

**INFLUENCE OF SCHOOL BASED FACTORS ON STUDENT
PERFORMANCE IN KCSE IN PUBLIC SECONDARY SCHOOLS IN
MASABA SOUTH DISTRICT, KISII COUNTY, KENYA**

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**A Research Report Submitted in Partial Fulfillment of the Requirements for
the Degree in Master of Education in Educational Administration**

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DECLARATION

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



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



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DEDICATION

The works of this research report has been dedicated to the entire membership of my family: in loving memory of my beloved daddy Andrea Akunga.

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May the glory and honor be to God almighty for His upkeep I enjoyed throughout my study to the completion of this work. I want to thank my two university supervisors, Dr Rose Obae and Mr. Edward Kanori of the Department of Educational Administration and Planning, for their patience and tireless innovations which culminated into this final work.

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ABBREVIATIONS AND ACRONYMS

CBA	Classroom based assessment
DQASO	Directorate of Quality Assurance and Standards Office.
EFA	Education for all
G o K	Government of Kenya.
KCSE	Kenya Certificate of Secondary Education
MOE	Ministry of education
MoEST	Ministry of Education Science and Technology.
NCDS	National Council of Development Studies.
NELS	National Educational Longitudinal Studies.
NIER	National Institute for Education Research
NTE	National Teacher Examination
SPSS	Statistical Package for Social Sciences.
UK	United Kingdom Or Britain
UNESC	United Nations Educational Science Cultural Organization
UNICEF	United Nations International Children Education Fund
USA	United States America
ZQASO	Zonal Quality Assurance and Standards Officer

ABSTRACT

The purpose of this study was to establish the school based factors that influence performance of Kenya certificate of secondary examinations (KCSE) in Masaba South District. Four research objectives were formulated to guide the study. The research adopted a descriptive survey design. The sample comprised of 35 teachers and 110 head teachers. Data was gathered by use of questionnaires. Data were analyzed qualitatively and quantitatively.

Findings revealed that teachers were handling two subjects with most of the head teachers handling the same number of lessons. High workload by the teachers of 19-24 lessons with others over 24 lessons per week hindered teaching and learning hence affecting performance. Findings further revealed that physical facilities affected students' performance. For example out of all schools visited, majority did not have the required teaching learning materials which affected students' academic performance. Findings also revealed that supervision by the head teachers influenced students' academic performance. It was noted that in many schools head teachers did not hold staff meetings to discuss academic standards. Head teacher respondents did not supervise teachers.

Based on the findings it was concluded that head teachers and teachers' characteristics influenced students' performance. The study also concluded that schools neither had a library nor labs as the main teaching facilities for enhancing learning in the school. There was also lack of qualified personnel to arrange the shelves and index the books for easy retrieval. Equipments were not enough where labs existed; with few qualified technicians to take up practical sessions of the lessons. The study also concluded that that supervision by the head teachers influenced students' academic performance. There was evidence of lack of supervision as head teacher cited lack of teachers' cooperation in supervision, commitment, motivation, humiliation and understaffing as the main challenges encountered in schools.

Based on the findings of the study it was recommended that head teachers as school administrators should be empowered by being provided with the required facilities to improve academic performance of students. It was also recommended that in service education programs should be provided because they offer the quickest way of introducing changes and improvements in secondary education. The research further recommended that head teachers should be in serviced in areas of supervision of mathematics so that they can assist teachers in the teaching and learning. Lastly, head teachers should conduct supervision with an aim of assisting teachers in teaching and learning. The researcher therefore suggested that since this research was conducted in district, a similar study should be conducted in other districts to find out how school based factors influence academic performance. It was also suggested that a study on relationship between head teacher training and its effect on performance of KCSE. Since this study was delimited to teachers and head teachers, there is need for a study on the parental role in the performance of students in KCSE.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Globally, education is recognized as a basic human right. Education thus, is a form of investment that contributes to development of both individuals and society. Performance has invaluable impact and or contribution to the area of human resource development of any nation (World Bank, 2005; UNESCO, 2007; UNICEF, 2008). The main goal of education is to prepare individuals for the job markets by transmitting the knowledge, skills, attitudes and cultural norms of the adult world to the younger world (Griffin, 1998; Ellis 2006).

According to global action for children (2005) education is recognized as a basic human right. In 1990 education for all (EFA) commitment was launched to ensure that by 2015 all children will have access to quality education. According to UNESCO (2008) 90 million children in the world had not accessed quality education by 2006. The 2007 UNESCO and UNICEF report addressed three interrelated rights that must be addressed in order to provide EFA. These rights include right to access, quality education and respect within the education environment. The report noted that the barriers to be removed in provision of EFA included funding by parents, inadequate qualified teachers, inadequate physical facilities and resources and poor supervision.

Research indicates that school condition contribute more to the social economic difference in learning rates than family characteristics (Alkens and

Barbarin,2008).Schools in low social economic status communities, suffer from high levels of unemployment and migration of the best qualified teachers. Researches that have been carried out in the developed countries, indicate that initial academic skills are correlated with the home environment, where low literacy and chronic stress negatively affect a student's pre academic skills. The school systems in low social economic communities are often under resourced, negatively affecting students' academic performance (Alkens and Barbarins, 2008).

Inadequate educational facilities and resources greatly affect students' academic performance. However, improving school systems and earlier intervention programs through supervision channels may help to reduce these risk factors and thus increase students' achievements. A teacher's years of service and quality of training has been found to influence the quality of teaching therefore correlated to student / children academic achievements (Gimbert, Bol, and Wallace, 2007). Studies indicate that students in low income schools are less likely to have well qualified teachers (Ingersoll, 1999).

To achieve this, developed countries have incorporated the use of electronic media in their educational systems. The use of computers for example, has helped to reduce the inadequacy of qualified teachers in UK (Muiis et al, 2009). In the United States, some States have adopted the use of electronic educational systems (gadgets) where students only access tutorials from their homes. This system is meant to make education more adaptive and home friendly, thus removing environmental barriers (Gimbert and Wallace, 2007).

National institute for education research (NIER, 1995) while focusing on education performance among Asian countries, found that education performance was still low in Indonesia and Philippines. This research attributed this to resource provision and education management. The research revealed that though governments had done a lot to provide physical facilities, still there was lack of resources and qualified teachers.

Bryton (1999) and Govinda (2003) held the same views but added that student's discipline was yet another challenge to performance. However, Ghalain and Khan (2004) singled out teacher qualification and school culture as core determinants of performance. They then recommended an adoption of an all inclusive model to enhance effectiveness of secondary school program in Indonesia.

According to Ajayi (2002) and Omoregie (2005), education performance in Nigeria is not anything better. They asserted that grandaunts of the education system can neither usefully live in society nor move to higher institution without parents' aid. UNESCO (2005) report on education for all recommended that decisiveness to be taken to monitor learning to ensure the projected learning outcomes is achieved by all. Luke (1999) found that environment was the major determinant of students' performance. However, he failed to single out the various components of the school environment.

According to the world conference on education for all (EFA) held in Dakar Senegal in 2000, it was noted that despite efforts made by governments to ensure quality performance by all, the targets set by Jomtein 1990 had not been fully met. Education performance therefore, in most developing countries was riddled with a crisis of high dropout and low performance (UNESCO, 2007).In the World Bank

(2007) education report for African countries, show that performance in Tanzania and Uganda were wanting, although much had been done on enrolments and accessibility. Material provision is still a challenge to many developing countries.

This trend is clearly indicated in the Kenyan context. This is because although enrollment has impressively improved over the years, quality and performance of education has been compromised. In the 1979-83 development plans, the Kenyan government aimed at enhancing the quality and performance of secondary education through provision of qualified teachers and suitable resources.

This was important for Kenya particularly, since she recently unveiled a vision of making the country a medium economy by the year 2030. This can only be achieved through educational performance. According to the Ministry of Education Science and Technology (MOEST, 1998) master plan, secondary school education is extremely crucial in achieving this dream. At the end of the secondary education circle, students sit for secondary education examination (KCSE).

The KCSE is administered by the Kenya National Examinations Council (KNEC) to all students who have enrolled and completed four years of secondary education. KNEC was created by an act of parliament in 1983 and mandated to administer examinations to both primary and post primary institutions, award certificates and rank students, schools and districts. The ranking then is subjected to public scrutiny for evaluation and judgment based on it every year.

The annual surveys that have been carried out by the Kenya National Examination Council and Ministry of Education directorate of Quality Assurance and

Standards Office division, on secondary schools which performed well in KCSE in the past four years; shows that out of the top 50 high performing schools in the country not even one had come from Masaba south district. (Moe, KNEC, 2011). Similar analysis conducted by the District Education Officer, Masaba south also concurred with this report. (DEO, Masaba South, 2011). Despite the government providing schools with the necessary resources, materials and qualified teachers to Masaba south district, her performance in KCSE has not been impressive. (KNEC, 2011) This therefore, warranted the need for a study, to seek to identify and establish the factors influencing poor performance in Masaba south district.

1.2 Statement of the problem

The directorate of the quality assurance and standards office (DQASO) plays a key role in ensuring that educational standards are upheld. It does this by ensuring that all schools are properly equipped in terms of physical and human resources. However, there exists a myriad of challenges facing performance in educational institutions. Among these the co-operation of relevant government agencies in evaluating performance effectiveness comes into play.

A study carried out by Monari (2007) on establishing factors which contribute to poor student performance in KCSE in neighboring Nyacheki division, in Nyamache district revealed that lack of physical facilities and resources compounded with poor managerial skills contributed to 71% of poor performance of schools. However, in his study, Monari had focused on both in and out of school factors. The study recommendation was that a similar study be conducted in any part of the republic to justify his findings.

According to performance reports available at the county education office, secondary schools in Masaba south have been performing poorly in KCSE (K EO, 2011). The recent KCSE results depicted this, owing to the fact that no school from Kisii County was ranked top among the leading 20 schools nationally. Instead the county had eight districts among those in thirty lower districts (Kisii central, Marani, Kisii south, Masaba South Kenyeny, Nyamache, Gucha south in that order). Table 1.1 shows the performance of Masaba South on a more or less the same constant performance level as compared with neighboring districts of Borabu (east) Masaba North (north) Kisii Central (west) and Nyamache (south) which shows improvements over the years. More so the performance of all public secondary schools has been wanting.

Table 1.1

Comparative KCSE mean score between neighboring districts

Year	Masaba South	Kisii Central	Masaba North	Borabu
2008	5.43	5.25	4.56	6.53
2009	5.93	6.05	5.95	6.82
2010	5.57	6.95	6.09	7.05
2011	5.49	7.83	6.85	7.95

Source: DEO Kisii Central, (2011)

It was therefore, important to carry out studies to find out if the cases of poor performance are as a result of loopholes in the school administration. This is because when institutions are not keen on instructional provision and supervision it provides avenues for poor academic achievements. Until then, no study had been carried out on school based factors focusing on performance in KCSE in

Masaba south district. This study therefore, sort to establish school based factors affecting performance in public secondary schools in Masaba south, Kisii County, Kenya.

1.3 The purpose of the study

The purpose of this study was to establish the school based factors that influence performance of Kenya certificate of secondary examinations (KCSE) in Masaba South District.

1.4 Objectives of the study

The objectives of the study were:-

- i. To examine the influence of head teacher and teacher characteristics on students performance in KCSE.
- ii. To establish the impact of physical facilities on student performance in KCSE.
- iii. To determine the effect of teaching/learning resources (aids) on student performance in KCSE.
- iv. To determine the impact of head teachers' supervisory role on school performance in KCSE.

1.5 Research questions

In order to investigate the above statement of the problem and objectives, the following questions were generated to guide the study.

- i. What is the influence of teacher qualification and age on student performance in KCSE?
- ii. What is the impact of physical facilities on students' performance in KCSE?

- iii. To what extent do teaching/learning resources affect students' performance in KCSE?
- iv. To what extent does head teacher's supervisory role affect school performance in KCSE?

1.6 Significance of the study

It was hoped that the research findings may assist the teachers to upgrade their professional qualities and instructional approaches in preparing students for KCSE. The BOG would find the findings helpful as the use of its recommendations will effectively change school management of their schools and provide for educational essentials. Parents will also benefit as the finding of the study has highlighted the shortcomings within the school and therefore will in turn take action, provide essentials to enhance quality for their children.

The study may be great value to already serving head teachers as well as the aspiring school managers in making value judgment about instructions and performance, for example by understanding the interactive role of the instructional processes and approaches within the school system. The findings may help the head teachers to formulate clear supervisory policies for their schools. The ministry of education (Moe) may use the findings to formulate teacher education program for head teachers.

1.7 Limitations of the study

According to Best and Khan (2008) limitations are condition beyond the control of the researcher that may place limitations on the conclusion of the study and their application to other situations. Personal characteristics of respondents had an effect on data gathering. Some respondents did not exhaustively respond to all

items. Some concealed information deeming it personal. The researcher had less mitigating mechanisms upon this as the respondents were simply not willing to respond to the items at the time of collection of the questionnaire. Some schools were on their half term, thus teachers were not available respond to the questionnaires. This jeopardized the outcome of the study to some extent.

1.8 Delimitations of the study

According to best and khan (2008) delimitations are boundaries of the study. The research was conducted in public secondary schools in Masaba south district. Thus the findings of this study may not apply to public schools in other districts. As a result therefore generalization of its findings should be done with caution.

The research did not deal with private secondary schools due to their difference in management and facilities. Also due to time and financial constraints the researcher only focused on a few selected samples of schools, teachers and head teachers. The picture drawn therefore may not be a true representation of the whole country.

1.9 Assumptions of the study

The following assumptions were made:-

- i. The researcher was able to access all the sampled schools in the district.
- ii. That the sampled schools were to be in session during the time of this study.
- iii. That all respondents were willing to respond to all parts of the questionnaire.
- iv. The respondents will respond honestly and correctly to the questionnaires.

1.10 Definition of significant terms

Academic and professional qualification refers to educational attainment / standards and training achieved by teachers.

Attitude refers to the way, manner, line of thinking or dispositions which guides ones actions.

Education refers to that which is able to bring permanent change to someone in relation to acquired skills, values and knowledge over a period of time.

Factors refer to the circumstances or variables which influence the anticipated results either positively or negatively.

Performance refers to the student's level of attainment of knowledge, skills as compared to others. Also refers to position of schools.

Relationship refers to the interaction that exists between people or objects under study.

Resources refer to all equipments materials personnel palaces that can be used to enhance leading learning.

Teaching/learning resources refers to all those materials that are used to enhance the delivery of the lesson content.

Variable refers to anything that is taken for consideration and considered to bring effect on the study.

1.11 Organization of the study

This research project was organized into five chapters. chapter one was introduction comprising of: background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of

the study, organization of the study and definition of operational terms. Chapter two, literature review, dealt with introduction, school based factors affecting performance, influence of head teachers and teachers characteristics on student performance, influence of physical facilities/ resources on performance, influence of teaching/ learning resources on performance, influence of supervisory role on school performance, summary of related literature, theoretical framework and conceptual framework.

Chapter three which is the research methodology focuses on introduction, research design, target population, sample size and sampling techniques, research instruments, reliability of instruments, validity of the instruments, data collection procedures and data analysis techniques. Chapter four which was data analysis, presentation and interpretation of research findings comprised of introduction, questionnaire return rate, demographic information of the respondents, school based factors affecting students' performance, influence of head teachers and teachers' characteristics on students performance in KCSE, influence on physical facilities on student performance in KCSE, effects of teaching / learning resources on student performance in KCSE and influence of supervisory role school performance in KCSE. Chapter five which was the summary, conclusions and recommendations dealt with introduction, summary of the study, conclusion recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This literature review focuses school based factors affecting student academic performance. Specifically the chapter has highlighted on the influence of head teachers and teachers' characteristics on student performance, influence of physical facilities and resources on performance, influence of teaching/learning resources on performance and the influence of supervisory role on performance. The chapters also presented the summary of related literature, theoretical framework and conceptual framework of the study.

2.2 School based factors affecting performance

According to Robert (2005) Performance is a multidimensional process. Therefore no one aspect can justify its attainability. Different scholars have identified different factors that contribute to low examination performance of schools. To the secondary school teachers, the KCSE result performance indicates about the validity of their qualification as teachers and the quality of their practice. To the management, it talks about the head teacher's efficiency and effectiveness on the part of his supervisory task (management strategies).

According to Torrance (2006) Kenya certificate of secondary education examination as a standardized test in the objective measure that give every student solid picture of achievement and an equal opportunity for advancement(Moe, 2005). Performance therefore can be looked into, factoring in the various ingredients that come into play to make it a success. However in this study the

researchers are restricted to find out a few of the school based factors to find out their influence on students performance in KCSE in public schools.

2.2.1 Influence of teachers' characteristics on student performance

The teacher is an integral aspect of the teaching and learning process and performance of a school. Therefore all the teachers' characteristics and their quality contribute to student performance. The National Committee of Education Objectives and Policies (1976) observed that all the qualitative attributes of teachers are of paramount importance in determining the quality of education on which intellectual development of a child is based.

Muluki (2003) in a study on factors that influence performance in KCSE in private individual secondary schools in Nakuru noted that professional qualification of teachers is deemed important in improving the quality of teaching techniques (skills). These sentiments were echoed by Onguti (1987) who noted that a trained and a qualified teacher is an asset to the school and teachers. Nguru, (1987) on his part noted that it was not only the professional qualification of the teacher that matters but also the academic qualification.

Onguti (1987) and Nguru (1987) further stated that "credentials of teachers both in pre-service education attainment and the type of professional training given maybe a major determinant of the quality of Kenyan schools." However, in their studies, Onguti & Nguru (1987) failed to justify whether it was only qualification of teachers that was instrumental in students' performance or whether other factors came into play. Their recommendations were that further studies be conducted to justify or confirm their findings.

A similar study by Musau (2004) on factors influencing pupils' performance in Kenya certificate of primary examinations in central division Machakos district revealed that the following factors mattered most. The teachers' academic and professional qualifications, teachers' teaching weekly workload, teacher-pupil ratios, teachers' morale, teacher-pupil absenteeism and negative attitudes as the main contributors to poor performance in the division. In her study Musau (2004) did quote Tyler (1977) and Ayoo (2002) as stating that social economic factors playing significant role in students' performance. However, no mention of physical facilities and resources was made. Though, she recommended improving the available facilities. Quality of teachers is said to be correlated to their age and experience. According to Ginger, (1983) while testing the detrimental theory of aging stated that abilities deteriorate and speed of performance as chronological age increases. The justification of this finding was that the older workers generally earned more, were less absent, had few accidents and had less turnover rates than young workers.

However in contrast to this view, Kilemi Mwiria (Daily Nation, Feb, 15 2003) stated that no education reforms is likely to succeed without the ownership of teachers. Teachers therefore all levels of education system need to be respected, adequately remunerated, be professionally trained and qualified. They should be left to be in their stations for considerable period of time preferably four years.

Angelo (1991) observed that qualified and experienced teachers have ease in formulating formative assessment tests especially class based assessments (CBA) then analyze them and the likelihood is that its results will be used to improve students' learning and performance in national examination (KCSE). However,

the observation failed to state the level of qualification most preferable and the number of years, experience, and whether the type and the category of the schools also matter in influencing the teachers performance.

A significant finding from examining experienced and novice teachers by Bell & Rhodes (1996) revealed that more qualified and experienced teachers are more sensitive to public examinations and thus were more likely to hook into their main strategy of guidance and use test oriented materials in presenting candidates for KCSE and the strategy he / she has advocated to withstand the wash back effects of examination results feedback.

Kamau (2010) in a study on the impact of pre-school program on mathematics performance in the lower primary school of Makuyu zone of Muranga district noted that less teaching experience of teachers was a factor working against children's performance . However in this study he failed to state what should be done to address the problem. According to NACECE (2002) trained and qualified teachers are well skilled to use and manipulate the learning resource / materials as well as navigating them in stimulating learning process. This resulted into better academic performance. The teacher's attained academic and professional qualification are therefore a prerequisite in ensuring the teachers competence qualification for student's better performance.

According to Muyera (2002) in a study on communication strategy by head teachers and their effects on academic performance in public secondary schools in Cherangani division Transzoia district noted that teachers qualification may often create clusters among teaching and students thus influencing their

performance both in classrooms deliberation and national exams as some may feel more qualified and experienced than others thus the duration a teacher stays in a school may be profound effect on performance.

Republic of Kenya (1976) emphasized the role played by in-service teacher training in the provision of quality education. Olembo, Wanga and Karagu (1992) state that the importance of in- service education programmes for the qualified teachers is supported by the fact that they offer the quickest way of introducing changes and improvements in primary schools. This is due to the fact that demands on the teacher change considerably during his or her career due to demand of the new curricula and methods of teaching. Consequently, in-service teacher education is necessary to enable teachers to face the challenges of these changing needs.

2.2.2 Influence of physical facilities and resources on performance

The school's physical facilities or the school plant as it is sometimes called contributes an important component of the learning environment. The facilities include the administrative offices, classrooms, libraries, stores and the school playground. According to Bell and Rhodes (1996), these resources are important because the school uses them to advance the learning opportunities offered to the pupils. Anandu (1990) asserts that physical facilities are vital for both teachers and pupils in the teaching/ learning situations. Any trace of inadequacy leads to frustration and the motivating factor in terms of comfort diminishes. Physical facilities that are important in curriculum implementation include classrooms, libraries, sanitary facilities and play grounds. Good classroom arrangement is important because it can help a teacher to cope with complex demands of teaching

many students. Nafula & Ngoma (1998) add that modern teaching environment entails some key characteristics in its physical setting.

First of all it requires space for movement. This enables students to physically change their groupings during a lesson. The activities recommended in the syllabus also require space for writing, drawing and experimenting. To accomplish these tasks, desks and tables are needed in the classrooms. Michael (1993) concurs with Nafula & Ngoma (1998) on the importance of physical facilities in curriculum implementation. He points out that a teacher should have a classroom of his/her own. When a teacher has his/her own class he is able to create an atmosphere that reflects own character and what they have to offer the pupils who come to them. It helps the teacher to use wall displays as teaching aids. It means that the teacher can manage the practical supply of learning materials better.

Storage space is also important in curriculum implementation. Good teaching depends on having the equipment the teacher needs ready when they need them. Stocks of equipment are built up over the years; some bought, some made, some acquired. New syllabuses usually contain recommendations of items to acquire and things to make. All these need to be stored. There is need for adequate blackboard and display space in the classrooms. This is because most teaching and learning activities require enough space for demonstration by both the teachers and pupils as well as plenty of room to display children's work.

Wanjala (1999) observes that lack of inadequate physical facilities like libraries and classrooms affects students' performance. He points out that enough classrooms facilitate good teaching units. Insufficient classrooms make the

teaching units very large. Large class size leads to difficult work both in preparation and in marking. It also strains the text books usage consequently adversely affecting the students' performance.

It is generally assumed that the use of teaching learning resources leads to better performance in examinations. A study by Raju (1973) revealed that lack of suitable teaching aids and facilities made private owned secondary schools in Nakuru pathetic. Ersewon (1985) in a study on qualitative implementation school expansion stated that / found school compounds frequently lack space for recreational use and for teaching practical and technical subjects.

Research findings in developing countries suggest an insignificant relationship between social class and performance. Heynmann (1976) conducted research on the quality of education in Uganda and found no relationship between resources and student educational performance. In his study the availability of education materials was found to be instrumental.

Good (1989) citing recent research on conditional resources of teaching in the United States noted that teachers lacked the basic conditions for teaching. 60% of the teachers interviewed reported lack of staff qualification, 50% reported poor supervision, while 40% reported lack of adequate teaching materials.

Adesima (2004) reported lack of teachers' supervision as being the cause of poor performance in Nigeria. Eshiwani (1986) reviewed that differences in school facilities such as library , text book , laboratories , dormitories , visual aids , electricity , water and play grounds seemed to account for differences in

performance. He further asserted that the presence or absence of facilities distinguished high or low performing schools.

In a similar study to establish the effects of material input carried out by the population council of Kenya and the ministry of education (1997) revealed that single secondary schools were better equipped than mixed schools. Mogeni (2004) revealed that there was lack of adequate and quality resources in most schools in Transmara district. The study recommended that for effective use of resources and facilities in teaching, teachers should be qualified and experienced.

Monari (2007) in an analysis of factors contributing to students' poor performance in KCSE in Nyacheki division revealed that lack of facilities and resources compromised supervision control and contributed to 71% of poor performance in KCSE in Gucha district. The study also revealed that only 51.2% of head teachers checked teachers' professional records once a term. The study also revealed that the majority of teachers were qualified thus attributing poor performance to teachers' negligence contradicting views held by Eshiwani (1986) who had observed that teachers' qualification then had influence on students' performance in western province Kenya.

2.2.3 Influence of teaching / learning resources on performance

Teaching / learning materials form the medium through which teaching is carried out. Teaching/ learning materials can be divided into two categories; those used by the students and those used by the teachers. Materials used by the teachers are important because they help teachers prepare schemes of work and lesson notes which guide them in the course of teaching. They include the syllabi, the teachers'

guides, chalkboard, maps, globe, and pictures. The availability of teaching and learning materials is very crucial in the advancement of education.

On this note, Republic of Kenya (1976) states, "Books and other materials are the basic tools of educational development. They must therefore be available to the learner in adequate quality and quantities. They must also be available at the time they are required." Republic of Kenya (1988) further claims that, the teaching and learning materials should be planned and utilized in the most effective manner to bring about efficient provision of quality and relevance in education.

The importance of teaching and learning materials is further highlighted by Mungai (1992). He states that resources have been in use from the earliest times. Great teachers like Plato, Erasmus and Comenius used resources effectively. Today teachers still depend on teaching tools to make their teaching more effective and even more interesting.

This view is echoed by Nyamok (1997) who states that if a teacher uses the teaching materials effectively, he will be able to use the time thus created for other educational activities. Viewed this way, teaching materials will never replace the teachers' instructional activities but rather they will make it possible to further increase the quality and effectiveness of his instructional activities.

Adequate resources take care of the learners' individual differences and they encourage learners to participate during the teaching learning process. This makes learning more interesting to the learners and the learners are made active during the learning process. Ouma (1987) supports this view by saying that, "Resources encourage learners to participate in the learning process, motivates them, cater for individual differences and enable learners to gain experience by using their

senses.”

Appropriate printed media facilitate effective learning in the school. They assist the learners to learn at their own pace. Once a school has got enough text books, a teacher can give many exercises to the learner without writing them on the chalkboard. This saves him/her time of talking and making too many preparations. Most of the materials arouse learners’ instructions once they appear interesting (Ellington, 1986). The school requires resources to enable it implement its various educational tasks.

Mbamba (1992) points out that, educational resources can be defined as anything in the school or its environment that may be organized for use in the process of teaching and learning. Resources are vital inputs needed to effectively conduct instructional activities at all levels of the educational system. Material resources include, ‘those items so designed, modified and prepared to assist teaching/ learning operations (Mbamba, 1992). This is an indication that adequate teaching / learning resources are vital if the quality of education has to improve.

According to the study by (UNESCO, 2005) provision of instructional materials including textbooks was identified as one of the major achievements of the FPE programme, particularly through reducing the cost burden of education on parents and thus leading to an influx of pupils to school.

2.2.4 Influence of supervisory role on performance

The term supervision has vast and varied definitions depending on the context within which it is being discussed. Broadly it can be defined as: “the attempt through second party intervention to ascertain, maintain and improve the quality of work done (Storey and Housego, 1980)”. Taking the secondary school as a

point of reference in educational setting, Olivia (1976) states that, supervision, can be regarded as a service to teachers and pupils both as individuals and in groups as a means of offering specialized help in improving instruction.

Olembo and Karagu (1992) say that supervision in primary education can be assumed to be a professional service involving the relevant educational administrators for the purpose of interacting with the teachers, in such a way as to maintain, change and improve the provision and actualization of learning opportunities for pupils” According to Eye (1971), supervision is defined as: “that phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of educational systems”. In modern education defines supervision as: “those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers”.

Supervision is regarded as a direct mean of improving instructional programs. To achieve this supervisor should help individual teachers or groups to develop educational goals and provides guidance for the successful accomplishment of these goals through the teachers. The emphasis in supervision is working with people rather than working with materials. The supervisor encourages organizational members to be initiator of action and motivate teachers to be more resourceful in instruction. The supervisor should also encourage creativity and promote a spirit of cooperation among members in order to enhance the possibility of successful results (Storey and Housego, 1980).

The supervisor is expected to observe classes and hold seminars with teachers about possible ways they may strengthen their teaching strategies and techniques.

The supervisor should help in selecting and assigning teachers for the enhancement of learning and teaching. Supervision should help to promote an effective working relationship. This helps in fostering a high professional morale among teachers. The supervisor is also expected to help in appraising teachers' effectiveness.

Supervision helps teachers to gain an understanding of the latest trends and developments in education and teaching. New teachers are given an orientation and induction programme to assimilate them into the organisation through supervision. A supervisor should plan and direct in-service programme for teachers and provide opportunities for teachers to attend conferences both within and outside their own schools. The supervisor is expected to inform the career and guidance centre of the latest curriculum development and their appropriateness to individual student needs (Gray and Gardner, 1999).

Supervision has been defined as the attempt through a second party intervention to ascertain, maintain and improve the quality of work done (Olembo, Wanga , 1992). Thus in a school situation all the activities that are undertaken by the head teacher to help teachers maintain and improve their effectiveness in the classroom, characterize instructional supervision God Hammer (1980). The role of the head teacher in instructional supervision is therefore indispensable.

The head teacher is the chief executive in the secondary school hierarchy. He or she oversees all the learning activities and ensures smooth running of the school. The head teacher is concerned with helping teachers and students to improve their interaction during teaching and learning. For the head teacher to be effective, s/he

needs to work with teachers through consultations, meetings, workshops and in service programs. In Kenya, the head teacher acts as the link between the teachers' service commission and the Kenya Institute of Education (K.I.E) in the implementation and supervision of the curriculum (MoEST, 2000).

Acheson & Gall (2003) in their report on the Green Paper and beyond pointed out that teachers are instrumental to a school's success and their qualification is a must for effective content delivery. He further commented that all secondary schools need a leader. It is the work of the leader's (head teacher) effective supervision that helps to set high standards of expectations for staff and students. The head should then focus on improving teaching and learning through teacher motivation and monitoring for high academic performance.

However, in most cases from available research statistics about 87% of the head teachers have difficulty in interpreting instructional content (Kamindo, 2008) and (Republic of Kenya, 2002 a). Republic of Kenya (1988) recognized the important role of the head teacher as instructional supervisors when it recommended for the trainings for head teacher as first line inspector of schools. This was to enable them to be effective in their role as supervisors hence achievement of their educational goals through high performance in their schools.

However, according to Acheson & Gall (2003) noted that when teachers' perception of the supervisor and lack of clear intents of the supervisory strategy often results into conflict between head teachers and their teachers. In contrast, when supervision data is looked at objectively by both parties, then team work is created, mutual agreement of decisions made (Blumberg, 1980). They

recommended for double strategy in supervision in schools where both the head teachers and teachers engage always in conflict resolving through frequent meetings.

Anderson (1963) in his book on team teaching cited head teachers' role, as an effort to improve instruction by reorganization of personnel in teaching. He cited that the art of team teaching for improved performance as lying more in the spirit of co operative planning , close unit unstrained communication and sincere sharing. The head teacher should therefore initiate co operative sharing and planning as principle supervisory tool for enhanced performance.

Okumbe (1998) noted that in carrying out supervisory tasks, the head teacher should have clear specification of goals and targets. Kimani (2002) in his study KCSE performance in Kinangop, noted that most head teachers in Kinangop secondary schools did not have objectives and mission targets to guide their schools. His study revealed that 80% of all the head teachers interviewed had not attended any lesson thus were not aware of what was going on in their classes but only waited for final KCSE results. This resulted in their schools posting low results.

Campbell (1986) observed that effective supervision was a basic prerequisite for stability and improvement of academic performance. Awino (1999) revealed that 77% of the head teachers in girls' secondary schools in Migori were not committed, did not plan and supervise their school activities on monthly basis. About 23% of the head teachers did their supervision on weekly basis leaving only 10% who were committed and supervised their schools tasks on daily basis

and where it was not possible they delegated. This enhanced performance of girls in KCSE.

2.3 Summary of related literature

Ideally, model estimation requires a comprehensive history of all past and present school, teacher inputs as well as information about each student endowed ability. This complete information is not available, however, leading to potential biases due to unobserved student heterogeneity, teacher unobserved heterogeneity and random assignment of student to particular teachers (Todd and Wolpin, 2003).

The viewed literature has pointed out that different scholars have stated various factors as contributing to either good or poor performance. In view of the above literature therefore, schools in Masaba south would be performing better. However the existing statistics depicts the performance to be opposite. This therefore calls for an investigation to find out what is happening in public secondary schools in Masaba south district.

2.4 Theoretical framework

A theory is a reasoned statement or statements which are supported by evidence. Theories are systematic explanations of the relationships among phenomena. They provide a generalized explanation of an occurrence. The study was based on Abraham Maslow's basic needs theory and Fielder's contingency theory of leadership which states that; there are certain minimum requirements that are essential to decent standard of performance. Those are known as physiological needs. Basic needs theory was ideal for this study as it explains that lack of basic

educational requirements (physical facilities, teaching /learning resources and qualified teachers) will hamper performance.

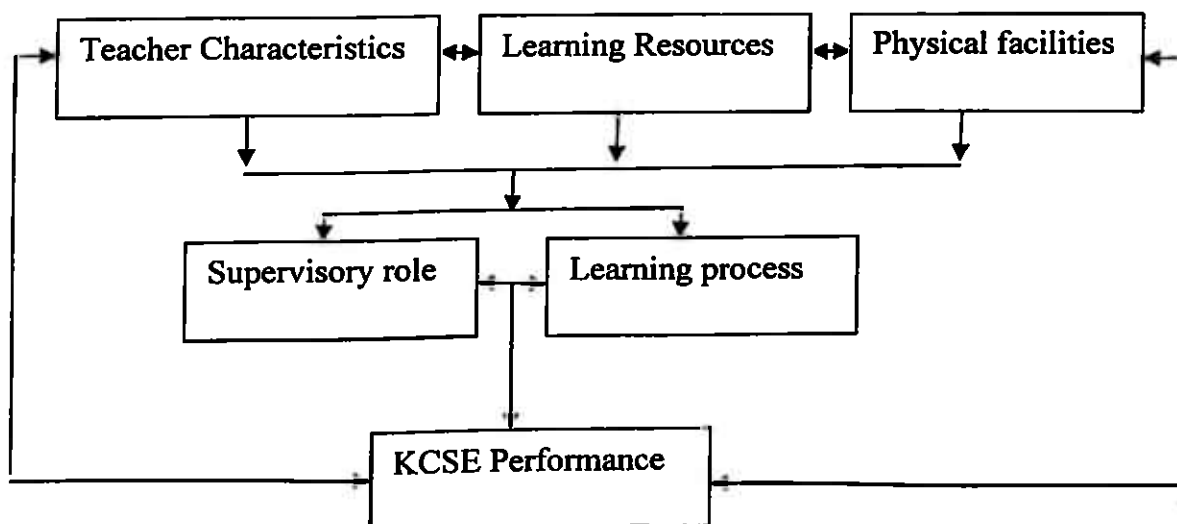
The contingency theory was used to explain the supervisory role. The theory stipulates that effective leaders tend to combine the authority of their position with the power conferred by the group. In educational settings, the head teacher should always identify with their followers' (teachers and students) needs and expectations for effective instructional supervision. These theories helped to explain relationships between the various variables for desired performance.

2.5 Conceptual Framework

The conceptual frame work of this study was developed based on the findings of other researchers. The framework is presented in figure 2.1.

Figure 2.1

Relationships between school based factors and academic performance



Source: Researcher's own based on Tyler's model

The conceptual framework shows various variables with the factors that affect academic performance. The figure shows the relationship between the independent and the dependent variables. From the figure, the independent which include teachers' qualification, physical facilities and resources and head teachers supervisory have an impact on academic performance.

This therefore implied that performance was dependent upon the independent variables. The teaching and learning process in the figure is the process while the output is the performance. The figure shows that any manipulation of the independent variables will have an impact on the academic performance of students. However, these were not the only variables that influenced performance, but they formed the basis of research for this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used in conducting the study. The chapter focuses on research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques.

3.2 Research design

The research adopted a descriptive survey design. According to Mugenda & Mugenda (2003) descriptive survey determines and reports the way things are without manipulation. Best & Khan (2006) asserts that descriptive survey involves a clearly defined problem and definite objectives, questions and development of generalization principles and theories that have universal validity. Descriptive survey design, therefore, describes respondents' characteristics such as opinions, abilities, attitudes, beliefs and knowledge. Therefore, this study aimed at capturing respondents' opinions, attitudes and knowledge based on school based factors influencing performance in Masaba south district.

3.3 Target Population

Mugenda & Mugenda (1999) define population as the entire group of individuals or events having common observable characteristics. Briker (1988) defines target population as a large sample or population from which a small proportion or

population is selected for observation and analysis. The target population for this study comprised of all the 39 head teachers and 367 teachers in public secondary schools in Masaba south district.

3.4 Sample size and sampling techniques

According to Best & Khan (2008) the ideal sample should be large enough to serve as adequate representation of the population about which the researcher intends to generalize the findings. There are 39 public secondary schools with 39 head teachers and 367 teachers. The researcher proposed to involve approximately 30% of the classroom teacher form the 39 schools yielding a total of 136 respondents. These teachers were selected using simple random sampling technique / procedure.

To achieve this, a list of all teachers in each school was drawn. Then each teacher was assigned a random number based on the school code (SC) and Teacher Identification Number (TIN). Following the list thus drawn, then the researcher wrote the teacher's identification number on bottle tops and placed them in a par lot box and mixed them. He then randomly selected three teachers from each visited school, one at time and requested them to participate in the study. However, 35 head teachers were interviewed as key informants, given the position they held.

Table 3.1

Sampling frame

Category	Target	Sample size	percentage
Head teachers	39	39	100
Teachers	367	110	30.23
Total	406	149	31.773

3.5 Research instruments

The researcher relied on self-administered questionnaires. A questionnaire is a research instrument that gathers data over a large sample (Marzano, 2006). Questionnaires were used in this study because they are more efficient in that they permit a collection of data from a large sample (Gay, 1992). Questionnaires also allowed respondents to give frank answers to sensitive questions without fear of victimization (Mulusa, 1990).

In this study only two categories of questionnaires were used, head teachers' questionnaire and teachers' questionnaires. The head teacher questionnaires were used to seek qualitative information on administrative elements and practices put in place in the schools. The teachers' questionnaires sort quantitative information on demographic, qualification, resources, and head teachers' supervision role, based on school based factors influencing performance.

3.6 Validity of instruments

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences based on research findings. It is the ability of the instruments to measure what they are intended to measure. To ensure this, a pilot study was conducted prior to the actual research. This served as a pre test to the instrument items.

Two secondary schools were randomly selected from neighboring Nyamache district to be involved in the pilot study. Through piloting the researcher was able to determine whether there were any ambiguities in any of the items and ensured that the instruments elicit the type of data anticipated to answer in the research

questions. Then the items were reviewed with the help of the project supervisor who are experts in this area of study.

3.7 Reliability of instruments

Reliability is a measure of the degree to which a research instrument produces consistent results given repeated trials (Mugenda & Mugenda 1999). According to Gay & Arisian (2007) data collection instrument reliability is measured by the degree to which the instrument consistently measures the characteristics of interest over time. To enhance the reliability of the instrument, a pilot study was conducted in two schools which were not included in the main study. The aim of piloting was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables were either discarded or modified to improve the quality of the research instruments.

This was to ensure that the instrument captures all the required data. The procedure for extracting an estimate of reliability was obtained from the administration of pilot-retest reliability method which involved administering the same instrument twice to the same group of subject with a time lapse between the first and second test. A Pearson's product moment correlation coefficient formula was used.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum(x)^2 - (\sum x)^2][N\sum(y)^2 - (\sum y)^2]}}$$

According to Mugenda & Mugenda (1999) a coefficient of 0.80 or more simply shows that there is high reliability of data. The reliability coefficient was 0.821 for head teachers and 0.792 for the teachers' questionnaires.

3.8 Data collection procedures

The administration of data collection instruments was done by the researcher both at pilot and main study. The researcher sought a research permit from the National Council for Science and Technology (NCST). A copy of the permit and letter of authorization were presented to the District Education Officer Masaba south district.

The selected schools were visited and the questionnaires administered to the respondents. The researcher then administered the research instruments to the head teachers and teachers of the sample schools. Head teachers and teachers were given at least two days to complete the questionnaire items. All the respondents were assured of confidentiality of their identities.

3.9 Data analysis techniques

After data collection, the researcher conducted data cleaning to identify errors made by respondents such as incomplete responses and spelling mistakes. Quantitative data derived from demographic section of the questionnaire and other closed ended questions was analyzed using descriptive statistics using percentages and frequencies. Qualitative data generated from open ended questions in the research was organized into themes and patterns categorized through content analysis and then tabulated data was computed using the statistical package for social sciences (SPSS) version.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTEPRETATION

4.1 Introduction

This chapter focused on data analysis presentations and interpretation s of research findings. The presentations were done based on the research objectives.

4.2 Questionnaire return rate

Completion rate is the proportion of the sample that participated as intended in all the research procedures. Out of the 39 head teachers sampled, all of them (100%) returned the questionnaires. Out of 110 questionnaires administered to the teachers, all of them were returned. This percentage return rate was far above the recommended 80% therefore the questionnaires were deemed adequate for the study.

4.3 Demographic information of the respondents

This section presents the demographic information of the respondents namely the head teachers and teachers. The section first presents the demographic information of the head teachers and the teachers together. The demographic information of the head teachers and teachers were based on their gender, marital status, academic qualifications and their professional qualifications. Table 4.1 presents the demographic information of the head teachers and teachers

Table 4.1**Demographic information of the head teachers and teachers**

Gender	Head teachers		Teachers	
	F	%	F	%
Male	30	85.7	74	73.3
Female	5	14.3	27	26.7
Total	35	100.0	101	100.0

The head teacher gender responses also revealed that male head's dominated with 85.7 percent respondents while female head's responses represented only 14.3% respondents. The findings revealed that most teachers in the district were male representing 73.3% of the whole teacher respondent population. Female teacher responses represented only 26.7% of the respondents. The respondents were also asked to indicate their marital status. The data is presented in Table 4.2.

Table 4.2**Distribution of respondents by marital status**

Marital status	Head teachers		Teachers	
	F	%	F	%
Married	30	85.7	72	72.7
Single	4	11.4	25	25.3
Widowed	1	2.9	2	2.0
Total	35	100.0	99	100.0

The data also shows that 72.7 percent of teachers were married. It was also revealed that 25.3 percent of the teachers were singles while only 2.0 percent of them were widowed. The marital status of head teachers showed that majority 88.6% were married while 11.4% were singles. They were also asked to indicate their academic qualifications. Their responses are presented in Table 4.3.

Table 4.3**Distribution of respondents by academic qualifications**

Academic qualifications	Head teachers		Teachers	
	F	%	F	%
KACE	2	6.1	9	9.4
BA	3	9.1	7	7.3
BED	27	81.8	77	80.2
Others	1	3.0	3	3.1
Total	33	100.0	96	100.0

Academically data revealed that 80% of the respondent teachers had a degree (BED). 7.3 %of the respondents had B.A degree, 3.1% of the respondents had post graduate degree while 9.4 % were diploma holders. For head teacher respondents, majority 81.8 % of them had a degree (BED), 9.1 % of the respondents had BA degree, and 6.1% of the respondents were KACE holders while 3.0 % of the respondents had other academic qualifications (not specified). The data shows that majority of the respondents were adequately trained and hence could provide information on how school based factors influence academic performance of students. The researcher was also interested in establishing the professional qualifications of the respondents. Their responses are tabulated in Table4.4.

Table 4.4**Distribution of respondents by professional qualifications**

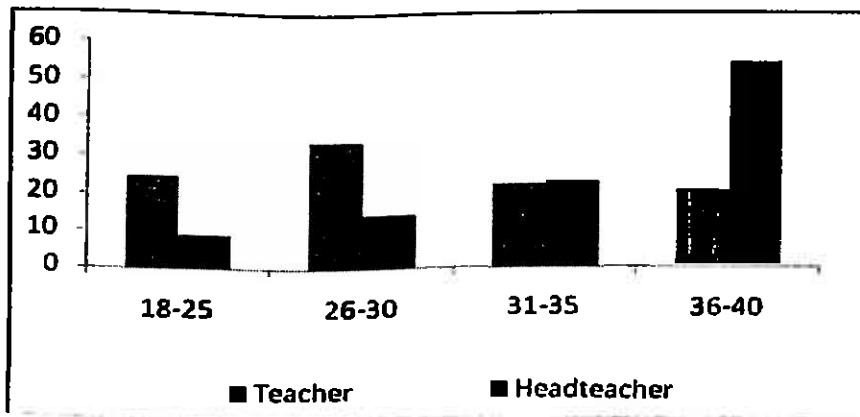
Professional Qualifications	Head teachers		Teachers	
	F	%	F	%
BA	-	-	4	4.3
S1	1	2.9	1	1.1
DIP	3	8.6	18	19.1
Bed	28	80.0	65	69.1
PGDE	3	8.6	3	3.2
Masters	-	-	3	3.2
Total	35	100.0	94	100.0

Professionally, it was revealed that most of the teachers were trained and qualified. 69.1% had bachelor of education qualification 19.1 % holds diploma qualification. Post graduate diploma in education and masters holders represented 3.2 % leaving only those with SI training representing 1.1%. Those with BA qualification were represented by only 4.3 %. The findings show that most of the head teachers' professional qualification was bachelor of Education (BED) representing 80.0 % respondents Diploma and PGDE represented 8.6% respondents each and SI representing only 2.9% respondents. The finding indicates that most of them were qualified to teach in secondary and were able to provide information on how school based factors affected academic performance.

The study also gathered the information pertaining the age of the headteachers and teachers. Data on the age of the respondent is presented in figure 4.1

Figure 4.1

Distribution of respondents by age



The study also revealed most of the teacher respondents were in the age bracket of 26-30 years represented by 33.3% responses. Age bracket of 18-25 years represent 24.2 % of the total teacher respondents. Those in the age bracket of 31-

35 years presented 22.3 % respondents while those at age bracket of over 36 years presented 20.2% of the respondents.

The head teacher respondents were revealed to be mostly in the age bracket of over 36 years representing 54.3% of the respondents. Age 31-35 years represented 22.9% of the respondents and those in age bracket of 26-30 years representing 14.3% while bracket 18-26 years represented 8.6 %. The data implies that the head teachers and teachers were relatively young and hence energetic to carry out their teaching tasks. The age of the teachers and head teachers may therefore not be a factor that may influence students' academic performance. The study also sought to establish the head teachers and teachers' experience. The data is presented in Table 4.5.

Table 4.5

Distribution of respondents by teaching experience

Teaching Experience	Head teachers		Teachers	
	F	%	F	%
0-5years	8	22.9	48	48.5
6-10years	11	31.4	25	25.3
11-15years	9	25.7	10	10.1
>15years	7	20.0	16	16.2
Total	35	100.0	99	100.0

The length of time a teacher had served in schools indicated that most of the head teachers were found to have served as heads for less than 10 years representing 54.3 % of the respondents. Those who had served between 11- 15 years represented 25.6% of the respondents. While those who had served for more than 16 years represent 20% respondents.

The study also sought to establish the duration that the head teachers and teachers had been in the current school. Their responses are presented in Table 4.6.

Table 4.6

Duration of respondents in the current school

Duration in current school	Head teachers		Teachers	
	F	%	F	%
0-5years	8	22.9	48	48.5
6-10years	11	31.4	25	25.3
11-15years	9	25.7	10	10.1
>15years	7	20.0	16	16.2
Total	35	100.0	99	100.0

The data shows that most of the respondents have been in their current stations from 1-7 years representing 62.9% respondents. Those who had stayed from between for 8-14 years represented 23.0% of the responses while those who had been in there for over 15 years represented only 14.1% of respondents (Figure 4.2). Nevertheless, it was revealed that most of the teachers who have served for 1-5 years represent 48.8 % of the respondents. Those teachers with 6-10 years experience represent 25% of the total respondents. Those with 11-15 years of service represent 10% respondents while those with over 15 years experience represent 16.2% respondents.

4.4 School based factors affecting students' performance

The study sought out to establish the school based factors that influenced student's academic performance. The researcher therefore sought to examine the performance of students in 2008, 2009, 2010 and 2011. The data on the schools mean scores are presented in Table 4.7.

Table 4.7**Masaba district mean standard score between 2008 and 2011**

Year	Mean	Minimum	Maximum	Std.
MSS in 2008	3.63240	1.940	6.920	1.062934
MSS in 2009	4.18525	2.330	7.024	1.339054
MSS in 2010	4.67540	2.237	7.920	1.327419
MSS in 2011	5.21376	2.800	8.350	1.610341

The study revealed that district performance was low. However, there were signs of slight improvement as per the evidence presented by all the head teacher respondents. This performance was attributed to a number of reasons from both respondents. From the Table 4.7 as indicated, it can be noted that over the years, the district has been ragging behind with minimal performance improvement with a rate of less than 2 standard score deviation.

However, many of the respondents reported that this kind of performance was as a result of frequent transfer of students within the district schools. A large population of respondents of 79.7% attributed poor performance of schools at KCSE to inadequate facilities and resources. This was coupled with under staffing as reported by a significant number of respondents. Some of the respondents noted syllabus coverage was never done earlier enough to allow for adequate revision for exams.

Other reasons that were enlisted as contributing to poor performance included among others; low entry marks of students, lack of co operation, lack of motivation, poor working conditions, laxity by both teachers and students and absenteeism. Improvement of performance would be made possible by according

to about 60% of the respondents through improvement of facilities, reduction of teachers' workload, increase students' entry mark and management to enhance teamwork among teachers.

4.4.1 Influence of teacher characteristics on KCSE performance

The study sought to establish the influence of head teachers and teachers characteristics on students' performance. The researcher therefore sought information ye training related teacher attributes of teachers in the district. The teachers were for example asked whether they had been trained in the subjects that they taught. Data showed that 92 (91.2%) had been trained. Asked at what level of training, majority 77 (81.9%) indicated that they had been trained at degree level. The teachers were further asked whether they had attended any subject method workshop. Data showed that 66% had attended while 34 had not attended. Asked to indicate the number of workshops, they responded as indicated in Table 4.8.

Table 4.8

Number of workshops teachers had attended

No of subject workshops attended	F	%
<3 workshops	27	52.4
3-5 workshops	18	35.3
>5workshops	6	11.8
Total	51	100.0

Data revealed that teachers had attended subject workshops/seminars organized by District Quality Assurance and Standards Office (DQASO). Teachers were well trained and had experience of handling their subject areas with ease. However from the results posted by most schools at KCSE, it was evident that despite the workshops and training attended, performance was still not good.

The teachers and the head teachers were also asked to indicate the number of lessons that they taught the data is presented in Table 4.9.

Table 4.9
Number of subjects taught

Number of subjects	Teachers		Head teachers	
	F	%	F	%
1	24	24.0	11	33.3
2	73	73.0	21	63.6
3	3	3.0	1	3.0
Totals	100	100.0	33	100.0

The data revealed that majority 73% of the teachers were handling two subjects. Most of the head teachers were also found to be handling the same number of lessons as indicated by 63.6%. The data shows that the number of lessons handled by the teachers may hinder effective teaching and hence it may affect students' performance. They were also asked to indicate the duration that they had taught the subjects. The data is presented in table 4.10.

Table 4.10
Duration of teaching the subjects

Duration of teaching	Teachers		Head teachers	
	F	%	F	%
1-5years	46	46.9	4	12.5
6-10 years	33	33.7	4	12.5
>10 years	19	19.4	24	75.0
Total	98	100.0	32	100.0

There was evidence that most of them had not taught for as long, thus they might not have been familiar with question answering techniques for KCSE which comes with long service, hence unable to guide students effectively and hence

affecting their academic performance. The researcher was also interested in establishing the class size in the schools the data is presented in Table 4.11.

Table 4.11
Responses on class size

Class size	Teachers		Head teachers	
	F	%	F	%
<35	23	27.1	8	27.6
35-50	46	54.1	16	55.2
>50	16	18.8	5	17.2
Total	85	100.0	29	100.0

Data indicated that most of the class sizes were above 35 students as shown by 46 (54.1%) teachers and 55.2%) head teachers. There were cases where the class sizes were above 50 students. This implies that teachers were not able to effectively handle large classes hence this could affect performance. The teachers and head teachers were also asked to indicate their workload. They responded as indicated in Table 4.12

Table 4.12
Distribution of respondents by workload

Weekly load	Teachers		Head teachers	
	F	%	F	%
6-12	8	8.1	9	27.3
13-18	23	23.2	15	45.5
19-24	59	59.6	8	24.2
>24	9	9.1	1	3.0
Total	99	100	33	100

There was high workload of between 19-24 lessons per week representing 59.6%. Worse still, there were extreme cases of teachers with a workload of over 24 lessons. While there were some head teachers with a work load of between 13-18

lessons representing 27.2% respondents. The data shows that teachers had a huge teaching load. When teachers are made to teach many lessons, individual attention to students becomes minimal which affects students' performance.

4.4.2 Influence of physical facilities on student performance in KCSE

Physical facilities are of important to the school administrators since they have a direct impact of how the schools perform. A head teacher who does not have adequate physical facilities finds it difficult to manage schools as they ought to be managed. This is because it will be difficult to teach, assess pupils and lead to poor or no syllabus coverage. The study revealed that out of all schools visited, 52% respondent teachers reported that schools neither had a library nor labs as the main teaching facilities for enhancing learning in the school. However, the head teacher respondents placed the rate at 50% for both library and laboratory possession. It was revealed that, even where a library structure existed, there were no reading tables and chairs.

There was also lack of qualified personnel to arrange the shelves and index the books for easy retrieval. This even worsened the place further. Labs also were evidently missing in most schools. Equipments were not enough where labs existed; with few qualified technicians to take up practical sessions of the lessons. This made the teacher's work more consume and incomplete during practical. The study findings here concur with that of Good (1989) which cited lack of basic physical facilities as a condition for poor performance for most institutions in rural setup.

The evidence also revealed that most of the schools had no play grounds of their own for recreational activities. Most of the schools shared playground/ fields with

their mother primary schools, as many of the secondary schools were started in primary compounds or lands. This made it difficult for secondary schools to have definite daily routines. The study shares the same view as that held by Eshiwani (1986) who said that difference in school facilities made schools appear different and post different results always.

On the use of the library or book store where books are kept to get reading materials, it was evident that in most schools students were reported using them occasionally. Both respondents seemed to agree that teachers used the libraries always. There was evidence however, showing that upper forms using the library and the labs more often than the lower forms. Physical facilities that are important in curriculum implementation include classrooms such as, libraries, sanitary facilities and play grounds.

These facilities are critical because they help a teacher to cope with complex demands of teaching many students. Nafula & Ngoma (1998) add that modern teaching environment entails some key characteristics in its physical setting. The findings also concur with Wanjala (1999) who observes that lack of inadequate physical facilities like libraries and classrooms affects students' performance. He points out that enough classrooms facilitate good teaching units. Insufficient classrooms make the teaching units very large. Large class size leads to difficult work both in preparation and in marking. It also strains the text books usage consequently adversely affecting the students' performance

4.4.3 Effects of learning resources on KCSE performance

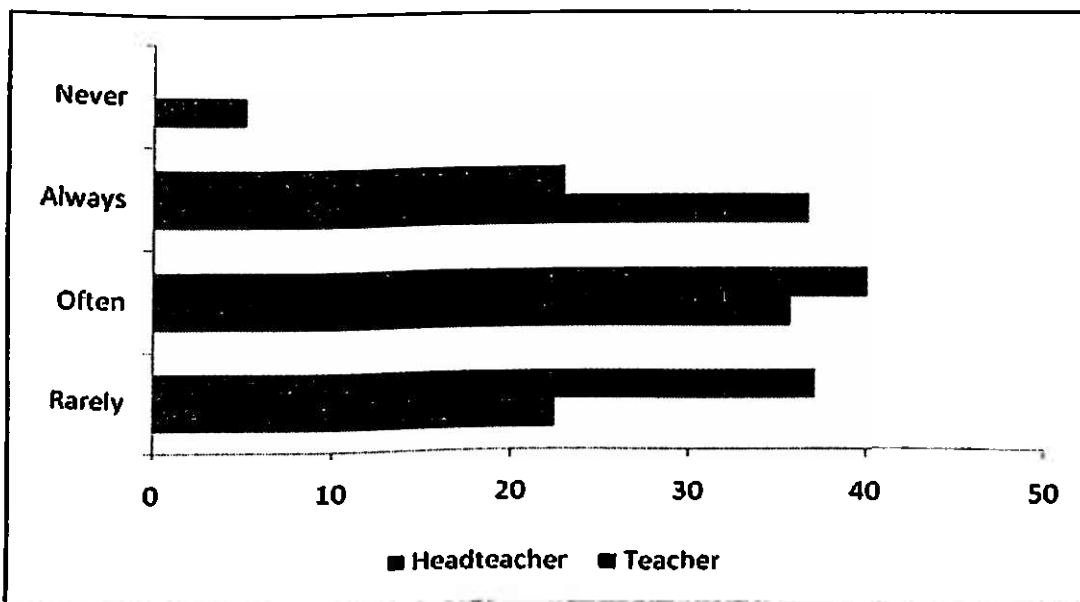
Teaching / learning materials form the medium through which teaching is carried out. Teaching/ learning materials can be divided into two categories; those used

by the students and those used by the teachers. Republic of Kenya (1988) recommends that the teaching and learning materials should be planned and utilized in the most effective manner to bring about efficient provision of quality and relevance in education.

The importance of teaching and learning materials is further highlighted by Mungai (1992). Ouma (1987) supports this view by saying that resources encourage learners to participate in the learning process, motivates them, cater for individual differences and enable learners to gain experience by using their senses. The study therefore sought to establish how regularly teachers prepared the teaching and learning aids. The data is presented in figure 4.2.

Figure 4.2

Teaching Aids preparation by type of teacher



Data revealed that 77.1% of the head teacher respondents rarely prepared nor used teaching aid. Only 22.9% respondents reported occasionally preparing teaching aids. 91.4% of the head teacher respondents agreed that teaching aids if used well / effectively, have long lasting effects on the learner or teaching process.

From the analysis done, it was revealed that teacher respondents rarely prepared and used teaching aid in teaching. Evidence shows that only 36.7% of the total respondents always prepared and used aids in teaching. 35.7% respondents often prepared them. 22.4% of the respondents rarely making them. While 5.1% of the respondents reported never making nor uses teaching aids.

However, teacher respondents had various reactions to give. 40.6% of the respondents asserted that they found teaching aids were interesting to use. 21.8% of the respondents agreed that it was important and suitable to use resources in teaching. 19.8% of them reported that resources were captivating and aroused students' curiosity while 4.0% of the respondents reported that teaching aids were useless and time wasting.

Generally most teacher respondents acknowledged the use of teaching aids in preparing students for exams. However they were not ready to prepare them for use. Even those who confirmed using them reaffirmed that the ones used, were either bought or borrowed. We can therefore conclude that teaching aids are never used to teach in Masaba South.

It can be suggested however, from the evidence presented that, if used effectively in teaching, teaching aids can influence the performance of students given the arousing effect resources posses. Teachers therefore need to do something if they desire to register good mean grades in their subjects. Students should also be involved in the making and the use of teaching aids in classes to enhance their cognitive and manipulative skills.

4.5 Influence of supervisory role on school performance in KCSE

Supervision helps teachers to gain an understanding of the latest trends and developments in education and teaching. The study therefore sought to establish how supervision by the head teachers influenced students' academic performance.

The respondents were therefore asked to indicate how often the head teachers met the staff to discuss the academic matters in the schools. The data is presented in table 4.13.

Table 4.13

Regularity of staff meeting in schools by type of respondent

	Teacher		Head teacher	
	F	%	F	%
Once a term	24	24.7	11	32.4
Twice a term	54	55.7	16	47.1
Thrice a term	18	18.6	6	17.6
>thrice a term	1	1.0	1	2.9
Total	97	100.0	34	100.0

The study revealed that many schools did not hold staff meetings to discuss academic standards. 80.4% of the heads were reported holding 1-2 meetings only in a term preferably opening and closing staff meetings as reported by teacher respondents. 18.6% of the respondent heads reported holding staff meetings thrice a term while only 1% reported holding more than three meeting a term according to teacher respondents. The same was the case with head teacher's response which indicated that staff meetings were held either once or twice a term with 79.4% of the head teacher respondents.

The teachers were further asked to indicate the level of importance the head teachers attached to managerial issues. The data is presented in table 4.14.

Table 4.14**Level of importance head teachers attach to managerial issues**

	Financial business		Curriculum instruction		Supervision of staff		maintaining relations		Supervision of students		Maintenance of Facilities	
	F	%	F	%	F	%	F	%	F	%	F	%
V. Low	19	22.1	10	11.5	12	14.0	14	16.1	13	14.9	16	18.4
Low	7	8.1	11	12.6	18	20.9	11	12.6	15	17.2	24	27.6
Medium	13	15.1	21	24.1	15	17.4	13	14.9	16	18.4	14	16.1
High	21	24.4	21	24.1	19	22.1	27	31.0	13	14.9	17	19.5
V. High	26	30.2	24	27.6	22	25.6	22	25.3	30	34.5	16	18.4
Total	86	100	87	100	86	100	87	100	87	100	87	100

There was evidence that the head teacher approved teachers' professional record for use either personally or by delegation as 69% of the respondents reported. However the revelation was that only a few heads had these records signed /enclosed at the beginning of the term as reported by 15% of the respondents. The findings revealed that 74% of the head teacher respondents did not supervise teachers while teaching. 22% of the respondents supervised them occasionally and only 4% of the respondents who supervised regularly lessons in progress.

Most of the teacher respondents were however, positive and welcomed the idea of heads visiting them in classes at 70.3% respondent. However 3% of the respondents said they would accept through consensus. The rest of the respondents seemed not to acknowledge the idea terming it as a waste of time interference and lack of trust on the part of head teachers.

It was revealed that 59.8% of head teacher were more concern with financial administration. Only 48.3% cared about curriculum and instruction. 71.3% of heads were reported to be busy maintaining public relations with students' supervision at 67.8% of the teacher respondent.

Only 47.3% heads were reported to supervise teachers. Worse still 62.1% did not care to maintain or coordinate the provision of facilities, equipments and resources for teaching. There was evidence of lack of supervision as 85.7% of the head teacher respondents cited lack of teachers' cooperation in supervision, commitment, motivation, humiliation and understaffing as the main challenges encountered in schools

Based on the cited evidence it can be suggested that most schools in Masaba South District are not well coordinated. Most of the activities are done at individual discretion without team work. There was evidence of conflict in role play as head teachers tend to carry out supervision of activities and staff solely handedly.

Delegation therefore was missing as an instrumental strategy in supervisory policies that discourages suspicion, victimization so as to encourage collegiality, team work and accountability. Let it be noted that supervision is key to well coordinate structured or system like a school for the attainability of desired results. Effective supervision serves as grease to a running wheel. In the school, supervision helps to blend together of the various components of the school system for the achievement of its targets.

The teachers were further asked to indicate how regular the head teacher performed managerial functions. The data is presented in tables 4.15a and 4.15 b.

Table 4.15a

Frequency of Head teachers' performance of managerial functions according to teachers

	Financial business		Curriculum instruction		Supervision of staff		maintaining relations		Supervision of students		Maintenance of Facilities	
	F	%	F	%	F	%	F	%	F	%	F	%
	Rarely	11	12.6	12	13.6	10	11.5	13	14.8	11	12.5	18
Occasionally	15	17.2	13	14.8	16	18.4	14	15.9	16	18.2	17	19.3
Often	18	20.7	24	27.3	24	27.6	10	11.4	20	22.7	17	19.3
Very Often	18	20.7	23	26.1	15	17.2	31	35.2	15	17.0	19	21.6
Always	25	28.7	16	18.2	22	25.3	20	22.7	26	29.5	17	19.3
Total	87	100	88	100	87	100	88	100	88	100	88	100

Table 4.15b

Frequency of Head teachers' performance of managerial functions according to them

	Financial business		Curriculum instruction		Supervision of staff		Maintaining relations		Supervision of students		Maintenance of Facilities	
	F	%	F	%	F	%	F	%	F	%	F	%
	V. Low	9	28.1	9	28.1	11	34.4	7	21.9	8	25.0	8
Low	4	12.5	3	9.4	4	12.5	4	12.5	5	15.6	4	12.5
Medium	4	12.5	6	18.8	2	6.3	4	12.5	4	12.5	6	18.8
High	6	18.8	4	12.5	6	18.8	6	18.8	5	15.6	6	18.8
V. High	9	28.1	10	31.3	9	28.1	11	34.4	10	31.3	8	25.0
Total	32	100	32	100	32	100	32	100	32	100	32	100

From the evidence presented above in Table 4.15, it was revealed that most head teachers do not perform their managerial tasks effectively as required. The whole 35% of the respondents always perform their management function of maintaining public relations. As can be seen, the supervisory function is among the lowliest rated function of all the other managerial functions. Provision and maintenance of resources and physical facilities function is also not regularly performed by most head teachers as they ought to. The teachers' responses also concurred with the results posted by the head teachers' responses. In the maintenance of public relations function the teachers' responses represented 35.2% of the respondents. The head teachers were also asked to rate the level of preparedness of the teachers. Their responses are presented in table 4.16.

Table 4.16

Rating of teachers' preparedness attributes

	Lesson plans		Progress record	
	F	%	F	%
Very good	3	8.8	9	25.7
Satisfactory	23	67.6	23	65.7
Poor	6	17.6	3	8.6
Never done	2	5.9	0	0.0
Total	34	100.0	35	100.0

The data revealed that teachers always prepared and had their tools of work, ready for use. This was revealed by 67.6% respondents who rated teachers with lesson plans and 65.7% respondents those with progress records as satisfactory. Those who rated teachers' preparedness as being very good represented 8.8% for those with lesson plans and those with progress records represented

25.7%. While those who rated teachers' preparedness as poor were 17.6% for lesson plans and 8.6% for those with progress records. Only 5.9% respondents rated teachers' preparedness as poor.

The researcher was also interested in establishing how head teachers certified teachers' preparedness on lesson plans and progress records. The data is presented in table 4.17.

Table 4.17

Head teachers' regularity of certifying teachers' preparedness

	Progress records		Lesson plans	
	F	%	F	%
Daily	1	2.9	5	14.7
Twice	2	5.7	2	5.9
Weekly	9	25.7	9	26.5
Monthly	22	62.9	13	38.2
Never done	1	2.9	5	14.7
Total	35	100.0	34	100.0

Most head teachers were reported certifying teachers' records at least monthly representing 62.9% respondents for those with lesson plans and 38.2% respondents for those with progress records. 25.7% respondents reported that their lesson plans were certified weekly while 26.5% reported on progress records. There was proof that teachers always prepared as only 2.9% respondents reported that teachers never prepare lesson plans while those who reported for progress records represented only 14.7% respondents. The head teachers were also asked to indicate how regularly they performed their managerial functions. The data is presented in table 4.18

Table 4.18

Regularity with which Head teachers perform managerial functions

	Financial		Curriculum		Supervision of		maintaining		Supervision of		Maintenance	
	business		instruction		staff		relations		students		of Facilities	
	F	%	F	%	F	%	F	%	F	%	F	%
Rarely	4	12.9	6	19.4	4	12.9	4	12.9	2	6.7	5	16.1
Occasionally	8	25.8	1	3.2	6	19.4	3	9.7	5	16.7	4	12.9
Often	3	9.7	7	22.6	3	9.7	8	25.8	4	13.3	7	22.6
Very Often	8	25.8	7	22.6	12	38.7	6	19.4	12	40.0	8	25.8
Always	8	25.8	10	32.3	6	19.4	10	32.3	7	23.3	7	22.6
Total	31	100	31	100	31	100	31	100	30	100	31	100

Data indicated that managerial functions were performed by the head teacher often. For example 25.8 very often performed financial business with the same number performing always,, 38.7% very often supervised staff with 19.4% doing it always, while 40% very often supervised students with 23.3% doing it always. In the area of maintenance of facilities, 25.8% did it very often while 22.6% maintained facilities always. Maintenance of relations was very often done by 19.4% whole 32.3% did it always. These findings indicate that head teachers performed their supervisory functions.

These findings are in line with Olembo & Karagu (1992) who found that supervision done in areas of checking on lesson plans, schemes of work, registers and other administrative documents had a positive impact in academic performance of students. Constant supervision improved the performance of students. They further found out that regular assessment of pupil progress through the fortnightly grade system was one of the strengths of the school and allowed prompt action to be taken if a pupil was failing to achieve his or her academic potential.

The findings are also in line with Rowan & Miller (1997), on whether supervision benefited teachers in their teaching duties found out that supervision had improved the work of the teaching and non-teaching staff. The teaching staff indicated that after positive supervision they improved their teaching skills, enhanced better skills which they apparently had not been using since they graduated from colleges.

4.6 Summary of findings

The chapter had sort to establish influence of school based factors on student performance. The findings from the analysis revealed that student performance in standardized examination is to a high extent influenced by a number of factors. As revealed, these factors can be classified into two broad categories: Community related factors and School based factors. However, it was revealed that both of these factors come into play simultaneously in influencing student performance. Our study focused mainly on school based factors, in order to establish their effects on student performance.

It was revealed that physical facilities had profound effects on learners and the learning process in school therefore, influencing performance. Teaching resources if properly utilized in instructional process, not only enhanced content delivery but had long lasting effects on the learner hence, influencing their performance in KCSE. Supervisory role was found to be lacking in most schools which made coordination of schools' activities difficult hence influencing performance. Most teachers were revealed to be well trained thus had no effect on student performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of this study was to establish the school based factors that influence performance of Kenya certificate of secondary examination (KCSE) in Masaba South District. Four research objectives were formulated to guide the study. Research objective one sought to examine the influence of head teacher and teacher characteristics on students performance in K KCSE performance; research objective two aimed at establishing the impact of physical facilities on student performance in KCSE performance; research objective three sought to determine the effect of teaching/learning resources (aids) on student performance in KCSE performance while research objective four sought to determine the impact of head teachers' supervisory role on school performance in KCSE performance.

The literature review highlighted on the influence of head teachers and teachers' characteristics on student performance influence of physical facilities and resources on performance influence of teaching/learning resources on performance and the influence of supervisory role on performance. The chapter

has also presented the summary of related literature, theoretical framework and conceptual framework of the study. The research adopted a descriptive survey design. The sample comprised of 39 teachers and 110 headteachers. Data was gathered by use of questionnaires. Gathered data was analyzed qualitatively and quantitatively.

Findings revealed that there were school based factors that influenced students KCSE performance. For example it was established that performance in the district was low although there were signs of slight improvement as per the evidence presented by all the head teacher respondents. The respondents reported that the kind of performance was as a result of frequent transfer of students within the district schools.

A large population of respondents of 79.7% attributed poor performance of schools at KCSE to inadequate facilities and resources. This was coupled with under staffing as reported by a significant number of respondents .Some of the respondents noted syllabus coverage was never done earlier enough to allow for adequate revision for exams. This significantly hindered students' performance in KCSE and hence low schools' performance, thus district.

Other reasons that were enlisted as contributing to poor performance included among others; low entry marks of students, lack of co operation, lack of motivation, poor working conditions, laxity by both teachers and students and absenteeism. Improvement of performance would be made possible by according to about 60% of the respondents through improvement of facilities, reduction of teachers' workload, increase students' entry mark and management to enhance teamwork among teachers.

Findings on the influence of head teachers and teachers characteristics on students performance revealed that that 92 (91.2%) of the teachers had been trained with 77 (81.9%) having been trained at degree level. It was also revealed that 66% had attended workshops on their subjects having been organized by District Quality Assurance and Standards Office (DQASO). However from the results posted by most schools at KCSE, it was evident that despite the workshops and training attended, performance was still not good.

The findings revealed that majority 73% of the teachers were handling two subjects with most of the head teachers handling the same number of lessons as indicated by 63.6%. The number of lessons handled by the teachers hindered effective teaching and hence affected students' performance. Data indicated that there were cases where the class sizes were above 50 students. This implies that teachers were not able to effectively handle large classes hence this could affect performance.

The teachers' high workload of 19-24 lessons per week as indicated by 59.6% hindered teaching / learning hence affecting performance. There were extreme cases of teachers with a workload of over 24 lessons. The data shows that teachers had a huge teaching load. When teachers are made to teach many lessons, individual attention to students becomes minimal which affects students' performance.

Findings further revealed that physical facilities affected students' performance. For example out of all schools visited, 52% respondent teachers reported that schools neither had a library nor labs as the main teaching facilities for enhancing learning in the school. There was also lack of qualified personnel to

arrange the shelves and index the books for easy retrieval. This even worsened the place further. Labs also were evidently missing in most schools. Equipments were not enough where labs existed; with few qualified technicians to take up practical sessions of the lessons. Data also revealed that most of the schools had no play grounds of their own for recreational activities. Most of the schools shared playground/ fields with their mother primary schools, as many of the secondary schools were started in primary compounds or lands. This made it difficult for secondary schools to have definite daily routines.

Teaching / learning materials affected performance of students. For example majority 77.1% of the head teacher respondents rarely prepared nor used teaching aid. Only 36.7% of the total respondents always prepared and used aids in teaching. Only 35.7% respondents often prepared professional documents.

Findings also revealed that supervision by the head teachers influenced students' academic performance. It was noted that in many schools head teachers did not hold staff meetings to discuss academic standards as indicated by 80.4% of the head teachers. The findings revealed that 74% of the head teacher respondents did not supervise teachers.

It was revealed that 59.8% of head teacher were more concern with financial administration. Majority 71.3% of heads were reported to be busy maintaining public relations with students' supervision at 67.8% of the teacher respondent. Only 47.3% heads were reported to supervise teachers. Worse still 62.1% did not care to maintain or coordinate the provision of facilities, equipments and resources for teaching.

There was evidence of lack of supervision as 85.7% of the head teacher respondents cited lack of teachers' cooperation in supervision, commitment, motivation, humiliation and understaffing as the main challenges encountered in schools.

5.3 Conclusions

Based on the findings it was concluded that head teachers and teachers characteristics influenced students' performance. For instance teachers were handling two subjects with most of the head teachers handling the same number of lessons as indicated. The number of lessons handled by the teachers hindered effective teaching and hence affected students' performance. The study also concluded that class sizes were above 50 students which implied that teachers were not able to effectively handle large classes hence this could affect performance. High workload by the teachers which was between 19-24 lessons per week hindered teaching and learning hence affecting performance. There were extreme cases of teachers with a workload of over 24 lessons.

Findings further revealed that physical facilities affected students' performance. For example out of all schools visited, teachers reported that schools neither had a library nor laboratories as the main teaching facilities for enhancing learning in the school. There was also lack of qualified personnel to arrange the shelves and index the books for easy retrieval. This even worsened the place further. Laboratories also were evidently missing in most schools. Equipments were not enough where labs existed; with few qualified technicians to take up practical sessions of the lessons.

Data also revealed that most of the schools had no play grounds of their own for recreational activities. Physical facilities and learning materials affected performance of students. For example the head teacher respondents rarely prepared nor used teaching aids. The study also concluded that that supervision by the head teachers influenced students' academic performance. It was noted that in many schools head teachers did not hold staff meetings to discuss academic standards.

Head teachers did not supervise teachers which led to laxity of teaching and learning hence poor academic performance. Head teacher were more concern with financial administration, they were busy maintaining public relations with students' supervision, while only 47.3% heads were reported to supervise teachers. Head teachers did not maintain or coordinate the provision of facilities, equipments and resources for teaching. There was evidence of lack of supervision as head teacher cited lack of teachers' cooperation in supervision, commitment, motivation, humiliation and understaffing as the main challenges encountered in schools.

5.4 Recommendations

Based on the findings of the study, the following were the recommendations

- i. Head teachers as school administrators should be empowered by being provided with the required facilities to improve academic performance of students
- ii. In service education programs should be provided because they offer the quickest way of introducing changes and improvements in secondary education

- iii. Head teachers should be in serviced in areas of supervision of mathematics so that they can assist teachers in the teaching and learning.
- iv. The head teachers should conduct supervision with an aim of assisting teachers in teaching and learning.

5.5 Suggestions for further research

Taking the limitations and delimitations of the study, the researcher makes the following suggestions for further research:

1. Since this research was conducted in district, a similar study should be conducted in other districts to find out how school based factors influence academic performance
2. A study on relationship between head teacher training and its effect on performance of KCSE
3. Since this study was delimited to teachers and head teachers, there is need for a study on the parental role in the performance of students in KCSE.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

University of Nairobi,
College of Education,
Department of Educational Admin
P.O Box 92,
KIKUYU

Headteacher _____ Secondary school

Ref: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I'm a postgraduate student undertaking master of education course at the University of Nairobi. I'm conducting a research as a requirement in partial fulfillment of the requirement of the degree course. The research will examine influence of school based factors on student performance in Kenya Certificate of Secondary Examination in Masaba south district. I therefore humbly request your participation in the questionnaire attached. Please answer all the questions in the parts of the questionnaire. All the responses will be treated with strict confidentiality. Your participation in this research will be highly appreciated.

Yours faithfully,

Akunga James Obwoye

APPENDIX II: HEADTEACHERS QUESTIONNAIRE

Please simply put a tick in the box of your choice in all the corresponding parts of this questionnaire. The questions are designed purely for academic purpose and therefore all answers will be kept strictly confidential. Please do not write your name or the name of your school anywhere on this paper.

Part 1: Demographic Academic and Professional Information

i. What is your gender?

Male Female

ii. What is your marital status?

Married Single Widowed

iii. What is your chronological age in years

18-25

26-30

36-40

>40

iv. What is your highest academic qualification

KACE

BA

BED

v. What are your professional qualifications

SI

DIP

BED

PGDE

vi. For how long have you been head teacher

0-5 []

6-10 []

11- 15 []

>15 []

ix. How long have you taught this subject in years? _____

xi. How long have you been in your present station in years? _____

xii. In how many schools have you taught since employment?

1 []

2 []

3 []

4 []

xiii. (a) How many subjects do you teach currently?

1 []

2 []

(b) What is your weekly teaching workload?

6-12 []

13-18 []

19-24 []

Part 11: Facilities and resources information

Please answer the following questions on facilities and use resources in your school.

1. Where are books in your school kept?

Lib []

Bookshelf []

Lab/lib	Form	Don't use it	occasionally	often	Very often	Always
	1					
	2					
	3					
	4					

2. What is the average size of your class in figures? _____

3. How often do you prepare teaching aids for your teaching?

Rarely []

Often []

Always []

4. How do you find teaching with aids (please explain)

5. How do you get the few resources and facilities in preparing students for KCSE _____

Part III: Head Teacher's Supervisory Role Tasks

i. How often do you call staff meeting to discuss academic matters

Once a term []

Twice a term []

Thrice []

ii. How do you rate your teachers' preparation on the following professional documents?

Schemes of work	v. good	satisfactory	poor	Never done
Lesson plan				
Progress record				

iii. How often are the teaching records certified for approval by your office?

Schemes of work	Daily	Twice	Weekly	monthly	Never done
Lesson plan					
Progress record					

vi. How do you keep an inventory of the teacher's work?

v. Please indicate the KCSE mean standard score on the table below

Year	M.S.S	Position in district	Deviation(+ or -)
2008			
2009			
2010			
2011			

vii. In your opinion what factors have influenced this kind of performance?

viii. Briefly explain the challenges you encounter when carrying out
Supervision

ix. In your opinion what contributes to poor performance in your
school

x. What should be done in your opinion to improve this performance?

xi. **Part IV: Head teachers' self assessment on administrative tasks**

Administrative task	What level of importance do you attach to each administrative task	How often do you perform each task
Financial & Business admin.	1 2 3 4 5	1 2 3 4 5
Curriculum and instruction	1 2 3 4 5	1 2 3 4 5
Supervision of staff	1 2 3 4 5	1 2 3 4 5
Maintaining public relations	1 2 3 4 5	1 2 3 4 5
Supervision of students	1 2 3 4 5	1 2 3 4 5
Provision / maintenance of facilities	1 2 3 4 5	1 2 3 4 5

APPENDIX III: TEACHERS' QUESTIONNAIRE

Please simply put a tick in the box of your choice in all the corresponding parts of this questionnaire. The questions are designed purely for academic purpose and therefore all answers will be kept strictly confidential. Please do not write your name or the name of your school anywhere on this paper

Part 1: Demographic Academic and Professional Information

- i. What is your gender?
Male Female
- ii. What is your marital status?
Married Single Windowed Divorced
- iii. What is your chronological age in years?
18-25
26-30
36-40
>40
- iv. What is the highest academic qualification?
KACE BA BED
- v. What are your professional qualifications?
SI
DIP
BED
PGDE
- vi. For how long have you been a teacher?
0-5 6-10 11-15 >15

vii. (a) Are you a trained subject teacher?

Yes [] No []

(b) If your answer to 7a above is yes what your highest level is?

Proficiency [] Dip [] Degree [] PGDE []

Viii (a) Have you ever attended any subject method workshop or seminars?

Yes [] No []

(b) If your answer above is Yes, how many and where? _____

Ix. How long have you taught this subject in years? _____

X How long have you been in your present station in years? _____

xi. In how many schools have you taught since employment

1 [] 2 [] 3 [] 4 []

xii. (a) How many subjects do you teach currently?

1 [] 2 []

(b) What is your weekly teaching workload?

6-12 [] 13-18 [] 19-24 []

Part 11: Facilities and resources information

Please answer the following questions on facilities and use of resources in Your school.

i. Where are books in your school kept?

Library [] Bookstore []

- ii. Please indicate how often each of the shown below make use of the Facilities indicate

Lab/ Lib	Class/form	Don't use it	occasionally	Offer	Very often	Always
	1					
	2					
	3					
	4					

- iii. What is the average size of your class in figures? _____
- iv. How often do you prepare teaching aids for your teaching?
Rarely [] Often [] Always [] Never []
- v. How do you find teaching with aids

- vi. How do you get the few resources and facilities for preparing students for KCSE? _____

Part Iii: Head Teachers Supervisory Role Information

- i. How often does the head teacher call staff meeting to discuss academic matters?
Once a term [] Twice a term [] Thrice []
- ii. How does your head teacher assess your professional records
(explain) _____

iii. How often has your head teacher visited your lesson while in progress?

Rarely [] Often [] Always []

iv. How would you view your head teachers visiting your lesson _____

v. How does your head teacher endorse your professional records
(briefly Explain _____

vi. In your opinion what contributes to poor performance in your school

vii. What should be done in your opinion to improve this performance?

Part IV: Assessment of Head teachers' administrative task

Administrative task	What level of importance does your head teacher attach to each of these tasks	How often does he perform each task
Financial & Business admin	1 2 3 4 5	1 2 3 4 5
Curriculum and instruction	1 2 3 4 5	1 2 3 4 5
Supervision of staff	1 2 3 4 5	1 2 3 4 5
Maintaining public relations	1 2 3 4 5	1 2 3 4 5
Supervision of students	1 2 3 4 5	1 2 3 4 5
Provision / maintenance of facilities	1 2 3 4 5	1 2 3 4 5

APPENDIX IV: AUTHORIZATION FOR RESEARCH LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

6th July 2012

Date:

NCST/RCD/14/012/883

Our Ref:


James Obwoye Akunga
University of Nairobi
P.O. Box 30197
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of school based factors on performance in Kenya Certificate of Secondary Education in Masaba South District Kisii County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in Masaba South District for a period ending 31st August, 2013.

You are advised to report to the District Commissioner and the District Education Officer, Masaba South District 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.


DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
District Commissioner
District Education Officer
Masaba South District.

APPENDIX V: RESEARCH PERMIT

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA

RESEARCH-CLEARANCE PERMIT

(CONDITIONS-see back page)

GPK6053Gmt10/2011

PAGE 3


Research Permit No. **NCS7/RCDM/4/C12/88**
 Date of Issue **6th July, 2012**
 Fee received **KSH. 1,000**


THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss Institution
Jamias Obwoge Akunga
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi.
 has been permitted to conduct research in

Masaba South Nyanzo Location
District
Province

on the topic: Influence of school based factors on performance in KCSE in Masaba South District, Kisumu County, Kenya.

for a period ending: 31st August, 2013.


 Applicant's Signature


 Secretary
 National Council for Science & Technology