

**THE INFLUENCE OF SCHOOL BASED FACTORS ON KENYA
CERTIFICATE OF PRIMARY EDUCATION PERFORMANCE IN
NYANDARUA CENTRAL SUB COUNTY, KENYA**

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Requirements for the Award of the Degree of Master of Education in
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DECLARATION

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

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DEDICATION

I dedicate this work to my mother Peninah Wairimu and my loving wife Phoebe Okwisa Oyole, my children Judah Munyaka, Jemimah Wairimu, Marie Keren Muchiri and Julie Gachiku.

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ABSTRACT

This research study sought to investigate the effect of school based factors affecting pupils' performance in Kenya Certificate of Primary Education in Nyandarua Central sub-county. The objectives of the study were to establish the influence of participatory leadership on pupils' performance in K.C.P.E.; to assess the influence of school discipline on pupils' performance in K.C.P.E.; to determine the influence of school environment on pupils' performance in K.C.P.E.; and to evaluate to what extent guidance and counseling helps pupils' performance in K.C.P.E in Nyandarua central sub-county. The study employed a correlation design to establish the relationship between variables. Content and face validity of the instrument were ascertained through expert judgment from specialists of educational administration. Random sampling technique was used. From the sample space, 40% of head teachers were sampled and 30% of teachers in the sub-county. The research instrument used was questionnaires for headteachers and teachers having a similar content. Descriptive and correlation statistics was used to analyse qualitative data. The data was coded and analysed with the aid of Statistical Package for Social Sciences (SPSS). The findings indicated a significance statistical relationship between participatory leadership, discipline, school environment and guidance and counselling on pupils performance. The study recommended that the head teachers involve the teachers and pupils in the running of the schools,enhance school discipline,create a conducive school environment and involve the teachers in strengthening guidance and counselling in primary schools in order for them to improve performance of K.C.P.E.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Adediwura and Tayo (2007) stated that academic achievement is recognized by test and examination scores or marks assigned by the subject teachers. Performance of learners in any academic task has always been of special interest to all educational stakeholders. Institutions of learning are commonly evaluated using learners' achievement data (Heck, 2015). In the 2005 and 2012 Education For All (E.F.A) Global Monitoring Report, the quality of education remains dismal in most sub-saharan African countries, including Kenya. Performance of pupils in basic education in absolute terms is low and internal efficiency of education at basic levels requires policy interventions (Republic of Kenya, 2012).

Kenya's Vision 2030 purported that life-long training and education are critical elements in the creation of competent human resource which is adaptive. In the modern world, improvement in the learners' grades is recognized as the main objective of school reforms and restructuring efforts (Orodho, 2014). In Kenya, educational output is measurable only after the various inputs into the educational process undergoes the educational production process (Kombo, 2004). Okumbe (2007) stated that when students are said to have achieved highly in education, there must have attained the educational goals, objectives, policies and projections and therefore educational planners cannot be separated from the school's academic results. Okumbe (2007) purported that teachers are the most important resource that any country has because an efficient human capital development depends on the quality and effectiveness of teachers.

A study carried out by Lynn (2014) on influence of Kenya Vision 2030's education policy on quality education in public secondary schools indicated that, good performance depends on students' mental ability and industry since some students may perform well even in schools where resources are few. In this study 30% of the teachers were not sure if the availability of teaching and learning resources affect learners' performance. Maslowski (2001) pointed out that learning resources were important because students tend to learn with ease and therefore depend less on the teacher. These resources also make the learning enjoyable and lively. Maslowski (2001) added that the school environment had been found out to be a major factor in students' achievements. School based factors generally refers to the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the whole outlook of the school (Kent,1998).

Abbott (2014) stated that school based factors form both the perceived and the unconscious perspectives, values, interactions, and practices and these factors are shaped by a school's particular institutional history. Abbot (2014) added that students, parents, teachers, administrators, and other staff members all contribute to their school's environment. Kent and Deal (1998) also argued that other influences such as the community in which the school is located, the policies that govern how it operates or the principles upon which the school was founded also form the school environment. Kent and Deal (1998) argued that school based factors can be divided into the positive factors and negative factors. Positive school based factors are conducive to professional satisfaction, morale and effectiveness, as well as to student learning fulfillment and well-being. Without

school based factors that are conducive to improvement, reform becomes very difficult to achieve. (Abott, 2014).

Peterson (2002) argued that in a toxic school environment, teacher relations are poor, the staff does not believe in the ability of the learners to succeed, and negative attitude thrives. Peterson (2002) purports that when administrators and staff unite to create an environment in which learning blossoms, they will decrease pupils' misbehavior and encourage an overall positive school environment with a flourishing staff and learners.

Lynn (2014) stated that nothing we do however good it may be can be accomplished alone. Lynn (2014) added that this way of thinking is important in charting our future course to improve our schools. Sophisticated school regulations do not develop overnight; school based factors and refined webs of stories, traditions and rituals that have developed over time as teachers, students, parents and administrators work together and deal with challenges and accomplishments of the learners (Deal & Peterson, 1999).

According to Lynn (2014) school based factors are deeply engraved in the hearts and minds of staff, learners and parents. They can be shaped by the work of leaders like headteachers. She adds that headteachers must ensure that all stick to the mission, vision and motto of the school. Lynn (2014) purported that school environment has a strong impact on both the students and the adults. School based factors have far more influence on life and learning in the school than at the home setting (Maslowski, 2001). School based factors according to (Maslowski, 2001) take the role of guidance in the day to day activities. In a

school with strong school based factors, members have a pattern of doing things which are followed unconsciously. According to Peterson (2002), the benefits of a strong school based factors are clear, because they represent an effective means of coordination.

According to Peterson (2002) negative school based factors negatively affect schools. Peterson (2002) further stated that a school with negative environment that do not value professional learning resist change or devalues staff development hindering success. (Sergiovanni, 2001) argued that It is hard to change and even embrace opportunities other than what we have known for a longtime (Sergiovanni, 2001). Leithwood, et al, 2004 stated that every organization has an environment or climate created by its importance objectives strategies and policies and it is shaped by management and the ways responsible to direct people in the organizations (Leithwood, et al., 2004). This means that every school has a running time table that guides the events of the day.

According to Peterson (2002), school leaders communicate the most important values in their everyday duties. This is important in shaping the school environment. Teachers reinforce values in their actions and words. Parents boost morale when they visit school, participate in school leadership and celebrate the success of their schools. Peterson (2002) further added that leaders work to enforce positive behavior by reinforcing cultural elements that are positive and modifying those that are negative and toxic. He further stated that leaders can shape the learning environment by being a good example to the led in what they say and do. They honour and recognize those who have worked to serve the pupils and to uplift the standards of the school. Further they observe the

behaviours needed to support the school's heart and soul. Kent and Deal (1998) added that leaders recognize heroes and heroines and the work they accomplish. They speak frankly about the deeper mission of the school. They celebrate the accomplishments of the staff, the learners, and the community. They make the learners focus by narrating stories of success and achievement.

Discipline is a major component of school based factors. According to UNICEF (2008), it is doing things consistently and in a committed manner. Lack of discipline in a school makes things to be done in no particular pattern. To many people, discipline means punishment, pain and fear. For any school's success, the teacher must utilize relevant teaching and learning methods to build on the school based factors. According to Leithwood, et al., (2004), the teachers must reflect on what they teach so as to evaluate their teaching. The teacher should vary his/her way of passing information to learners. Maslowski (2001) stated that in reflective teaching, the teacher should criticize their own teaching. A healthy learner's lifestyle should be free from sexual harassment, drug abuse and discipline issues. It should have a safe and hygienic environment.

A study by African Population and Health Research (APHRC) UNICEF (2008) found that in Kenya, a number of schools have a very high number of learners sharing a latrine or toilet. Lynn (2014) says that, in Kenya, the best performing schools have strong positive school based factors which recognizes every stakeholder who is involved and committed to the performance of the school. Lynn (2014) continued to state that such schools include national schools, extra-county and county schools which when the results are released they sing their

school songs, recite their motto, vision and mission which are all engraved in their school based factors.

The gap that the study intended to fill was to determine the role that Nyandarua Central sub county head teachers, teachers, students, physical environment, discipline problem solving techniques and school teaching and learning play in building a strong school learning environment that yield good results as opposed to a weak school learning environment which yields poor results. The study is aimed at finding the effect of school based factors on K.C.P.E performance in Nyandarua Central sub county. School based factors will be greatly affected by the leadership styles of head teachers, for example autocratic, democratic, transformational, idiographic or Laissez-faire. Public schools in this sub-county perform poorly compared to the private primary schools of the same sub-county. This could be due to the school environment which is conducive to pupils in the private schools. The research should therefore identify what impact school based factors would have on primary schools performance in K.C.P.E in Nyandarua Central sub county. High performing schools have a methodical way of doing things which I want to establish through this research.

Guidance and counseling is important in ensuring that discipline is maintained and this amplifies improved performance in KCPE. The purpose of probing the school based factors is to ascertain the importance of how school learning environment influences achievement in high and low performing schools. The performance of sub-counties in Nyandarua County is shown on Table 1.1.

Table 1. 1

Performance of KCPE in Nyandarua County

Sub-county	M.S.S 2014	M.S.S 2015	M.S.S 2016	Position
Nyandarua west	-	268.3	273.8	1
Kinangop	253.4	256.2	255.2	2
Nyandarua north	250.4	250.4	252.7	3
Nyandarua south	254.9	250.9	250.7	4
Mirangine	257.3	254.6	245.9	5
Nyandarua central	240.3	235.8	240.3	6
Kipipiri	243.0	233.0	234.6	7

Source: County Education Office Nyandarua County

The performance of four sub counties namely Nyandarua West, Kinangop, Nyandarua North and Nyandarua south is above average. Nyandarua central just like Mirangine and Kipipiri are below average and hence the need to study the cause of the poor performance. Nyandarua Central's results are still far from attaining the average mark which is 250 M.S.S at 240.3. It was last in 2014, second last in 2015 and 2016. So what could be the cause of this performance? Could school based factors be playing a role in the poor performance in Nyandarua central sub-county?

1.2 Statement of the problem

Performance in national examinations in Nyandarua Central sub county has over the years been the leading factor contributing to conflicts in educational institutions in Nyandarua Central sub county. Performance is an indicator of how well schools are managed, how successful teaching and learning is carried out as

well as the direction and future of educational programme (Griffins, 1994). Duignan (1986) noted that the school head teacher and his/her administration are key factors in the success of a school. Lynn (2014) also stated that performance in schools depend on the school based factors. Practitioners and researchers have began paying attention to the study of school based factors as an explanatory variable for the poor performance in Kenyan schools. Lynn (2014) continued to state that this change of their attitude has resulted into more depth and standardized studies of performance and its aspects. At the same time, these changes have triggered a search for new ways to provide a better understanding of how school based factors may explain the potency of the school as an organization.

Other studies, such as Njoroge (2013), have looked at school based factors such as signs, traditions, heroes and how they have influenced performance of a school. The purpose of this study was to investigate the influence of school based factors on K.C.P.E performance in primary schools in Nyandarua Central sub county, Kenya.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of school based factors on Kenya Certificate of Primary Education performance in Nyandarua central sub-county.

1.4 Objectives of the study

The study was guided by the following objectives:

- i) To establish the influence of participatory leadership on pupils' performance in K.C.P.E in Nyandarua central sub-county.

- ii) To assess influence of school discipline on pupils' performance in K.C.P.E in Nyandarua central sub-county schools.
- iii) To determine the influence of school environment on pupils' performance in K.C.P.E in Nyandarua Central Sub-County.
- iv) To evaluate to what extent guidance and counseling helps on pupils' performance in K.C.P.E in Nyandarua central sub-county.

1.5 Research Hypotheses

The study was guided by the following four null hypotheses (HO_x):

HO₁ – There is no relationship between participatory leadership and pupils' performance K.C.P.E in Nyandarua Central sub-county.

HO₂ – There is no relationship between school discipline and pupils' performance in Nyandarua Central sub-county.

HO₃ – There is no relationship between school environment and pupils' performance in Nyandarua Central sub-county.

HO₄ – There is no relationship between guidance and counselling and pupils' performance in Nyandarua Central sub-county.

1.6 Significance of the study

The study may enable the education stakeholders to understand the relationship between the school-based factors of the schools and performance in K.C.P.E of which they could form a basis for improvement. It also helped educational administrators to recognize the importance of establishing an environment that would enable teachers to integrate achievement of school objectives and routine with fulfillment of pupils' needs. The study may help to generate knowledge that

could be utilized to sensitize heads of schools and school community on the importance of establishing a strong and positive school environment.

1.7 Limitations of the study

Best and Khan (2008) stated that limitations are factors beyond the control of the researchers that may place constraints on the conclusions of the study and their application on other respondent's attitude towards responding to questionnaires. However, respondents were asked to be truthful when replying to research instruments provided by the study. Respondents were assured that there would be no victimization. The respondents were assured that the information they gave was treated confidentially reducing the effect of this limitation.

1.8 Delimitations of the study

Delimiting a study involves a purposive and responsive action in order to make the research manageable according to Mugenda and Mugenda (2003). The study focused on mixed public primary school in Nyandarua Central sub county. Under normal circumstances the study would have been carried out in the entire republic. The sub-county was chosen because it performs poorly compared to other sub-counties in Nyandarua County. It is always ranked last or second last in Nyandarua County in K.C.P.E exams. It shows that its mean mark is always below average. The study covered twelve schools, six from each educational zone. This was assumed to represent the other schools in the sub-county.

1.9 Assumptions of the study

The study was carried out on the basis of the following assumptions:

- i) That all respondents gave genuine, truthful and honest responses to the questionnaires.
- ii) That all schools had established guidance and counselling departments, discipline and conducive environment that enabled smooth running of the school

1.10 Definition of significant terms

This section outlines significant terms used in this research project report as well as their meanings.

Discipline refers to the ability to control your own behaviors. It is the practices of making people obey rules or standards of behavior and punishing if they do not.

Guidance and counseling refers to the art of informing, educating, advising and assisting an individual with an aim of bringing acceptable behaviors which leads them to decide which direction to take.

Participatory leadership refers to leading by involving other stakeholders in the organization.

Performance refers to the degree of educational attainment in a given examination.

School administrators refers to those in authority in a school appointed by the Teachers Service Commission in accordance with education Act Cap 211.

School based factors refers to the learning environment that affects performance in a particular school either positively or negatively.

School rules refer to laws and regulations used in school to bring order in individuals

1.11 Organization of the study

The introduction of the study is reported in chapter one. Chapter two focuses on relevant and challenging literature on the topic whereas the methodology utilized in the study is explained in chapter three. Chapter four is comprised of data analysis and interpretation of data obtained from the field. Chapter five contains the summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers literature review. It is examined under; Participatory leadership and Pupils Performance in K.C.P.E, School Discipline and Pupils' Performance in K.C.P.E, School Environment and Pupils' Performance in K.C.P.E, Guidance and Counselling, and Pupils' Performance in K.C.P.E, Summary of the reviewed literature, Theoretical Framework and Conceptual Framework.

2.2 Participatory leadership and pupils performance in K.C.P.E

According to Sinek (2014) there is currently a wide agreement on the idea that a participative leadership style is more likely to encourage pupils' performance. Sinek (2014) also purported that when all stakeholders are involved in decision making in the schools then performance in general will improve. There is far-reaching proof that participatory leadership creates good schools (Fink & Resnick, 2001). The relationships that shape the environment of the school are strongly influenced by the school head teacher. Heck (2015) proposed that the head teacher does not directly affect learners' achievement, but indirectly effects learning by affecting the climate of the school. Therefore Heck (2015) believed that co-operation between the headteacher, teachers and pupils will improve on performance.

Burton and Thakur (2009) argued the best decision making approach for managers is participative decision making. Burton and Thakur (2009) proposed this because when most of the people take part in the decision-making process

and a large number of the staff and pupils feel they are involved in the decision hence there will be improvement of performance because everyone owns the decisions made. Heck (2015) added that this viewpoint on indirect effects also occur in more recent and more compound models for research into head teacher leadership in schools. Leadership is no longer advanced as having a direct influence on learning outcomes but as having an indirect influence through the way it has an impact on school organization and school based factors (Witziers et al, 2003).

Leithwood (2004) referred to head teachers as change agents and suggested that they impact on the school through transformation of the school based factors. Current research has additionally suggested that they influence on the school through transformation of the school based factors. Maslowski (2001) further stated that an attachment exists between leadership values and behaviors and school performance and that different school environments can be identified with different repercussions for student outcomes. Orodho (2014) pointed out that the poor academic results in education are related to the teaching and learning resources allocated to it. This indicates that the extent to which a school attains her objectives is equivalent to the teaching and learning resources available in the school.

Human resources sometimes is not enough and of low quality as reflected by level of training and level of motivation Juma (2011). Performance of teachers as reflected by level of training and teaching experience will determine the quality of grades attained in the examination. Duignam (1986) noted that the school headteacher and his/her leadership are crucial factors in the success of the school.

This is in agreement with what Lynn (2014) stated that the performance in schools depend on the headteacher's contribution. The administrators in school are the key players in school based factors. Lynn (2014) also stated that it is the duty of the headteacher to communicate the core values of a school. The headteacher must be exemplary in what he says and does. Sergiovanni (2001) defined figurative leadership as the ability to understand and shape the environment of the school. A school headteacher that creates an environment that promotes and encourages learning is absolutely important in order to improve learners' achievement in schools. Rahim (2012) noted that motivated employees believe that they are doing something valuable and they know that their participation is valued. Therefore, Rahim (2012) believes that motivated staff and pupils will produce better results than the unmotivated ones.

2.3 School discipline and pupils' performance in KCPE

Njoroge and Nyabuto (2014) suggested that discipline is an important factor in pupils' academic performance. Sureiman, (2010) suggested that better classroom disciplinary climate was found to indicate better school performance. Discipline is a major component for any school's success. Discipline refers to the consistency of doing things in a committed manner. Lack of discipline therefore renders a school with no particular way of doing things. Mbithi (2007) says that it can be said to be with training not correction, guiding not punishing and arranging conditions of learning not just restricting. According to UNICEF (2008) discipline has to do with correction of the wrong doer and is regarded as a positive force. A strict school routine must therefore have a pattern of behavior

which is followed by all so that improvement in performance can be realized. UNICEF (2008).

Previous research by Fabelo et al., (2011) revealed that disciplinary involvement among learners in West Virginia was strongly associated with poor academic performance. Similarly, the more the learners were involved in indiscipline, the more the unfavorable result on pupils' performance. Furthermore, (Fabelo et al., 2011) suggested that the negative impact on pupils' performance was intensified when behaviors resulted in removal of the pupil from the school environment by means of in-school or out-of-school suspensions. Leithwood, et al., (2004) purported that the main goal of discipline, is to produce young people who will be responsible people when they become adults. The headteacher of a school must have a thorough understanding of discipline as a subject. As such the discipline we are aiming at here refers to strict way of behavior an institution may establish so as to accomplish its objectives and goals; which is better performance in examinations (Kent & Deal, 1998). Kent and Deal (1998) argued that disciplined people should be able to make their own decisions and accept the consequences of their decisions. Added that they should be self-disciplined individuals, the kind of persons who do not simply swim with the current. Every school and every home aims at its product growing into interesting, effective citizens Mbithi, (2007).

Leithwood et al. (2004) added that discipline among the learners is not enough. Discipline is in essence obedience, energy, behavior and outward marks of respect observed in accordance with the standing agreements between the firm and its employees. Whether the agreements have been freely debated or accepted

without prior discussion. Caldwell, (2003) reported that whether they be written or absolute whether they derive from the wish of the parties to them or from the rules of running business, without discipline no enterprise could prosper because performance would be low.

Indiscipline makes students to lose focus on educational goals which are achieved through hard-work, time management, respect for others and self-determination (Gitome et al., 2013). This implies that disciplined pupils are likely to remain focused on their educational goals and aspirations, manage their time well, work harder in academics, and show determination to succeed academically (Gitome et al., 2013). Disciplined pupils are less likely to be involved in disciplinary cases which may divert their attention from academic work. Therefore, the pupils are more likely to be psychologically settled and ready for academic work. This enhances their striving for academic success and eventually boosts their academic performance. Research shows that teachers reward and praise students for good behaviour (Rahimi & Karkami, 2015).

Creswel (2003), also argued that with a well-behaved class, teaching could be among the most wonderful jobs that you can do. This would lead to increased pupils' academic performance.

2.4 School environment and pupils' performance in KCPE

Byoung-suk (2012) stated that learners need a safe, healthy and stimulating environment in which to grow and learn. During the school year, children spend 6 to 8 hours at the school where the environment plays a critical role in child development. Byoung-suk (2012) added that most of the time is spent in the school compound or travelling to and from school. This condition requires

careful planning and designing to improve the efficiency of the experiences that support education, health and stewardship. Therefore, the school environment is of paramount importance in shaping and reshaping intellectual ability. Lynn (2014) purported that supportive and favourable school environment enriched with enough learning facilities, and favourable climate enables students to concentrate on their academic activities that resulted in high academic performance.

Maslowski (2001) revealed that school lifestyle includes atmosphere, security, safety and the quality of the building which should be appropriate, adequate and devoid of any risks to users. The quality of the physical environment of the school affects the quality of teaching and learning. Lynn (2014) said that a good school is able to provide a welcoming, secure and safe environment which are the measures undertaken by the learners, teachers, parents and other stakeholders to minimize or eliminate risky conditions or threats that may cause accidents, emotional and psychological distress. Lynn (2014) added that these threats may be as a result of violence and harassment, armed conflict and insecurity, inadequacy of health care and lack of care for special needs. A school environments that is not conducive for learning may lead to under performance.

A study by African Population and Health Research Center (APHRC) and (UNICEF, 2008) found that in Kenya, a number of schools have unacceptably high number of pupils sharing a latrine or a toilet. Many Sub- Saharan Countries (Kenya inclusive) are miles to go before they achieve provision of quality education (EI, 2001). Fullan (2003) revealed that pupils preferred a school to be a friendly place where the learners and the teachers enjoy learning. This improves

motivation and performance. Fullan (2003) added that such an environment would encourage both the deeper level and more achievement oriented learning strategies that learners would prefer. The best time to instill positive values in an individual is at the youth level.

Nelson (2002) reported that the school is quite essential since this is the growing stage when the individual enters into adulthood. Despite all these expectations the levels of indiscipline in schools have recently reached an alarming proportion and extent that the leadership styles in schools is no longer the only cause. Juma (2011) stated that the changes affecting the fabric of the society plays a much bigger role. What happens in schools is a reflection of what happens in the wider society. Juma (2011) also argued that a healthy school environment should be free from drug abuse, sexual harassment, discipline issues and safety and hygiene. According to (Mortimore, 2002) the headteacher should pay special attention to classroom environment if effective learning and good academic performance is to take place. Mortimore (2002) added that large classroom sizes and lack of infrastructure and teaching materials are some of the factors that affect good performance.

Caldwell (2003) concluded that good school environment is a fundamental and indispensable component of the teaching and learning process. Non conducive school environment disrupts concentration and commitment of teachers and learners. It is vital that the head teacher provides safe and secure school environment to facilitate retention and completion which results in excellent outcome Awiti (2009). Tomlinson (1996) revealed that the head teacher must move towards creating an appropriate learning lifestyle and concentrate on

understanding better how the pupils learn so that they can be helped to learn better. According to Arul (2012), a proper and adequate environment is very much necessary for fruitful learning and performance. The favourable school environment provides the necessary stimulus for learning experiences. Arul (2012) added that the children spend most of their time in school, and this school environment is exerting influence on performance through curricular, teaching technique and relationship.

2.5 Guidance and counselling and pupils' performance in K.C.P.E

Fullan (2003) said that guidance and counseling are not new concepts; they existed even in the traditional society. Males and females were charged with the responsibility of guiding and counseling boys and girls. Mackenzie (2008) said that the importance of guiding is to help children to handle interpersonal relationships, develop the whole child and contribute towards their academic performance. Some pupils experience loneliness, low self-esteem and higher frequencies of life changes than others and thus require counselling in order to improve on their performance (Beck et al., 2003).

Guidance is advising, informing or assisting an individual with an aim of bringing about acceptable behavior. Guidance provides useful information in relation to acceptable behavior (Mackenzie, 2008). Counselling is a discipline which enables the counselee to understand more about him or herself through a professional counselor Mackenzie (2008). Counselling is a process through which the teacher seeks to establish relationship in which the children can express their thoughts and feelings. In this way counselling assists individuals to make their own decisions from amongst the choices available (UNICEF, 2012).

For proper learning the learners need guidance and counselling from their teachers or professionals Juma (2011).

The teachers hand book on guidance and counselling (GoK, 2009) gives the following as some of the causes of psychological disturbances in individuals. Inability to meet one's own needs would lead to frustrations and low self-worth. There are children who come from extreme poverty stricken homes where shelter, clothing, food, water and security are their priority needs. Counselling therefore becomes an essential service to be taken seriously in schools because it helps in their academic performance (GoK, 2009).

Guidance and counseling is therefore aimed at bringing about maximum development and self-realization of human potential for the benefit of the pupils' individual performance (Mutie & Ndambuki, 1999). In schools, or any learning environment, the programme assists students in harmonizing their abilities to understand values and to enable them develop their full potential (Mutie & Ndambuki, 1999).

2.6 Summary of the reviewed literature

The literature review has largely discussed the school factors which impacts on the influence of school based factors on the pupils' performance in K.C.P.E. The literature has reviewed the various characteristics which impacts largely on K.C.P.E performance in Nyandarua Central Sub County. The literature review has looked at participatory leadership, school discipline, environment and guidance and counselling of pupils in respect to pupils' performance. From the review it is evident that the issue of school environment plays a major role in pupils' performance.

2.7 Theoretical framework

The study adopted administrative management theory by Henri Fayol (1841-1925). In his book 'General and Industrial Administration', (1917) he describes the necessity and possibility of teaching principles and elements of management. The elements, which are inevitable in primary school administrative process, are planning, organizing, commanding, coordinating and control. The heads of the schools employ these elements every day in their administrative tasks. Fayol's production principles of management are concerned with improvement of human relations, production efficiency and administration of the organization. Fayol believes that not everyone can be a manager. A manager needs some skills and qualities to manage people and resources in an organization. The headteacher as the manager of the school needs to have managerial skills and qualities to properly manage the staff pupils and resources.

The study therefore embarks on this theory for it has been looking at the school-based factors. The head teachers who are the chief administrators control the schools: they must understand the elements and principles of management as outlined by Fayol for them to be effective administrators. The head teacher must delegate duties within the school in order for the school to improve academically. This participatory leadership leads to improvement in performance. The headteacher must exercise authority and responsibility. The headteacher must maintain school discipline through enforcing guidance and counselling programmes in the school. The headteacher should also ensure that a conducive environment for learning is maintained.

Authority was defined by Fayol as the right to give orders and the power to exact obedience. Once the head teacher assumes authority, he also assumes responsibility. All authority and responsibility is bestowed to the head teacher for direction. School's academic performance will be affected by the way the head teacher directs it. The entire school should be moving towards a common objective in a common direction of attaining high academic grades. Finally, the headteacher should encourage harmony and general good feelings among his/her teachers for them to perform to their maximum.

2.8 Conceptual framework

The conceptual frame work illustrate the relation between the variables for effective school based factors. This list is shown in Figure 2.1.

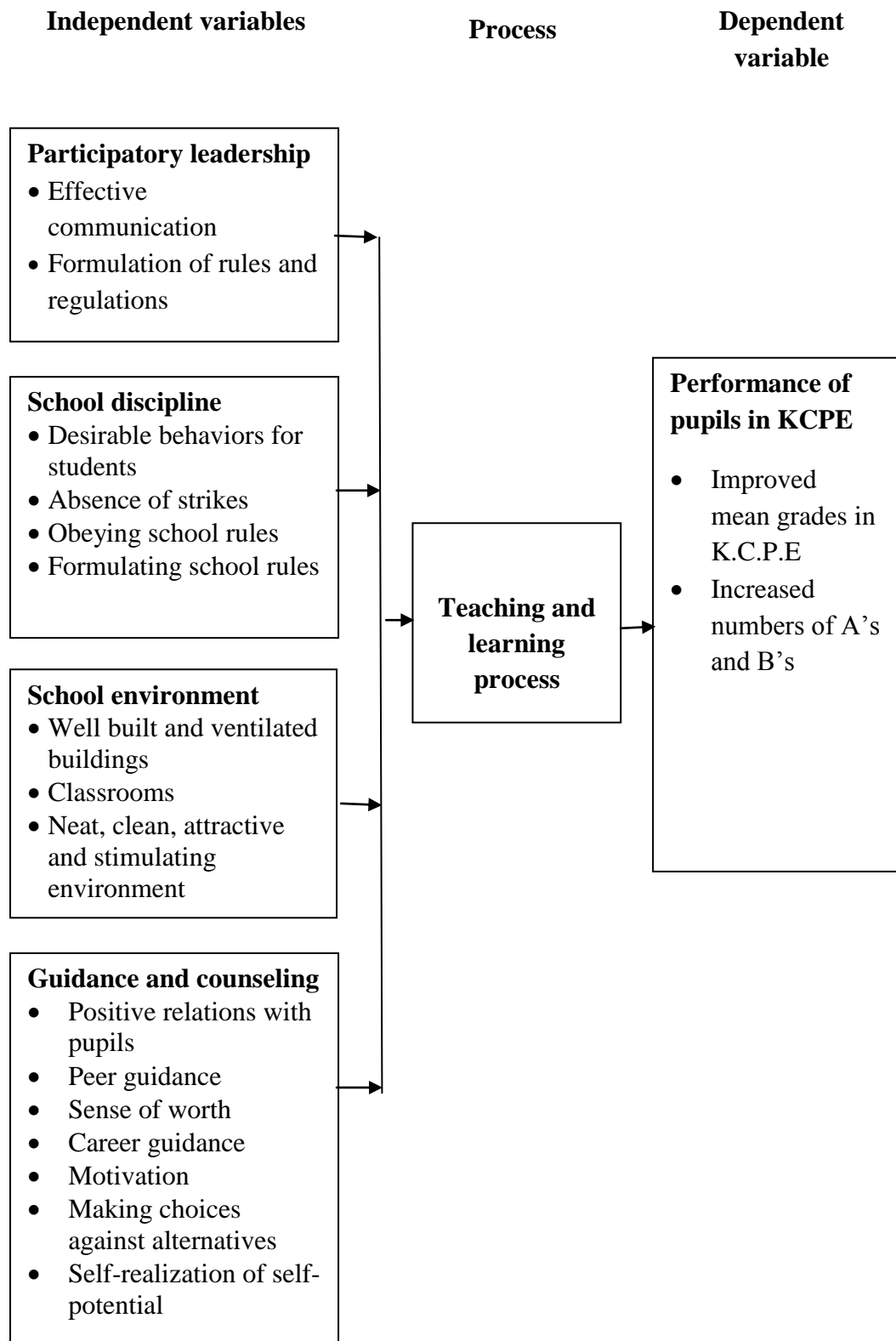


Figure 2.1: Conceptual framework

Conducive school based factors existing in the environment will greatly enhance the smooth learning in the environment. The presence of ideal participatory leadership, obeying school rules, positive student's lifestyle, and guidance and counseling, will lead to remarkable performance in K.C.P.E by the pupils. This is because effective communication, formulation of rules and regulations will result to absence of strikes and obeying of school rules. When the learning environment is favourable and stimulating and when we employ guidance and counselling and incorporate with the teaching and learning process then better performance will be realized.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents methodology to be used in the study. It is presented under: research design, target population, sample size and sampling technique, research instrument, data collection procedures, data analysis techniques and ethical consideration.

3.2 Research design

This study employed a correlation design. This design is considered appropriate in order to establish the relationship between the variables. The study fitted within the provisions of descriptive survey research design because the researcher collected data and reported the way things were without manipulating any variables.

3.3 Target population of the study

Target population is defined as all the members of a real or hypothetical set of people, events or object to which a researcher wishes to generalize the result of the research study (Gall et al, 2003). The target will be population will be 360 respondents comprising 40 headteachers and 320 teachers in the 40 schools within the sub-county since they have been in the school system long enough to understand their school based factors and how they affect their performance. The 40 schools are the ones who presented candidates for K.C.P.E. in Nyandarua Central sub-county.

Table 3. 1**Target population**

Category of respondent	Total	Ol'kalou Zone	Rurii/ Kaimbaga Zone
Head teachers	40	21	19
Teachers	320	170	150
Total	360	191	169

3.4 Sample size and sampling technique

Sampling as defined by Orodho (2014) is the process of selecting a subset of cases in order to draw conclusions about the entire set. Mugenda and Mugenda (2003) states that sample of between 20 and 40 percent is adequate for a population of below 1000, therefore 40% of headteachers were sampled and 30% of teachers were also sampled. There were 2 educational zones in Nyandarua Central Sub-County. Olkalou zone had 21 public schools and Rurii /Kaimbaga zone had 19 schools. Olkalou had 8 Headteachers and 51 teachers while Rurii / Kaimbaga had 8 headteachers and 45 teachers were sampled. Table 3.2 shows the proportion stratified random sampling of the two zones.

Table 3. 2**Sampling frame**

Category of respondent	Ol'kalou Zone Sample	Rurii/ Kaimbaga Zone Sample	Total	Percentage (%)
Head teachers	8	8	16	40
Teachers	51	45	96	30
Total	59	53	112	

The headteachers were selected because they are charged with responsibility of the institutions' management function. Teachers were selected due to the central role they play as academic coordinators and headteachers' advisors on academic issues and they are versed with information on factors within the school that are promoting or hindering promotion of academic of academic performance.

3.5 Research instruments

The research instrument used in the study was questionnaire which was considered the most suitable research instrument for descriptive research design. Kombo (2004) stated that in questionnaires respondents fill in answers in written form and the researchers collect the forms with the completed information. The headteachers' and teachers' questionnaire were the same. Section A: background information, Section B: information about school based factors in terms of leadership, discipline, environment and guidance and counseling. Section C: performance.

The questionnaires were used for data collection because it offered considerable advantages in the administration, presentation and even stimulus potentially to; large numbers of people simultaneously and provided the investigation with an easy accumulation of data. Kombo (2004) maintains that questionnaires give respondents freedom to express their views or opinion.

3.6 Instrument validity

Validity is a measure of how well a test measures what it is intended to measure (Kombo & Tromp, 2004; Mugenda & Mugenda, 2003). According to Orodho (2004), the researcher will study the answers in the questionnaires to ascertain whether all the objectives have been addressed from the responses and answers

given. For this study, content validity of the research instruments was established by having the instruments appraised by the supervisors and experts in education administration. The purpose was to test the understanding of instruments, construct validity, time required to complete the instrument and to ensure that the questions were relevant to specific variables under the study (Orodho, 2004). Questionnaires were observed by the supervisors and experts in this field for face and content validity. Content and face validity were ascertained through expert judgment from specialists of educational administration.

3.7 Reliability of the instrument

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results. Reliability of research instrument was achieved through piloting and computation of correlation. At pilot stage, questionnaires were administered to respondents in 5 schools in Nyandarua West Sub-county where 5 were administrators and 5 teacher counselors. The researcher devised a questionnaire which had a 5-point Likert items to measure the influence of school based factors on KCPE performance. The same questionnaires were re-administered after one week to the same respondents (Test-retest technique). This gave 2 sets of scores that were used to calculate Pearson's Product Moment Correlation Coefficient. (r). According to Mugenda and Mugenda (1999), a coefficient of 0.70 or more, shows that there is high reliability of the instruments. For this study, a coefficient of 0.75 or more was acceptable.

3.8 Piloting

Before the actual data collection, piloting of questionnaires was done on 5 primary schools in Nyandarua West Sub-county which did not participate in the actual study. A pilot study was conducted where 5 administrators and 5 teacher counselors out of the sample population participated. This helped in clarification of ambiguities that might have been prevalent in data collection.

3.9 Data collection procedures

The researcher sought a research permit from the National Council for Science and Technology which is charged with the responsibility of issuing permits for research in Kenya. The researcher then sought permission from the Director of Education Nyandarua Central sub county where the research was carried out. The researcher visited the selected schools' headteachers' to make appointments on when to collect data. Questionnaires administered were collected on the same day by the researcher personally.

3.10 Data analysis technique

The research was basically quantitative. Data was recorded and managed according to the objectives of the study. It was presented using descriptive statistics such as frequencies, percentages and standard deviations as well as correlation statistic using the using the Statistical Package for Social Sciences (SPSS) Version 20.

3.11 Ethical consideration

The research participants were not subjected to harm in any way whatsoever. Full consent was obtained from the participants. Participants received protection of their privacy. They had anonymity and any type of communication in relation to

the research was done with honesty and transparency. Respect for the dignity of research participants was prioritized. Information obtained was purely for the purpose of this research and the identity of the respondents was treated as strictly confidential.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

The study sought to establish the influence of participatory leadership on pupils' performance, assess the influence of school discipline on pupils' performance, determine the influence of school environment on pupils' performance as well as evaluate to what extent guidance and counseling helps on pupils' performance in K.C.P.E for pupils in Nyandarua central sub-county. This chapter therefore presents the data analysis, findings and interpretation. It is comprised of response rate, demographic characteristics followed by the descriptive statistics, thereafter, it concludes with the conclusions and recommendations.

4.2 Questionnaire return rate

The study sought to establish the questionnaire return rate of respondents. Table 4.1 shows the response rate of the respondents with their expected response against actual response.

Table 4. 1

Response rate

Response	Expected Response	Actual response rate	Percentage (%)
Head teachers	16	15	94
Teachers	96	88	92
TOTAL	112	103	92

A total of 103 questionnaires were administered to the head teachers and teachers. Out of the sample size of 112 respondents, 103 of the respondents

(93.8%), responded. There were 15 (94%) headteachers and 88 (92%) teachers. Hence the researcher validated 103 questionnaires which was used for the data analysis and presentation. This was presented in the Table 4.1.

A response rate of 60% is good, but that of 70% and over is very good and reliable (Orodho, 2012). The excellent rate of 92% responses was as a result of relentless follow up on the respondents through phone calls and personal visits to the primary schools.

4.3 Demographic characteristics of the respondents

The study sought to establish the demographic characteristics of the headteachers and teachers.. The respondents' gender is presented in Table 4.2.

Table 4. 2

Gender of the respondents

	Gender	n	Percentage (%)
Headteachers	Male	10	67
	Female	5	33
	Total	15	100
Teachers	Male	47	53
	Female	41	47
	Total	88	100

For headteachers, there were a total of 10 (67%) males and 5 (33%) females. This means that there were more male headteachers compared to female headteachers.

The results correlate with Kimu (2012) who stated that the urban areas have higher concentration of male head teachers compared to female head teachers.

There were a total of 47 (53%) male teachers and 41 (47%) female teachers. This means that male teachers were more than the female. The results correlates with Naomi (2012) who stated that there were more male teachers to female teachers.

Age of the respondents

The study sought to establish the age of headteachers and the findings are shown in Table 4.3

Table 4.3

Age of respondents

Age	Headteacher (n)	Percentage (%)	Teachers (n)	Percentage (%)
25-29 years	1	7	15	17
30-34 years	2	13	13	15
35-39 years	7	47	20	23
40-44 years	2	13	18	20
45-50 years	1	7	14	16
Above 50 years	2	13	8	9
Total	15	100	88	100

The study found out that 1 (7%) headteacher was between 25 to 29 years, 1 (7%) headteacher was between 45 to 50 years, and the most, 7 (47%) headteachers were between 35 to 39 years old. This indicates that all the required age groups are represented in the study majority of them being middle aged (35-39 years) according to this research 70% of the respondents are 30 years and above and would give a clear and objective view on influence of school based factors on Kenya Certificate of Primary Education performance in Nyandarua central sub county.

The study also found out that most, 20 (23%), teachers were between 35 to 39 years old, and the least 8 (9%) teachers were above 50 years. The study also discovered that all the required age groups are represented in the study majority

of them being middle aged (35-39 years). According to this research 70% of the respondents are 30 years and above and would give a clear and objective view on influence of school based factors on Kenya Certificate of Primary Education performance in Nyandarua central sub county

Education level of teachers and headteachers

The study sought to establish the education level attained by the respondents, that is, headteachers and teachers. Table 4.4 depicts the respondents' level of education.

Table 4. 4

Education level of the respondents

	Headteachers	Percentage	Teachers	Percentage
	(n)	(%)	(n)	(%)
P1 Certificate	0	0	21	24
Diploma	2	13	30	34
B/Ed Degree	10	67	24	27
M.Ed	3	20	13	15
Total	15	100	88	100

The study found out that 2 (13%) headteachers had diploma certificate as their highest level of education, 10 (67%) headteachers had B/Ed degree as their highest education level.

On the other hand, the study found out that 30 (34%) teachers had diploma certificate as their highest education level and 13 (15%) teachers had master's degree in education as their highest level of education. This shows that most of the respondents are well educated. The research also found out that the respondents were willing to provide the required information regardless of their

level of education. This is in agreement with Fullan (2003) who said that teachers should be well qualified in order to have a direct influence on their capability and knowledge.

Length of service for head teachers and teachers

The study sought to establish the length of service for the respondents. The respondents were asked to indicate how long they have been teaching as a head teacher. The teachers' responses are shown in Table 4.5.

Table 4. 5

Length of Service as a head teacher/teacher

Length of service	Headteacher (n)	Percentage (%)	Teacher (n)	Percentage (%)
Less than 1 year	2	13	12	14
1-5 years	4	27	27	31
6-10 years	6	40	26	30
More than 10 years	3	20	23	25
Total	15	100	88	100

The study revealed that, 2 (13%) had been head teachers for less than 1 year, 4 (27%) had been head teachers for 1 year to 5 years, and 6 (40%) had been head teachers for 6-10 years.

The study also revealed that 12 (14%) teachers had served for less than 1 year. Twenty seven (31%) had been teachers for 1 year to 5 years. This study reveals that 86% of the headteachers had served as headteachers for more than 1 year and should therefore give credible information regarding the influence of school based factors on Kenya Certificate of Primary Education performance. This is in

line with Fullan (2003) who purported that teachers should have served for a long time for them to have developed school based factors.

4.4 Influence of participatory leadership on K.C.P.E performance

The first objective of the study sought to establish the influence of participatory leadership on K.C.P.E performance in Nyandarua Central sub county. To realize this objective, the study was guided by the research question ‘What is the role of participatory leadership on pupil performance in K.C.P.E in Nyandarua Central sub-county. The views of the respondents were sought. They were expected to indicate their responses on a five point Likert scale where: 1= no extent, 2= to a smaller extent, 3= not sure, 4= to some extent and 5= to a greater extent. The head teachers’ responses are presented in Table 4.6

Table 4. 6

Headteachers’ response on participatory leadership style

	5		4		3		2		1		Mean	S.D
	n	%	n	%	n	%	n	%	n	%		
I involve the teachers in decision making	10	67	4	26	1	7	0	0	0	0	4.60	0.632
I give room to the teachers to initiate school decision	7	47	6	40	2	13	0	0	0	0	4.33	0.724
Pupils elect the student council	8	46	7	54	0	0	0	0	0	0	4.53	0.516
Teachers allow suggestions by pupils on academic issues	5	13	8	53	2	2	0	0	0	0	4.20	0.676

Grand mean = 4.42

According to Table 4.6, 10 (67%) headteachers indicated that to a greater extent they involved the teachers in decision making and 1 (7%) headteacher was not sure the involve the teachers in decision making. The findings reinforce the assertion by Lakomski (2001) who said that it is necessary to change an organization based factors in order to bring about organizational change. The study sought to establish teacher’s views on participatory leadership styles used. The responses are shown in Table 4.7

Table 4. 7
Teachers’ response on participatory leadership style

	5		4		3		2		1		Mean	S.D
	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)		
I involve the teachers in decision making	16	18.2	61	69.3	7	8	4	5	0	0	4.01	0.669
I give room to the teachers to initiate school decision	14	16	71	81	3	3	0	0	0	0	4.13	0.424
Pupils elect the student council	4	5	82	93	2	2	0	0	0	0	4.03	0.262
Teachers allow suggestions by pupils on academic issues	11	13	72	82	5	6	0	0	0	0	4.07	0.423
Grand mean = 4.058												

As shown in Table 4.7 16 (18.2%) teachers indicated that to a greater extent the teachers are involved in decision making, 61 (69.3%) teachers to some extent are involved in decision making and 7 (8.0%) teachers are not sure to be involve the teachers in decision making and lastly 4 (5%) teachers indicated that to a smaller extent are not involved in decision making. Fourteen (16%) teachers to a greater

extent are given room to initiate school decisions, Majority 71 (81%) to some extent are given room to initiate school decisions and lastly 3 (3%) not sure whether they are given room to initiate school decisions. Four (5%) teachers indicated that to a greater extent pupils elect council, 82 (93%) teachers indicated that to a some extent students elect council 2 (2%) indicated that students elect councils. Eleven (12%) teachers indicated that to a greater extent teachers allow suggestions by pupils on academic issues, 72 (82%) indicated that to some extent teachers allowed suggestions by pupils on academic issues and lastly, 5(6%) indicated that they were not sure teachers allow suggestions by pupils on academic issues. The pearson correlation between the objective and performance is shown in table 4.8 below.

Table 4. 8

Pearson correlation between participatory leadership and pupils' performance

		Performance	Participatory leadership
Performance	Pearson Correlation	1	.677**
	Sig. (2-tailed)		.000
	N		15
Participatory leadership	Pearson Correlation	.523**	1
	Sig. (2-tailed)	.001	
	N	88	

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

The Table 4.8 shows that in regard to head teachers there is a positive relationship between participatory leadership and performance, which was statistically significant ($r= 0.677$, $n=15$, $p=0.000$). The responses from the teachers also indicate a positive relationship between participatory leadership and

performance, which was statistically significant ($r = 0.523$, $n=88$ and p value = 0.01). This implies participatory leadership influences academic performance in primary schools.

This is in line with Sinek (2014), who purported that when all stakeholders are involved in decision making in schools, then performance in general improves. The findings also agree with Heck (2015) who stated that collaboration between the teachers and pupils increases performance.

4.5 Influence of school discipline on K.C.P.E performance

The second objective of the study was to assess influence of school discipline on pupils' performance in K.C.P.E in Nyandarua central sub-county schools. To realize this objective, the study was guided by the research question 'What is the influence of school discipline on pupils' performance in K.C.P.E in Nyandarua Central sub-county?' The views of the respondents were sought. They were expected to indicate their responses on a five point Likert scale where: 1 = no extent, 2 = to a smaller extent, 3 = not sure, 4 = to some extent and 5 = to a greater extent. The head teachers' responses are presented in Table 4.9.

Table 4.9**Headteachers' response on school discipline**

	5		4		3		2		1		Mean	S.D
	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)		
School has laid out measures on dealing with discipline	7	47	6	40	2	13	0	0	0	0	4.33	0.724
The school has benefited from the set rules	8	53	5	33	2	13	0	0	0	0	4.40	0.737
Improvement in discipline has made my administrative work easier	11	74	2	13	2	13	0	0	0	0	4.63	0.737
Pupils participate in formulating the school rules	7	47	6	40	2	13	0	0	0	0	4.20	0.724
I reward disciplined pupils and punish the indiscipline ones	10	67	5	33	0	0	0	0	0	0	4.33	0.488

Grand mean = 4.38

As shown in Table 4.9 indicates that 7 (47%) headteachers indicated that to a greater extent, their school has laid out measures on dealing with discipline, 6 (40%) headteachers indicated that to some extent, their school has laid out measures on dealing with disciplines and lastly 2 (13%) headteachers indicated that they were not sure the school has laid out measures on dealing with discipline. Eight (53%) headteachers indicated that to a greater extent, their school has benefited from the set rules and regulations. Seven (47%) headteachers indicated that to a great extent, pupils participated in formulating the school and regulations. Ten (67%) headteachers indicated that to a great extent, they rewarded disciplined pupils and punished the indiscipline pupils.

The study also sought to establish the views of the teachers on the effects of school discipline on the students' performance. The responses are as shown in Table 4.10.

Table 4. 10**Teachers' response on school discipline**

	5		4		3		2		1		Mean	S.D
	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)		
School has laid out measures on dealing with discipline	9	10	74	84	5	6	0	0	0	0	4.23	0.399
The school has benefited from the set rules	28	32	58	66	2	2	0	0	0	0	4.30	0.506
Improvement in discipline has made my administrative work easier	23	26	61	61	4	5	0	0	0	0	4.41	0.513
Pupils participate in formulating the school rules	49	56	33	37	6	7	0	0	0	0	4.31	0.625
I reward disciplined pupils and punish the indiscipline ones	15	17	53	60	12	14	8	9	0	0	4.33	0.632

Where: grand mean = 4.32

Table 4.10 shows that 9 (10%) teachers indicated that to a greater extent, their school has laid out measures on dealing with discipline, 74 (84%) teachers indicated to some extent, their school has laid out measures on dealing with discipline and lastly 5 (6%) teachers indicated that they were not sure the school has laid out measures on dealing with discipline. Fifty eight (66%) teachers indicated that to some extent their school has benefited from the set rules and regulations. Forty nine (56%) teachers indicated that to some extent, pupils participated in formulating the school and regulations. Fifty three (60%) teachers indicated that to some extent they rewarded disciplined pupils and punished the indiscipline pupils. The Pearson's correlation between school discipline and pupils' performance is shown in Table 4.11.

Table 4. 11

Pearson's correlation between school discipline and pupils' performance

		Performance	School discipline
Performance	Pearson Correlation	1	.738**
	Sig. (2-tailed)		.000
	N		15
School discipline	Pearson Correlation	.731**	1
	Sig. (2-tailed)	.001	
	N	88	

**** Correlation is significant at 0.01 levels (2-tailed)**

The Table 4.11 shows that according to head teachers, there is a positive relationship between school discipline and performance which was statistically significant ($r= 0.738$, $n=15$, $p=0.000$). Similarly, according to teachers there is a positive relationship between school discipline and performance which was statistically significant ($r= 0.731$, $n=88$, $p=0.001$). This implies school discipline influences academic performance in primary schools. The above findings are in line with Sureiman (2010) who suggested that better classroom disciplinary climate was found to indicate better school performance. Creswel (2003) also argued that with a well behaved class teaching could be among the most wonderful jobs in the world, which is in line with the above findings.

4.6 Influence of school environment on K.C.P.E performance

The objective of this study was to determine the influence of school environment on pupils' performance in Nyandarua Central sub county. The view of the school headteachers were sought and are indicated on Table 4.12.

Table 4. 12**Headteachers' response on school environment**

	5		4		3		2		1		Mean	S.D
	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)		
Buildings are well lit and well ventilated	2	13	10	67	3	30	0	0	0	0	3.93	0.594
There is good security	6	40	9	60	0	13	0	0	0	0	4.40	0.507
The school environment is neat, clean and attractive	11	73	4	27	0	0	0	0	0	0	4.73	0.458
Pupils in my school influence each other behavior	3	40	9	60	3	40	0	0	0	0	4.00	0.655
Pupils have acquired drug abuse due to the school environment	0	0	0	0	1	6	7	47	7	47	1.60	0.632
Pupils have acquired prostitution due to school environment	0	0	0	0	2	13	0	0	13	87	1.13	0.352
Pupils have acquired truancy due to the school environment	0	0	0	0	0	0	2	13	13	87	3.4	0.352
Pupils have acquired alcoholism due to the school environment	0	0	0	0	0	0	5	33	10	67	1.33	0.488

Grand mean = 3.07

Table 4.12 shows that two (13%) headteachers indicated that to a greater extent buildings are well lit and well ventilated, 10 (67%) headteachers indicated to some extent buildings are well lit and well ventilated and lastly 3 (30%) headteachers indicated that they were not sure buildings are well lit and well ventilated. Nine (60%) headteachers indicated to a greater extent there is good security in the school. Eleven (73%) headteachers indicated to a great extent the school environment is neat, clean and attractive. Nine (60%) headteachers indicated that to some extent pupils in their school influence each others' behavior. Seven (47%) headteachers indicated that to no extent do pupils have acquired drug abuse due to the school environment and 7 (47%) headteachers

indicated that to a small extent the pupils have acquired drug abuse due to the school environment. Thirteen (87%) headteachers indicated to no extent prostitution have been acquired due to school environment. Thirteen (87%) headteachers indicated that to no extent pupils have acquired truancy due to the school environment. Ten (67%) headteachers indicated that to no extent do pupils acquire alcoholism due to the school environment. The assertion agrees with UNICEF (2008) statement that a healthy school environment should be free from drug abuse, sexual harassment, discipline issues and alcoholism.

The study also sought to establish the teachers' response on the influence of school environment on the performance. The teachers' responses are shown in Table 4.13.

Table 4. 13**Teachers' response on school environment**

	5		4		3		2		1		Mean	S.D
	n	%	n	%	n	%	n	%	n	%		
Buildings are well lit and well ventilated	10	12	61	69	17	19	0	0	0	0	3.92	0.551
There is good security	2	2	66	75	20	23	0	0	0	0	3.80	0.459
The school environment is neat, clean and attractive	7	8	72	82	9	10	0	0	0	0	3.93	0.428
Pupils in my school influence each other behavior	23	26	61	70	4	4	0	0	0	0	4.22	0.513
Pupils have acquired drug abuse due to the school environment	0	0	0	0	2	2	18	21	68	77	1.25	0.485
Pupils have acquired prostitution due to the school environment	0	0	0	0	0	0	14	16	74	84	1.16	0.368
Pupils have acquired truancy due to the school environment	0	0	0	0	0	0	10	11	78	89	1.11	0.319
Pupils have acquired alcoholism due to the school environment	0	0	0	0	0	0	7	8	81	92	1.08	0.272

Grand mean = 2.56

As shown on Table 4.13, 10 (12%) teachers indicated that to a greater extent, buildings are well lit and well ventilated, 61 (69%) teachers indicated to some extent buildings are well lit and well ventilated and lastly 17 (19%) teachers indicated that they were not sure whether buildings are well lit and well ventilated. Sixty six (75%) teachers indicated that to some extent there is good security in the school. Seventy two (82%) indicated to some extent the school environment is neat, clean and attractive. Sixty one (70%) teachers indicated that to some extent pupils in their school influence each other's behavior. Sixty eight

(77%) teachers indicated that to no extent did pupils acquire drug abuse due to the school environment. Seventy four (84%) teachers indicated that to no extent did pupils have acquire prostitution due to school environment. Seventy eight (89%) indicated that to no extent did pupils acquire truancy due to school environment. Eighty one (92%) teachers indicated that to no extent did pupils have acquire alcoholism due to school environment. The pearson's correlation between school environment and pupils' performance is shown in the Table 4.14.

Table 4. 14

Pearson's correlation between school environment and pupils' performance

		Performance	School environment
Performance	Pearson Correlation	1	.355**
	Sig. (2-tailed)		.003
	N		15
School environment	Pearson Correlation	.573**	1
	Sig. (2-tailed)	.001	
	N	88	

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

Table 4.14 shows that in regard to head teachers there is a positive relationship between school environment and performance ($r= 0.355$, $n=15$ and p value $=.003$). This implies that school environment has positive and significant relationship on pupils' performance. In regard to teachers there is a positive relationship between school environment and performance($r = 0.573$, $n=88$ and p value $= 0.001$). This implies that school environment has a positive significant relationship on pupils' performance.

The above findings are in line with Byoung-suk (2012) who stated that children need safe, healthy and stimulating environment in which to grow and learn. They also agree with Lynn (2014) who purported that a good school is able to provide a welcoming, secure and safe environment.

4.7 Influence of guidance and counseling on K.C.P.E performance

The fourth objective of the study sought to establish the influence of guidance and counseling on KCPE performance in Nyandarua Central sub county. To realize this objective, the study was guided by the research question “What is the influence of participatory leadership on pupil performance in K.C.P.E in Nyandarua Central sub-county?”. The views of the respondents were sought. They were expected to indicate their responses on a five point Likert scale where: 1= no extent, 2= to a smaller extent, 3= not sure, 4= to some extent and 5= to a greater extent. The headteachers’ response on the influence of guidance and counseling in performance. The head teachers are indicated on Table 4.15.

Table 4. 15**Headteachers' response on guidance and counseling and performance**

	5		4		3		2		1		Mean	S.D
	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)		
The school has a functional guidance and counseling department	7	47	7	47	1	6	0	0	0	0	4.40	0.632
Guidance and counseling department has an influence on student discipline and performance	1	6	14	94	0	0	0	0	0	0	4.07	0.258
Guidance and counselling club in my school is operational	4	27	11	73	0	0	0	0	0	0	4.27	0.458
All the materials and resources required to effect guidance and counselling in my school are available	2	13	12	81	1	6	0	0	0	0	4.07	0.458
Guidance and counselling positively transforms undisciplined	4	27	10	67	1	6	0	0	0	0	4.20	0.561
Grand mean = 4.20												

As shown in Table 4.15 the results revealed that 7 (47%) headteachers indicated that to a greater extent their school has a functional guidance and counselling department 7 (47%) headteachers indicated to some extent their school has a functional guidance and counselling department and lastly 1(6%) indicated that they were not sure the school had a functional guidance and counselling department. Fourteen (94%) headteachers indicated that to a greater extent guidance and counselling department has an influence on student discipline and performance in the school. Eleven (73%) headteachers indicated that to some

extent guidance and counseling club is operational. Ten (67%) headteachers indicated that to some extent guidance and counselling positively transforms undisciplined pupils.

The study also sought to establish the teachers' response on guidance and counseling in performance. This is depicted in Table 4.16

Table 4. 16
Teachers' response on guidance and counseling and performance

	5		4		3		2		1		Mean	S.D
	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)		
The school has a functional guidance and counseling department	12	14	68	77	8	9	0	0	0	0	4.05	0.477
Guidance and counseling department has an influence on student indiscipline and performance	14	16	7	65	17	19	0	0	0	0	3.97	0.596
Guidance and counselling club in my school is operational	6	7	76	86	6	7	0	0	0	0	4.00	0.371
All the materials and resources required to effect guidance and counselling in my school are available	11	13	67	76	10	11	0	0	0	0	4.11	0.475
Guidance and counselling positively transforms undisciplined	13	15	68	77	7	8	0	0	0	0	3.88	0.497
Grand mean = 4.00												

Table 4.16 shows that the findings of the study revealed that 12 (14%) teachers indicated that to a greater extent that the school has a functional guidance and counselling department, 68 (77%) teachers indicated to some extent that the school has a functional guidance and counselling department and lastly 8 (9%) teachers indicated that they were not sure the school had a functional guidance and counselling department. Fifty seven (65%) headteachers indicated that to some extent guidance and counselling department has an influence on student discipline and performance in the school. Sixty seven (76%) teachers indicated that to some extent guidance and counseling club is operational. Sixty eight (77%) headteachers indicated that to some extent guidance and counselling positively transforms undisciplined pupils. The Pearson's correlation between guidance and counselling and pupils' performance is shown in Table 4.17.

Table 4. 17

Pearson's correlation between guidance and counselling and pupils' performance

		Performance	Guidance and counselling
Performance	Pearson Correlation	1	.633**
	Sig. (2-tailed)		.002
	N		15
Guidance and counselling	Pearson Correlation	.782**	1
	Sig. (2-tailed)	.001	
	N	88	

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

The Table 4.17 above shows that in regard to headteachers there is a positive relationship between guidance and counselling and performance ($r = 0.633$, $n=15$ and p value = 0.002). This implies that guidance and counselling has a positive

and significant relationship on pupils' performance. In regard to teachers there is a positive relationship between school environment and performance ($r = 0.782$, $n=88$ and p value = 0.001). This implies that guidance and counselling has a positive significant relationship on pupils' performance.

This is in line with Mutie and Ndambuki (1999) who argued that guidance and counselling in schools assists pupils in harmonizing their abilities to understand values and to enable them to develop their full potential.

4.8 Performance indicators

The study sought to determine the views of the respondents on performance indicators. They were expected to indicate their responses on a five point Likert scale where: 1= no extent, 2= to a smaller extent, 3= not sure, 4= to some extent and 5= to a greater extent. The views of the headteachers are depicted in Table 4.18.

Table 4. 18**Head teachers' views on performance indicators**

	5		4		3		2		1		Mean	S.D
	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)		
There was improved mean grades in K.C.P.E 2016	2	13	13	87	0	0	0	0	0	0	4.13	0.352
There was improvement in K.C.P.E 2016 mean score	3	20	11	73	1	7	0	0	0	0	4.13	0.516
My school was above average compared to sub county's mean score	3	20	9	60	3	20	0	0	0	0	4.00	0.655
The 2017 K.C.P.E performance is likely to improve	2	13	9	60	3	20	1	7	0	0	3.80	0.775
There was increased number of As' and Bs' in K.C.P.E results	4	26	10	67	1	7	0	0	0	0	4.20	0.561

Grand mean = 4.05

As shown in Table 4.18, 2 (13%) headteachers indicated that to a greater extent there was improved mean grade in K.C.P.E 2016 and 13 (87%) headteachers indicated to some extent there was improved mean grade in K.C.P.E 2016. Eleven (73%) headteachers indicated to some extent there was improvement in K.C.P.E 2016 mean score. Nine (60%) headteachers indicated to some extent the 2017 K.C.P.E performance is likely to improve. Ten (67%) headteachers indicated that to some extent there was increased numbers of As' and Bs' in K.C.P.E results. The study sought to determine the views of the teachers on performance indicators. Their responses are as depicted in Table 4.19

Table 4. 19**Teachers' views on performance indicators**

	5		4		3		2		1		Mean	S.D
	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)		
There was improved mean grades in K.C.P.E 2016	23	26	62	71	3	3	0	0	0	0	4.23	0.497
There was improvement in K.C.P.E 2016 mean score	21	24	60	68	7	8	0	0	0	0	4.16	0.544
My school was above average compared to sub county's mean score	13	15	71	80	4	5	0	0	0	0	4.10	0.430
The 2017 K.C.P.E performance is likely to improve	21	24	64	72	3	3	0	0	0	0	4.20	0.483
There was increased number of As' and Bs' in K.C.P.E results	24	26	56	67	8	7	0	0	0	0	4.11	0.470

Grand mean = 4.16

As shown in Table 4.19, 23 (26%) teachers indicated that to a greater extent there was improved mean grade in K.C.P.E 2016, 62 (71%) indicated to some extent there was improved mean grade in K.C.P.E 2016 and 3 (3%) indicated that they were not sure there was improved mean grade. Majority of the teachers 60 (68%) indicated that to some extent there was improvement in K.C.P.E 2016 mean score. Majority of the teachers 71 (80%) indicated to some extent the 2017 K.C.P.E performance is likely to improve. Majority 56 (67%) of the teachers indicated that to some extent there was increased numbers of As' and Bs' in K.C.P.E results.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of the study. The main findings of the study are summarized and conclusions drawn. The recommendations on those findings are discussed and areas of further research suggested.

5.2 Summary of the study

The purpose of this research study was to investigate the effect of school based factors on the Kenya Certificate of Primary Education performance in Nyandarua Central Sub County. The objectives of the study were to investigate the role of participatory leadership on pupil's performance in K.C.P.E; the effects of school discipline on pupil's performance in K.C.P.E; the effects of school environment on pupil's performance in K.C.P.E; and the effects of guidance and counseling on pupil's performance in K.C.P.E.

The target population was 16 head teachers and 96 teachers in Nyandarua Central Sub County. The total sample size was 112 respondents of the total population. Questionnaires for head teachers and teachers were used in data collection. The questionnaires were validated through appraisal from the supervisors and education administration experts from the department and then subjected to a pilot study. The instrument was tested for reliability through test-retest technique with a reliability coefficient of 0.781 for headteachers' questionnaire and 0.815 for the teachers' questionnaire. Descriptive statistics was used to analyze data which was assembled, coded with the assistance of Statistical Package for Social Sciences (SPSS) which generated frequency tables, percentages and bar graphs.

5.2.1 Participatory leadership style and performance

The study established that the head teachers highly involved teachers in school leadership. This was also attested by the teachers who said that they are involved in participatory leadership.

The correlation results from teachers and headteachers' data indicated that there was a positive correlation between participatory leadership and performance. This implies that participatory leadership influences students' academic performance

5.2.2 School discipline and K.C.P.E performance

The study established that the head teachers agreed that school discipline influenced pupils' performance in K.C.P.E performance. This was also attested by the teachers who said that school discipline influenced pupils' performance in K.C.P.E.

The correlation results from teachers and head teachers' data indicated that there was a positive correlation between school discipline and performance. This implies that school discipline influences students' academic performance.

5.2.3 School environment and K.C.P.E performance

The study established that the head teachers agreed that school environment influenced pupils' performance in K.C.P.E performance. This was also attested by the teachers who said that school environment influenced pupils' performance in K.C.P.E.

The correlation results from teachers and head teachers' data indicated that there was a positive correlation between school environment and performance. This implies that school environment influences students' academic performance.

5.2.4 Guidance and counselling and performance

The study established that the head teachers agreed that guidance and counselling influenced pupils' performance in K.C.P.E. This was also attested by the teachers who said that guidance and counselling influenced pupils' performance in K.C.P.E.

The correlation results from teachers and head teachers' data indicated that there was a positive correlation between guidance and counselling and performance. This implies that guidance and counselling influences students' academic performance.

5.3 Conclusions of the study

The foregoing analysis indicates participatory leadership, school discipline, school environment and guidance and counseling have an influence on pupil's performance in K.C.P.E. The results based on correlation analysis of participatory leadership, school discipline, school environment and guidance and counselling on performance from the headteachers and teachers revealed that all of them have a positive correlation with pupils' performance in K.C.P.E.

5.4 Recommendations

- i) The study recommends schools to embrace participatory leadership to improve their performance in Kenya Certificate of Primary Education. This is through involving teachers in decision making, giving teachers room to initiate school decisions, allow pupils to elect students councils and teachers to allow suggestions by pupils on academic issues to improve on performance of K.C.P.E.

- ii) On school discipline, the study recommends that the headteachers of schools to have laid out measures on dealing with school issues, to allow pupils participate in formulation of school rules and to reward disciplined and punish indisciplined pupils to improve on performance of Kenya certificate of primary education.
- iii) The study also recommends that headteachers should ensure that the school environment is conducive for learning. This means ensuring that school grounds are neat and clean and that no drug abuse, prostitution, alcoholism are allowed so as to improve the performance of Kenya Certificate of Primary Education.
- iv) The study recommends schools on guidance and counselling to have a functional guidance and counselling department, to ensure that guidance and counselling department have the required materials and resources and to transform undisciplined pupils to improve the performance of Kenya Certificate of Primary Education.

5.5 Suggestions for further research

It has become evident in the course of this investigation that further research needs to be carried out in the following related areas:

- i) A similar study should be carried out in other counties on the effect of school based factors on Kenya Certificate of Primary Education performance to generalize on the findings.
- ii) Replications of this investigation will need to find out the effects of those factors on quality of education.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi

Department of Educational Administration and Planning

P.O. Box 30197

Nairobi, Kenya

The Headteacher

..... **Primary School**

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH

I am a post-graduate student pursuing a Master's degree in Educational Administration at the University of Nairobi. I am conducting a research titled: **“The Effects of School based factors on Pupils' Performance in Kenya Certificate of Primary Education in Nyandarua Central Sub-County.”**

Kindly allow me to conduct this research in your school. The information collected is purely for academic purposes and the respondent's identity will be treated with high level of confidentiality and anonymity. Thank you for your cooperation and assistance with the study.

Yours faithfully,

.....

Ngigie Mbaria Simon M.

Statement	5	4	3	2	1
i) I involve the teachers in decision making					
ii) I give room to the teachers to initiate school decisions					
iii) Pupils elect the students' council?					
iv) Teachers allow suggestions by pupils on academic issues					
School discipline					
i) The school has laid out measures on dealing with discipline issues					
ii) The school has benefited from the set of rules and regulations					
iii) Improvement in discipline has made my administrative work easier					
iv) Pupils' participate in formulating the school rules					
v) I reward disciplined pupils' and punish the indiscipline ones					
School environment					
i) Buildings are well lit and well ventilated					
ii) There is good security in the school					
iii) The school environment is neat, clean and attractive					
iv) Pupils in my school influence each other's behavior					
v) Pupils have acquired drug abuse due to the school environment					
vi) Pupils have acquired prostitution due to the school environment					
vii) Pupils have acquired truancy due to the school environment					

viii) Pupils have acquired alcoholism due to the school environment					
ix) Pupils have acquired theft due to the school environment					
Guidance and counseling					
i) The school has a functional guidance and counseling department					
ii) Guidance and counseling department has an influence on student discipline and performance in my school					
iii) Guidance and counseling club in my school is operational					
iv) All the materials and resources required to effect guidance and counseling in my school are available					
v) Guidance and counseling positively transforms indisciplined pupils					

SECTION C: Performance indicators

Statement	5	4	3	2	1
i) There was improved mean grades in KCPE 2016					
ii) There was improvement in KCPE 2016 mean score					
iii) My school was above average as compared to the sub county's mean standard score					
iv) The 2017 KCPE performance is likely to improve					
v) There was increased number of A's and B's in KCPE results					

APPENDIX III

TEACHERS' QUESTIONNAIRE

This questionnaire is designed to seek your opinion on the effect of school based factors in Kenya Certificate of Primary Education performance in Nyandarua Central sub-county. Please read the question as required. Be assured that your answer will be confidential.

Section A: Respondent's background information.

1. What is your gender? a) Male () b) Female ()
2. What is your age bracket? a) 25-29() b) 30-34() c) 35-39()
d) 40-44() e) 45-49() f) 50-53() g)above 53()
3. What is your marital Status? (a) Married () b) Single()
c) Divorced () d) Separated () e) Widowed ()
4. How long have you been in the teaching profession?
a) <2 years() b) 3-5 years() c) 6-10 years() d) 11-15 years()
e) 16-20 years() f) >20 years()
5. How long have you been in the current station?
a) <2 years () b) 3-5 years () c) 6-10 years () d) 11-15 years ()
e) 16-20 years () f) >20 years ()
6. What is the level of your professional training?
a) P1 () b) ATS IV () c) others (specify).....

SECTION B: School based factors

7. State the degree to which you agree with the following statement about school based factors using the five point scale provided below.

5. To a greater extent 4. To some extent 3. Not sure 2. To a smaller extent 1. No extent

Statement	5	4	3	2	1
Participatory leadership					
i) I am involved in decision making					
ii) I am given room to initiate school decisions					
iii) Pupils elect the students' council?					
iv) Teachers allow suggestions by pupils on academic issues					
School discipline					
i) The school has laid out measures on dealing with discipline issues					
ii) The school has benefited from the set of rules and regulations					
iii) Improvement in discipline has made my teaching work easier					
iv) Pupils' participate in formulating the school rules					
v) I reward disciplined pupils' and punish the indisciplined ones					
School environment					
i) Buildings are well lit and well ventilated					
ii) There is good security in the school					

iii) The school environment is neat, clean and attractive					
iv) Pupils in our school influence each other's behavior					
v) Pupils have acquired drug abuse due to the school environment					
vi) Pupils have acquired prostitution due to the school environment					
vii) Pupils have acquired truancy due to the school environment					
viii) Pupils have acquired alcoholism due to the school environment					
ix) Pupils have acquired theft due to the school environment					
Guidance and counseling					
i) The school has a functional guidance and counseling department					
ii) Guidance and counseling department has an influence on student discipline and performance in our school					
iii) Guidance and counseling club in our school is operational					
iv) All the materials and resources required to effect guidance and counseling in our school are available					
v) Guidance and counseling positively transforms undisciplined pupils					

SECTION C: Performance indicators

Statement	5	4	3	2	1
There was improved mean grades in KCPE 2016					
There was improvement in KCPE 2016 mean score					
My school was above average as compared to the sub county's mean standard score					
The 2017 KCPE performance is likely to improve					
There was increased number of A's and B's in KCPE results					

APPENDIX IV: AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/73659/17511**

Date: **27th June, 2017**

Simon Mbaria M Ngigie
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“The influence of school culture on Kenya Certificate of Primary Education Performance In Nyandarua Central Sub County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nyandarua County** for the period ending **22nd June, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Nyandarua County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


pp **GODFREY P. KALERWA MSc., MBA, MKIM**
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyandarua County.

The County Director of Education
Nyandarua County.

APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. SIMON MBARIA M NGIGIE
of UNIVERSITY OF NAIROBI, 0-20303 OL
KALOU, has been permitted to conduct
research in *Nyandarua County*

on the topic: **THE INFLUENCE OF
SCHOOL CULTURE ON KENYA
CERTIFICATE OF PRIMARY EDUCATION
PERFORMANCE IN NYANDARUA
CENTRAL SUB COUNTY, KENYA**

for the period ending:
22nd June, 2018


.....
Applicant's
Signature

Permit No : NACOSTI/P/17/73659/17511
Date Of Issue : 27th June, 2017
Fee Recieved : Ksh 1000




.....
Director General
National Commission for Science,
Technology & Innovation