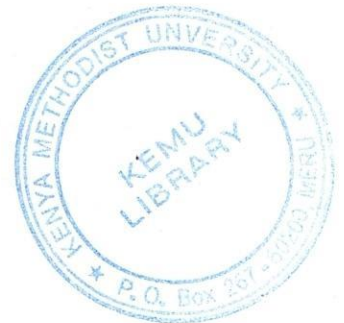


**FACTORS INFLUENCING ACADEMIC PERFORMANCE OF MATHEMATICS AT
KENYA CERTIFICATE OF SECONDARY EXAMINATION LEVEL IN MARAKWET
EAST DISTRICT, ELGEYO MARAKWET COUNTY, KENYA.**

BY

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**A Research Thesis Submitted To The Faculty Of Education And Social Sciences In
Partial Fulfillment Of The Requirement For The Conferment Of A Master Of
Education Degree In Education, Leadership And Management Of Kenya Methodist
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ABSTRACT

This study sought to investigate factors that influence academic performance of Mathematics at KCSE level in Marakwet East District, Kenya. This was necessitated by the poor performance witnessed in the district. It specifically aimed to determine the effect of discipline on academic performance in mathematics; effect of availability and adequacy of resources on academic performance in mathematics; effect of teachers' motivation towards academic performance on mathematics and make appropriate strategies for improving academic performance in mathematics at KCSE level in Marakwet East district. The study was based on theory of education production function. Descriptive survey was the research design. The study targeted the principals, mathematics teachers and students who were later sampled from the KCSE Public secondary schools in Marakwet East district at a percentage of 30. Stratified sampling method was used to determine population sizes and the characteristics are heterogeneous. Simple random sampling was then used to select 11 principals, 18 mathematics teachers and 400 form four students. Questionnaires were used to collect data. For reliability of the instrument, Spearman rank order correlation was used and its figure stood at 0.77 and to establish validity, two experts of the subject at Methodist University examined the instruments. Data was analyzed using descriptive statistics and presented in charts, graphs and tables. The results show: that indiscipline, adequacy and availability of resources, teachers motivation towards math had a significantly negative effect on academic achievement in mathematics in public secondary schools in Marakwet East District. The study therefore recommends: Head teachers should enhance guidance and counseling coupled with peer counseling to improve discipline among students which then will improve mathematics performance. Mathematics teachers should be proactively involved in in-service training of new pedagogical approaches in teaching mathematics to help them improve academic performance in the subject. Further, head teachers should invest in infrastructure and instructional materials relevant for mathematics teaching to ensure that students are effectively aided in proper learning of the subject. The head teachers should initiate workshops and other forums to motivate both teachers and students to enjoy the teaching and learning of mathematics to eventually improve the academic performance in the subject. The government, through the Ministry of Education, should employ more mathematics teachers to fill the gap that exist in most schools. Moreover, the government, through the Ministry of Education, should initiate and review policy that would improve the academic achievement in mathematics.