr>
<tr>
<td>Critical Chi = 299.589</td>
</tr>
</tbody>
</table>

The results of testing the hypothesis show that the obtained chi-square is greater than the critical chi-square 299.589 value hence the null hypothesis (H01) is rejected and the research hypothesis (Ha1) is accepted. This means there is a significant relationship between the learners’ attitude towards day schooling and learners’ performance in KCSE.

Day schools have continued to attract learners with below 250 marks at KCPE because, those with over 250 marks sought placement in county and national schools. However, taking a child to a day school has for a long time been perceived as a waste of valuable time. The main possible reason for the favourable attitude towards day schooling in the 8-4-4 education system is the fact that day schools’ KCSE performance is gradually improving because, parents, the government and stakeholders contribute to the quality of learning/teaching facilities. The Parents Teachers Associations’ also invest more in public day schools due to their cost effective nature unlike the situation in the previous system where day schools were rare (Republic of Kenya, 2005).

The implication of the findings that learners have a favourable attitude towards day schools is important because, attitudes are the basis of constructive human behaviour. Learners with positive attitude towards schooling will work hard to realise better results since positive self image leads to self drive and hence achievement motivation. These findings are in agreement with those of Gatimu, (2002) on how attitudes influence one’s self image, self drive and subsequently academic achievement. Similar findings were supported by related studies by Nyagah (1997), Kimani (1992) and Hopkins (2003).

The study sought data on learners’ entry behaviour which was important in testing the second hypothesis of the study that led to achieving the objective which sought to establish learners’ entry behaviour on the students’ mean KCSE score as explained in table 4.

<table>
<thead>
<tr>
<th>Table 4: Five year day secondary schools’ KCSE performance trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>County</td>
</tr>
<tr>
<td>Trans-Nzoia</td>
</tr>
<tr>
<td>West Pokot</td>
</tr>
</tbody>
</table>

Source: Ministry of Education, Trans-Nzoia and West Pokot Counties 2007-2011
The above table presents day scholars’ KCSE performance trend in Trans-Nzoia and West Pokot Counties. It is evident that urban day scholars performed better than their rural counterparts whose performance trend is below the average grade of C-.

The implication is that most public day schools in Trans-Nzoia and West Pokot learners’ KCSE performance is below average score of six (6) out of the possible mean score of twelve (12). This trend of performance is attributed to; low KCPE entry mean score of day learners, limited time for school and home study due to long distances to school, lack of mixed ability learning environment as a result of using selection criteria that segregate learners on the basis of category of ability hence making secondary education sustain social inequality in basic education. The academic inequality reflected in the day, county and national schools is attributed to the extent to which schools are equipped with relevant and adequate teaching /learning resources which contribute significantly to students’ academic achievement. The fact that schools receive teaching and learning resources in form of text books from the government does not ensure equitable distribution of such resources to public schools. This is because the extent to which a school is equipped is dependent on parental socio – economic characteristics besides the subsidised Secondary Education and Constituency Development Fund in enhancing learning environment.

Learners’ KCSE performance in West Pokot County indicates a mean grade of D+ in 2007 through 2009 and a slight improvement to C- mean grade from 2010 through 2012. This performance is still below average mean grade C, given that the majority of teachers are graduates who are rated by learners as being effective in teaching their respective KCSE subjects. This trend of below average performance in KCSE could be attributed to other factors. These could include; learners’ characteristics indicated by entry grade, KCPE performance and/or lack of challenging mixed ability in learning environment in day schools. Mixed ability classes have a likelihood of enhancing peer teaching and hence contribute positively to the learning process and subsequently improved performance by learners (Hopkins, 2003).

It was established that the learning environment of day scholars is significantly influenced by trekking long distances to school which evidently undermined the learners’ time management at school. The learners’ home influences affected the KCSE mean score performance in day secondary schools. Other factors included; poor study time management, entry behaviour, equitable distribution and use of quality teaching and learning resources. Students’ KCSE mean score trend in Trans Nzoia is however slightly better than that of students in West Pokot County, which has a few day schools located mainly in the urban setting. This limited number of day schools in West Pokot rural location could be attributed to unfavourable climate and other factors that this study did not investigate.

The table below presents KCSE performance for West Pokot and Trans-Nzoia Counties’ schools that took part in the study.

<table>
<thead>
<tr>
<th>County</th>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>No.</td>
</tr>
<tr>
<td>West Pokot</td>
<td>5.32</td>
<td>2</td>
</tr>
<tr>
<td>Trans-Nzoia</td>
<td>6.99</td>
<td>6</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td><strong>6.17</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

Source: KNEC KCSE results document (2012)
Table 5 indicates that day secondary schools located in urban areas had better KCSE results as compared to day secondary schools located in rural areas which is indicated by the mean scores 6.17 and 4.61 respectively. The results are in positive agreement with those established through computation of the results for previous years and learners’ attitude towards day school. These findings demonstrated that there is a significant relationship between learners’ attitude towards day schooling and their academic achievement. It was further established that learners in urban day schools with mixed ability classroom environment continue to perform better than their counterparts in rural schools.

**Objective 2:** to establish the relationship between learners’ mean KCPE score and students’ mean KCSE score.

To achieve the above objective, the null and research hypotheses given below were formulated and tested to establish whether either of them could be substantiated. To prove that there is no significant relationship between day secondary learners’ KCPE entry score and their KCSE mean score, the learners’ KCPE mean entry score was first obtained and correlated with the previous year’s day school learners’ KCSE results. Chi-square test was identified as an appropriate test for the perceived relationship based on the respondents’ mean KCPE score in relation to the past day scholars’ mean KCSE scores.

**Testing Null Hypothesis, Ho2**

*Ho2*  There is no significant relationship between learners’ mean KCPE score and their mean KCSE score.

*Ha2*  There is a significant relationship between learners’ mean KCPE score and their mean KCSE score.

KCSE performance does not depend on learners’ KCPE achievement.

The table below provides data on learners’ KCPE entry score and its influence on students’ KCSE achievement. The data were used to compute chi-square interactive test whose findings are given as shown.

**Table 6: Learners’ entry behaviour (mean KCPE score) and mean KCSE score**

<table>
<thead>
<tr>
<th>Category</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Df = 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCPE</td>
<td>157</td>
<td>187</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>KCSE</td>
<td>148</td>
<td>216</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Obtained Chi-square Value = 16.627

Critical Chi-square value = 14.366

P-value = 0.0002

The computed Chi-square for the attributes in the hypothesis is at the significance level of 0.05 while the degree of freedom is 2.

The corresponding critical chi-square value at 0.05 significance level and 1 degree of freedom is two (2). This shows that the obtained $\chi^2$ is greater than the critical Chi-square, so the $Ho$ is rejected. It is thus concluded and held that there is significant relationship between learners’ KCPE mean score and the students’ KCSE mean score. Similarly, multiple regression test results shows that learners’ KCPE mean score has a significant influence on students’ KCSE mean score since it shows substantial prediction of academic success.
These findings are in agreement with results of a related study by Barasa (2003) which held that the academic background of a learner influences academic achievement as measured by KCSE. Learners who obtained above average grades in KCPE had high Intelligence Quotient or achievement motivation and had a passion for academic excellence. This motivated them to work hard and realise better academic results. The study further indicated that 87.3% comprising 69 teachers and majority of the learners reported that they had a favourable attitude towards day schooling and the subjects taught. Positive attitude towards a school and the curriculum taught is therefore crucial in ensuring effective learning.

Summary
The purpose of the study was to establish the extent to which learners’ characteristics of public day secondary schools influence students’ academic achievement as measured in the Kenya Certificate of Secondary Education (KCSE) examinations in Trans-Nzoia and West Pokot Counties.

Learners’ attitude towards day schooling had a positive influence on academic achievement as indicated by the results of multiple regression of 0.021 at 0.05 significant levels in respect to learners’ academic achievement. The outcome, r value of 0.75 shows high correlation between learners’ attitude towards day schooling and KCSE performance according to correlation coefficient test.

Multiple regression analysis indicated learners’ mean KCPE score significantly influenced and predicted mean KCSE score at 0.00 significant levels. The findings are in line with those of Barasa (2003) which established that there was a significant relationship between low entry behaviour and poor academic achievement in day secondary schools. The results of testing the null hypothesis on entry behaviour further confirmed that there was significant relationship between entry behaviour and students’ academic achievement.

Conclusion
It was noted that the students’ KCSE mean score was influenced by students’ attitude. The high mixed ability learners had an improved mean KCSE score as compared to learners in low mixed ability day schools. Learners’ favourable entry behaviour had a positive influence on students’ academic achievement.

Recommendations
The Ministry of Education should call for policy change and review the form one selection criteria. This will ensure that this process leads to an enhanced mixed ability class. It could be done by adopting random selection of learners for placement in day secondary schools using the quota system from categories of high, average and low KCPE mean score. The policy should be implemented by all head teachers and secondary school Boards of Management. Such an endeavour will create a more conducive peer learning situation that could enhance learners’ achievement motivation as they interact with their role models. An arrangement where higher ability learners are selected by interested researchers to serve as role models and to enhance peer teaching using a few schools is likely to reveal the importance of higher mixed ability class. If successful, the results of this arrangement, could later be extended to more schools. Exhibitions where day scholars are exposed to society as being successful role models in academics should be encouraged besides using workshops, contests and seminars where day scholars could participate with their boarding counterparts thus enhancing their
self drive and achievement. More studies should be conducted in other parts of the country to establish whether enhanced mixed ability classrooms have a favourable influence on learning and subsequently academic achievement. Finally, there is need to conduct a comparative study to establish the influence of learners’ characteristics on students’ academic achievement in private secondary schools.

References


