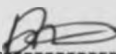**BY**

RUNDIA MWONJIRU MWIRIGI

:ARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLME

REQUIREMENT FOR THE AWARD OF MASTER OF ARTS DEGRE

PROJECT PLANNING AND MANAGEMENT OF THE

UNIVERSITY OF NAIROBI

DECLARATION

I hereby declare that this project report is my original work and has not been presented for award of degree in any university.

Signed--Date-10/08/2012--------------

MWIRIGI RUDIA M

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

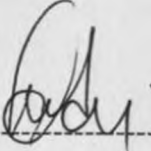Signed--Date-10.08.2012-------------

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DEDICATION

This work is dedicated to my loving husband Mwirigi, my lovely children Lauryn and Victor all for their patience and endless support and encouragement especially during the period of study.

ACKNOWLEDGEMENT

I thank my supervisors Dr. Mboroki Guantai and Mr. Chandi Rugendo John who have been very instrumental in seeing that this project is successful. This work would not have been successfully accomplished without their tireless reading and comments. I also thank them for their fatherly advice and the interest that they had on my work which helped me enrich my knowledge and further refine the focus of the project . In my supervisors, I found a wealth of knowledge which helped me view the topic under study with a different perspective.

A special debt of gratitude goes to all the principals, teachers, students and parents of the schools sampled.

My colleagues and friends,thank you so much you inspired me to move this far.

The final responsibility goes to my parents,brothers,sisters and all my inlaws for your endless support during the entire study period.To you all,may God bless you.

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ABBREVIATIONS AND ACRONYMS

ASALs	Arid and Semi Arid Lands
BOG	Board of Governors
CBE	Curriculum Based Establishment
DEO	District Education Officer
EFA	Education for All
ERS	Economic Recovery Strategy
FPE	Free Primary Education
FSE	Free Secondary Education
ICU	Intensive Care Unit
INSET	In-service Teacher Education
IPAR	institute of Policy Analysis and Research
KANU	Kenya African National Union
KCSE	Kenya certificate of Secondary Education
KESI	Kenya education staff institute
KESSP	Kenya Education Sector Support Programme
KNUT	Kenya National Union of Teachers
MDGS	Millennium Development Goals
MOEST	Ministry of Education Science and Technology
NARC	National Rainbow Coalition
NEP	North Eastern Province
NER	Net Enrolment Ratio
QUASO	Quality and Standards Assurance officer
SACMEQ	Southern Africa Consortium for Monitoring Education Quality
TSC	Teachers Service Commission

UNESCO   United Nations Educational Scientific and Cultural

                    Organizations

UPE   Universal Primary Education

ABSTRACT

The study sought to establish the influence of the implementation of free secondary education on academic performance in Mirigamieru West Division, Imenti North District Meru County in Kenya. Multiple sampling methods were used in selection of respondents. The target population of this study comprised of 710 Form Four Students, 680 parents, 129 Teachers and 14 Head Teachers. The sample size comprised of 607 respondents distributed as 246 parents, 250 students, 97 teachers and 14 head teachers. Questionnaires were used for data collection. Piloting was done to test for reliability. Both primary and secondary data was used in the data analysis, which was done using descriptive statistics. Findings were presented using frequency tables, percentages, averages and ratios. Statistical Package social science (SPSS) version was used to aid in the analysis of data. Conclusion and recommendations were made based on analyzed data. In conclusion, there was a serious shortage of teaching staff in the division which could affect the implementation of FSE. Parents were found to play their roles effectively in supporting the children education which is a boost for the implementation of FSE. The study further established that less effort was made to motivate teachers. Lack of motivation may cause teachers to be less successful in teaching. This study therefore recommends to the government and other stakeholders in the education sector to employ more trained and skilled teachers. Attractive career structures for secondary school teachers need to be urgently introduced with regular promotions based on clearly specified and transparent performance-related criteria. Considering the available research, it was limited to the Miriga Mieru West division which is a rural setting hence raising concern in generalizing the findings, a more rigorous study can be carried to cover the whole country.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Education is viewed as one of the prime movers of the development process in a nation. For this reason, its growth needs to be well coordinated so that it yields the desired benefits to the society (Chiuri & Kiumi, 2005). Nations that have shown great evidence of economic growth and social development can boast of regarding education as a long-term investment, especially in basic education. The cornerstone function played by education worldwide traverses across generations. In the Kenyan pre-colonial society, traditional education was there and its focus was training individuals to become useful members of the society. It provided skills, knowledge and values relevant to the society (Sifuna & Otiende, 1994).

Formal education in Kenya was introduced by the missionaries in the nineteenth century. The missionaries had structured education in such a way that it suited their objective of making African priests. In 1911, the colonial government established the Department of Education with the aim of sponsoring education by way of availing education grants to the mission schools. However, the missionaries rejected these grants for fear of control by the government. Gradually, the missionaries and the colonialists established a patron of cooperation in which the missionaries largely depended on government for financial support. At the same time, the missionaries supported education with funds from their parishes, from abroad and from the local Native Councils this is according to Mutua, (1975). As such, both the missionaries and the colonial government laid great emphasis on education as a long-term investment.

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The Beecher Committee (1949) was put in place to examine the whole system of financing education for Africans argues Kenya Colony and Protectorate (1949). The recommendations of this committee laid the direction of secondary education for Africans between 1948 and through 1950s to post- independence era. Upon gaining independence, the government had one daunting task of eliminating illiteracy. poverty and disease. The then ruling party KANU (1960s) in its manifesto included the provision of universal primary education upon attainment of independence says Bogonko (1992). This was in tandem with the resolutions passed earlier on in world conferences. For instance, in 1948, the United Nations declared education as a basic right for all people UNESCO (1948). This was further re-emphasized at the United Nations 37th session in March 1983. This Great Assembly implored the member states to come forward with relevant laws and administrative measures to see to it full implementation of the right to universal education (World Bank, 1948).

President Kenyatta in 1971 gave a decree that abolished tuition fees for the districts with an unfavorable geographical condition Sifuna (1990). An additional presidential direction on 12th December 1973 provided free education to children in standard one to standard four in the whole country. The directive further provided a uniform fee structure for those in standard five to eight in the whole country. Enrolment in standard one rose by a million above the estimated figure of 400,000. The enrolment from class one to six rose to nearly 2.8 million in January 1974-1975. The overcrowding in classes caused a strain in the teaching and learning materials. Many schools went without basic teaching materials for a greater part of 1974 argues Sifuna. (1990). Moreover, there were no measures put in place to cater for the lost revenue to schools. To cater for the lost funds, schools were allowed to levy building fees to

construct classes. The directive frustrated many parents and caused them to withdraw their children from schools. Following this economic strain to the government, the government encouraged construction of Harambee Schools, which were funded by communities adds Sifuna (1990).

A serious result of Kamunge Report was the introduction of cost-sharing between the government, parents and communities plus the reduction in the share of education in the national budget MOEST (2003). This significantly increased the parents' and community's burden towards education making it expensive to a large cross-section of Kenyans. Parents were burdened and to a certain extent education were left for the children of new parents. Children of school age dropped and were hired in tea farms as house helps and some even to prostitution. This contradicts Kenya's vision 2030. The National Rainbow Coalition (NARC) was an opposition party and it gave one of its pledges as provision of Free Primary Education. Upon taking the government in January 2003, the NARC government through the Ministry of Education Science and Technology (MOEST) introduced FPE in Kenya. This resulted to an overwhelming response as many children enrolled in Public primary schools MOEST (2003). Thus the government of Kenya relieved the parent the heavy burden.

This increase in enrolment made heads of schools turn away many children from their schools due to limited space, facilities and not underrating staffing issue. The enrolment rates in public schools rose from 5.9 million in 2002 to 7.6 million in 2006 MOEST (2006). This increase in enrolment pushed average pupil-teacher ratio in most schools to 1:50. Since the teachers could not give individualized attention to learners, the quality of education was affected. In addition, there were difficulties in

controlling the extra-large classes leading to indiscipline becoming rampant in most schools. It has also been noted that the FPE grants disbursement were not done on time as most schools started receiving the funds in second or third term. Thus, most learning materials were not availed promptly. In a similar way, there was concern that the procurement procedures were cumbersome and time consuming argues UNSECO (2004). Increase in enrollment, increase in teachers' workload without proper motivation influences academic performance.

In 2005, the Kenyan government introduced a sector wide approach to education in Kenya through the Kenya Education Sector Support Programme (KESSP) 2005 to 2010. This was aimed at implementing the government manifesto pledges to give all Kenyan citizens a good quality education. It also signaled a move from Harambee system under which communities were responsible for finding the funds to build schools to a system in which the government provides the basics itself MOE (2005), added advantage to the Kenyan parents. Session paper No. 1 of 2005 among many of its objectives aims at improving quality and access to education. Consequently, in an effort to reducing cost and increasing access, the government has promoted the development of day schools. Most of the established day schools have a great shortage of teaching and learning facilities and a great shortage of teachers (UNESCO, 2008). In line with the Government's policy of achieving UPE, in 2007, the main political parties pledged to offer Free Secondary Education and parents were only required to provide school uniform and meals, tuition and boarding fees. The programme was adopted by the Grand Coalition Government as a policy in January 2008. This led to a rise in enrolment at secondary level from 778,000 to 1.3 million after the introduction of the programme this is according to UNESCO (2008). The

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study aims at investigating the influence of FSE on academic performance; tied to role of parents since the implementation, staffing levels and teacher motivation. From 2008 when FSE was initiated, parents have specified roles which are prime in education. On the same note, staffing levels and teacher motivation in the ongoing FSE are of paramount importance in the sense that a demotivated worker cannot deliver quality and in quantity (Republic of Kenya, 1988)

Politics aside, all sober minded Kenyans agree that there is need to employ more teachers to commensurate the high enrolment which is escalating every year.

1.2 Statement of the problem

The government and the parents expect students to perform more particularly in academics with the vision 2030 at stake. The whole issue of students' performance should be considered from the financial and material investment made by the government, parents and broad framework of input of all other stakeholders to provide education to the learners in the division. According to Eshiwani (1983), poor performance leads to undesirable wastage through dropout and repeaters. He goes further to point out that if any region of the country lags behind in number of pupils who pass National examinations, then the region cannot efficiently participate in the democratization of education. Poor results jeopardize students opportunities for future job placement and reduce his/her chances of meaningfully participating in National development. One of the core functions of schools is to take human raw materials (students) and change them into something more valuable as an employable adult. Of paramount importance therefore is quality and quantity input (teachers) for with the

absence of them, will invariably lead to low productivity on part of the teacher (Republic of Kenya, 1988)

The Imenti North district posted a mean standard score of 4.942 an improvement of 0.376 against 4.566 of 2009. Even though the performance of the year 2011 was below average, there has been a steady improvement in the scores in the district and Miriga Mieru Division since 2008. KCSE results in the division were poor before 2008. An improvement in the scores began to be noticed in 2008. It should be remembered that during the year 2008, the Government of Kenya introduced the FSE program. A question that needs to be answered is what has been the contribution of FSE on the academic performance of the division. There have been various researches done of K.C.S.E performance. One such research work was done by Mutiiria (2004) who assessed management problems hindering effective implementation of free primary education. Karanja (2005) investigated factors influencing students' performance in K.C.S.E. Ireri (2007) worked on effects of educational resources on students' performance in K.C.S.E in public secondary schools. Mutuaruchiu (2009) assessed the influence of parental characteristics on K.C.S.E performance in public day secondary schools. Out these studies, no single one has investigated the influence of FSE on academic performance in KCSE examinations. It is in connection with this that the researcher felt obliged to conduct the study.

1.3 Purpose of the study

The study sought to investigate the influence of the implementation of free secondary education on academic performance in Miriga Mieru Division of Imenti North within

the Meru County. It endeavored to clarify the view about free secondary education and avail the truth on the same.

1.4 Objectives of the Study

The following were the objectives of the study: -

i. To find out the extent to which the parents' role has influenced academic performance since the implementation of FSE.

ii. To determine the kind of teacher motivation that influences academic performance after the implementation of FSE.

iii. To assess the extent to which teacher staffing influence academic performance since the implementation of FSE.

1.5 Research Questions

The study sought to answer the following research questions:

i. To what extent do parents roles influence academic performance?

ii. What kind of teacher motivation influences academic performance?

iii. To what extent does staffing affect academic performance?

1.6 Significance of the Study

It is anticipated that the research findings will be used as a guide to smooth implementation of FSE policy. In addition, the study provides insight on formulation and execution of education strategies, which have earlier not been executed systematically. The study gives recommendations on other ways of improving on access and equity to education, as well as sheds some light on how to give quality and relevant education to Kenyans. Also to benefit is the TSC concerning staffing levels

in secondary schools of the area. The head teachers association can use findings of the study especially on motivation of teachers. The study may benefit parents' teachers association to highlight their roles. Education stakeholders may use the findings and recommendations of the study to mobilize resources so as to improve educational standards in the Division. Finally, it is hoped that this study fills gaps in research in this area as well as assist scholars and other researchers in future related studies.

1.6 Delimitations of the study

The study covered Miriga Mieru division of Imenti North District; Meru County in Kenya. Miriga Mieru West is one of the three divisions of Imenti North District. The division borders Abothuguchi Central and Abothuguchi West to the South and west respectively and to the east Mirigamieru east. The focus was on boarding public and day secondary schools in the division.

1.7 Limitations

Some respondents concealed some information that they felt was sensitive to reveal. Time and financial limitations in carrying out the study.

1.8 Assumptions

The respondent would answer all questions truthfully.

Respondents kept key records/documents that were relevant to the study.

1.9 Definition of Terms

Access: The right or opportunity to education for individuals which results from removing barriers that hinder individuals from getting education.

Basic Education: It comprises pre-primary, primary and secondary education.

Day Secondary School: Secondary School where students go in the morning, study during the day and they go back home in the evening.

Enrolment: It refers to the total number of pupils who join secondary schools at a given period.

Equity: Fair and equal treatment of all members in the society to attend and participate in the benefits of education.

Facilities: Education amenities enjoyed by students that are key to their learning and achievement.

Free Primary Education: a system of education at primary level that allows children to have access to education without discrimination.

Free Secondary Education: a system of Education at secondary level where the cost of day schooling is subsidized by the government.

Implementation: Refers to execution of FSE Policy.

Relevance: The quality of education being important by provision of necessary skills and knowledge.

School Managers: Those involved directly in the implementation of education policies: BOG, head teachers, teachers and students.

Teaching-Learning Resources: Refers to infrastructure, Teaching-Learning Aids, and Teachers.

Text Book pupil's ratio: This is the average number of students per textbook.

CHAPTER TWO

LITERATURE REVIEW

2.1 introduction

This chapter discusses the influence of the implementation of free secondary education on academic performance in Miriga Mieru West. Meru County. The study cites other areas where free education is provided but basing on independent variables like parent's role, teacher motivation and staffing in schools.

2.2 Parents roles

Parent as used in this study refers to biological father or mother. It may also imply the guardian of the student. Parents have roles like providing basic needs, supervisory duties and motivating their children. Relations among dimensions of parenting and adolescents' occupational aspirations were examined in two specific domains: academic and sports. The sample consisted of 444 seventh graders, with approximately equal numbers of African American and European males and females, from two-parent non divorced families. Multiple measures were used as indicators of parents' values and behaviours, youths' values and beliefs, positive identifications with parents, and adolescents' occupational aspirations. In the academic domain, parents' values predicted youths' values directly rather than indirectly through their behaviours. In contrast, fathers' behaviours mediated the relation between parents' and youths' values in the sports domain. Positive identification was directly related to adolescents' values (especially about academics); however, positive identification did not moderate the transmission of values from parent to child in either domain. Parents' values predicted adolescents' occupational aspirations via both direct and indirect pathways. Similar results were obtained for African-American and

European-American males and females. These findings highlight the potential role of parents as socializers of achievement-related values. and. ultimately, adolescents' occupational visions of themselves in the future.

The bulk of the research examining parents' role in shaping adolescents' occupational aspirations has been limited to the academic domain. Relatively little is known about how parents, especially fathers, socialize youths' values, beliefs, and aspirations in other achievement domains such as sports (Wigfield & Eccles, 1992). To address this issue, two domain-specific models – an academic and a sports model were developed (see fig. 1). Occupational aspirations were defined in the academic model based on the clarity and consistency of the adolescents' goals around professional careers (e.g. doctor, lawyer, and architect). This model referred to as the academic model because values, beliefs, and behaviours specific to academic achievement are assumed to be the salient mediators of individuals' aspirations for professional careers. In the sports model, occupational aspirations were defined based on adolescents' clarity and consistency around sports careers (e.g. professional baseball or basketball player). Variables in the sports model reflect values, beliefs, and behaviours specific to athletic activities.

Parents' values, beliefs, and expectations: Three scales were used to measure mothers' and fathers' values and beliefs in the academic domain: (1) Chances for positive youth outcomes, (2) Educational expectations/aspirations for youth. and (3) Perceptions of youth's academic ability. As above, these scales were derived from the work of Eccles and associates, and their construct and predictive validity are well established (Eccles, 1983, 1989). First, the chances for positive outcomes scales was

comprised of three items designed to tap parents' beliefs about their children's future, such as completing college, and finding a stable, well-paying job as an adult. Each parent used a 5-point scale (1 = very low, 5 = very high) to answer questions such as, "What are the chances your seventh grader will complete college? Cronbach's and were 81 and 79 for mothers and fathers, respectively. Second, the average score for parents, expectations and aspirations for their child's educational attainment was computed separately for mothers and fathers using two questions that parallel the youth report (e.g. "How far would you like your child to go in school?"). Cronbach's and Were. 73 for mothers and .73 for fathers. Third, each parent responded to four items that assessed their perceptions of their adolescent's academic skills relative to other children's using a 7-point scale anchored at the extremes. Cronbach's and was .89 for mothers and .90 for fathers.

Children's development of the cognitive and social skills needed for later success in school may be best supported by a parenting style known as responsive parenting. Responsiveness is an aspect of supportive parenting described across different theories and research frameworks (e.g. attachment, socio-cultural) as playing an important role in providing a strong foundation for children to develop optimally. Parenting that provides positive affection and high levels of warmth and is responsive in ways that are contingently linked to a young child's signals ("Contingent responsiveness") are the affective-emotional aspects of a responsive style. These aspects, in combination with behaviours that are cognitively responsive to the child's needs, including the provision of rich verbal input and maintaining and expanding on the child's interests, provide the range of support necessary for multiple aspects of a child's learning.

Acceptance of the child's interests with responses that are prompt and contingent to what the child signals supports learning, in part, by facilitating the child's development of mechanisms for coping with stress and novelty in his or her environment. With repeated positive experiences, a trust and bond develop between the child and parent that promote the child's continued engagement in learning activities with his or her parent. Thus, these affective-emotional behaviours communicate the parent's interest and acceptance, fostering self-regulation and cooperation, critically important behaviours for effective learning to occur. From a socio-cultural viewpoint, cognitively responsive behaviours (e.g. maintaining versus redirecting interests, rich verbal input) are thought to facilitate higher levels of learning because they provide a structure or scaffold for the young child's immature skills, such as developing attentional and cognitive capacities. Responsive behaviours in this framework promote joint engagement and reciprocity in the parent-child interaction and help a child learn to assume a more active and ultimately independent role in the learning process.

When families are involved, students are more likely to: Earn high grade-point averages and scores on standardized tests or rating scales, enroll in more challenging academic programs, pass more classes and earn more credits, attend school regularly and display positive attitudes about school. Graduate from high school and enroll in post secondary programs and refrain from destructive activities such alcohol and drug use and violence.

Parents or caring adults can also advocate for individualized discipline procedures and modification of school policies, such as alternatives to out-of-school suspension.

Another approach is to include students in problem-solving. Engaging students in the development and enforcement of school rules can help youth learn to evaluate possible consequences and make good decisions argues Edgar & Johnson (1995). Integrated academic and vocational education, career development, and work-based learning can also promote success for at-risk students this is according to James & Jurich, (1999) Wonacott (2002). Students with EBD are often more successful in schools that provide training for competitive employment and maintain high expectations says Hair et al. (2003) Kerika (2003). Participation in service learning can also improve grades, school attendance, social responsibility, and a community-oriented attitude adds Giles & Eyler (1994), Hamilton & Fenzel (1998) and Schumer (1994).

Let teachers know that you want to be contacted immediately if your child has problems with homework or behavior. If your child is struggling, seek help. Parents and other adults can reduce the likelihood of dropout if they take steps to help youth cope with their problems.

From the perspective of academics, two of the most accurate predictors of a young person's ability to succeed in school are reading readiness such as Phonemic awareness, vocabulary, alphabet naming, and listening comprehension, and two dimensions of a youngster's social behavior which includes interpersonal skills: the quality of social relationships with peers, and work-related social skills: a child's degree of independence, responsibility, and self-control says NICHD (2004).

The most current information on improving academic performance tells us that there are three environmental influences linked to levels of academic performance among young children this is according to NICHD (2004). These influences include the following: high quality parenting the degree to which a youngster is provided with an enriched warm and responsive learning environment – which includes appropriate control and discipline over children – are closely associated with both higher first grade reading and mathematics skills.

High quality child-care environments stimulating activity and nurturing as reflected in high quality parenting. High quality first-grade classrooms with a focus on literacy instruction, evaluative feedback, instructional conversation, and encouraging child responsibilities.

Higher or lower achievement for reading, mathematics, and general knowledge is linked to a number of child, parent, and community characteristics argues Grissmer, Demmert, Chun, Towner, Eiseman, & Cresell, (2004). These characteristics, or risk factors, include the following: education level of parents, economic circumstances, number of siblings, age of mother at birth, number and biological relationships of a child' caregivers, language spoken at home, frequency of reading to the child, numbers of children's books in the home, health of the child (as reported by the parent), birth-weight, presence of learning, speech, and/or hearing disabilities, emotional connection to the child. Additional analysis of this information tells us the following: Multiple risk factors the number of factors that are evident in a young child's environment account for the highest and lowest predicted scores;

Rural students' score lower on average than urban students; 70 percent of Native students do as well or better than African and Hispanic Americans academically by grade four.

Family characteristics account for about one-half of the achievement gap between White and Native Americans; the remaining gap seems to be accounted for by characteristics outside the family and associated with the wider community i.e. social capital – poor, usually rural environments.

There is formal evidence that culturally based education (CBE) programs, with strong Native language programs influence a youngster's academic, social, and cultural, development as well as one's identity in a positive way Demmert, (2001) Demmert & Towner, (2003).

From an article on education why we are producing grade "D" mind sets. Daily Nation, (August 8th 2011), if one attends prize-giving days, individuals who score grades A are the celebrities. This is because of the great roles they would play in the economy such as doctors, pilots, engineers, lawyers, corporate managers, planners and architects. These are usually the minority. A bunch of high school graduates obtain grade D+ and below. We need to think about these. Data from North Gatundu district indicates that out of 1,963 candidates who sat for the exam, 61% (1,187 obtained grade D+ and below.

In Central Province out of 117 district schools with 9,013 candidates in the 2010 exam, 3 (3,198) obtained D+ and below. Everyone arise from these results for any

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social development planner; why do they perform that much? Where do they go? What is their future? What is their role in the development and societal transformation? The truth of the matter is the ability to follow rules, hard work, creativity and analytical skills from the basic tenet of good citizens and is needed for social transformation in a developing nation like Kenya.

She continues to argue that "D" culture is exhibited in parenting, produces irresponsible parents on their children's education. Their children go to school unkept, and not motivated to learn, hence they score grades that are no better than those of their parents. The "D" grade reproduces itself on the contrary for the nation to develop and society to transform. We need to work towards inculcating a positive, self-image in our youth by ensuring we give quality education. There is need to create a critical mass of self assured individuals possibly parents.

Kativo (1989), in his study on relationship between secondary schools students needs, achievement and the educational level of their parents show a strong and positive correlation between father's level of education and pupil's need to achieve. Amalaha (1975) cited in Ayoo (2002) in a study of 370 boys and 112 girls in Nigeria found out that male students with educated parents performed better that male students than with uneducated parents.

This applies to all children of all age groups, the technique in reading a loud and creating literacy – rich environment. Parents who provide an environment saturated with print give their children the opportunity to learn to read and write in a loving and stress-free environment, raising children who have positive attitudes towards reading

and writing. Parents should not discontinue teaching their children when they reach school age. Parents should become co-teachers supporting their children's teachers by giving insight on how their children learn and supply additional instruction as needed.

Research has shown that children benefit from the parents reading those stories. They learn how their parents feel about reading. When parents read a story, their "accompanying verbal and non verbal behaviours convey important instructional and effective messages about reading" (Baker, Scher, & Mackler, 1997, P. 74). The motivation children have towards reading is strongly affected by the beliefs, values, attitudes and expectations their parents have about literacy and schooling (Baker, Scher, and Mackler, 1997, p. 76).

Parents who utilize entertaining methods to facilitate learning raise children who enjoy learning. Activities like story telling, discussing books, singing songs, writing and receiving letters, planning and preparing meals, even when children are unaware they are learning. Parents who model reading and writing as essential activities in everyday life and give their children opportunities to interact with print give their children an advantage when they enter school (Clay, 1991, p. . 10)

Investing in a home library and scheduling regular family reading times and times to visit the library also teach children the value of reading. Parents also encourage study skills by encouraging use of resource materials like dictionaries and encyclopedias.

In summary, since the introduction of FSE, parents were relieved the burden of tuition fees but are expected to meet other expenses like school uniform, supplement some of the subsidy of revision materials. Parents have a duty to towards day students which is on daily basis routine by providing among other things the basic necessities like food and shelter not ignoring the supervisory duty. Therefore parents have significant roles despite the fact that there is FSE.

2.3 Motivation of teachers

Motivation can be defined as the complex forces, incentives, needs, tensions and other mechanisms which start as maintain voluntary activity for the attainment of personal aims, indicating that there is an intending guaranteed activity (H. Y and Miskel 1987). According to Maslow (1970) the staff needs to be convinced that their efforts are recognized, valued and fulfilling. Motivation is inextricably linked with morale or aspect to be monitored closely. How can the ministry urge approach to problems of low morale, more so when the future seems irreversibility black?

Experience suggests that the sheer unpredictability of teachers' job leads itself to crisis management, and ensuring stress morale can be ranged by developing various support strategies and emphasizing success and achievements. Optimism will not rise if we work in an atmosphere characterized by anxiety, management and frustration. Collective morale of a school is determined by the attribute and feelings of those who work here. The school has to come from within early recognition and with determination to arrest the decline are essential prerequisites before any systematic planning can take place to raise morale.

Mitchell (1987) points out that motivating employees work for better way of doing their job arid are more productive than the un-motivating ones. Motivated workers are concerned about quality. The organization benefit from this because workers within and outside perceive it to be quality conscious.

Ochieng (2001) in a study on motivation factors influencing the science teachers in public secondary school in Migori District established that motivation is fundamental to the successful operation of any institution. For a school to realize output in its concerns, the pupils and the professional staff must be appropriately motivated. Despite frequent attempts to motivate teachers in general by the government of Kenya, persistent lack of motivation among teachers has been prominent. This has harmfully affected both the teaching and learning.

Gacheru (1987) in a study on factors that contribute to job satisfaction and dissatisfaction among primary teachers in Nyeri Municipality, includes that in 1964 there was a high staff turnover in the teaching profession. People moved to other professions which offered better terms of services even salaries. This led to decline of education standards. Other occurrences that demonstrate teacher dissatisfaction can be cited from the following news headlines: - The East African Standard (23/09/90), "Teachers totally frustrated" on October 1st 1997, teachers went on strike demanding for better pay (Daily Nation 16/10/98.

"Teachers salary dispute put off indefinitely, 02/12/2000 by a nation correspondent. "teachers form union" – the Kenya Post Primary teachers was registered on 26/11/2000. They said that KNUT failed to address their rights. Teachers demand

November salaries (Daily Nation 16/12/2000), delay in salaries angers teachers, interdicted teachers still out".

"Low self-esteem affects teachers too by Hezron Mugamba (Daily Nation 13/05/2002) It is critical for heads and senior teachers to understand teachers and laid them out if they have psychological problems. Police beat teachers in Nakuru (Daily Nation 4/09/2002. "No cash, permanent secretary tells teachers (The people Daily 19/09/2002) "Government to evict striking teachers from lounges (The East African Standard, 12/09/2002). These and many others are powerful indication of lack of motivation and teachers who are frustrated cannot effectively implement any curriculum. Kiragu (1980) in an investigation on job satisfaction among elementary school teachers and head teachers in Nairobi Kenya and a comparison of their perception of roles that most teachers resigned from their jobs and moved in search of better employment in the private sector.

Dissatisfaction manifested in acts like apathy, high staff turnover, lateness, low jobs morale, poor performance of students in KCSE and absenteeism etc. Mute (1993) used facet/overall satisfaction model to study secondary school teachers and administrators in Kitui district, and found that teachers were only marginally satisfied with their job.

Blair (1975) says that motivational conditions at the time of learning can either facilitate or interfere with learning and overall achievement. Many ideas about the role and importance of motivation in education tend to portray it as a form of personal quality, which can directly affect teaching and learning.

Cattel & Chud (1972) found that in addition to the effects of ability and personality, teachers' level of motivation independently accounted for about 20% of variance in performance.

Teacher motivation since the implementation of FSE is key in the sense that high enrolment in schools should be in the care of motivated teachers, who would ensure quality and high productivity.

2.4 Staffing in schools

Since the introduction of Free Secondary education there was a high enrolment of students meaning more workload for teachers, who are hardly enough. For instance, "education officials call crisis meeting with the Treasury in a last ditch effort to avert teachers strike. Teachers vow to continue with strike unless staffing shortage is addressed (Daily Nation Monday 5th 2011 September)

MOEST – contemporary issues and constraints in service delivery in education (KESI 2003) staffing is in any school the greatest asset and as such it must be carefully managed. Many head teachers may look back nostalgically to those days when numbers of pupils in school started to rise and they picked up the phone to the TSC staffing department to argue in case for an extra member of staff. The same were very slow to report /inform the staffing department about any fall in pupils numbers for fees having teachers transferred.

Ministry of education just replaces those who have died or retired as from 1998. This has largely affected the effectiveness of free secondary education. Special report on

rural school staffing (East Africa Standard May 27 2004 School and Career) indicates many rural schools experience shortage of teachers.

Lack of enough teachers and heavy work load demoralized teachers (Musyoka, Machakos District Education Officers) suggested teachers balancing to ensure even distribution. KNUT (Daily Nation Feb. 9, 2003) through its secretary General Mr. Francis Ngang'a argued that public schools need 60,000 additional teachers for the F.P.E. but the government ruled out high recruitment interviewed teachers in Nairobi said the situation is so bad that a teacher is handling up to 115 pupils in a single classroom. Siringi (Daily Nation June 16, 2004) the Permanent Secretary (MOEST) Prof. Karega Mutahi said that there is no immediate plans to hire new teachers. He said that the government was instead conducting a countrywide teacher balancing exercise to establish the shortage of teachers in both the primary and secondary schools. He said the exercise would set new teacher pupil ratios and pave way for the replacement of teachers to meet the shortfall. The conventional teacher pupil ratio is 1:40 Mutahi indicated that the new arrangement would see them increased or narrowed to reflect regional enrolment and teacher numbers. Since the introduction of free primary education the ratio went up to as high as 1=100.

Staffing in schools after the implementation of FSE is pathetic. The Government is hesitant to employ more teachers subsequently leading to school managers seeking other alternatives like hiring teachers on contracts. Most of day secondary schools engage form four graduates prospected to join Universities commonly known as peer teachers.

2.5 Theoretical Framework

Social Learning Theory

Social learning theory is derived from the work of Albert Bandura which proposed that social learning occurred through four main stages of imitations that is: close contact imitation of supervisors. understanding of concepts and role model behaviour. Social learning suggests that a combination of environmental (social) behaviour. Social learning theory outlines three requirements for people to learn and model behaviour including attention, retention (remembering what one observed), reproduction (ability to reproduce the behaviour) and motivation (good reason) to what to adopt the behaviour. He argues that behaviour is reinforced with positive outcomes, leading a person to repeat the behaviour. This social theory suggests that behaviour is influenced by these environmental factors or stimuli and not psychological factors alone.

According to Jerome Bruner (1996) "culture shapes mind, it provides us with the tool kit by which we construct not only our words but our very conceptions of our selves and our powers". He further states that you cannot understand mental activity unless you take into account the cultural setting and its resources, the very things that give mind its shape and scope. Learning, remembering, talking and imaging, all of them are made possible by participating in a culture.

2.6 Conceptual Framework

According to Kombo and Kissilu (2006) conceptual framework is a tool intended to assist the researcher to develop awareness and understanding of the situation under study and to communicate this. Three independent variables are shown, role of parent, teacher motivation and staffing, showing how they contribute to academic performance which is a dependent variable.

Independent Variables   **Moderating Variables**   **Dependent Variable**

Parent role	→	Teaching methods Government policies	
Teacher Motivation	→		Academic Performance
Staffing	→	Absenteeism	

Intervening Variable

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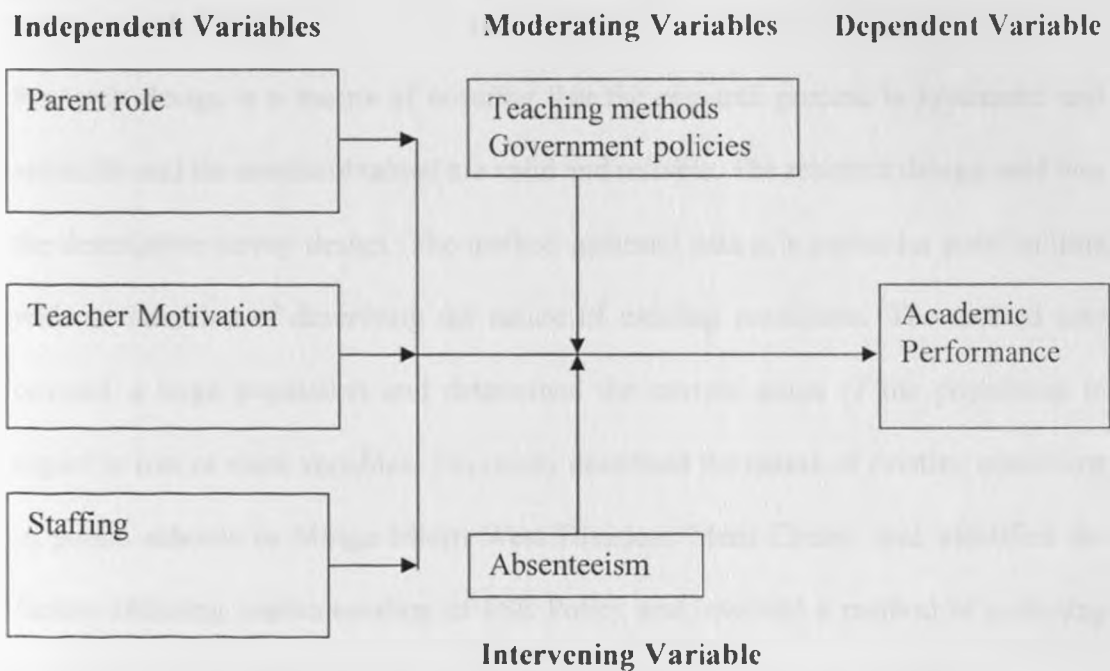
CHAPTER THREE

REASERCH METHODOLOGY

3.1 Introduction

This chapter deals with methods used in carrying out the study. It contains research design, target population, sample size and sampling procedure. It also contains research instruments, data collection procedures and data analysis techniques.

3.2 Research Design

Research design is a means of ensuring that the research process is systematic and scientific and the results obtained are valid and reliable. The research design used was the descriptive survey design. The method gathered data at a particular point in time with an intention of describing the nature of existing conditions. The method also covered a large population and determined the current status of the population in regard to one or more variables. This study described the nature of existing conditions in public schools in Miriga Mieru West Division, Meru County and identified the factors affecting implementation of FSE Policy and involved a method of collecting data information by administering a questionnaire to a sample of individuals.

3.3 Target Population

Target population is the group to which the researcher would like the result to be generalized. The target population of this study was all public secondary schools in Miriga Mieru West, in Meru County. The population of this study comprised 710 Form Four Students, 680 parents, 129 Teachers and 14 Head Teachers from all public secondary schools.

3.4 Sample Size and sampling procedure

Sampling is the process of selecting few cases in order to provide information that can be used to make judgments about a much larger number of cases. Multiple sampling methods were used. Cluster sampling was used to divide the division into several Education Zones. Two schools were randomly selected from each area. Purposive sampling was adopted to sample the head teachers and the form four students. Stratified sampling was used to pick equal number of male and female teachers as well as boys and girls. Systematic sampling was used to pick a sample of form four students and teachers in every school. Proportional allocation was done for every school to get a sample number that was proportional to its staff and students size. The students and teachers sample size was computed using Yamane's formula (1967) which is

$n=N/1+N(e)^2$. Where

n= the desired sample size

N= the estimate of the target population

e= Error the research is willing to accept

The sample size comprised of 607 respondents distributed as 246 parents, 250 students, 97 teachers and 14 head teachers. Table 3.1 shows the sample size.

Table 3.1: Sample size

Category (Group)	Target Population	Sample Size
Parents	680	246
Students	710	250
Teachers	129	97
Headteachers	14	14
Total	**1533**	**607**

3.6 Methods of data collection

This section describes the various methods that were used in data collection.

3.6.1 Questionnaires

The study used questionnaires for data collection. The questionnaires used the five Likert Scale of Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.

3.6.2 Interviews

An Interview is a purposeful interactions between two or more people focused on one person trying to get information from the person. The researcher used semi structured interviews in which the questions and their order was predetermined by the researcher with the questions being open and closed ended.

3.6.3 Document /record analysis

The researcher examined available data from the D.E.Os office. This included school performance records available from the DEOs office. The document/record analysis assisted the researcher to obtain any pertinent information that could not be obtained through interviews and questionnaires.

3.7 Validity and reliability

3.7.1 Validity

Validity is the accuracy and truthfulness of a measurement. This is the extent to which measures indicate what it intends to measure. To test the validity of the instruments a pre-test of questionnaires was done in Buuri Division. The instruments were validated

in consultation with the supervisors. Any ambiguities realized during the pilot study were corrected.

3.7.2 Reliability

According to Mugenda and Mugenda (1999), reliability is a measure of the degree to which a research instrument yields consistent results on data after repeated trials. A reliable instrument is one that produces consistent results when used more than once to collect from the sample randomly drawn from the sample population Mulusa (1990). The reliability of the instruments was determined using Spearman Brown Prophesy Formula. The items were split into two and then a correlation coefficient calculated. A coefficient of 0.7 or higher is accepted in most social science research situations (Mugenda & Mugenda, 2003).

3.8 Methods of Data Analysis

Data analysis begun upon inspection of data collected to identify spelling errors, wrong responses and blank spaces left by the respondents. The study employed both quantative and qualitative approaches to achieve its objectives. The data collected was analyzed mainly by use of Weighted Mean. Likert scale coding was used. The data was coded as follows: 5- Strongly Agree, 4- Agree, 3- Undecided, 2- Disagree and 1- Strongly Disagree. The decision point was put at 2.5.0. A mean rating of more than 2.5 was Agree. The mean will be gotten using the formula:

$$X_i = \frac{\sum F_i R_i}{\sum F_i} \text{Computed}$$

Where F_i is Frequency

R_i is the Rank

The Statistical Package for Social Sciences (SPSS) Software Version 15 was used to aid in data analysis.

3.9 Summary

The chapter has dealt with the research design, the target population, the sampling procedure and methods of data collection. The researcher has also given a brief description of the data analysis techniques and methods.

Operationalization table

Objectives	Research Questions	Types of variables	Indicator	Measure
To find out the extent to which the parent's role influences academic performance	To what extent do parents' roles influence academic performance?	Independent and dependent	Results	Mean grade
To determine the kind of teacher motivation that influence academic performance	What kind of teacher motivation influence academic performance?	Independent and dependent	Salary training	Teacher turnover

Level of scale	Approach of analysis	Types of analysis	Data collection tools
Interval	Descriptive	Qualitative and quantitative	Interview schedule
Interval	Descriptive	qualitative	Questionnaires

To assess the extent to which staffing levels influence academic performance	To what extent does staffing levels affect academic performance?	Independent and dependent	Number of teachers in a station/ division

Ration of	Interval	Descriptive	Qualitative and	Interview
teacher to			quantitative	schedule
student				

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

This section entails the analysis, presentation and interpretation of the findings. The chapter has demographic data and findings on the influence of the implementation of free secondary education on academic performance in Miriga Mieru Division of Imenti North within the Meru County.

4.2. Questionnaire return rate

This section details findings around general socio-demographic characteristics of the headteachers, teachers, parents, and students such as age, gender, marital status, educational background, and category of schools among others. The results of the study are summarized and presented in tables.

4.3. Gender of the respondents

The researcher sought to determine the gender distribution of the surveyed population. The findings are presented in table 4.1

Table 4.1: Gender of the respondents

Gender	Headteachers		Teachers		Parents		Students	
	F	%	F	%	F	%	F	%
Male	8	57.1	52	53.6	178	72.4	108	43.2
Female	6	42.9	45	46.4	68	27.6	142	56.8
Total	14	100.0	97	100.0	246	100.0	250	100.0

From the table4.1, we can establish that the majority of the respondents, apart from students (43.2%) were male while the minority, again apart from students (56.8%) were females. This is an indication there existed gender biasness in survey gender distribution of the respondents. According to Kenya's Vision 2030, this tendency needs to change or shift one way or another to attain equality for either gender.

4.2.1 School category of the respondents

The researcher further sought to determine the category of the schools surveyed. The respondents were requested to provide category details of the schools they represented. The findings are as tabulated.

Table 4.2: School category of the respondents

School category	Frequency	Percentage
Mixed boarding and day	2	14.3
Mixed day	6	42.9
Boys only boarding	3	21.4
Girls only day	1	7.1
Girls only boarding	2	14.3
Total	**14**	**100.0**

From table 4.2, the majority (42.9%) of the schools were mixed day schools, while the minority (7.1%) were girls only day schools. This shows that the study was spread out well to cover schools in every category

4.2.2 Marital status of parents

The respondents were further requested to provide details of their marital status. The parents were interviewed, and the findings are presented as shown in table 4.3 below.

Table 4.3: Marital status of parents

Marital status	Frequency	Percentage
Married	107	43.5
Single	98	39.8
Divorced	35	14.2
Widow/Widower	6	2.4
Total	246	100.0

From table 4.3, we can conclusively establish that the majority (43.5%) of the parents were married, 39.8% were single, and 14.2% were divorced, while the minority (2.4%) were widowed.

4.2.3 Educational Level of Parents

The researcher further sought to determine the highest level of education attained by the parents. The findings are as tabulated.

Table 4.4: Educational Level of Parents

Level	Frequency	Percentage
Never went to school	14	5.7
Primary level	18	7.3
Secondary level	108	43.9
College level	70	28.5
University level	30	12.2
Other	6	2.4
Total	246	100.0

According to table 4.4 above, the majority (43.9%) of the parents had attained up to secondary level of education, 12.2% had university education, while the minority (2.4%) had other forms of education.

4.2.4 Age of teachers

The researcher further sought to determine the age of the respondents. The findings are as shown in table 4.5.

Table 4.5: Age of respondents (teachers)

Age	Frequency	Percentage
25 yrs and below	10	10.3
26-34	61	62.9
35-44	18	18.6
45-54	8	8.2
Total	**97**	**100.0**

According to table 4.5, the majority (62.9%) of the teachers were between 26 and 35 years old, 18.6% were aged between 35 and 44 years, while the minority (8.2%) of the teachers interviewed were between 45 and 54 years.

4.2 Assessing the extent to which staffing influence academic performance since the implementation of FSE

There is correlation between the level of staffing and the academic performance of students. When a school is adequately staffed with the right teachers, the academic performance of the school can be expected to improve significantly. On the other hand, poorly staffed schools perform poorly academically since the extra load overwhelms the available teachers are. in the process damaging their morale.

4.2.1 Average number of lessons/week

The study sought to determine the average number of lessons per teacher per week.

The findings are illustrated in table 4.6.

Table 4.6: Average number of lessons/week

Average number of lessons	Frequency	Percentage
Less than 20 lessons	8	8.2
20-24 lessons	57	58.8
25-30 lessons	32	33.0
Total	**97**	**100.0**

According to table 4.6, the majority (58.8%) of the teachers had an average of between 20 – 24 lessons per week, 33.0% had 25 to 30 lessons per week while the minority (8.2%) had less than 20 lessons per week.

4.2.2. Whether the teachers taught subjects not trained in

The researcher further sought to determine whether the teachers were assigned to teach subjects they weren't trained in. The findings are presented in table 4.4 below.

Table 4.7: Whether the teachers taught subjects not trained in

Response	Frequency	Percentage
Yes	7	50.0
No	7	50.0
Total	**14**	**100.0**

From the table4.7, a half (50.0%) of the teachers were indeed assigned to teacher

subjects that they were not trained for. The other half were assigned to teachers subjects that they were trained for. The researcher sought to determine the reasons behind this tendency. The findings are summarized in table 4.5

Table 4.8: Reasons for teaching subjects not trained in

Response	Frequency	Percentage
Inadequate teaching staff	7	50.0
N = 14		

According to table 4.8 above, 50.0% of teachers were assigned to teach subjects that they were not trained in due to a shortage of teaching staff. The study further sought to determine whether the schools surveyed had a shortage of teachers. The following were the findings.

Table 4.9: Whether respondents' schools had a shortage of teachers

Response	Frequency	Percentage
Yes	13	92.9
No	1	7.1
Total	**14**	**100.0**

The majority (92.9%) of the schools had a teacher shortage at the time of the study, while the minority (7.1%) were adequately staffed. This indicates an acute shortage of teachers in Miriga Mieru Division of Imenti North within the Meru County, a phenomenon that affects the implementation of free secondary education on academic performance within the Division. The researcher further sought to determine the

number of teachers that made up the shortage in every school studied. The findings are presented in table 4.10

Table 4.10: Number of teachers required to fill up the shortage

Number of teachers	Frequency	Percentage
2	1	7.1
3	2	14.3
5	1	7.1
6	5	35.7
Total	**14**	**100.0**

According to table 4.10, we can establish that the majority (35.7%) of the schools fell short by 6 teachers, 14.3% fell short by 3 teachers while the minority (7.1%) of the schools fell short by either 2 or 5 teachers. This is an indication that the majority of the schools in Miriga Mieru Division had huge gap to fill in terms of teachers.

The study further sought to determine the subjects that were affected by the shortage of teachers. The results are presented in the table 4.11

Table 4.11: Subjects that were affected by the shortage of teachers

Subjects affected most	Frequency	Percentage
All subjects	4	28.5
Humanities	1	7.1
Sciences	3	21.4
Sciences and humanities	2	14.3
Total	**14**	**100.0**

From the table 4.11 , we can conclusively establish that all subjects (28.5%) were affected by the shortage of teachers. In 21.4% of the shortage cases, sciences were affected while the minority (7.1%) of subjects affected by the shortage of teachers were humanities.

4.2.2. Workload rating

The researcher sought to determine how the teachers rated their workload. The findings are illustrated in figure 4.4.

Table 4.12: Workload rating

Work load rating	Frequency	Percentage
Heavy	25	25.5
Moderate	59	61.7
Light	13	12.8
Total	**97**	**100.0**

According to table 4.12 , the majority (61.7%) of the teachers rated their workload MODERATE. 25.5% rated their workload as HEAVY while the minority (12.8%) felt that their workload was light. From the findings, we can establish that a large portion of teachers felt overworked, probably due to the shortage of teachers to fill in for the other subjects.

4.2.3 Subjects teachers were trained to teach

The researcher sought to determine the subjects the teachers were trained to teach. The findings are summarized in table 4.13

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Table 4.13: Subjects teachers were trained to teach

Subject	Frequency	Percentage
Biology	20	20.6
Business studies	16	16.5
Chemistry	14	14.4
Computer	4	4.1
English	17	17.5
Geography	21	21.6
History	8	8.2
Kiswahili	8	8.2
Mathematics	26	26.8
Physics	12	12.4
Agriculture	8	8.2
CRE	16	16.5
Literature	12	12.4

N = 97

From the table, we can establish that the majority (26.8%) of the teachers were trained to teach mathematics while the minorities (4.1%) were trained to teach Computer Studies.

4.2.4 School performance according to the teachers

The researcher sought to determine how the teachers rated their school performance. The findings are as tabulated.

Table 4.14: School performance according to the teachers

Rating	Frequency	Percentage
Above average	4	4.3
Average	59	62.8
Below average	31	33.0
Total	**94**	**100.0**

According to table 4.14, the majority (62.8%) of the respondents rated the academic performance of their school as average. 33.0% rated the performance below average, while the minority (4.3%) of the teachers felt that the academic performance of their schools was above average. The researcher further sought to determine suggestions from teachers to improve their performance. The findings are reflected in table 4.15

Table 4.15: Suggestions to improve performance

Suggestion	Frequency	Percentage
Adequate staff	22	22.6
All stakeholders to play their role	6	6.2
Encourage more boarding schools where evening assignments can be monitored	2	2.1
Involve parents	6	6.2
Motivate teachers	4	4.1
Parents and teachers to be motivated	6	6.2
Parents to motivate students	8	8.2
Science lab need to be well equipped	2	2.1
N = 97		

4.3. Finding out the extent to which the parents' role has influenced academic performance since the implementation of FSE.

There is a very close relationship between the roles played by parents and their influence in academic performance since the implementation of Free Secondary Education. The survey sought to determine the extent to which the roles played by parents had influenced the academic performance of their students.

4.3.1 Frequency at which the parents enquired of performance

The researcher sought to determine the frequency at which the parents enquired of their child's performance in school per term. The findings are presented in the table 4.16

Table 4.16: Frequency at which the parents enquired of performance

Response	Frequency	Percentage
Once	27	11.0
Twice	133	54.1
Thrice and above	41	16.7
None	45	18.3
Total	246	100.0

According to table 4.16 the majority (54.1%) of the parents enquired of their child's performance twice per school term, while the minority (11.0%) enquired only once. 18.3% of the respondents NEVER enquired about their child's performance in school.

4.3.2 Whether parents supplemented instructional materials

The researcher sought to determine whether the respondents supplemented instructional materials. The findings are summarized in the table 4.17

Table 4.17: Whether parents supplemented instructional materials

Response	Frequency	Percentage
Yes	191	84.5
No	35	15.5
	N = 246	

The majority (84.5%) of the parents were committed to providing instructional materials, while the minority (15.5%) failed to supplement instructional materials to their children. The study further sought to determine whether these instructional materials helped students improve their academic performance. The findings are presented in table 4.18

Table 4.18: Whether the supplemented instructional materials improve academic performance

Response	Frequency	Percentage
Yes	187	94.9
No	10	5.1
	N = 246	

According to the table 4.18, the majority (94.9%) of the students improved their academic performance from using the instructional materials supplemented for by their parents, while 5.1% did not realize any form of improvement by using the supplemented instructional materials.

4.3.3. Factors influencing the academic performance of the schools

The researcher sought to establish the parents' opinion on factors that influence the academic performance of the schools. Table 4.19 presents the findings.

Table 4.19: Factors influencing the academic performance of the schools

Factors	Frequency	Percentage
Adequate teaching staff	54	22.0
Adequate leadership and student motivation	14	5.7
Bus	6	2.4
Counselling between parents and students	5	2.0
Learning facilities available	6	2.4
Parents playing their role	21	8.5
Positive attitude by the student	6	2.4
Positive student-student motivation	7	2.8
Positive teacher- student motivation	121	49.2

N = 246

From the table 4.19 , the majority (49.2%) of the parents felt that positive teacher-student motivation can improve the academic performance of the school. 22.0% felt that adequate teaching staff could help the schools to improve their performance, while the minority (2.0%) felt that counselling between parents and students could greatly improve the academic performance of their schools.

4.3.4 Rating of parents/guardians participation in their children's academic work

The study also sought to determine how the parents faired in playing their roles. The teachers were requested to rate how parents/guardians participated in their children's' academic work. The findings are presented in the table 4.20.

Table 4.20: Rating of parents/guardians participation in their children's academic work

Rating	Frequency	Percentage
Satisfactory	65	69.1
Poor	29	30.9
	N = 97	

We can establish that the majority (69.1%) of the parents played their roles satisfactorily, while the minorities (30.9%) were poor at playing their roles in their children academic work.

4.4: Determining the kind of teacher motivation that influences academic performance after the implementation of FSE

The most fundamental goal of performance-based rewards is to increase student performance. Odden (2000b) argues there is a causal link between the quality of teaching and the level of student outcomes, meaning any method that increases the quality of teachers should improve student outcomes. This study therefore sought to establish the relationship between teacher motivation and student performance. Table 4.21 shows the findings.

4.4.1 Teachers' levels of satisfaction among teachers

Teachers were required to rate their levels of satisfaction with various motivational items. Table 4.22 summarizes the results

Table 4.22: Level of satisfaction among teachers

Items	Rating										WA
	VD		D		UD		S		VS		
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
Quality of accommodation	7	17.9	14	35.9	5	12.8	11	28.2	2	5.1	2.67
Salaries & allowances	5	12.8	22	56.4	3	7.7	7	17.9	2	5.1	2.46
Role Played by KUPPET	2	5.1	10	25.6	4	10.3	21	53.8	2	5.1	3.28
Provision of leave	2	5.1	13	33.3	8	20.5	14	35.9	2	5.1	3.03
No. of lessons per week	4	10.3	12	30.8	0	0.0	19	48.7	4	10.3	3.18
Sense of achievement	1	2.6	6	15.4	9	23.1	18	46.2	5	12.8	3.51
Social relationship in your school	0	0.0	5	12.8	4	10.3	24	61.5	6	15.4	3.79
Opportunity for advancement in your profession	2	5.1	9	23.1	5	12.8	17	43.6	6	15.4	3.41
Status of the teaching profession in Kenyan society	4	10.3	16	41.0	6	15.4	12	30.8	1	2.6	2.74
Level of teacher profession conduct	0	0.0	9	23.1	5	12.8	23	59.0	2	5.1	3.46
Appreciation of teachers work	1	2.6	5	12.8	3	7.7	26	66.7	4	10.3	3.69
Involvement of teachers in decision making	2	5.1	7	17.9	6	15.4	20	51.3	4	10.3	3.44

Items	Rating										WA
	VD		D		UD		S		VS		
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
Enhancing working environment in the school	1	2.6	5	12.8	2	5.1	24	61.5	7	17.9	3.79
Enhancing profession growth through service course	2	5.1	11	28.2	7	17.9	14	35.9	5	12.8	3.23
Rewarding teachers for exceptional task performance	2	5.1	8	20.5	7	17.9	18	46.2	4	10.3	3.36
Attitude of students towards learning	6	15.4	17	43.6	2	5.1	13	33.3	1	2.6	2.64
Size of classes you teach	0	0.0	5	12.8	1	2.6	30	76.9	3	7.7	3.79
Availability of teaching materials	0	0.0	2	5.1	1	2.6	28	71.8	8	20.5	4.08
Student discipline	1	2.6	6	15.4	3	7.7	24	61.5	5	12.8	3.67
Students entry behavior	8	20.5	18	46.2	2	5.1	9	23.1	2	5.1	2.46
Teachers salaries and allowances	10	25.6	17	43.6	2	5.1	8	20.5	2	5.1	2.36
Promotion structure for teachers	8	20.5	12	30.8	6	15.4	11	28.2	2	5.1	2.67

From the table4.22, teachers were dissatisfied with the quality of accommodation (WA=2.67). Poor work and living environment tend to lower self-esteem and is

generally de-motivating. Many schools in the division lack basic amenities such as pipe borne water and electricity, staff rooms, and toilets. Housing is a major issue for nearly all teachers. Teachers were also dissatisfied with salaries and allowances given to them (WA=2.46). This implies that teacher's remuneration in the country is inadequate. This is because total pay does not cover basic household survival needs, let alone enable teachers to enjoy a 'reasonable standards of living'. This finding is in line with a similarly. a major OECD study of teacher pay which notes that "salaries continue to deteriorate in low-income developing countries" (OECD, 1998:113). In their study, they noted that the minimum household survival incomes for teachers are typically two-three times more than the basic government salary (including allowances), and frequently more than this.

The table also shows that the teachers were dissatisfied with the status of the teaching profession in Kenyan society (WA=2.74). Occupational status depends on the 'public valuing' of the competence, role and overall contribution of a particular occupation to individual and societal welfare. Occupations that have attained 'professional status' share a common set of characteristics including a high level of education and training, a strong ideal of public service with an enforced professional code of conduct, and high levels of respect from the public at large. Teachers in Kenya have relatively low levels of education and training vis-à-vis professional occupations such as doctors, engineers and lawyers. In general, teaching is not held in as high esteem as professions such as medicine or engineering. Also, the sheer size of the teaching force militates against 'professional' exclusivity. From earlier observation, teaching is reported to have become 'employment of the last resort' among university graduates. Consequently, teachers often lack a strong, long-term commitment to teaching as a

vocation. Finally, teachers are paid considerably less than the mainstream professions. Teachers were further dissatisfied with students entry behavior (WA=2.46). Since most of the schools in the division are day secondary schools, they admit students with very low marks (as low as 100 marks in KCPE) yet it is still expected that these students should perform in their KCSE exams. Handling such students can be very demotivating for teachers.

Teachers were also dissatisfied with the current promotion structure for teachers (WA=2.67). Teachers have often expressed dissatisfaction with the promotion system because, in practice, teachers are promoted on the basis of their qualification, years of service and teaching subject performance in National examinations rather than on the basis of the stipulated conditions for promotion. The promotion exercise tends to ignore evidence of teacher performance, and emphasize on students performance in subject the teacher teaches, irrespective of the student entry behaviour. Consequently, in most cases, both performing and non-performing teachers are promoted together.

It was also reported that teachers were dissatisfied with teacher workload i.e. 27 lessons per week (WA=2.46). What is expected from teachers (the 'social contract') is not pitched at a realistic level given material rewards, workloads, and work and living environments. Large class sizes and heavy workloads in relation to pay (the effort-price of work) also make teachers resistant to the introduction of new teaching methodologies and other innovations.

CHAPTER FIVE

SUMMARY,DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This section gives a summary of the main findings, conclusion recommendations and suggestions for further research.

5.1 Summary of the study

Study findings reveal that a half of the teachers were indeed assigned to teach subjects that they were not trained for an indication that there was a shortage of teaching staff. Furthermore, majority of the head teachers claimed that their schools had a teacher shortage at the time of the study further evidence of an acute shortage of teachers in Miriga Mieru Division of Imenti North within the Meru County, a phenomenon that influence the implementation of free secondary education on academic performance within the Division.

Majority of the parents enquired of their child's performance twice per school term, while the minority enquired only once. 18.3% of the respondents NEVER enquired about their child's performance in school. Majority of the parents were committed to providing instructional materials. The study established that majority (69.1%) of the parents played their roles satisfactorily in their children academic work.

Majority of the teachers were not accommodated at the school compound and therefore resided in their own homes. Further, 38.5% of the teachers reside in a nearby shopping centre with only 10.3% of the teachers residing within the school compound. Finding decent accommodation in rural areas is a major headache for most

teachers and travelling to work tends to be a much bigger problem for teachers staying far away from the school. The high cost of travel contributes to teacher absenteeism and lateness which could consequently influence teacher performance. For this reason, teachers were dissatisfied with the quality of accommodation. Poor work and living environment tends to lower self-esteem and is generally de-motivating. Many schools in the division lack basic amenities such as pipe borne water and electricity, staff rooms, and toilets. It was also established that the teachers were dissatisfied with the status of the teaching profession in Kenyan society.

Teachers were also dissatisfied with salaries and allowances given to them. This implies that teacher's remuneration in the country is inadequate. This is because total pay does not cover basic household survival needs, let alone enable teachers to enjoy a 'reasonable standards of living'. Teachers are paid considerably less than the mainstream professions. In addition, 92.3% of the teachers do not receive non-monetary benefits while 7.7% do. 66.6% of teachers who receive non-monetary benefits are provided with such in form of housing facilities while 33.3% get the benefits in form of subsidized housing.

Teachers were further dissatisfied with students entry behavior. Since most of the schools in the division are day secondary schools, they admit students with very low marks (as low as 100 marks in KCPE) yet it is still expected that these students should perform in their KCSE exams. Handling such students can be very demotivating for teachers.

Teachers were also dissatisfied with the current promotion structure for teachers. The

promotion exercise tends to ignore evidence of teacher performance, and emphasize on students performance in subject the teacher teaches, irrespective of the student entry behaviour. Consequently, in most cases, both performing and non-performing teachers are promoted together. Teachers felt dissatisfied with the current policy on recruitment and employment of teachers together with government policy on transfers of teachers. The placement of teachers in Kenya is lopsided. While some urban secondary schools are over-staffed, some rural areas have virtually no teachers. Such a scenario could work against motivating teachers to work.

It was also reported that teachers were dissatisfied with teacher workload i.e. 27 lessons per week. What is expected from teachers (the 'social contract') is not pitched at a realistic level given material rewards, workloads, and work and living environments. Large class sizes and heavy workloads in relation to pay (the effort-price of work) also make teachers resistant to the introduction of new teaching methodologies and other innovations.

5.2 Conclusions of the study

In conclusion, there was a serious shortage of teaching staff in the division which could influence the implementation of FSE. Parents were found to play their roles effectively in supporting the children education which is a boost for the implementation of FSE. The study further established that less effort was made to motivate teachers. Lack of motivation may cause teachers to be less successful in teaching. Unreasonable demands of administrators, discouraging team spirit, neglecting rewards, financial problems are the factors related to demotivation. It should not be forgotten that every teacher is not motivated entirely by the same

demands and needs. Job satisfaction of each employee is different from the other. Without having intrinsic motivation, lack of success is inevitable. If there are not any factors motivating teachers, the productivity will decrease dramatically.

5.3 Recommendations

Inadequate teaching and support staff was cited as major challenge in the implementation of the FSE. This study therefore recommends to the government and other stakeholders in the education sector to employ more trained and skilled teachers.

Attractive career structures for secondary school teachers need to be urgently introduced with regular promotions based on clearly specified and transparent performance-related criteria. Teachers who work at hard-to-staff rural schools should also be given accelerated promotion and/or preferential access to qualification upgrading opportunities.

Despite some improvement in pay in recent years by the Kenyan government, most secondary school teachers are simply unable to meet their basic household needs. As a result, many of them are forced to find other sources of income. Those who cannot earn additional income slide into poverty. Teacher salaries should be at least doubled. However, given the severity of the fiscal crisis that besets most governments, pay

increases of anything like this magnitude are completely unaffordable from domestic resources. Given the strong commitment of the international community to the attainment of the education for all goals with acceptable learning outcomes, serious

consideration should, therefore, be given to how teacher's pay can be supplemented using external funding.

5.4 Suggestions for further research

1 .Considering the available research, it was limited to the Miriga Mieru West division which is a rural setting hence raising concern in generalizing the findings. A more rigorous study can be carried to cover the County.

2. Investigate whether entry marks determine academic performance in KCSE.

3. Leadership styles influence on academic performance since implementation of FSE

4. Effects of educational resources on academic performance in Public Day Secondary schools.

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

Mwirigi Rudia Mwonjiru
P.O.BOX 219 - 60200
Githongo-Meru
January 2012

TO...............................

....

....

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MWIRIGI RUDIA MWONJIRU

I am a post graduate student at the University of Nairobi, undertaking a study in Masters of Arts (M.A) in project planning and Management in partial fulfillment of the programme (M.A in PPM). I am undertaking a research project on the Influence of the Implementation of Free Secondary Education on Academic Performance in Miriga Mieru West division of Imenti North District, Meru County. You have been chosen to take part in this study by responding to all the questions, filling in the questionnaire and according the researcher any other relevant assistance where requested.

The information collected shall be used only for this study and shall be treated with utmost confidentiality. The final copy shall be availed to you on request.

For any further enquiries, please send it to the above address.

Thank you in advance
Yours Faithfully

Mwirigi Rudia Mwonjiru
M.A.PPM- University of Nairobi.

APPENDIX II: HEAD TEACHERS QUESTIONNAIRES

Kindly respond to each item by putting a tick (   ) right to the response that is applicable to you.

BACKGROUND INFORMATION SECTION A

1. Indicate your gender

a. Male ☐

b. Female ☐

2. What is the category of your school?

Mixed Boarding and Day ☐

Mixed Day ☐

Boys only – Day ☐

Boys only – Boarding ☐

Girls only Day ☐

Girls only Boarding ☐

Information on teaching-learning process

Please indicate with a tick (   ) against the most appropriate response.

3. What is the average teacher-student ratio?

1:30 ☐

1:40 ☐

1:50 ☐

1:60

Any other specify _____

4. What is the average number of lessons per teacher per week?

Below 20 users ☐

20 – 24 ☐

25 – 36 ☐

Over 30 ☐

5. Are teachers in your school assigned to teach subjects they are not trained for?

Yes ☐

No ☐

If your answer to 17 (a) is **YES**, give reasons

_____

_____

6. a. Does your school have a shortage of teachers currently?

Yes ☐

No ☐

b. If your answer in (6a) is **YES**. indicate by how many....................

Specify the affected subject areas _____

PART II Students behavior

7. Please indicate with a tick ( ) the frequency of the following students behavior

in your school?

Behaviour	Frequent	Sometimes	Rarely
1. Absence due to sickness			
2. Absence due to truancy			
3. School strikes			

4. Absent – fee problems			
5. Absent to assist parents at home			

8. **Kindly indicate with a tick (   ) your opinion on the following factors that may influence students' performance in examination**. The alternative choices are as follows: -

Strongly agree   =   SA

Agree   =   A

Undecided   =   U

Disagree   =   D

Strongly Disagree   =   SD

Statement	SA	A	U	D	SD
Frequently in school					
school based curriculum					
Motivating teachers boosts students' performance in exams					
Adequate teaching staff influences student performances					

(b).   In your opinion what are the factors that influence academic performance in your school?

_____

_____

9   a   **How do you rate the schools performances in KCSE?**

i.   **Above average**   ☐

ii.   **Average**   ☐

iii.   **Below average**   ☐

b.   In your opinion what can be done to improve this performances

_____

_____

APPENDIX III: TEACHERS QUESTIONNAIRES

1.   **Please indicate your gender**

    Male ☐

    Female ☐

2.   Which is your age bracket?

    a.   **25 years and below** ☐

    b.   **26 – 34** ☐

    c.   **36 – 44** ☐

    d.   **45 – 54** ☐

    e.   **Above 54** ☐

3.   **What is your highest academic qualification?**

    a.   M.Ed. ☐

    b.   B.Ed. ☐

    c.   BA/B.Sc. with Pg De ☐

    d.   BA/BSC General ☐

    e.   Sl/Diploma in Education

    f.   others specify _____

4.   **How long have you been in the teaching profession?**

    a.   less than 1 year ☐

    b.   1 – 2 years ☐

    c.   3 – 5 years ☐

    d.   6 – 10 years ☐

Over 10 years

5. Indicate the subjects you have been trained to teach

    1--

    2--

6. What is your current teaching work load per week?

    i.   **Less than 20 lessons** ☐

    ii.   **20 – 24 lessons** ☐

    iii   **25 – 30 lessons** ☐

    i.   **more than 30 lessons** ☐

b. How do you rate this work load?

    i.   **Heavy** ☐

    ii.   **Moderate** ☐

    iii.   **Right** ☐

7. Are you assigned to teach subject that you were not trained for?

    Yes ☐

    No ☐

b. If you answer in (a) above is **YES**, give reasons _____

    _____

8. How do you rate the parents/guardians participation in their children's

    academic work?

    Good ☐

Satisfactory ☐

Poor ☐

9. Do students complete their home work as required?

   Yes ☐

   No ☐

10. How do you rate the school academic performance?

    Above average ☐

    Average ☐

    Below average ☐

b. What in your opinion can be done to improve the performance?

   _____

   _____

11. You are presented with a list of motivators that influence performance among secondary school teachers. Please rate the effect of each motivator according to the following scale.

Least Motivating LM	Less motivating LM	Undecided UD	More Motivating M	Most Motivating MM

Circle the favoured choice

Job security
Salary and allowances
Chances for Promotion
Status of the teaching profession
Involvement in decision making

12. Please rate your satisfaction with each of the following items according to the following scale

Very Dissatisfied (VD)	Dissatisfied (D)	Undecided (UD)	Satisfied (S)	Very satisfied (VS)

In each item circle the number that favours your choice

The quality of accommodation facilities
Role played by KUPPET in bargaining for
teachers welfare
Provision of leave

13. Please rate your motivation with occupation related matters in the teaching profession

                                    VD   D   UD   S   VS

Your sense of achievement
Social relationship in your school
Opportunity for advancement in
your Profession
Status of the teaching profession in Kenya Society
Level of teachers profession conduct

14. Please rate your motivation with the school management related issues in the profession

                                    VD   D   UD   S   VS

Appreciation of teachers work
Involvement of teachers in decision making
Enhancing working environment in the
school
Enhancing profession growth through in
Service course
Rewarding teachers for exceptional task
Performance

15. Please rate your motivation with student related matters in your school

                                    VD   D   UD   S   VS

Attitude of students towards learning
Size of classes you teach
Availability of teaching materials
Students discipline
Quality of students entry behaviour

16. In your own opinion what would really motivate you to influence academic performance in your school?

_____
_____
_____
_____
_____

APPENDIX IV: PARENTS' QUESTIONNAIRE

Use a tick ( ) to indicate your response

1. Indicate your gender by tick (   ) against the appropriate response.

    Male ☐

    Female ☐

2. Marital status

    a. married   ( )

    b. Single   ( )

    c. Divorced   ( )

    d. Widow/widower   ( )

3. Academic level

    a. Never went to school ( )

    b. Primary level   ( )

    c. Secondary level   ( )

    d. College level   ( )

    e. University level   ( )

    f. Other   ( )

SECTION B

1. Number of children in secondary schools

    a. 1-2 ( )

    b. 3-4 ( )

    c. 5-6 ( )

2. Category of schools the children attend

    a. boarding boys   ( )

    b. mixed boarding   ( )

    c. girls boarding   ( )

    d. public day   ( )

3. How often do you enquire of yourchild's performance in school per term?

    Once   ( )

    Twice   ( )

    Thrice and above   ( )

    None   ( )

4. Do you supplement instructional materials?

    Yes ( )   **No** ( )

5. If **YES** in 4 above, does it improve academic performance of your child?

    Yes ( )   **No** ( )

6. In your opinion, what influences the academic performance of the school your child is in?

APPENDIX V: STUDENTS QUESTIONNAIRE

1.   Indicate your gender by tick (   ) against the appropriate response.

Male   ☐

Female   ☐

2.   How many marks did you score in KCPE?

100 – 150   ☐

151 – 200   ☐

201 – 250   ☐

251 – 300   ☐

Above 300   ☐

3.   How many are you in your class?

10 – 20   ☐

20 – 30   ☐

30 – 40   ☐

40 – 50   ☐

Any other specify _____

4.   Kindly indicate occupations of your parents /guardians

Father   ☐

Mother   ☐

Guardians   ☐

5.   Is your lunch fees/boarding fees paid on time?

Yes ☐

No ☐

b.   If no, how has it affected your learning?

_____

_____

6. a.   Below is a list of requirement necessary for effective learning in school and at
         home.

School facilities	Adequate	Inadequate	Not available
Text books			
Teachers			
Library			
Others			

HOME FACILITIES

Food proper diet	Adequate	Inadequate	Not available
Supervision by parents			
Moral and material support			
Role model			
Conducive environment			

PUBLIC SCHOOLS IN MIRIGA MIERU WEST DIVISION.

1. MERU SCHOOL - BOYS BOARDING
2. KAAGA GIRLS - GIRLS BOARDING.
3. KAAGA BOYS - BOYS BOARDING.
4. GIKUMENE GIRLS - GIRLS BOARDING.
5. MWITERIA DAY - MIXED DAY.
6. KIRIGE DAY - MIXED DAY.
7. NGONYI BOYS - BOYS DAY.
8. KIRIGE BOYS - BOYS BOARDING.
9. KINORU DAY - MIXED DAY.
10. MERU MUSLIM - MIXED DAY.
11. NTHIMBIRI SECONDARY - MIXED BOARDING & DAY (GIRLS)
12. IRINDA DAY - MIXED DAY
13. CCM MERU TOWNSHIP - MIXED DAY.
14. MWITHUMWIRU DAY - MIXED DAY.
15. MWIRINE DAY - MIXED DAY
16. NTAKIRA DAY - GIRLS DAY.
17. KIAMIRIRU DAY - MIXED DAY.
18. KAINGINYO DAY - MIXED DAY.
19. MPURI DAY - MIXED DAY.
20. GACHANKA DAY - MIXED DAY.

Republic of Kenya

MINISTRY OF EDUCATION

Telegrams: " ELIMU " Meru
Telephone O6832372

When Replying please quote:

District Education Office
Imenti North District,
P.O. Box 61,
MERU.

REF:IMN/EDU/11/6/188

18th June 2012

TO All Principals
MM WEST Secondary school

RE: RESEARCH AUTHORIZATION

Mrs. Rundia Mwirigi Mwonjiru ID No. 10898550, a teacher at Nthimbiri secondary
seeks to collect data for her Masters Degree programme.

Please accord him any necessary support.

KANYI WAMUMWE
FOR: DISTRICT EDUCATION OFFICER
IMENTI NORTH

Code	Entry	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	W	X	Y	Z	M/score 2011	Mean Grade	M/Score 2010	Index
304101	230	8	58	51	42	37	19	9	3	2				1				9.491	B	8.781	0.71
304102	194	2	11	31	50	48	38	11	2	·				1				8.45	B-	7.87	0.58
304103	171	1	7	19	16	32	29	35	18	10	3				1			7.241	C+	6.187	1.054
304202	93		3	10	5	6	15	20	17	12	1			2	2			6.596	C+	5.944	0.652
304210	71			4	7	7	15	15	15	3	2			1	2			6.574	C+	5.075	1.499
304106	153			5	8	23	40	27	27	12	6	1		4				6.382	C	5.633	0.745
304126	48			1	2	3	4	9	12	10	4	3						5.25	C-	4.49	0.76
304124	47				1	2	7	9	11	10	6	1						5.17	C-	3.6	1.57
304213	53		1	1	2	3	6	9	8	4	7	11	1					4.886	C-	4.106	0.78
304112	44			1			4	10	10	10	10	4						4.795	C-	5.067	-0.272
304205	66			3	2	3	4	9	7	12	18	8						4.651	C-	3.698	0.953
304107	101					3	8	8	18	31	23	7			3			4.337	D+	4.103	0.234
304116	36						1	8	5	7	14		1					4.285	D+	3.488	0.797
304113	34			2	1			4	6	6	8	6		1				4.242	D+	4.32	-0.078
304201	78					1	5	7	13	24	20	8						4.128	D+	3.488	0.64
304105	82						6	9	13	16	29	8			1			4.049	D+	3.381	0.668
304110	55				1	1	2	7	9	7	17	11						3.982	D+	3.163	0.819
304215	20					2		2	1	4	5	5			1			3.895	D+	3.353	0.542
304114	29							4	4	6	7	4	2		1			3.857	D+	3.434	0.423
304204	70					2	3	6	7	16	16	19			1			3.739	D+	3.386	0.353
304211	42				1	2	2	9	6	6	15					1		3.683	D+	3.791	-0.108
304118	26				1		2	3	6	10	2	2						3.653	D+	3.261	0.392
304117	49				1	1	2	6	14	10	12	1			2			3.574	D+	3.432	0.142
304212	30				1		3	4	5	8	8	1						3.567	D+	3.028	0.539
304206	52					1	4	6	12	13	13		2	1				3.551	D+	3.464	0.087
304207	48					1	1	5	10	21	10							3.52	D+	3.179	0.341
304220	28				1		1	3	2	10	9	2						3.464	D	New	
304115	43			1			1	1	5	7	13	13		2				3.414	D	0	-0.186
304119	38						1	4	3	7	10	11	2					3.368	D	3.743	-0.375
304206	47						2	1	4	14	11	12	3					3.319	D	2.913	-0.406
304216	21				1			2	2	1	6	8	1					3.285	D	2.5	0.785
304214	34							2	3	6	10	10			2			3.258	D	3.842	-0.584
304109	68							3	9	14	15	21	2	2	2			3.25	D	2.752	0.678
304120	28							1	4	3	9	7	1	3				3.076	D	3.727	-0.651
304122	23							2	1	4	4	11						3.045	D	3.143	-0.096
304218	16					1			1	2	1	8	1		2			2.929	D	New	
304121	19								1	1	12	5			2			2.894	D	3.25	-0.356
304125	31							1	2	4	7	14	2		1			2.766	D	New	
304101	29						1			3	10	14					1	2.75	D	New	
304203	31							1		5	4	19	1	1				2.566	D	2.333	0.233
304217	30							2		4	6	13	4		1			2.413	D-	2.894	-0.481
304208	31										6	19	4	1			1	2	D-	2.286	-0.286
	1439	11	80	126	139	181	216	253	277	332	398	350	30	25	23	1	1	5.286	C-		