INFLUENCE OF LEARNER FACTORS ON PERFORMANCE IN INTEGRATED ENGLISH IN PUBLIC DAY SECONDARY SCHOOLS IN NANDI NORTH SUB COUNTY, KENYA.

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF DEGREE IN MASTER OF EDUCATION IN CURRICULUM STUDIES

KOITALEEL SAMOEI UNIVERSITY COLLLEGE

(A CONSTITUENT COLLEGE OF THE UNIVERSITY OF NAIROBI)

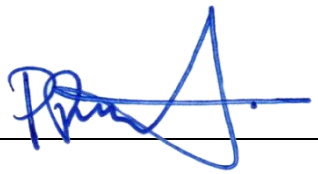
2023

DECLARATION

This is my original work and has not been presented for a degree in any other university

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This research project has been submitted for examination with our approval as University Supervisors.

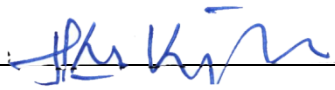
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DEDICATION

This work is dedicated to my loving husband Joshua Rotich and my children; Haddasah, Allan, Hazel and Alvin for their immense support and encouragement during my study.

ACKNOWLEDGEMENT

I wish to thank the Almighty God for enabling me to undertake and accomplish this project. My gratitude goes to Koitaleel Samoei University College for giving me a chance to enroll for my Masters in Education Degree. Special thanks to my supervisors Dr Agumba Ndalo and Dr Kiprotich Sang for their in-depth guidance and direction during my study. Am greatly indebted to my husband Mr. Joshua Rotich for immense support and encouragement throughout my study. Special thanks to Chiri the typist for her relentless assistance. I wish to most sincerely appreciate my Principal Mr. John Mutai of Moi Sirgoi High School for his encouragement and motivation to pursue my post-graduate course. To my family am greatly humbled for the immense support and understanding during my studies. Finally, I wish to appreciate all my respondents for their cooperation.

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ABBREVIATIONS AND ACRONYMS

APA - American Psychological Association

BOM - Board of Management

CDF - Constituency Development Fund

CSO - Curriculum Support Officer

EFAC - Education for All Children

FDSE -Free Day Secondary Education

HLT - Humanistic Learning Theory

KCPE - Kenya Certificate of Primary Education

KCSE - Kenya Certificate of Secondary Education

KICD - Kenya Institute of Curriculum Development

KNEC - Kenya National Examination Council

MOEST - Ministry of Education Science and Technology

PDSS -Public Day Secondary School

QASO - Quality Assurance and Standards Officer

SES - Social Economic Status

SPSS - Statistical Package for Social Science

TSC - Teachers Service Commission

VAP - Value Added Progress

ABSTRACT

Learner factors are attributes associated to the student that may influence learning experience and ultimately academic performance. They can be psycho- social, personal or cognitive elements such as learner's age, gender, entry behavior and learner economic background. Dismal academic performance has persistently been registered in most public day secondary school in integrated English, in Nandi North Sub County despite the government and MOE investment in these schools. The purpose of the study was to explore the influence of learner factors on their performance in integrated English in Nandi North Sub County. The objectives of the study were to establish the relationship between learner entry behavior and performance, explore the relationship between gender of the learner and their performance, determine the extent to which learner age affects their performance and finally to establish the relationship between learner socio-economic factors and performance in integrated English in PDSS in Nandi North Sub County Kenya. The study targeted 41 mixed day public secondary school and 1435 form three students in Nandi North Sub County. The research adopted descriptive design and ex post-facto research method. Simple random sampling of schools and form three students were used in the sampled schools. Purposive sampling was used to choose the 10 school principals and 10 class teachers in the sampled schools. The main instruments of collecting data were both structured and unstructured questionnaires, interview schedules and document analysis. Pilot study was conducted to ensure reliability and validity of the research instruments. The collected data was processed and analyzed using descriptive and inferential statistics. Findings revealed that learners' entry behavior has a significant positive influence on performance in integrated English (β=-0.491, $p < 0.05$), learners' gender had a significant positive influence on academic performance (β=0.532, $p < 0.05$), learners' age had a significant positive influence on academic performance (β= 0.225, $p < 0.05$)) and learners' social-economic factors have a significant positive influence on academic performance (β=0.400, $p < 0.05$).The outcome of the study would be useful to the curriculum developers in improving the learner performance in integrated English. The conclusions were as follows; learners' entry behavior, learners' gender, learners' age and learner social-economic factors influence learners' academic performance. Recommendations were as follows; study recommended that valued added progress should continue being adopted in public day secondary schools as it contributes to improvement in students' performance in integrated English. Schools should consider the attitude and aspirations of the learners, if an improvement on performance of the subject is to be achieved. All students should be given the academic support needed if the schools have to record an improvement in academic performance.

CHAPTER ONE

INRODUCTION

This chapter provides information on the background of the study, statement of the research problem, purpose of the study, objectives of the study, research hypotheses, significance of the study, limitation and delimitations of the study, assumptions of the study, definitions of significant terms and chapter summary.

1.1Background of the Study

The quality of academic performance is paramount in an educational institution. According to Nelson Mandela, "Education is the most powerful weapon which you can use to change the world". This implies that there is need for effective academic performance in order to achieve this crucial change in the society. This is the general objective of education both nationally and globally. The United Nations Educational Scientific and Cultural Organization's (UNESCO, 2018) main objective is to attain quality education for all life-long learning. Academic performance is still the main determinant in formal education. This is mainly achieved through assessment using examination ratings (Lugbusi, 2017). According to the Kenya Vision 2030, the second pillar on Social Strategy number one, Kenyan government seeks to provide a globally competitive quality education that will promote development.

In developed countries; the government subsidy comes in terms of public transport for learners. This allows students to be in school always and in time leading to significant improvement in their academic performance (Hopkins, 2022). Public day secondary schools also accord learners the privilege to receive guidance and counseling from parents and guardians. Hence truancy levels can be controlled before it can affect academic performance of the

learner (Griffins, 2020).

In 2008, the government sought to promote education in public day secondary school in Kenya. It introduced tuition Free Day Secondary Education (FDSE). This was to ensure that the right of a child to free and compulsory basic education is achieved. The Kenya Basic Education Act 2013-part (iv) sub section 30, provides for compulsory primary and secondary education. This is evidently clear that the government is seeking to fully support the learner in academic performance. Despite the introduction of FDSE no research has been done on learner factors such as age, gender and entry behavior in PDSS. In Kenya schools are categorized as National, Extra county, county and sub county .These schools can either be pure boys or girls, mixed day- boarding. They are also classified as public or privately owned schools. Among these schools, a public day secondary school is the preferred choice for most parents (Republic of Kenya 2005). These schools can easily accommodate both boys and girls especially from around the locality of the school. Ideally, most parents educate their children in such schools because they find it relatively cheap. Studies have shown that such schools are effectively managed by the stakeholders in Kenya (Republic of Kenya, 2021).

The rapid growth of public day secondary school has been spearheaded by the government through projects and education policies such as disbursement of school bursary, Constituency Development Fund (CDF), FDSE and funding from other stakeholders. Moreover, the government through the Teachers Service Commission (TSC) has employed more teachers in these schools. Currently, the government is setting up a public model day secondary school

in all the constituencies and delivering text books in the ratio of 1:1 to all learners in a school.

Despite all these efforts by the government, the academic performance in English is still below C+, which is the minimum entry to most courses into the Kenyan Universities. This can be seen by the recently released sub county report on KCSE as analyzed by Nandi North Sub County QASO (2022). This research sought to establish the learner factors affecting academic performance in the area under study. The target group is the form three classes in public day secondary schools in Nandi north Sub County.

1.2 Statement of the Research Problem

Integrated English is one of the core subjects currently taught in secondary schools in Kenya. The performance in the subject determines whether the learner will qualify for admission in a course that the leaner would like to pursue. Many learners have failed to join University and other tertiary institutions due to poor performance in English (Cheruiyot,2021).Almost all subjects are taught in integrated English; failure to master it adversely affects students performance in all the other subjects leading to poor academic performance in schools (Samoei, 2018).

A study by Jepketer, et al (2021) revealed that learners mean academic performance in integrated English examinations for male and female students done in schools in Nandi North Sub County were below 50% in most PDSS.

An overview of the learners' performance in integrated English in Nandi North Sub County for four consecutive years was sampled out. The results were as indicated in table 1.1 below.

Table 1.1: Overview of student's performance in English in KCSE

Year	Mean score
2020	3.9614
2019	3.5207
2018	3.2295
2017	3.2086

The table 1.1 above shows that there was a slight increase in learner performance in integrated English in Nandi North Sub County for the four consecutive years. Despite of this, the average mean Grade remains below C. This raises a lot of concern hence the need to investigate the outcome of the results.

Top Hat (2019) explored how a student learning experience can be influenced by personal, social, cognitive and academic elements. This reveals that learner factors can influence their performance in English. Sharma (2019) cited two factors that influence learning; learner factors and academic factors.

Few studies have been conducted on learner factors and their performance in integrated English in Nandi North Sub County. Jepketer et al. (2021) examined Teachers' classroom strategy for enhancing students' performance in the subject in public secondary schools in Nandi County, Kenya. The study established that Teachers' classroom strategy enhances students' performance. Learner factors were not within the scope of their study which is the focus of this study. This research therefore was focused on the learner factors that affect academic performance in integrated English in PDSS so as to establish the knowledge gap on the research design which was not provided in the previous studies.

1.3 Purpose of the research

The purpose of the research was to investigate the influence of learner factors on performance of integrated English in PDSS in Nandi North Sub County, Kenya.

1.4 Objectives of the study are to:

i. Establish the relationship between learner entry behavior and performance in integrated English in PDSS in Nandi North Sub County, Kenya.

ii. Establish the relationship between gender of the learner and their performance in integrated English in PDSS in Nandi North Sub County, Kenya.

iii. Determine the extent to which learner age affects their performance in integrated English in PDSS in Nandi North Sub County Kenya.

iv. Determine the relationship between learner socio-economic factors and performance in integrated English in PDSS in Nandi North Sub County Kenya.

1.5 Research Hypotheses

$H0_1$: Learner entry behavior has no significant relationship with performance in integrated English in PDSS in Nandi North Sub County, Kenya.

$H0_2$: Gender of the learner has no significant relationship with their performance in integrated English in PDSS in Nandi North Sub County, Kenya.

$H0_3$: Learner age has no significant effect on their performance in integrated

English in PDSS in Nandi North Sub County Kenya.

$H0_4$: Learner socio-economic factors have no significant relationship with performance in integrated English in PDSS in Nandi North Sub County Kenya.

1.6 Significance of the Study

The outcome of the research is useful to curriculum developers and implementers in improving the learner performance in integrated English in PDSS. Head teachers and the school BOM will be informed on learner factors influencing academic performance hence work on how to mitigate these factors in order to improve schools' and learner's performance in integrated English. The quality Assurance and standards officers would utilize the findings to advise the curriculum implementers in order to improve the standards of academic performance in public PDSS in the subject. The study may lay a foundation for further research and findings to add to the knowledge on the factors influencing academic performance of the learner in public day secondary schools in the subject and other related areas. The study would also be useful to the MOEST to attract donor participation in relevant areas as a means of curbing factors influencing learner academic performance in PDSS in integrated English.

1.7 Limitations of the Study

Gupta and Gupta (2022) define limitation as that aspect of the study that may negativelyimpact on the results but over which the researcher has no control. Some of the limitations of the study included lack of cooperation from the respondents who are the primary source of data to be used to validate the

study for fear of being victimized. It's not easy to control intervening variables like the school resources and the teaching and learning strategies. The methodology used was quantitative which involved the use of open and closed ended questionnaires for the students, class teachers and the principal. Other methods such as observation and content analysis were not considered. The research topic was on the learner factors affecting performance in integrated English in PDSS. Other factors on the teacher, parents or guardians and the school environment have not been factored in the study. To overcome the above limitations, a pilot study was conducted in a few neighbouring sub counties with similar case for comparison. The results of the study were used to improve the data instruments.

1.8 Delimitations of the Study

The target population included the school principals, class teachers and students' representation. Other stakeholders such as parents and BOM were not included. The study considered only learner factors while other factors such as the teacher home and the school environment were not taken into account. Moreover, public day secondary was selected for the study, other schools' categories like boarding and private secondary schools that operate under different setting were excluded. The area under study was Nandi North Sub County. Open and closed ended questionnaires and interviews were the sole instruments used in data collection. The data collected was analyzed through descriptive and inferential statistical packages.

1.9 Assumptions of the Study

Pandey and Pandey (2021) define an assumption as any important fact

presumed to be true but not actually verified.

The assumptions of the study were:

i. The respondents would cooperate, be honest and give reliable data to enable the researcher achieve validity and reliability of the study.
ii. The findings would reflect the true picture of academic performance in integrated English end year form three in Nandi North Sub County, Kenya.
iii. Learner factors had some influence on academic performance in public day secondary schools.

1.10 Definition of Significant terms

The following terms were operationalized in the study:

Academic achievement– Refers to how much a student has learned in a specific period of time in form three in integrated English in PDSS

Influence – Ability to impact on the results of the student in form three end of year exams in integrated English in PDSS.

Integrated English – The process of teaching English Language skills and Literature concurrently.

Learner factors – This is a concept that explores how a student learning experience is influenced by entry behaviour, age, gender and social economic background in form three integrated English in PDSS.

Performance - It refers to the students score in integrated English in form three in PDSS.

1.11 Chapter Summary

This chapter provided the background of the study, statement of the problem, purpose of the study, and objectives of the study. The chapter also provided

the research hypotheses, significance of the study, limitations of the study and delimitations of the study. The study clearly provided the assumptions of the study, and definition of significant terms.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter consists of seven sections; learner entry behavior, learner age, learner gender and learner socio economic factors impact on performance in integrated English in PDSS in Nandi North Sub County. Both conceptual and research literature have been reviewed. A summary of the literature review, theoretical and conceptual framework is also included.

2.2 Learner Entry Behavior and Academic Performance

Similar studies have been done outside Kenya. Dagogo (2020) studied on the student entry behavior and its relationship on academic achievement in High Schools in Nigeria. The study used a descriptive survey research design and sampled 170 respondents. The respondents were selected using stratified random sampling technique. The study used primary data which was collected using questionnaires and analyzed using descriptive and inferential statistics. Findings revealed that students' entry behaviour enhances students' academic performance. A methodological gap exists as the study had not provided justification for the sampling design adopted which the current study sought to provide. Furthermore, the situation in Nigeria might be different from Kenya were the present study was done.

Reviewed studies by Dancel et al. (2019) on the effects of student's entry behavior on the Academic Performance of Students at Bestlink College of the Philippines, Quezon City. The study used descriptive survey research design and targeted 550 respondents but ended up sampling 50 students randomly. The study used both primary data and secondary data which were analyzed

using both descriptive and inferential statistics. Findings revealed that student's entry behavior influences performance in integrated English at Bestlink College of the Philippines. Justification for use of both primary data and secondary data was not provided in the study which the current study sought to provide and hence addressed the knowledge gap.

Learner entry behavior refers to the knowledge that the leaner brings to the teaching and learning process. This embodies their interests, attitudes and abilities (Maheshwari, 2018). To determine learner's entry behavior, diagnostic assessment is given to them to test their ability. Research has shown that there is a significant relationship between learner entry behavior and academic performance (Simuyu, 2020; Ndege, 2018). This implies that most learners who score high grades in KCPE are likely to produce corresponding higher grades in class and consequently in KCSE. According to production function model, learner entry behavior determines educational outcomes (Psacharopaulos, & Woodhall, 2020). Most schools in Nandi North Sub County admit students to form one with less than 60% mark in integrated English. This has greatly impacted on academic performance of the learner in the subsequent classes and eventually leads to a lower KCSE grade as indicated in table 1.1.

Various studies have been done on learner academic performance. Bitok (2019) and Cherop (2019) in their studies argued that a learner academic performance can be influenced by their previous academic achievement. In Nandi North Sub County, some learners have however nullified this hypothesis by performing academically well in KCSE Examination (C+ and

above) despite their low mean mark in their entry behavior to secondary school of below 250 marks in KCPE. This study seeks to establish the knowledge gap on learner factors that influence academic performance that results in such a descripancy. Further studies have also shown that there are other operational factors that influence learner academic performance apart from entry behavior. These are teacher factors, learner motivation and the school set-up (Eshiwani, 2018; Tum, 2020). Further studies have also revealed that academic performance of the learner have revealed negative value progress (VAP) in their performance in English . Aloo (2018) examined the influence of entry behavior of students on quality of secondary School Education in Kenya. Specifically in Migori county and found out that Other factors that influence learner performance such as teacher factors exist and further studies need to be conducted to explore on their influence on performance of integrated English.

Simatwa, Khajeha, and Olive (2019) studied the influence of students' entry behaviour on academic achievement in national polytechnics in Kenya. The study was conducted across engineering courses. It used descriptive research design and targeted 3500 respondents who were selected randomly. The study used primary data which was collected using questionnaires and analyzed using both descriptive and inferential statistics. The study established that students' entry behaviour has a significant influence on the academic achievement of students in national polytechnics in Kenya. The study had not provided justification for the research design adopted which the current study sought to provide. Moreover, it did not examine the performance of integrated

English in Kenyan PDSS.

Some studies have nonetheless focused on integrated English. Njoroge (2023) researched on determinants of students' academic achievement in integrated English in PDSS Machakos County, Kenya. The study used both descriptive as well as correlational research designs. The target population was 645 respondents while sample size was 241 respondents who were sampled using both simple random and saturated sampling techniques. The study used primary data which was collected using questionnaires and analyzed using both descriptive statistics and content analysis. The study established that learner entry behaviour has a significant impact on students 'academic achievement in integrated English. However, the Justification for the research design adopted was not provided which this study sought to provide. Moreover, the areas of the study were equally different. This study focused in Nandi North Sub County.

2.3 Gender influence on Learner Academic Performance

According to Sparks-Wallace (2022), who researched on the influence of gender differences in academic performance in a rural county in Tennessee. The purpose of the study was to determine the influence of gender differences in academic performance in a rural county in Tennessee. The study used descriptive survey research design and targeted 450 students and sampled 121 students using both purposive and stratified random sampling techniques. This study used primary data which was collected using questionnaires and analyzed using both descriptive statistics and inferential statistics. The study established that gender differences have a significant influence on academic performance in a rural county in Tennessee. The

use of purposive sampling and stratified random sampling techniques were not justified and therefore a methodological gap existed which the current study sought to address. Moreover, interviews, which this study employed, lacked in the former study.

Dayioğlu, and Türüt-Aşik (2020) revealed a positive influence on gender differences in academic performance in a large public university in Turkey. The aim of the study was to determine the influence of gender differences in academic performance in a large public university in Turkey. The study used descriptive survey research design and targeted 1087 respondents and sampled 243 respondents purposively. It used primary data which was collected using questionnaires and analyzed using both descriptive and inferential statistics. The findings revealed that gender differences had a significant effect on academic performance in a large public university in Turkey. The study had not provided justification for use of purposive sampling technique which the current study sought to provide and hence addressed the knowledge gap.

Further studies by Filgona, and Sababa (2017), on the effect of gender on senior secondary school students 'academic achievement in Geography in Ganye Educational Zone, Nigeria. The purpose of the study was to determine the effect of gender on senior secondary school students 'academic achievement in Geography in Ganye Educational Zone, Nigeria. The study used descriptive survey research design and targeted 350 respondents and sampled 121 respondents using simple random sampling technique. The study used primary data which was collected using questionnaires and analyzed using both descriptive statistics and inferential statistics. Findings revealed that gender has a significant influence on senior secondary school students 'academic achievement in Geography. A contextual gap exists as the study had been in a different geographical setting and subject in the school curriculum.

Apart from Nigeria, similar studies have been done in other parts of Africa. Wrigley-Asante, Ackah, and Frimpong (2023) examined gender and academic performance of students in Integrated English subject in public secondary schools in Ghana. The study used mixed methods research design and targeted 450 respondents but targeted 225 respondents who were sampled using simple random sampling technique. The study used primary data which was collected using questionnaires and analyzed using both descriptive statistics and inferential statistics. The study established that gender has an impact on academic performance of students in Integrated English subject. A contextual gap existed as the study had been conducted in a different geographical setting.

In another study, Parajuli, and Thapa (2022) researched on gender differences in the academic performance of students. The aim of the study was to determine the influence of gender differences on the academic performance of students who had passed the district level standard examinations of grade eight in 2016 and happened to be studying in grade nine in public as well as private schools in Lekhnath Municipality, Kaski, Nepa. The study used descriptive survey research design and targeted 780 respondents but sampled 240 respondents using both stratified and purposive sampling techniques. The study used primary data which was collected using questionnaires and analyzed using both descriptive and inferential statistics. The findings revealed that gender differences have a significant influence on the academic performance of the students. The study had not provided justification for use of purposive sampling technique and therefore a methodological gap existed which the current study sought to address.

A research study by Adigun et al. (2021) on the effect of gender on Students' academic performance in computer studies in Secondary Schools in New Bussa, Borgu Local Government of Niger State. The aim of the study was to determine the

effect of gender on students' academic performance in computer studies in Secondary Schools in New Bussa, Borgu Local Government of Niger State. The study adopted a descriptive survey research design and targeted 914 students but sampled 275 students from both private as well as public schools in New Bussa. The study used simple random sampling technique. This study used primary data which was collected using questionnaires and analyzed using descriptive and inferential statistics. The findings revealed that gender has a significant influence on Students' academic performance in computer studies in Secondary Schools in New Bussa, Borgu Local Government of Niger State. A contextual gap existed as the study had been conducted in a different geographical setting and did not use interview as a tool in data collection.

Other studies by Cheek, and Cheek (2023) revealed the relationship between gender, academic performance, and confidence within Science, Technology, Engineering, and Mathematics (STEM). The purpose of the study was to determine the relationship between gender, academic performance, and confidence within Science, Technology, Engineering, and Mathematics (STEM) Classes that. The study used descriptive research design and targeted 775 respondents but sampled 122 junior high students randomly. The study used primary data which was collected using questionnaires and analyzed using both descriptive statistics and inferential statistics. Findings revealed that gender had a significant influence on the academic performance of students within Science, Technology, Engineering, and Mathematics (STEM) Classes. The study data collection procedure was incomplete and therefore a methodological gap exists which the current study sought to address.

Other research studies by Orji, Archibong, Ogbonnaya, Nkpoyen, and Edet (2021) on gender influence on academic performance of nursing students in Nigerian Universities. The purpose of the study was to determine the gender influence on

academic performance of nursing students in Nigerian Universities. The study used a survey design and targeted 275 Nursing students from University of Calabar and University of Nigeria. The study sampled 117 respondents using stratified random sampling technique. The study used primary data which was collected using questionnaires and analyzed using both descriptive and inferential statistics. Findings revealed that gender has a significant influence on the academic performance of nursing students in Nigerian Universities. The study had not provided justification for use of questionnaires which the current study sought to provide and therefore address the knowledge gap.

Studies have also been done on influence of gender on academic performance. Jackline (2020) has advanced that gender difference contributes to variation on academic performance in public day secondary schools. Studies by Magaray, (2022) reveal variation in performance of boys and girls in integrated English. This is a clear indication that there are other factors in the learning process that affects the understanding of boys and girls differently. Attitude of the learners seems to be the common denominator for the difference in academic performance of boys and girls.

Studies on the influence of gender on performance have been advanced by Archer and McDonald (2021) in study of subjects liked or disliked, chosen or not chosen by girls as well as subject deserved to be for girls indicated that the most disliked subjects were mathematics followed by sciences. This greatly affects performance of integrated English in PDSS. Williams et al. (2020) postulates that there is no difference in performance of boys and girls in early school. However, the researcher observes that gender differences become more apparent in the higher classes with boys outsmarting girls in subjects that involve calculations. Stipek and Grralinski (2021) in their study found that boys attribution patterns and levels such as attitude and self-efficacy are more self-enhancing than those of girls. Other studies have

revealed that perceptions of the students on their performance in integrated English, significantly influence what they can achieve academically (Pajares, & Valiatile, 2019).

Teacher attitudes towards the subject and the learner can greatly impact on the academic performance of the learner in the subject area of interest. Swill (2022) documents that teacherattributes towards teaching profession and towards the female students contributes to gender difference in performance of pupils. If the teacher does not become keen and diligent in his work in class, it can impact negatively on the performance of the learner (Mwakilembe, 2021; Mensch, & Cynthia, 2018) documented in their studies in secondary schools on gender differences in schooling experience on adolescent, postulates that teachers gender preferences, low teacher expectations were factors influencing difference in performance of boys and girls .They further noted that the teachers behavior attitude and management of teaching greatly influenced the participation of girls in the classroom. World Bank report (1995) indicates that school factors such as availability of adequate learning facilities, academic status quantity and quality of instructional materials, have an influence on academic performance of integrated English.

It has also been established that gender influences academic performance in integrated English in PDSS as postulated by Mwingi (2021) in his studies in Ndumberi Division, Kiambu County, Kenya. The students' academic performance assessed was academic performance in both Science subjects and Languages. The study used descriptive survey research design and targeted 650 respondents but sampled 80 respondents using both purposive and stratified random sampling technique. The study used primary data which was collected using questionnaires and analyzed descriptively and inferentially. Findings revealed that gender differences have a positive significant effect on student's academic performance in Secondary

Schools in Ndumberi Division, Kiambu County, Kenya. A contextual gap exists as the study had not been conducted on day public schools which is the focus of the current study.

Kisigot, Ogula, and Munyua (2021) researched on the effects of gender on students' academic achievement in Public Secondary Schools in Marakwet East Sub County, Kenya. The purpose of the study was to determine the effects of gender on students' academic achievement in Public Secondary Schools in Marakwet East Sub County, Kenya. The study adopted an ex post facto causal comparative research design and targeted 18 public secondary schools, 18 Directors of Studies and 140 teachers within Marakwet East Sub County. It adopted stratified as well as simple random sampling techniques that were used to select a sample of 72 secondary school teachers, 10 secondary schools, 10 directors of studies as well as 10 secondary school Principals. The study used primary data which was collected using questionnaires and analyzed using descriptive and inferential statistics. It was established that gender enhanced students' academic achievement in integrated English in PDSS. The study had not provided justification of use of ex post facto causal comparative research design which the current study sought to provide.

A reviewed study on effect of gender on students' academic achievement in Secondary School Social Studies (Diana, 2020) revealed that gender of the learner had a significant impact on performance in Integrated English. The aim of the study was to determine the effect of gender on students' academic achievement in Secondary School Social Studies. The study adopted a quasi-experimental design. The study targeted 180 students in Delta and Edo States and sampled 81 students using stratified random sampling technique. It used primary data which was collected using questionnaires and analyzed using both descriptive and inferential statistics. The findings revealed that gender had a significant influence on students' academic

achievement in Secondary School Social Studies. Justification for use of a quasi-experimental design was not provided which the current study sought to provide and hence address a methodological gap.

Dayioğlu, and Türüt-Aşik (2020) revealed a positive influence on gender differences in academic performance in a large public university in Turkey. The aim of the study was to determine the influence of gender differences in academic performance in a large public university in Turkey. The study used descriptive survey research design and targeted 1087 respondents and sampled 243 respondents purposively. It used primary data which was collected using questionnaires and analyzed using both descriptive and inferential statistics. The findings revealed that gender differences had a significant effect on academic performance in a large public university in Turkey. The study had not provided justification for use of purposive sampling technique which the current study sought to provide and hence addressed the knowledge gap.

Nnamani, and Oyibe (2023) studied the influence of gender on academic achievement of secondary school students in social studies in Abakaliki urban of Ebonyi State in Nigeria. The aim of the study was to determine the influence of gender on academic achievement of secondary school students in social studies in Abakaliki urban of Ebonyi State. The study used descriptive survey research design and targeted 550 respondents but sampled 143 respondents using both simple and stratified random sampling techniques. It used primary data which was collected using questionnaires and analyzed descriptively and inferentially. Findings revealed that gender had a significant influence on the academic achievement of secondary school students in social studies in Abakaliki urban schools of Ebonyi State. The study had been conducted in Abakaliki urban of Ebonyi State and therefore a contextual gap existed which the current study sought to address.

Mercy, Abigail, Chikodiri, and Tafi (2021) researched on the effect of gender on basic science students' academic achievement in secondary schools in Enugu Education Zone, Enugu State, Nigeria. The aim of the study was to determine the effect of gender on basic science students' academic achievement in secondary schools in Enugu Education Zone, Enugu State, Nigeria. The study had used explanatory research design and targeted 628 respondents but sampled 210 respondents who were selected using simple random sampling technique. The study used primary data which was collected using questionnaires and analyzed using both descriptive statistics and inferential statistics. Findings revealed that gender has a significant influence on basic science students' academic achievement in secondary schools in Enugu Education Zone, Enugu State, Nigeria. A conceptual gap exists as attitude and aspiration was not within the scope of their study which the current study sought to add and therefore enhance the existing body of knowledge on the subject matter.

2.4 Age Factor influence on Learner Academic Performance

Learning capacity varies with age. The ability for an individual to learn varies with age. Experiments conducted on mental development (Thorndike) reveals that mental development increases up to 23 hals at 40. That learning proceeds rapidly between 18 and 20 remains stagnant till 25 and declines up to 35. He further observed that age accompanies mental maturation. Khalifa (2022) researched on effects of age factor on learning Integrated English. He highlighted that age affects Integrated English as a foreign language EFL learning early exposure to language instructions constantly results in better performance.

Lenneberg (2019) in what is called a critical period comment that if

language acquisition does not occur by puberty age full mastery cannot be achieved. It is hard to conclusively say that a younger age is better for learning a second language. Johnston (2022) in considering age factor on learner acquisition of language postulates “It is a though it were the first stage of a rocket which projects a vessel into outer space but then burns out because its job is done, and other cognitive systems located elsewhere in the brain take over. In contrast to Lenneberg’s critical period hypothesis, Krasken (2020) argues that laterization process in the brain develops as early as age five considering the reviewed literature on the topic of study. It is hard to conclusively say that “younger is better for learning” (Singleton, & Ryan, 2014).

This study therefore sought to explore influence of age factor on learner academic performance in public day secondary school. Other studies have revealed that learning depends on leaner’s factors and the environment. Spada, (2018) and Gursey (2021) argue that young learners find it easier to acquire a good command of the sound system of the language example, they are better acculturated, whereas the other learners after age 12, moves into Piaget’s period of formal operations by developing hypothetical thinking.

A study was conducted by Navarro, García-Rubio, and Olivares (2022) on the relative age effect and its influence on academic performance. The aim of the study was to identify the connections of influence that Relative age effect, socioeconomic status and type of institution have on academic performance. This study used descriptive survey research design and targeted 413 respondents and sampled 270 respondents using stratified random

sampling technique. The study used primary data which was collected using questionnaires and analyzed using both descriptive and inferential statistics. Findings revealed that relative age effect has a significant influence on academic performance. A contextual gap exists as the study had been conducted in a different geographical setting.

Ebenuwa-Okoh (2020) researched on the influence of age, financial status, and gender on academic performance among undergraduates. The aim of the study is to determine the influence of age, and financial status, and gender on academic performance among undergraduates. The study used correlational research design, targeted 4884 respondents and sampled 175 respondents using simple random sampling technique. The study used primary data which was collected using questionnaires and analyzed using both descriptive and inferential statistics. The study established that age has a significant influence on the academic performance among undergraduates. A conceptual gap exists as the study had not incorporated critical hypothesis which the current study sought to add and therefore enhanced the existing body of knowledge on the study to determine the influence of age on student academic performance in Integrated English in both public and private secondary schools in India. The study used descriptive research design and targeted 634 respondents but sampled 311 respondents randomly. The study used primary data which was collected using both questionnaires and interview schedule. Data collected was analyzed using both descriptive and inferential statistics, Findings revealed that age affects students' academic performance in Integrated English. The study had not justified the use of random sampling

technique which this study sought to provide.

Nalova, and Etomes (2019) explored the effect of age on pupils 'academic achievement. The study was a comparative analysis of private as well as Public Primary School Children in Fako Division, South West Region of Cameroon. The aim of the study was to determine the effect of age on pupils 'academic achievement. The study was a comparative analysis of private as well as Public Primary School Children in Fako Division, South West Region of Cameroon. The study used a cross-sectional survey research design and targeted 813 respondents but sampled 297 respondents purposively. The study used primary data which was collected using questionnaires and analyzed using both descriptive and inferential statistics. The findings revealed that age has a significant influence on pupils 'academic achievement. The study had not provided justification for use of questionnaires which the current study sought to provide.

Aransi (2018) conducted a study on the impact of age and gender on high school students' academic performance in economics in Irewole and Isokan Local Government Areas of Osun State, Nigeria. The aim of the study was to determine the impact of age and gender on high school students' academic performance in economics in Irewole and Isokan Local Government Areas of Osun State, Nigeria. The study used ex post-facto research design and targeted 656 Grade 10 students and sampled 220 students purposively. The study used primary data which was collected using questionnaires. Data collected was analyzed using both descriptive and inferential statistics. Findings revealed that age had a significant influence on high school

students' academic performance in economics. The study had not considered biological definition which the current study sought to add and therefore address a conceptual gap that existed.

Momanyi, Too, and Simiyu (2021) in their studies on the effect of students' age on academic performance among high school students in Kenya revealed an impact on academic performance of the learner. The aim of the study was to determine the effect of students' age on academic performance among high school students in Kenya. The study had used ex post-facto research design and targeted 1245 students and sampled 489 students using stratified random sampling technique. The study used both primary data which was collected using questionnaires and secondary data which was collected using documentary analysis guide and analyzed using both descriptive and inferential statistics. The study established that learners age has a significant influence of academic performance. The study had not provided justification for use of ex post-facto research design which the current study sought to provide and therefore address a methodological gap.

2.5 Socio-economic Factors on Academic Performance

Rahman et al.(2023) studied on the effect of socio-economic factors on the students' academic performance in Integrated English in Bangladesh. The purpose of the study was to determine the effect of socio-economic factors on the students' academic performance in Integrated English in Bangladesh. The study used exploratory research design and targeted 435 respondents but sampled 271 respondents randomly. It used primary data which was collected using questionnaires and interview schedule which was analyzed using both

descriptive, inferential statistics and content analysis. The study established that socio-economic factors affect students' academic performance in Integrated English. Socio-economic status was not within the scope of the study which this study sought to add.

The learner background experience is a factor that is mainly derived from parental Socio- economic status (SES). According to the study, this refers to social class of an individual. This can be determined by level of education, income and occupation of an individual Socio-economic factors include learners home background, relationship with other pupils (Aikens, & Barbastin 2018). Parental attitude towards economic factors includes employment and occupational status of the parents. As well as opportunities afforded to people within the society. A number of studies conducted locally and globally have revealed that Socio-economic status of the parents impacts on the pupil's performance.

In Britain parental socio–economic status as well as institutional factors have been known greatly to impact on learners' academic outcomes (Wright, 2017). In Kenya, most parents who have very low income and level of education cannot fully support learners in terms of their academic performance (Barasa, 2020). Research indicates that children from OW SES households and communities develop skills at a rate slower of class attendance than children from higher SES groups (Morgan et al., 2019). Low SES is related to poverty and poor health. Learners from such households are likely to register high rate of class due to poverty and poor health related issues. Poor diet in childhood is likely to affect a child cognitive development, language. Moreover, schools

from low SES are often under resourced, negatively affecting learners academic progress and outcomes (Aikens, & Barbastin, 2018). Consequently, many pupils drop out of school due to low SES of the schools and parents or guardians of the learner due to inadequacy of academic requirements such as books and school fees.

This study is essential in establishing the relationship between learner SES and academic performance in integrated English, so as to reduce the risk factors and subsequent low SES. Children from low SES are likely to have little experience in development of fundamental skills of reading acquisition. Harn and Wheldall (2021) observe that children from high SES households have unlimited access to smart phones and that television kids' programs and games are variety of learning materials. Creating a positive learning environment. By the time such children begin their education, their entry behavior could be at a higher level compared to that of children from low SES. Harn and Wheldall (2021) learners observe that such register better academic performance. Research studies have shown that learner background has a significant influence on academic performance in integrated English. Kamuti (2020) argues that learners from lower SES academic performance enter high school with average literacy skills.

Michubu (2021) reviewed on influence of Socio-economic factors on student's academic performance in Public Secondary Schools in Igembe South District, Kenya. The aim of the study was to determine the influence of Socio-economic factors on student's academic performance in Public Secondary Schools in Igembe South District, Kenya. The study adopted a descriptive survey research design and targeted

168 respondents while it sampled 81 respondents using both stratified random sampling and purposive sampling techniques. The study used primary data which was collected using questionnaires and analyzed through both descriptive and inferential statistics. The findings revealed that Socio-economic factors enhance student's academic performance in Public Secondary Schools in Igembe South District. A conceptual gap existed as the study had not incorporated academic support which the current study added and therefore enhanced the existing body of knowledge on the subject matter.

Njuguna (2021) researched on the influence of socio-economic factors on academic performance in Public Primary Schools in Murang'a South Sub County, Kenya. The aim of the study was to determine the influence of socio-economic factors on academic performance in Public Primary Schools in Murang'a South Sub County, Kenya. The study used descriptive research design and targeted 336 respondents but sampled 184 respondents randomly. It used primary data which was collected using descriptive and inferential statistics. The findings revealed that socio-economic factors have a significant influence on academic performance in Public Primary Schools. Socio-economic status of the family had not been adopted in the study and therefore a conceptual gap existed which the current study sought to add and therefore address the knowledge gap.

2.6 Summary of the review of related Literature

The reviewed literature revealed that many studies have been done on factors influencing learner academic performance both nationally and globally. Most studies conducted in Kenya have focused on institutional and socio-economic factors. Simiyu (2020) reveals that there is significant relationship between learner factors and academic performance. Ndege et al. (2018) show that

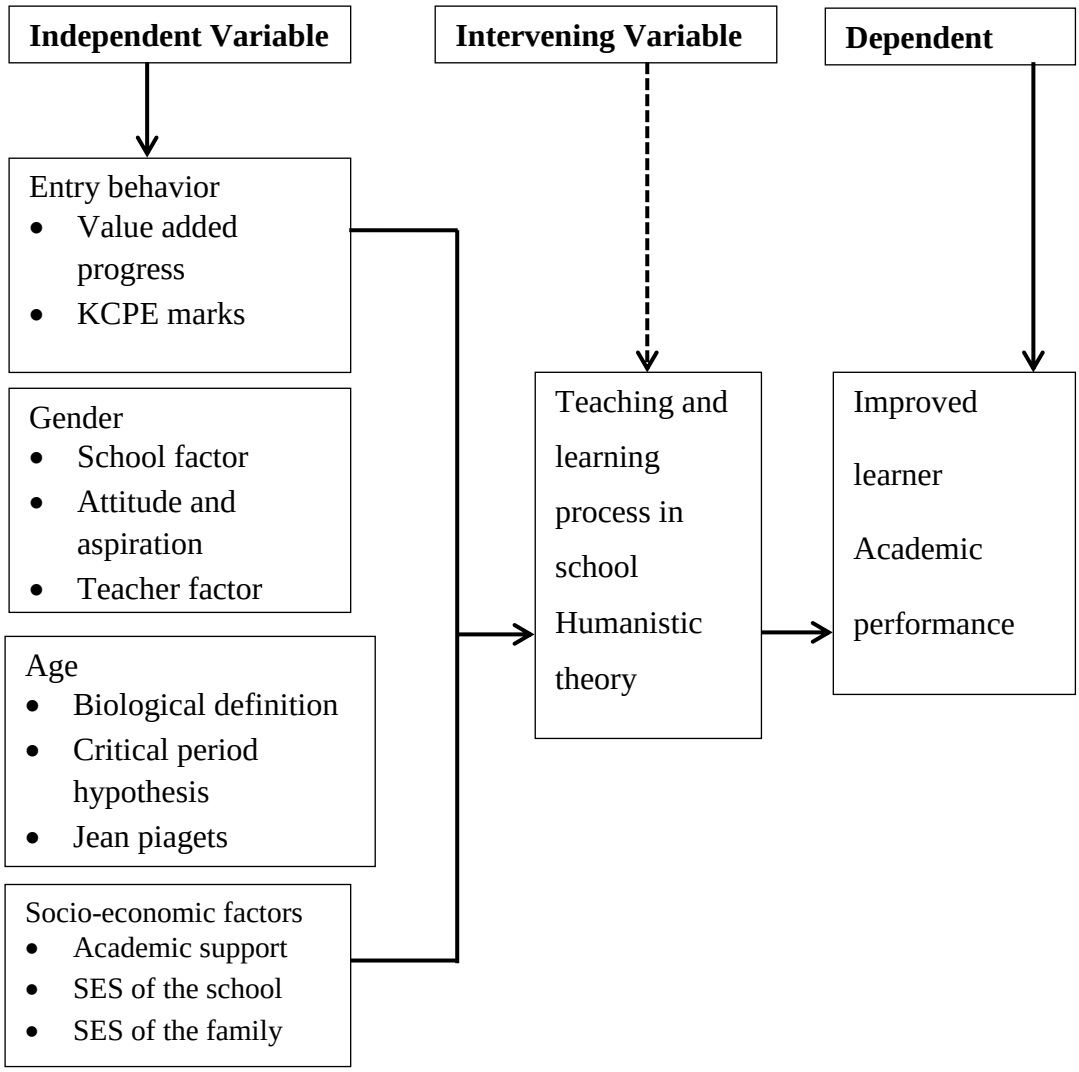
some learners have achieved negative VAP progress in his studies in Migori County. The question here is Kenya Certificate of Primary Education a predictor of Kenya Certificate of Secondary School Education or not? The proposed study therefore sought to establish the knowledge gap.

Barasa (2020); Wright (2017) have shown that socio economic factors have been known to greatly impact on learners' academic factors. There is need therefore to fill the methodology gap so as to improve learner academic performance. Variation in gender performance have been noted in reviewed studies in World book report (1995). The reviewed studies by Gursey (2021) and Lenneberg (2017) highlights age factor influence on learner academic performance. This proposed study seeks to establish the knowledge gap and the theoretical gap in learner factors affectingacademic performance.

2.7 Conceptual framework

The following figure shows a conceptual framework on the influence of learner factors on learner academic performance as shown in Figure 2.1

Figure 2.1: Conceptual Framework



The conceptual framework above shows the relationship between the independent and dependent variable. The learner factors which include entry behavior, gender, age and background experience are given as the independent variable. The academic performance of the learner (form three) is the dependent variable. Accordingly, this can mainly be determined by the given learner factors and the intervening variable such as the resources available and the teaching and learning process in school. A good academic

performance of the learner means relevant learner factors as well as teaching and learning strategies.

2.8 Theoretical framework

This study was guided by the humanistic learning theory (HLT) which is a learner centered approach that focus on reinforcement of learner factors to improve academic performance. It is one of the theory of education developed by Maslow, Rodgers and James (1952). HLT was a response to behaviorism and psychoanalysis educational theories. Maslow and humanistic psychologist suggest that students are inherently good and would make good decisions when all their needs are met. He further postulates that human beings are driven by their feelings more than rewards and punishment as advanced by B.F. Skinner Behaviorist theory. This has the implications that learners need a conducive learning environment both at home and at school so that they can focus on their learning. The principle of HLT is that all lead to self-actualization when the individual needs are met. This study resonates with HLT theory in that a better academic performance was achieved when the learner's needs are met. Maslow however, believes that most people have not reached self-actualization but are always aspiring for it. Student choice is central to humanistic learning theory. They have to focus on their daily activities as a means to achieving their ultimate goal in academic performance, learner self-motivation, attitude and ability to learn eventually determined their academic performance. Provision of conducive learning environment means the learners feels safe physically, mentally and emotionally. This eventually meant most of the learner's needs were met.

In humanistic learning theory the overall role of the teacher and the parent and other education stake holders is to be a facilitator and role model. The learner's role was to utilize their strength through self-evaluation to explore the opportunity in their academic performance. The Competency Based Curriculum has borrowed so much from humanistic theory. The Paradigmshift has sbeen academic performance focus on the learner rather than the teacher and the methodology in promoting academic performance of the learner and the school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section provides the research design to be adopted, target population, population sample and sampling procedure. The research instruments included: questionnaires, interview schedules and document analysis. The chapter also focused on instrument reliability, pilot study, data collection, procedures, data analysis and ethical consideration

3.2 Research design

Orngreen, and Levinsen (2017) defines this as the blue print for the collection, measurement and analysis of data. To outline the solution to the research problem, document analysis and case study research design was adopted. The basis for using descriptive study was appropriate to the researcher in preliminary studies and interpretation of information gathered for the purpose of clarification (Patel, & Patel, 2019).

3.3 Target population

According to Pandey, and Pandey (2021), target population as a sample frame from which a sample is collected. The study targeted 41public day secondary schools in Nandi North Sub- County from which 1435 Form Three students, 41 principals and 41 class teachers were selected in Nandi North Sub County. Thus, the total target population drawn from the 41 schools was 1558. The target population selected from the area of study had characteristics that were used by the researcher to make the results of the study.

3.4 Sample size and sampling procedure

According to Nayak, and Singh (2021) a researcher can use 30% of the accessible population to get a good sample size. A sample is determined by sample size, sampling frame and the procedures to be used for selection of the sample (Kerlinger, 2007). In social science research, the following formula can be used to determine the sample size if the target population is less than 10 000.nf =n

(1+n)/N

Where:

nf = the desired sample size when the population is less than 10 000 n = the desired sample size when the population is more than 10 000N = the estimate of the population size.

The sampling procedure adopted was simple random sampling for public day secondaryschools in the target population. This was appropriate in obtaining a representative sample without being biased as it also allows for generalization to all schools selected to participate. Purposive sampling was used to choose the school principals and class teachers because of the position they have in schools and reliability in giving information. For the Form Three students, simple sampling afforded equal opportunity to the learners in relation to the study. Having conducted the sampling procedure, a total of 10 schools, 10 school principals 10, class teachers and 430 form three students were sampled.

Table 3.1: Sample Frame

Category	Target population	Sample size
Schools	41	10
Principals	41	10
Class teachers	41	10
Students	1435	430
Total	**1558**	**460**

3.5 Research instruments

The research instruments used include questionnaires, interview schedule and document analysis.

3.5.1 Questionnaires

This is a research instrument that gathers data over a large area within a short period. There are two types of questionnaires. Structured (closed ended) and unstructured (open –ended) (Patel, & Patel, 2019). In closed-ended type of questionnaires, the respondent is given a list of all possible answers .A category called "others " is included to take care of responses which may not fit in the given category .Closed ended questionnaires have the advantage that they are easier to administer and analyze and are economical in terms of time and money .Structured or Open ended questionnaires affords the respondent a chance to respond in one's own words as well as give an insight into ones feelings on what he /she considers to be important and without fear of being victimized. The questionnaires were self-administered to Form Three students and their class teachers on the objective of gender, background experience, and age factor of the learner influenceon academic performance.

3.5.2 Interview Schedule

An interview is an oral administration of a questionnaire. It can also be an interview schedule that involves face to face encounters (Nayak, & Singh, 2021). The study is set to interview sampled principals in the sampled public day secondary schools on the objective of impact of learner background experience (social factors) on academic performance. The interview schedules shall also be self- administered.

3.5.3 Document Analysis

This involves critical analysis of private and public recorded information that relates to the variables in the study. Through the documentary analysis the researcher got information on background experience of the learners, learner age and entry behavior. The data was then used to relate to the learner academic performance in the sampled public day secondary schools.

3.5.4 Pilot Study

It ensured reliability and validity of the research instruments. Piloting was done in selected schools in the neighbouring sub counties. The analyzed data was then used to determine whether the questionnaire and interview schedules were relevant or vague or had any deficiency. The pilot study was also used to reveal if the methods of analysis were appropriate.

3.6 Instrument reliability

This refers to the degree to which a research instrument yields consistent result or data after repeated trials (Ørngreen, & Levinsen, 2017). The lesser the random error, the more reliable the instrument. Random error is the deviation from true measurement due to factors that have not been fully explored by the

researcher. To determine the reliability of the instrument a pilot study was conducted in two different schools outside the area of study, and then the consistency of the results was then established and compared using Pearson product moment of correlation co-efficient. A coefficient of 0.80 or more implies that there is high degree of reliability of data. The results of reliability analysis of questionnaire for students were presented in Table 3.2.

Table 3.2: Reliability Analysis of Questionnaire for Students

Item	No. of items	Cronbach's alpha
Learner entry behavior	5	0.7710
Gender of the learner	6	0.7251
Learner age	6	0.7425
Learner socio-economic factors	5	0.7133
Composite value	22	0.7380

The composite value of Cronbach's co-efficient was 0.7380 (73.80%) which was above the recommended Cronbach' alpha co-efficient of either greater than or equal to 0.70. The results of reliability analysis of questionnaire for class Teachers were presented in Table 3.3.

Table 3.3: Reliability Analysis of Questionnaire for Class Teachers

Item	No. of items	Cronbach's alpha
Learner entry behavior	4	0.7005
Gender of the learner	4	0.7432
Learner age	4	0.7510
Learner socio-economic factors	4	0.7300
Composite value	16	0.7312

The composite value of Cronbach's co-efficient was 0.7300 (73.00%) which was above the recommended Cronbach' alpha co-efficient of either greater than or equal to 0.70. This implied that further analysis could be done as the instruments were reliable.

3.7 Validity of the instruments

This refers to the accuracy and meaningful finding of inferences which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the variables of the study (Gupta, & Gupta, 2022). Content validity was determined by carefully selecting specific domain indicators which are relevant to the concept to be measured in the questionnaire and interview schedule. This was then subjected to critical assessment by the researcher's supervisors to enhance expert judgment (Patel, & Patel, 2019). Furthermore, the respondent's comments and suggestions from the pilot study helped the researcher to improve the questionnaire by checking whether there are any errors and omissions. Regression formula was also used to further determine the validity of the research data.

3.8 Data collection procedure

Subject to the approval of the researcher's proposal by the universities department the researcher obtained a transmittal letter from the university and a permit from the National Commission of Science Technology and Innovation (NACOSTI) as guided by the university department coordinators. The researcher then personally visited the sampled schools and sought

consent of the school principal to administer the questionnaire and interviews to the teachers' submitted questionnaires to students. Both written and oral interviews were used by the researcher after seeking the consent and explaining the importance of the study to the teachers and the students concerned. The research instruments were pretested using pilot study two weeks before their actual distribution to enable the researcher to critically observe in case of any error (Pandey, 2021). The primary data was then coded while the secondary data were recorded in tables or figures ready for analysis.

3.9 Data analysis technique

Oso (2019) explains data analysis as the separation of data into constituent parts or elements andexamination of data to distinguish its component parts or elements separately and in relation to the whole. Once the data had been collected using the research instruments, the primary data was then coded while the secondary one was recorded in tables or figures ready for analysis through the Statistical Package for Social Science (SPSS) Software. Descriptive statistics which involve measures of central tendencies was used to analyse the data. Inferential statistics involving correlation and regression analysis were also used. Correlation analysis was adopted to establish that nature of relationship and the strength of the relationship that existed between the study variables. Regression analysis was used to determine significant predictors of academic performance at 5% level of significance. Multiple linear regression model adopted in the study was as follows;

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \boldsymbol{\varepsilon}$$

Where:

Y represents the dependent variable (academic performance).

α represents the intercept (regression constant). This implies that the value of Y when X_1, X_2, X_3 and X_4 are equal to zero.

β_1 represents the change in y for each increment change in X_1

β_2 represents change in y for each increment change in X_2

β_3 represents change in y for each increment change in X_3

β_4 represents change in y for each increment change in X_4

X_1represents learner entry behavior

X_2represents gender of the learner

X_3represents learner age

X_4represents learner socio-economic factors experience

ε represents the error term

3.10 Ethical consideration

Nayak, and Singh (2021) defines ethics as a branch of philosophy which deals with one's conduct and serves as a guide to one's behavior. The researcher ensured that integrity is upheld at every level of the research proposal. Acquiring a transmittal letter from the University's school of education department of MED. Before presenting the sample, the researcher presented the sample copy of the research proposal and worked closely with supervisors to ensure cases of research fraud are rooted out.

To avoid misuse of power and authority during data collection the researcher used anonymity to protect the identity and privacy of the individuals was observed. The information from the respondents was treated with utmost confidentiality. This ensured information from respondents did not leak out hence subjecting them to trouble such as stigmatization. The research

instruments never included questions or information that have caused physical or psychological harm or lower the self-esteem of the respondents. The researcher considered voluntary and informed consent before giving out the research instruments to the respondents by identifying one's self and stating the purpose of the research proposal. Permission was sought from the school principals in the sampled schools. Respondents were also informed of their tight to drop from the study at any stage of the process.

3.11 Summary of the chapter

This chapter provided the research design used in the study, the target population, population sample and the sampling procedure. It also focused on the research instruments and their reliability, pilot study, data collection procedures and data analysis. Ethical considerations adopted in the study are also provided in this chapter.

CHAPTER FOUR:

DATA ANALYSIS, PRESENTATION, INTERPRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the data analysis, presentation, interpretation and discussion on the finding of the study. The main objective of the study was to establish the influence of learner factors on their academic performance in Integrated English in public day secondary school in Nandi North -Sub County. The learner factors in question were the entry behaviour, age, social-economic background and gender. Data was collected through questionnaires, interview schedule and document analysis.

4.2 Response rate

The number of students who filled the questionnaires was 430 student respondents while the class teachers were 10 in the selected public day secondary school in Nandi North Sub County. A total of 10 principals were interviewed which represented a 100% response rate. Out of the 430 questionnaires that were issued to the respondents, 394 were returned; however, 16 were incomplete which implies that the response rate was 87.9%. Out of the 10 questionnaires that were issued to class teachers, 9 were returned and 1 questionnaire out of the nine that were returned was incomplete. This implies that 8 questionnaires were completely filled which represented a response rate of 80%. According to Mugenda and Mugenda (2003) the response rate of over 70% is quite relevant for Statistical reporting. The folowing table gives a summary of the response rate of the respondents.

Table 4.2: Response Rate

Response	Rate of Response	Frequency Target	Percentage
Students	378	430	87.9
Class Teachers	8	10	80
School Principals	10	10	100

4.2 Demographic characteristics

The demographic characteristic for the Learners that was sought in the study included; gender, age, KCPE marks and current mean grade. Findings were as presented in Table 4.3.

Table 4.3: **Demographic characteristics of Learners in Form Three**

n=378		Frequency	Percent
Gender	Male	122	32.3
	Female	256	67.7
Age	Below 13	10	2.6
	13-16	100	26.5
	16-18	174	46.0
	Above 18	94	24.9
KCPE marks	Below 300	244	64.6
	300 and above	134	35.4
Current mean grade	B+	14	3.7
	B	25	6.6
	B-	32	8.5
	C+	138	36.5
	C	26	6.9
	C- and below	143	37.8

Gender had been operationalized using male and female. Majority of the student respondents were Male 122 and female 256. This was represented with 32.3% and 67.7% respectively. This implies that both genders were involved in the study which improved the quality of the findings presented. The study also sought to assess gender of the class teachers and the findings are

presented in Table 4.3. It is evident as shown in Table 4.3, that the numbers of male class teachers were 5 while female class teachers were 3. This represented 62.5% and 37.5% respectively. Findings imply that both genders were involved in the study and therefore this enhanced diversity in opinions provided which ended up enhancing the quality of the findings provided in the study.

The study was also interested in determining the age of learners which was operationalized using below 13, 13 to 16, 16 to 18 and above 18. Findings were presented in Table 4.2. The results revealed that 100 students were aged between 13 and 16 years, 174 between 16 to 18 years, 10 below 13 years and 94 (24.9%) above 18 years. This shows that the respondents were of different age categories which enhanced diversity of opinions provided which in-turn improved the quality of the study. In relation to KCPE marks, 244 (64.6%) scored below 300 while 134(35.4%) scored 300 and above. This shows that the respondents' score was diverse and therefore the opinions provided differed which implied that the quality of the findings was enhanced. On the current mean grade, 14 students had B+, 25 had B, 32 B-, 138 C+, 26 had C and 143 and C- and below. This was represented by 3.7%, 6.6.%, 8.5%, 36.5%, 6.9% and 37.8% respectively. The differences in mean grade implies difference in opinions provided which enhanced diversity of opinions thus improved the quality of the study.

On class teachers, 1 teacher had experience level of less than 10 years, 5 had between 10 to 19 years while 2 had over 20 years. This was represented by

12.5%, 62.5% and 25.0% respectively. Findings were as shown in Table 4.3. This implies that the class teachers had the experience needed to understand the learner factors that influence students' academic performance. In regards to employment terms, 6 teachers had been employed by TSC while 2 by BOM. This was represented by 25.0% and 75.0% respectively. This implies that the teacher's employment terms varied and therefore the differences in employment terms enhanced diversity in opinions provided that helped to improve the quality of the findings provided.

Table 4.4: Demographic characteristics of Class Teachers

n=8		**Frequency**	**Percent**
Gender	Male	5	62.5
	Female	3	37.5
Experience	Below 10	1	12.5
	10-19	5	62.5
	Over 20	2	25.0
Employment terms	BOM	2	25.0
	TSC	6	75.0
Qualification	Teacher trainee	1	12.5
	Diploma	1	12.5
	B. ED	5	62.5
	Masters	1	12.5

In regards to qualification, 1 was a teacher trainee, 1 had diploma, 5 had B-ED while 1 had masters degree. This was represented by 12.5%, 12.5%, 62.5% and 12.5% respectively. Teachers had different qualifications and therefore their opinions were diverse and this was good for the study as it improved the quality of the study.

4.3 Learner Entry Behaviour and Academic Performance in Integrated English

The study adopted two sets of questionnaires, that is, questionnaire for

Learners and another one for Class Teachers as shown in Tables 4.4 and 4.5 respectively. Indicators of Entry behavior adopted in the study were value added progress and KCPE marks. In regards to the responses provided by the Learners as shown in Table 4.4, the findings were as follows; on whether value added progress is important in students' academic performance, 262 (69.3%) agreed while 92(24.3%) disagreed. Value added progress that is important in students' academic performance was further established to enhance students' academic performance with (mean= 3.5661, std. Dev. = 1.41501). Findings resemble that of Maheshwari (2018) that found out that value added progress was important in students' performance in Integrated English.

Table 4.5: **Learners responses on Learners' Entry behaviour**

n=378		SD	D	U	A	SA	Mean	Std. deviation
Valued added progress is important in students' academic performance in Integrated English.	F	65	27	24	153	109	3.5661	1.41501
	%	17.2	7.2	6.3	40.5	28.8		
Valued added progress enhances students' academic performance in Integrated English.	F	0	5	21	171	181	2.5291	1.18140
	%	0.0	1.3	5.6	45.2	47.9		
When there is value added progress, learners' performance must improve	F	0	1	51	150	176	3.5529	1.33056
	%	0.0	0.3	13.5	39.7	46.6		
KCPE marks influences learners' entry behaviour.	F	59	49	51	158	61	3.2989	1.31631
	%	15.6	13.0	13.5	41.8	16.1		
High score in KCPE is associated is good behaviour.	F	49	41	41	143	104	3.5608	1.34016
	%	13.0	10.8	10.8	37.8	27.5		

Learners' responses on whether value added progress enhances students' academic performance revealed that 352(93.1%) agreed while 5(1.3%) disagreed. This implies that value added progress was further established to enhance students' academic performance with (mean= 2.5291, std. Dev. = 1.18140). The study by Simuyu (2020) also revealed that value added progress enhances students' academic performance. In relation to the construct that when there is value added progress, learners' performance must improve, 326(86.2%) agreed while 1(0.26%) disagreed. The study further established

that when there is value added progress, learners' performance must improve with (mean= 3.5529, std. Dev. = 1.33056). The study agrees with that of Psacharopaulos, and Woodhall (2020) that when there is value added progress, learners' performance must improve.

In regards to whether KCPE marks influences learners' entry behaviour, 219(57.9%) agreed while 108(28.6%) disagreed. KCPE marks were further established to enhance learners' entry behaviour with (mean= 3.2989, std. Dev. = 1.31631). Findings are in-tandem with that of Bitok (2019) that KCPE marks enhances learners' entry behaviour. In regards to whether high score in KCPE is associated is good behaviour, 247(65.3%) agreed while 90(23.8%) disagreed. High score in KCPE that is associated with good behaviour was further established to enhance academic performance (mean= 3.5608, std. Dev. = 1.34016). The study is in agreement with that of Ndege (2018) that high score in KCPE that is associated with good behaviour was further established to enhance academic performance in Integrated English. Class Teachers responses were also sought on entry behaviour and the findings were provided in Table 4.5.

Table 4.6: Class Teachers responses on Learners' Entry behaviour

n=8		SD	D	U	A	SA	Mean	Std. deviation
Valued added progress enhances academic performance in Integrated English.	F	1	1	1	2	3	3.6250	1.50594
	%	12.5	12.5	12.5	25.0	37.5		
We use Valued added progress all the time to improve students' academic performance in Integrated English.	F	1	1	1	3	2	3.5000	1.41421
	%	12.5	12.5	12.5	37.5	25.0		
We consider value added progress as a factor that influences learners' academic performance in Integrated English.	F	1	1	1	2	3	3.6250	1.50594
	%	12.5	12.5	12.5	25.0	37.5		
Students' entry behaviour is influenced by their score in KCPE marks.	F	1	3	1	2	1	2.8750	1.35620
	%	12.5	37.5	12.5	25.0	12.5		

On whether value added progress enhances academic performance, 5 (62.5%) agreed while 2(25.0%) disagreed. Value added progress was further established to enhance academic performance with (mean= 3.6250, std. Dev. = 1.50594). The study agrees with that of Cherop (2019) that value added progress was further established to enhance academic performance. In relation to whether Value added progress is used all the time to improve students' academic performance, 5(62.5%) agreed while 2(25.0%) disagreed. The use of

value added progress all the time to improve students' academic performance was further established to enhance academic performance with (mean= 3.5000, std. Dev. = 1.41421). The study by Tum (2020) also revealed that the use of value added progress all the time to improve students' academic performance in Integrated English.

On whether value added progress is considered as a factor that influences learners' academic performance, 5(62.5%) agreed while 2(25.0%) disagreed. Considering value added progress as a factor that influences learners' academic performance was further established to enhance academic performance with (mean= 3.6250, std. Dev. = 1.50594). The study by Aloo (2018) also established that considering value added progress as a factor that influences learners' academic performance enhances students' academic performance. On whether Students' entry behaviour is influenced by their score in KCPE marks, 3(37.5%) agreed while 3(37.5%) disagreed. KCPE marks score was further established to enhance academic performance with (mean= 2.8750, std. Dev. = 1. 35620). The study by Eshiwani (2018) also revealed that KCPE marks score affects students' academic performance. Eight out of the 10 respondents revealed that;

> *"Learner entry behaviour has a significant impact on academic performance in Integrated English. The use of value added progress helps to improve students' academic performance. Students' entry behaviour is influenced by the score in KCPE marks."*

4.4 Learner Gender and Academic Performance in Integrated English

The study used two sets of questionnaires, that is, questionnaire for learners and class teachers as shown in Table 4.6 and Table 4.7 respectively. Indicators

of gender adopted in the study were school factor, attitude and aspiration and teacher factor. Findings of the Learners are presented first and thereafter that of class teachers. Learners' responses on whether the nature of school that is gender sensitive affect learners' academic performance were presented in Table 4.6. Findings revealed that 226 (59.8%) agreed while 107 (28.3%) disagreed. Nature of school that is gender sensitive was further established to affect learners' academic performance with (mean= 3.4365, std. Dev. = 1.44113). The study by Magaray (2022) also revealed the nature of school that is gender sensitive affects' learners' academic performance in Integrated English.

Table 7: Learner's responses of Gender

n=378		SD	D	U	A	SA	Mean	Std. deviation
Nature of school that is gender sensitive affect learners' academic performance in Integrated English.	F	64	43	45	116	110	3.4365	1.44113
	%	16.9	43	45	116	110		
Type of the school whether girl school, boy school or mixed school affect learners' academic performance in Integrated English.	F	48	49	49	121	111	3.5238	1.36485
	%	12.7	13.0	13.0	32.0	29.4		
Attitude and aspirations of female learners is better than that of male learners.	F	39	10	27	152	150	3.9630	1.22689
	%	10.3	2.6	7.1	40.2	39.7		
Attitude and aspirations that each gender has influences learners' academic performance in Integrated English.	F	45	32	27	128	146	3.7884	1.35195
	%	11.9	8.5	7.1	33.9	38.6		
Learners perform better when taught with more female teachers.	F	48	43	44	136	107	3.5582	1.34423
	%	12.7	11.4	11.6	36.0	28.3		
Learners perform better when taught with more male teachers.	F	44	41	58	164	71	3.4683	1.24261
	%	11.6	10.8	15.3	43.4	18.8		

In regard to whether type of the school, affected learners' academic performance, 232 (61.4%) agreed while 97(25.7%) disagreed. Type of the

school whether girl school, boy school or mixed school was further established to affect learners' academic performance in Integrated English with (mean= 3.5238, std. Dev. = 1.36485). The study by Jackline (2020) also revealed that type of the school whether girl school, boy school or mixed school affects learners' academic performance. On whether attitude and aspirations of female learners is better than that of male learners, 302 (79.9%) agreed while 49(13.0%) disagreed. Attitude and aspirations of female learners that is better than that of male learners was further established to affect learners' academic performance with (mean= 3.9630, std. Dev. = 1.22689). The results of the study was in agreement with that of Pajares, and Valiatile (2019) that attitude and aspirations of female learners that is better than that of male learners affects learners' academic performance in Integrated English.

In relation to whether attitude and aspirations of each gender influences learners' academic performance, 274 (72.5%) agreed while 77(20.4%) disagreed. Attitude and aspirations of each gender was further established to enhance learners' academic performance with (mean= 3.7884, std. Dev. = 1.35195). The study agrees with that of Swill (2022) that attitude and aspirations of each gender enhances learners' academic performance. On whether Learners perform better when taught with more female teachers, 243(64.3%) agreed while 91(24.1%) disagreed. Learners being taught with more female teachers was further established to enhance learners' academic performance with (mean= 3.5582, std. Dev. = 1.34423). The study agrees with that of Stipek and Grralinski (2021) that Learners being taught with more female teachers enhances learners' academic performance in Integrated

English.

On whether learners perform better when taught with more male teachers, 235(62.2%) agreed while 85(22.5%) disagreed. Learners being taught with more male teachers was further established to enhance learners' academic performance with (mean= 3.4683, std. Dev. = 1.24261). The study agrees with that of Archer and Me Donald (2021) that Learners being taught with more male teachers enhances' learners' academic performance in Integrated English. Class Teacher's responses of gender were presented in Table 4.7.

Table 4.8: Class Teacher's responses on Gender

n=8		SD	D	U	A	SA	Mean	Std. deviation
Schools that are gender sensitive perform better than those that are not gender sensitive.	F	1	1	1	2	3	3.6250	1.50594
	%	12.5	12.5	12.5	25.0	37.5		
Attitude and aspirations differ among all students of different sex.	F	1	1	1	4	1	3.3750	1.30247
	%	12.5	12.5	12.5	50.0	12.5		
Attitude and aspirations that are gender specific affect learners' academic performance in Integrated English.	F	1	1	1	2	3	3.6250	1.50594
	%	12.5	12.5	12.5	25.0	37.5		
Learners' academic performance in Integrated English is better when the Learners are taught by teachers of different sex.	F	1	2	1	1	3	3.3750	1.59799
	%	12.5	25.0	12.5	12.5	37.5		

The study sought to determine whether Schools that are gender sensitive perform better than those that are not gender sensitive. Class Teachers responses were as follows; 5 (62.5%) agreed while 2(25.0%) disagreed. Schools that are gender sensitive were further established to affect academic performance in Integrated English with (mean= 3.6250, std. Dev. = 1.50594). The study also agreed with that of Mwakilembe (2021) that Schools that are gender sensitive affect learners' academic performance in Integrated English positively. On whether attitude and aspirations differ among all students of different sex, 5(62.5%) agreed while 2(25.0%) disagreed. Attitude and aspirations that differ among all students of different sex was further established to affect academic performance with (mean= 3.3750, std. Dev. = 1.30247). The study by Mensch, and Cynthia (2018) also revealed that attitude and aspirations that differ among all students of different sex affects learners' academic performance in Integrated English.

In relation to whether attitude and aspirations that are gender specific affect learners' academic performance in Integrated English, 5(62.5%) agreed while 2(25.0%) disagreed. Attitude and aspirations that are gender specific were further established to affect learners' academic performance in Integrated English with (mean= 3.6250, std. Dev. = 1.50594). The study is in agreement with that of Williams, et al. (2020) that attitude and aspirations that are gender specific affects learners' academic performance. In regard to whether Learners' academic performance in Integrated English is better when the Learners are taught by teachers of different sex, 4(50.0%) agreed while 3(37.5%) disagreed. When the Learners are taught by teachers of different sex,

academic performance improves with (mean= 3.3750, std. Dev. = 1.59799). The study agrees with that of Swill (2022) that when the Learners are taught by teachers of a different sex, academic performance improves. Nine out of 10 respondents revealed that;

> *"Learners' gender has a significant impact on academic performance in Integrated English. Attitude and aspirations that are gender specific affects learners' academic performance. Learners' academic performance is better when the Learners are taught by teachers of different sex."*

4.5 Learners' Age and Academic Performance in Integrated English

The study used two sets of questionnaires, that is, questionnaire for Learners and Class Teachers as shown in Table 4.8 and Table 4.9 respectively. Indicators of age adopted in the study were biological definition and critical hypothesis. Findings of the Learners are presented first and thereafter that of class Teachers. learners' responses on whether biological definition affect learners' academic performance, the findings are presented in Table 4.8. Out of the total respondents, 340 respondents agreed while 28 disagreed. This was represented by 89.9% and 7.4% respectively. Biological definition was further established to affect learners' academic performance in Integrated English with (mean= 4.2672, std. Dev. = .95802). Findings resonates with those of Khalifa (2022) which establish that biological definition affected learners' academic performance in Integrated English.

Table 4.9: Learners' responses on Age

n=378		SD	D	U	A	SA	Mean	Std. deviation
Biological definition affect learners' academic performance in Integrated English.	F	14	14	10	159	181	4.2672	.95802
	%	3.7	3.7	2.6	42.1	47.9		
Critical hypothesis is influenced by the age of the Learner.	F	31	63	14	112	158	3.8016	1.35102
	%	8.2	16.7	3.7	29.6	41.8		
Increase in age is associated with improvement in learners' academic performance in Integrated English.	F	43	61	44	130	100	3.4841	1.33749
	%	11.4	16.1	11.6	34.4	26.5		
Older students attain higher academic performance in Integrated English.	F	31	92	30	88	137	3.5503	1.39870
	%	8.2	24.3	7.9	23.3	36.2		
Younger students attain lower academic performance in Integrated English.	F	32	27	27	210	82	3.7487	1.12969
	%	8.5	7.1	7.1	55.6	21.7		
Critical hypothesis period influences learner academic performance in Integrated English.	F	26	26	10	126	190	4.1323	1.18723
	%	6.9	6.9	2.6	33.3	50.3		

On whether critical hypothesis is influenced by the age of the Learner, 270(71.4%) agreed while 94(24.9%) disagreed. Critical hypothesis influenced by the age of the learner was further established to affect academic

performance in Integrated English with (mean= 3.8016, std. Dev. = 1.35102). The study is in agreement with that of Johnston (2022) that critical hypothesis influenced by the age of the learner affected academic performance in Integrated English. In relation to whether increase in age is associated with improvement in learners' academic performance, 230(60.8%) agreed while 104(27.5%) disagreed. Increase in age was further established to affect learners' academic performance in Integrated English with (mean= 3.4841, std. Dev. = 1.33749). The study agrees with that of Krasken (2020) that increase in age affects learners' academic performance in Integrated English.

In regards to whether older students attain higher academic performance, 225(59.5%) agreed while 123(32.5%) disagreed. Students being older was further established to affect academic performance with (mean= 3.5503, std. Dev. = 1.39870). The study agrees with that of Sugelton, and Ryan (2018) that found out that students who are older in age affected their performance in integrated English . In relation to whether younger students attain lower academic performance, 292(76.8%) agreed while 59(15.6%) disagreed. How young students are, affects academic performance in Integrated English, with (mean= 3.7487, std. Dev. = 1.12969). The study agreed with that of Spada (2018) that how young students are, affects academic performance in Integrated English. On whether critical hypothesis period influences learner academic performance, 316(83.6%) agreed while 52 (13.8%) disagreed. Critical hypothesis period was further found to affect academic performance in Integrated English with (mean= 4.1323, std. Dev. = 1.18723). The study by Lenneberg (2019) also revealed that Critical hypothesis period affects academic performance in Integrated English. Teachers' responses on learners' age were presented in Table 4.9;

Table 4.10: Teachers responses on Learners' Age

n= 8		SD	D	U	A	SA	Mean	Std. deviation
Biological definition influenced by age affects learners' academic performance in Integrated English.	F	1	1	1	2	3	3.6250	1.50594
	%	12.5	12.5	12.5	25.0	37.5		
Critical hypothesis enhanced by age affects Learners' academic performance in Integrated English.	F	1	1	1	4	1	3.3750	1.30247
	%	12.5	12.5	12.5	50.0	12.5		
Older students attain higher academic performance in Integrated English.	F	1	3	1	2	1	3.6250	1.50594
	%	12.5	37.5	12.5	25.0	12.5		
Students that are young tend to outperform older ones.	F	1	1	0	3	3	3.6151	1.50290
	%	12.5	12.5	0.0	37.7	37.5		

Teachers were asked whether biological definition influenced by age affects learners' academic performance in Integrated English, 5 (62.5%) agreed while 2(25.0%) disagreed. Biological definition influenced by age was further established to affect learners' academic performance in Integrated English with (mean= 3.6250, std. Dev. = 1.50594). The study agrees with that of Spada (2018) that biological definition influenced by age affects' learners'

academic performance in Integrated English. In regards to whether critical hypothesis enhanced by age affects learners' academic performance in Integrated English, 5(62.5%) agreed while 2(25.0%) disagreed. Critical hypothesis enhanced by age was further established to affect Learners' academic performance with (mean= 3.3750, std. Dev. = 1.30247). Findings are in-tandem with that of Johnston (2022) that critical hypothesis enhanced by age affects Learners' academic performance in Integrated English.

On whether older students attain higher academic performance in Integrated English, 4 (50.0%) agreed while 3(37.5%) disagreed. Students being old were further established to affect academic performance with (mean= 3.6250, std. Dev. = 1.50594). Khalifa (2022) also established that students being old affects academic performance in Integrated English. On whether Students that are young tend to outperform older ones, 6(75.0%) agreed while 2(25.0%) disagreed. How young students are was found to affect academic performance with (mean= 3.6151, std. Dev. = 1.50290). The study by Gursey (2021) also established that how young students are, affects academic performance in Integrated English. Seven (7) out of 10 respondents revealed that;

> *"Learners' age has a significant impact on academic performance in Integrated English. Biological definition is influenced by age which affects' learners' academic performance. Critical hypothesis enhanced by age affects learners' academic performance."*

4.6 Learner Social-economic Factors and Academic Performance in Integrated English

The study used two sets of questionnaires, that is, questionnaire for Learners and Class Teachers as shown in Table 4.10 and Table 4.11 respectively.

Indicators of social-economic factors adopted in the study were; academic support, SES of the school and SES of the family. Findings of the Learners are presented first and thereafter that of class Teachers. Learners' responses on whether academic support enhances learners' academic performance in Integrated English, 271 (71.7%) agreed while 80(21.2%) disagreed. Academic support was further established to enhance learners' academic performance with (mean= 3.8386, std. Dev. = 1.41154). The study by Barasa (2020) also revealed that academic support enhances learners' academic performance in Integrated English.

On whether all students receive all the academic support they need in the school, 306(81.0%) agreed while 48(12.6%) disagreed. All students receiving all the academic support they need in the school was further established to enhance learners' academic performance in Integrated English with (mean= 4.0899, std. Dev. = 1.16417).The Findings are similar to that of Aikens, and Barbastin (2018) which found out that all students receiving all the academic support they need in the school enhances learners' academic performance. In regards to whether Social-economic status of the school affects learners' academic performance in Integrated English, 277(73.3%) agreed while 87(23.0%) disagreed. Social-economic status of the school was further established to affect learners' academic performance with (mean= 3.8519, std. Dev. = 1.31680). The study by Morgan et al. (2019) also revealed that social-economic status of the school affects learners' academic performance in Integrated English.

Table 4.11: Learners responses on Learners' Social-economic factors

n=378		SD	D	U	A	SA	Mean	Std. deviation
Academic support enhances learners' academic performance in Integrated English.	F	48	32	27	97	174	3.8386	1.41154
	%	12.7	8.5	7.1	25.7	46.0		
All students receive all the academic support they need in the school.	F	24	24	24	128	178	4.0899	1.16417
	%	6.3	6.3	6.3	33.9	47.1		
Social-economic status of the school affects learners' academic performance in Integrated English.	F	28	59	14	117	160	3.8519	1.31680
	%	7.4	15.6	3.7	31.0	42.3		
A good social-economic status of the family is associated with better academic performance in Integrated English.	F	32	27	32	98	189	4.0185	1.27916
	%	8.5	7.1	8.3	25.9	50.0		
Most of the students who perform better than others in the school are from families with high socio-economic status.	F	49	27	27	125	150	3.7937	1.37224
	%	13.0	7.1	7.1	33.1	39.7		

In a bid to establish whether a good social-economic status of the family is associated with better academic performance in Integrated English,

287(75.9%) agreed while 59(15.6%) disagreed. A good social-economic status of the family was further established to affect academic performance in Integrated English with (mean= 4.0185, std. Dev. = 1.27916). The study is in agreement with that of Harn and Wheldall (2021) that a good social-economic status of the family affects academic performance in Integrated English. On whether most of the students who perform better than others in the school are from families with high socio-economic status, 275(72.8%) agreed while 76(20.1%) disagreed. Students in the school from families with high socio-economic status was further established to affect academic performance with (mean= 3.7937, std. Dev. = 1.37224). Harn and Wheldall (2021) also established that students in the school from families with high socio-economic status affects academic performance in Integrated English. The study also sought teachers' responses on social-economic factors and the findings were presented in Table 4.11.

Table 4.12: Teachers responses on Learners' Social-economic factors

n= 8		SD	D	U	A	SA	Mean	Std. deviation
The academic support provided to students enhances their academic performance in Integrated English.	F	0	0	0	3	5	3.5000	1.41421
	%	0.0	0.0	0.0	37.5	62.5		
Academic support is directly proportional to the level of improvement in academic performance in Integrated English.	F	0	0	1	1	6	3.7500	1.58114
	%	0.0	0.0	12.5	12.5	75.0		
The schools social-economic status enhances learners' academic performance in Integrated English.	F	0	1	0	3	4	3.6250	1.50594
	%	0.0	12.5	0.0	37.5	50.0		
The social-economic status of the family is directly proportional to learners' academic performance in Integrated English.	F	1	0	0	6	1	3.7500	1.58114
	%	12.5	0.0	0.0	75.0	12.5		

On whether the academic support provided to students enhances their academic performance in Integrated English, 8(100.0%) agreed. Academic support provided to students was further established to enhance academic performance in Integrated English with (mean= 3.5000, std. Dev. = 1.41421). Kamuti (2020) also established that academic support provided to students enhances students' academic performance in Integrated English. In regards to

whether academic support is directly proportional to the level of improvement in academic performance in Integrated English, 7(87.5%) agreed while none disagreed. Academic support that is directly proportional to the level of improvement in academic performance was further established to affect academic performance in Integrated English with (mean= 3.7500, std. Dev. = 1.58114). The study by Harn and Wheldall (2021) also revealed that academic support that is directly proportional to the level of improvement in academic performance affects students' academic performance in Integrated English.

The study also sought to determine whether schools' social-economic status enhances learners' academic performance, 7(87.5%) agreed while 1(12.5%) disagreed. Schools social-economic status was further established to enhance learners' academic performance in Integrated English with (mean= 3.6250, std. Dev. = 1.50594). The study by Aikens, and Barbastin (2018) also revealed that schools' socio-economic status enhances learners' academic performance in Integrated English. On whether the social-economic status of the family is directly proportional to learners' academic performance, 7(87.5%) agreed while 1(12.5%) disagreed. Socio-economic status of the family that is directly proportional to learners' academic performance was further established to affect academic performance with (mean= 3.7500, std. Dev. = 1.58114). The study by Wright (2017) also revealed that the social-economic status of the family that is directly proportional to learners' academic performance affects academic performance in Integrated English. Ten out of 10 respondents revealed that;

"Learners' socio - economic factors have a significant impact on academic performance in Integrated English. Schools social-economic status enhances learners' academic performance in Integrated English. Academic support that is directly proportional to the level of improvement in academic performance affects' academic performance in Integrated English."

4.7 Academic Performance in Integrated English

The dependent variable was student academic performance in public day secondary schools in Nandi North Sub County, Kenya. Documentary analysis guide was used to determine get form three students' average mean score of Integrated English of a sample of ten (10) schools between 2018 and 2022. Findings were presented in Table 4.13.

Table 4.13: Average mean scores of Integrated English in Form Three

School (s)	Average mean score
School 1 mean score	3.2483
School 2 mean score	3.4781
School 3 mean score	3.7936
School 4 mean score	3.8274
School 5 mean score	3.6972
School 6 mean score	3.4964
School 7 mean score	3.8825
School 8 mean score	3.5628
School 9 mean score	3.6490
School 10 mean score	3.7058

The average mean score for the period 2018 and 2022 for 10 public day secondary schools was presented in this section. For school (1) upto school (10) the average mean score was 3.2483, 3.4781, 3.7936, 3.8274, 3.6972, 3.4964, 3.8825, 3.5628, 3.6490 and 3.7058 respectively. The trend line for average mean score for the schools sampled in the study was presented in figure 4.1.

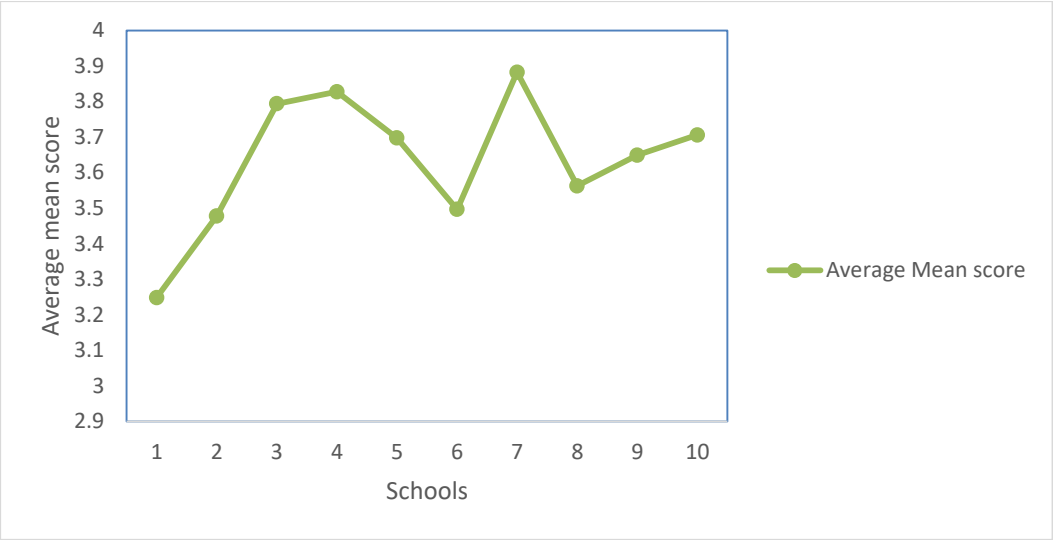


Figure 4.2: Trend line for average mean score of Integrated English

It is evident from the trend line presented in Figure 4.1 that the students' academic performance in Integrated English (average mean score) for school (1) was the lowest, that is, 3.2483 while the highest was for school (7), that is, 3.8825. The average mean score was above 3.0000 for all the ten (10) schools considered in this study. Ten out of 10 respondents revealed that;

> *"Learners' academic performance in Integrated English had changed due to learner factors that affect academic performance in Integrated English."*

4.8 Correlation analysis

Correlation analysis was conducted in this study to determine the nature of relationship between the study variables. It will help to determine the nature of relationship between learner factors and student academic performance in Integrated English in PDSS in Nandi North Sub County, Kenya. Correlation analysis was adopted to determine whether the nature of relationship that exists between study variables is positive or negative and whether it is positively strong or weak or negatively strong or weak. Its intention is also to establish whether there exists no relationship between variables. The results of the correlation analysis were presented in Table 4.13.

Table 4.14: Correlation analysis

n=378		Academic performance in Integrated English	Entry	Gender	Age	Social-economic factors
Academic Performance in Integrated English	Pearson Correlation					
	Sig. (2-tailed)	1				
Entry	Pearson Correlation					
	Sig. (2-tailed)	.836**	1			
Gender	Pearson Correlation	.000				
	Sig. (2-tailed)	.732*	.288**	1		
Age	Pearson Correlation	.000	.016			
	Sig. (2-tailed)	.713*	.662**	.639**	1	
Social-economic factors	Pearson Correlation	.000	.000	.000		
	Sig. (2-tailed)	.787*	.445*	.938*	.556*	1
		.000	.000	.000	.000	

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Learners' entry behaviour was found to have a significantly strong positive relationship with students' academic performance in Public Day Secondary Schools in Nandi North Sub County, Kenya of ($r = 0.836$, p-value < 0.01). This implies that there is a positive relationship between entry behaviour and students' academic performance in Public Day Secondary Schools in Nandi

North Sub County, Kenya. The study by Maheshwari (2018) also revealed that Learners' entry behaviour enhances students' academic performance in Integrated English.

Gender was found to have a significantly strong positive relationship with students' academic performance in Public Day Secondary Schools in Nandi North Sub County, Kenya of ($r = 0.732$, p-value < 0.05). This implies that there is a positive relationship between gender and students' academic performance in Public Day Secondary Schools in Nandi North Sub County, Kenya. The study agrees with that of Archer and Me Donald (2021) that Learner gender has an influence on students' academic performance in Integrated English.

Leaner' age was found to have a significantly strong positive relationship with students' academic performance of Integrated English in PDSS in Nandi North Sub County, Kenya of ($r = 0.713$, p-value < 0.05). This implies that there is a positive relationship between learners' age and students' academic performance of Integrated English in PDSS in Nandi North Sub County, Kenya. Findings are in-tandem with that of Khalifa (2022) that learners' age affects students' academic performance of Integrated English in PDSS.

Learners' socio-economic factors were found to have a significantly strong positive relationship with students' academic performance of Integrated English in PDSS in Nandi North Sub County, Kenya of ($r = 0.787$, p-value < 0.05). This implies that there is a positive relationship between learners' social-economic factors and students' academic performance of Integrated

English in PDSS in Nandi North Sub County, Kenya. The study agrees with that of Barasa (2020) that there is a positive relationship between learners' social-economic factors and students' academic performance in Integrated English.

4.9 Regression analysis

Regression analysis was adopted to predict students' academic performance of Integrated English in PDSS in Nandi North Sub County, Kenya from entry behaviour, gender, age and social-economic factors. The regression model summary results were presented in Table 4.14.

Table 4.15: Regression Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.866 [a]	.750	.550	.58767

a. Predictors: (Constant), learner entry behaviour, gender of the learner, learner age, learner social-economic factors

The value of adjusted R-square was 0.550 as shown in Table 4.14 which implies that the regression model explained 55.0% of students' academic performance of Integrated English in PDSS from the predictor variables adopted in this study that is, learner entry behaviour, gender of the learner, learner age, learner social-economic factors. Analysis of variance (ANOVA) was adopted so as to measure the differences in means between performance and its predictor variables. The findings are shown in Table 4.16.

Table 4.16: **ANOVA**

		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.173	4	1.293	3.745	.000[b]
	Residual	1.727	5	.345		
	Total	6.900	9			

a. Dependent Variable: academic performance in Integrated English

b. Predictors: (Constant), learner entry behaviour, gender of the learner, learner age, learner social-economic factors

The value of the F test is F (4, 9) = 3.745, $p<0.05$. This implies that the model is reliable and can be used to predict academic performance of Integrated English in PDSS in Nandi North Sub County, Kenya. Regression coefficient analysis was conducted in order to determine the beta value which was used to determine the extent to which each independent variable affects dependent variable. Findings were as shown in Table 4.16.

Table 4.17: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.491	3.002		.164	.001
	Learner entry behaviour	.230	.088	1.014	2.616	.037
	Learner gender	.532	.042	.212	.759	.020
	Learner age	.225	.135	.552	1.669	.000
	Leaner social-economic factors	.400	.109	1.413	3.658	.015

a. Dependent Variable: Academic Performance

Table 4.16 shows the regression coefficients results whereby Learner entry behaviour had a positive and significant effect on academic performance of Integrated English in PDSS in Nandi North Sub County, Kenya of (β=-0.491, $p < 0.05$). This implies that an improvement in learner entry behaviour by one unit increases academic performance by 0.491 units. This led to the rejection of the null hypothesis ($\mathbf{H0_{1)}}$ which stated that Learner entry behavior has no significant relationship with academic performance in Integrated English in PDSS. The study is in agreement with that of Psacharopaulos, and Woodhall (2020) that an improvement in learner entry behaviour has an effect on students' academic performance in Integrated English.

Learner gender had a positive and significant effect on academic performance in PDSS in Nandi North Sub County, Kenya of (β=0.532, $p < 0.05$). Learner age had a positive and significant effect on academic performance of Integrated English in PDSS in Nandi North Sub County, Kenya of (β= 0.225, $p < 0.05$). This implies that an increase in learners' age by one unit increases academic performance in Integrated English by 0.225 units. This led to the rejection of the null hypothesis ($\mathbf{H0_{2)}}$ which stated that gender of the learner has no significant relationship with their academic performance in Integrated English in PDSS in Nandi North Sub County, Kenya. The study is in agreement with that of Psacharopaulos, and Woodhall (2020) that an improvement in learner entry behaviour has an effect on students' academic performance in Integrated English. This led to the rejection of the null hypothesis ($\mathbf{H0_{3)}}$ which stated that Learner age has no significant effect on their academic performance in Integrated English in PDSS in Nandi North Sub

County Kenya. The study is in agreement with that of Krasken (2020) that learners' age affects academic performance in Integrated English.

Learner social-economic factors had a positive and significant effect on academic performance in PDSS in Nandi North Sub County, Kenya of (β=0.400, $p < 0.05$). This implies that an improvement in learner social-economic factors by one unit increases academic performance of Integrated English by 0.400 units. This led to the rejection of the null hypothesis (**$H0_{4)}$** which stated that learner socio-economic factors have no significant relationship with academic performance in Integrated English in PDSS in Nandi North Sub County Kenya. The study is in-tandem with that of Morgan et al. (2019) that learner social-economic factors affect students' academic performance in Integrated English.

4.10 The Chapter Summary

This chapter presented data analysis, presentation, interpretation and discussion on the findings of the study. The data was represented in tables, figures and also in form of direct quotation from some of the respondents. The inferential statistics used in the study are provided as correlation analysis regression analysis and Analysis of Variance (ANOVA).

CHAPTER FIVE:

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research findings, conclusions and recommendations. The summary of the findings are outlined as per the objective of the research which are to establish the influence of leaner entry the behaviour, gender, age and socio-economic status on the performance of Integrated English

5.2 Summary of the findings

On learner entry behaviour, the study established that valued added progress is important in students' academic performance and it was used to enhance students' performance in Integrated English. The study also revealed that when there is value added progress, learners' performance must improve. KCPE marks were established to enhance learners' entry behaviour which influenced students' performance in Integrated English. High score in KCPE that is associated with good behaviour was established to enhance academic performance. Correlation results revealed that learner entry behaviour has a significantly strong positive relationship with students' performance in Integrated English in PDSS in Nandi North Sub County, Kenya. Regression results revealed that learner entry behaviour has a positive and significant effect on performance in Integrated English in PDSS in Nandi North Sub County, Kenya.

On learner gender, findings revealed that nature of school that is gender sensitive was established to affect learners' academic performance in Integrated English. Type of the school whether girl school, boy school or

mixed school was established to affect learners' performance in Integrated English. Attitude and aspirations that each gender holds were established to enhance learners' performance in Integrated English. Learners being taught with more female or male teachers was established to enhance learners' performance in Integrated English. Correlation results revealed that Learner gender has a significantly strong positive relationship with students' performance in Integrated English in PDSS in Nandi North Sub County, Kenya. Regression results revealed that Learner gender has a positive and significant effect on academic performance in PDSS in Nandi North Sub County, Kenya.

On learners' age, the study established that biological definition affects learners' academic performance in Integrated English. Critical hypothesis influenced by the age of the learner was established to affect academic performance in Integrated English. Increase in age was established to affect learners' performance in Integrated English Students being older was established to affect academic performance. How young students are, affects academic performance. Critical hypothesis period was found to affect academic performance. Correlation results revealed that learner age has a significantly strong positive relationship with students' performance in Integrated English in PDSS in Nandi North Sub County, Kenya. Regression results revealed that learners' age has a positive and significant effect on performance in Integrated English in PDSS in Nandi North Sub County, Kenya.

On learner socio-economic factors, the study established that academic

support enhances learners' academic performance. All students receiving all the academic support they need in the school enhanced learners' academic performance in Integrated English. A good social-economic status of the family was established to affect performance in Integrated English. Students in the school from families with high socio-economic status was established to affect academic performance in Integrated English. Correlation results revealed that learner social-economic factors have a significantly strong positive relationship with students' performance in Integrated English in PDSS in Nandi North Sub County, Kenya. Regression results revealed that learner social economic factors have a positive and significant effect on performance in Integrated English in PDSS Public in Nandi North Sub County, Kenya.

5.3 Conclusion

The study concluded that learner entry behaviour has an effect on students' performance in Integrated English. Value added progress should be adopted in PDSS if the students are to record improvement in performance in Integrated English. The study also concluded that when there is value added progress, learners' performance improves. KCPE marks influences learners' entry behaviour which has an effect on students' performance in Integrated English. Learner good behaviour is influenced by High score in KCPE which has an effect on academic performance in Integrated English. The study concluded that an improvement in Learner entry behaviour, it contributes to enhancement in students' performance in Integrated English in PDSS

The study concluded that learner gender influences academic performance. The study further concluded that nature of school that is gender sensitive

affects learners' performance in Integrated English. The type of the school whether girl school, boy school or mixed school affects learners' performance in Integrated English. Attitude and aspirations of female learners that is better than that of male learners affects learners' performance in Integrated English. Gender of the teachers influences learners' performance in Integrated English. Learners being taught with more male teachers affects learners' academic performance. The study further concluded that learner gender has a positive relationship with students' performance in Integrated English in PDSS Nandi North Sub County, Kenya.

On learners' age, the study concluded that learners' age affects performance in Integrated English. The study also concluded that biological definition affects learner's performance in Integrated English. Critical hypothesis that is influenced by learner's age affects performance in Integrated English. The age of the learner was established to affect learners' academic performance. The critical hypothesis period adopted affects learners' performance in Integrated English in Nandi North Sub County, Kenya.

On learner socio-economic factors, the study concluded that learner social-economic factors affect students' performance in Integrated English. The study also concluded that academic support enhances learners' performance in Integrated English. When all students receive academic support they need in the school, it helps to enhance learners' performance in Integrated English. The socio-economic status of the school affects' learners' performance in Integrated English. When the social-economic status of the family is good, it affects academic performance. Learner socio-economic factors are positively

related with student performance in Integrated English in PDSS in Nandi North Sub County, Kenya.

5.4 Recommendations

Based on research findings the following recommendations were made;

1) On learner entry behaviour, the study recommended that value added progress should continue being adopted in PDSS as it contributes to improvement in students' performance in Integrated English. Schools should consider learners' KCPE marks as it does not only influence learners' entry behaviour but it also affects students' performance in Integrated English. Learners should be advised to adopt good entry behaviour as it helps to enhance academic performance in Integrated English.
2) On learner gender, the study recommended that schools should be gender sensitive if improvement in learners' performance in Integrated English is to be achieved. Schools should consider the attitude and aspirations of the learners, if an improvement in performance in Integrated English is to be achieved. In the Schools, teachers should of both genders as gender of the teachers was found to affect performance.
3) On learners' age, the study recommended that biological definition should be considered when determining ways that schools can adopt to improve learners' performance in Integrated English language. Schools should consider critical hypothesis period as a factor that can be used to enhance learners' performance in Integrated English in PDSS.

4) On learner socio-economic factors, the study recommended that learner social-economic factors should be considered when determining how schools can record an improvement in students' academic performance. All students should be given the academic support needed if the schools have to record an improvement in performance in Integrated English. The social-economic status of the school should be improved if the learners are to record an improvement on performance in Integrated English.

5.5 Suggestion for further studies

The study was conducted on influence of learner factors on student performance in Integrated English in PDSS in Nandi North Sub County, Kenya. The study recommends further studies to be conducted on learner factors on student performance in Integrated English in PDSS in and the study should be conducted in other sub-counties in Nandi County, Kenya. Further studies should be conducted on learner factors on student performance in Integrated English in Private Secondary in Nandi County and other Counties in Kenya. Learner factors considered in this study include; learner entry behaviour, gender of the learner, learner age, and learner socio-economic factors. The study recommends further studies should be conducted on learner factors and student performance in Integrated English in PDSS. However, the researchers should adopt other learner factors besides learner entry behaviour, gender of the learner, learner age, and learner socio-economic factors that have been adopted in this study.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Koitalel Samoei

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Mosoriot

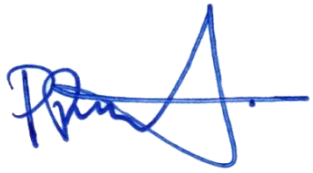
Dear Respondent,

I am post graduate student at Koitaleel Samoei University College, currently taking research onlearner factors affecting academic performance in public day secondary schools in Nandi North Sub County.

The purpose of the research is to identify to what extend does learner factors influence academic performance in public day secondary schools. The findings of the research will enable the stakeholders in the Ministry of Education and at school level to strategize on the appropriate pedagogy to be used so as to enhance leaner academic performance

Your responses shall be used for the purpose of the study and your identity treated with a lot of confidentiality. Thank you for your cooperation.

Yours faithfully,



PRISCILLA J. ROTICH

APPENDIX II: QUESTIONNAIRES FOR THE STUDENTS

This questionnaire is divided into five (5) sections; part I, II, III, IV and V. Kindly provide the information to the best of your knowledge. Note that this is not an examination, don't write your name or school anywhere in this questionnaire.

PART I

1. Tick your gender. male ☐ Female ☐
2. What is your age bracket?

   Below 13 ☐ 13-16 ☐ 16-18 ☐ Above 18 ☐
3. Kindly indicate your KCPE marks.

   …….
4. What is your current mean grade?

   ……..

PART II: Entry behaviour

You are requested to express on five-point Likert scale on the extent of your agreement with the following statements on entry behaviour Kindly, tick **(√)** appropriately.

	Entry behaviour	**SD**	**D**	**U**	**A**	**SA**
1.	Valued added progress is important in students' academic performance in Integrated English.					
2.	Valued added progress enhances students' academic performance in Integrated English.					
3.	When there is value added progress, learners' performance must improve.					
4.	KCPE marks influences learners' entry behaviour.					
5.	High score in KCPE is associated is good behaviour.					

Part C: Gender

You are requested to express on five-point Likert scale on the extent of your agreement with the following statements on Gender. Kindly, tick **(√)** appropriately.

	Gender	**SD**	**D**	**U**	**A**	**SA**
1.	Nature of school that is gender sensitive affect learners' academic performance in Integrated English.					
2.	Type of the school whether girl school, boy school or mixed school affect learners' academic performance in Integrated English.					
3.	Attitude and aspirations of female learners is better than that of male learners.					
4.	Attitude and aspirations that each gender has influences learners' academic performance in Integrated English.					
5.	Learners perform better when taught with more female teachers.					
6.	Learners perform better when taught with more male teachers.					

Part D: Age

You are requested to express on five-point Likert scale on the extent of your agreement with the following statements on Age. Kindly, tick **(√)** appropriately.

	Age	SD	D	U	A	SA
1.	Biological definition affect learners' academic performance.					
2.	Critical hypothesis is influenced by the age of the Learner.					
3.	Increase in age is associated with improvement in learners' academic performance in Integrated English.					
4.	Older students attain higher academic performance in Integrated English.					
5.	Younger students attain lower academic performance in Integrated English.					
6.	Critical hypothesis period influences learner academic performance in Integrated English.					

Part E: Social Economic Factors

You are requested to express on five-point Likert scale on the extent of your agreement with the following statements on social-economic factors. Kindly, tick **(√)** appropriately.

	Social-economic factors	SD	D	U	A	SA
1.	Academic support enhances learners' academic performance in Integrated English.					
2.	All students receive all the academic support they need in the school.					
3.	Social-economic status of the school affects learners' academic performance in Integrated English.					
4.	A good social-economic status of the family is associated with better academic performance in Integrated English.					
5.	Most of the students who perform better than others in the school are from families with high socio-economic status.					

Thank you for participation in the questionnaires

APPENDIX III: QUESTIONNAIRE FOR THE CLASS TEACHERS

This questionnaire consists of five (5) sections; part I, II, III, IV and V. Part 1 is about your personal information, part II entry behaviour, part III, gender, part IV age and part V social-economic factors all which are intended to facilitate collection of data to address learner factors that influence on the academic performance. Kindly provide information to the best of your knowledge. Please note that your information shall be treated with confidentiality.

PART 1

1. Tick your gender. male ☐ Female ☐
2. Kindly indicate your teaching experience

   Below 10 ☐ 10-19 ☐ Over 20 ☐
3. Employment terms

   BOM ☐ TSC ☐
4. Kindly indicate your qualification.

   Teacher trainee ☐ Diploma ☐ B. Ed ☐ Masters ☐

   Doctorate ☐

Part B: Entry behaviour

You are requested to express on five-point Likert scale on the extent of your agreement with the following statements on entry behaviour Kindly, tick **(√)** appropriately.

	Entry behaviour	SD	D	U	A	SA
1.	Valued added progress enhances academic performance in Integrated English.					
2.	We use Valued added progress all the time to improve students' academic performance in Integrated English.					
3.	We consider value added progress as a factor that influences learners' academic performance in Integrated English.					
4.	Students' entry behaviour is influenced by their score in KCPE marks.					

Part C: Gender

You are requested to express on five-point Likert scale on the extent of your agreement with the following statements on Gender. Kindly, tick **(√)** appropriately.

	Gender	SD	D	U	A	SA
1.	Schools that are gender sensitive perform better than those that are not gender sensitive.					
2.	Attitude and aspirations differ among all students of different sex.					
3.	Attitude and aspirations that are gender specific affect learners' academic performance in Integrated English.					
4.	Learners' academic performance is better when the Learners are taught by teachers of different sex.					

Part D: Age

You are requested to express on five-point Likert scale on the extent of your agreement with the following statements on Age. Kindly, tick **(√)** appropriately.

	Age	SD	D	U	A	SA
1.	Biological definition influenced by age affects learners' academic performance in Integrated English.					
2.	Critical hypothesis enhanced by age affects Learners' academic performance in Integrated English.					
3.	Older students attain higher academic performance in Integrated English.					
4.	Students that are young tend to outperform older ones.					

Part E: Social Economic Factors

You are requested to express on five-point Likert scale on the extent of your agreement with the following statements on social-economic factors. Kindly, tick **(√)** appropriately.

	Social-economic factors	SD	D	U	A	SA
1.	The academic support provided to students enhances their academic performance in Integrated English.					
2.	Academic support is directly proportional to the level of improvement in academic performance in Integrated English.					
3.	The schools social-economic status enhances learners' academic performance in Integrated English.					
4.	The social-economic status of the family is directly proportional to learners' academic performance in Integrated English.					

Thank you for participation in the questionnaires

Thank you for your participation

APPENDIX IV: INTERVIEW SCHEDULE FOR THE PRINCIPALS

Part 1

1. Tick your gender. male ☐ Female ☐
2. Indicate your teaching experience

   Below 10 ☐ 10-19 ☐ Over 20 ☐
3. Employment terms

   BOM ☐ TSC ☐
4. Kindly indicate your qualification.

   Teacher trainee ☐ Diploma ☐ B.Ed ☐ Masters ☐

   Doctorate ☐

Part II

1. Do you have a cut off mark for the new students joining your school?

   Yes ☐ No ☐

   2. Do you think there is significant relationship between learner's academic performance in Integrated English and their K.C.P.E marks?

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3. Is there a set age limit for students joining a class in your school?

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4. Academic performance of a learner in Integrated English can be influence by a number of factors. What is your opinion on age factor in influencing learners' academic performance in Integrated English?

……

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5. From your observation, how do you rate the academic performance in Integrated English of the learner by gender?

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6. Do you sometimes experience challenges with the learners in terms of poor school payment and drop out?

……

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7. In your opinion what are the main learner factors that affect their academic performance in Integrated English?

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……

……

8. Do you think there is a way of coping some of these socio-economic from influencing learner academic performance in Integrated English?

……

……

……

Thank you for your kind assistance

APPENDIX V: DOCUMENTARY ANALYSIS

To whom it may concern.

The researcher would like to kindly request your office for the facilitation of documentary recordto obtain data for the research as per the following guide. The information shall be treated with outmost confidentiality.

Document type	**Years**	**Average Mean score in End Year**
Form Three end year mean score for selected years	2022	
	2021	
	2020	
	2019	
	2018	

APPENDIX VI: RESEARCH AUTHORIZATION

OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION

Tel: 053 5252621, 5252003, Kapsabet
Fax No. 053 – 5252503
E-mail:
nandicountycommissioner@gmail.com
When replying, please quote

Ref: No. NC.ADU.4/3 VOL.II/(12)

County Commissioner's Office,
Nandi County
P.O. Box 30,
KAPSABET.

17th March, 2023

Priscilla Jeptoo Rotich
Koitaleel Samoei University College,
P.O. Box 5 - 30307,
MOSORIOT.

RE: RESEARCH AUTHORIZATION

This is in reference to letter No. NACOSTI/P/23/24138 dated 2nd March, 2023 from the Director General/CEO, National Commission for Science, Technology and Innovation on the above subject matter.

You are hereby authorized to conduct a research on **"Influence of Learner Factors on Student Academic Performance in Public Day Secondary Schools in Nandi North Sub County"** for the period ending **2nd March, 2024.**

Wishing you all the best.

COUNTY COMMISSIONER NANDI

H.M. SHAMBI 'ndc' (K)
COUNTY COMMISSIONER,
NANDI.

ASANTE KWA KUDUMISHA AMANI: ENDELEA HIVYO NA MUNGU AKUBARIKI

APPENDIX VII: AUTHORIZATION LETTER MINISTRY OF EDUCATION

REPUBLIC OF KENYA

MINISTRY OF EDUCATION STATE DEPARTMENT FOR EARLY LEARNING AND BASIC EDUCATION

Email: cdenandicounty@yahoo.com
Telephone: 0773044624
When replying please quote

County Director of Education
NANDI COUNTY,
P. O. Box 36-30300,
KAPSABET.

Ref: NDI/CDE/RESEARCH/1/VOL.111/68

Date 17/3/2023

Priscilla Rotich Jeptoo
Koitaleel Samoei University
P.O Box 5-30307
MOSORIOT

RE: RESEARCH AUTHORISATION.

Reference is made to the letter Ref: No. NACOSTI/P/23/24138 dated 2nd March, 2023 on the above subject.

The above named person has been granted permission by the County Director of Education to carry out research on ***"Influence of Learners Factors on Student Academic Performance in Public Day Secondary Schools in Nandi North Sub County in Nandi County Kenya*** for the period ending **2nd March, 2024.**

Kindly provide her all necessary support she requires.

Odongo J. O
For: County Director of Education,
NANDI COUNTY.

APPENDIX VIII: RESEARCH LICENCE

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **393200**

Date of Issue: **02/March/2023**

RESEARCH LICENSE



This is to Certify that Miss.. PRISCILLA ROTICH JEPTOO of Koitaleel Samoei University College, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nandi on the topic: INFLUENCE OF LEARNER FACTORS ON STUDENT ACADEMIC PERFORMANCE IN PUBLIC DAY SECONDARY SCHOOLS IN NANDI NORTH SUB COUNTY, KENYA for the period ending : 02/March/2024.

License No: **NACOSTI/P/23/24138**

393200

Applicant Identification Number

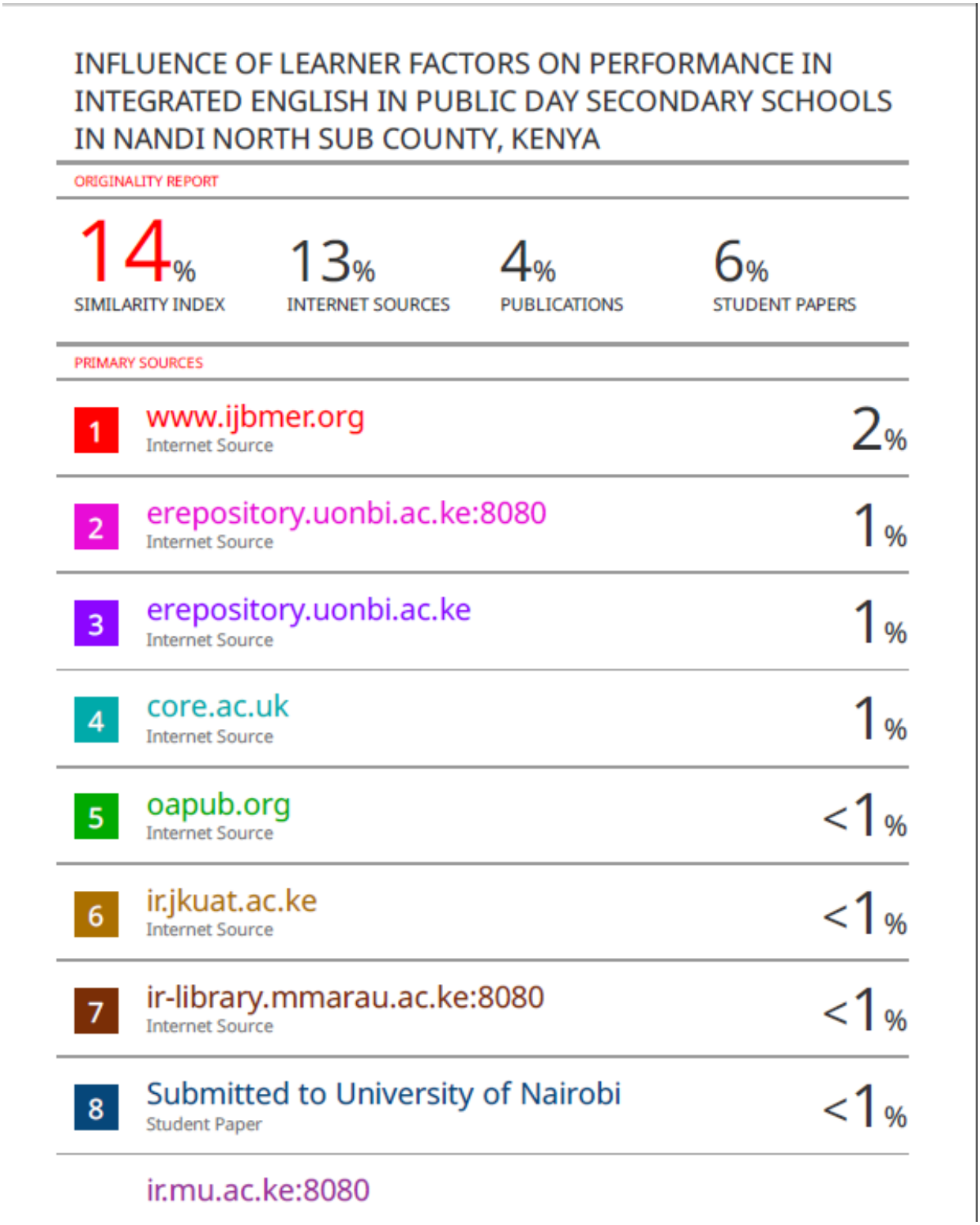
Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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See overleaf for conditions

APPENDIX IX: TURNITIN REPORT



INFLUENCE OF LEARNER FACTORS ON PERFORMANCE IN INTEGRATED ENGLISH IN PUBLIC DAY SECONDARY SCHOOLS IN NANDI NORTH SUB COUNTY, KENYA

ORIGINALITY REPORT

14%	13%	4%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	www.ijbmer.org Internet Source	2%
2	erepository.uonbi.ac.ke:8080 Internet Source	1%
3	erepository.uonbi.ac.ke Internet Source	1%
4	core.ac.uk Internet Source	1%
5	oapub.org Internet Source	<1%
6	ir.jkuat.ac.ke Internet Source	<1%
7	ir-library.mmarau.ac.ke:8080 Internet Source	<1%
8	Submitted to University of Nairobi Student Paper	<1%
	ir.mu.ac.ke:8080	