

Statistical Analysis of School Factors as Correlates to Secondary Students' Achievement in Mathematics in Bungoma County, Kenya

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Abstract

There is abundant research evidence to support the view that when Mathematics is taught in an enabling environment, a lot of enjoyable learning takes place. But in reality this is not always so, the implication is that students' achievement in this subject still continue to dwindle. This paper therefore aims at finding the extent to which school factors predict secondary school students' achievement in Mathematics. The study will adopt the descriptive survey research design of the ex-post facto type and make use of a sample of Mathematics teachers and principals selected through a multi-stage sampling procedure. Instruments will be developed and validated for the study. The two instruments to be validated and used are School-based Inventory correlation coefficient, r , and School-Based Factor Questionnaire. The hypotheses will be tested at 0.05 level of significance. Data collected will be analyzed using means, standard deviation and multiple regressions.

Keywords: Leadership, School factors, Supervision, Instructional materials, Quality of

Instruction