INSTITUTIONAL FACTORS INFLUENCING STUDENTS’ PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN PUBLIC SCHOOLS IN LARI DISTRICT, KIAMBU COUNTY, KENYA

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A Research Report Submitted in Partial Fulfillment for the Requirement of the Award of the Degree of Masters in Education in Educational Administration, University of Nairobi.

2014
DECLARATION

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

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Reg No. E55/80723/12

This research project has been submitted for examination with our approval as
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This work is dedicated to my beloved husband Simon Kinyanjui and our three children James Muraya, Diana Wambui and Brian Ngugi.
ACKNOWLEDGEMENTS

This project involved a lot of work and it would have been impossible with out the support and encouragement of many people. I first and foremost thank the Almighty God for the gift of life and His abundance grace while undertaking this project. Secondly am sincerely indebted to my two supervisors; Dr. Ursulla Okoth and Mr. Ferdinand Mbeche and all the other lecturers in the Department of Educational Administration and Planning for their tireless support and guidance. I owe special thanks to the Education Officers, the head teachers and teachers in Lari District who readily provided me with the data I required for this project. I am equally grateful to non teaching staff at Kikuyu Campus, in the library and the Administration Office for their immense support. I cannot forget to thank my family for their moral support, patience and understanding during this study. To all of you, may our Almighty God bless you abundantly.
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<tr>
<td>B.O.M</td>
<td>Board of Management</td>
</tr>
<tr>
<td>C.D.F</td>
<td>Constituency Development Fund</td>
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<td>D.E.O</td>
<td>District Education Office</td>
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<td>D.Q.A.S.O</td>
<td>District Quality Assurance and Standards Officer</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>F.D.S.E</td>
<td>Free Day Secondary Education</td>
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<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
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<tr>
<td>K.I.P.P.R.A</td>
<td>Kenya Institute for Public Policy, Research and Analysis</td>
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<td>K.N.E.C</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>M.O.E</td>
<td>Ministry of Education</td>
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<tr>
<td>N.C.L.B</td>
<td>No Child Left Behind</td>
</tr>
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<td>P.T.A</td>
<td>Parents Teachers Association</td>
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<tr>
<td>T.S.C</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>U.B.E</td>
<td>Universal Basic Education</td>
</tr>
<tr>
<td>U.P.E</td>
<td>Universal Primary Education</td>
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<tr>
<td>U.S.E</td>
<td>Uganda Secondary Education</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organisation</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International Children Emergency Fund</td>
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The purpose of the study was to investigate how the institutional factors influence the students’ performance in Kenya Certificate of Secondary Education (KCSE) in Lari District. The study was guided by the following five objectives; to determine the extent to which the management of Free Secondary Education (FSE) fund affects the student’s performance, to establish the relationship between the provision of the institutions’ physical facilities and the students’ performance, to determine how the provision of instructional materials affects the students’ performance, to assess the contribution of the teacher pupil ratio to the students’ performance and to establish how the inservicing of the teachers affects the students’ performance. The study employed descriptive survey design and the target population consisted of 1 District Quality Assurance and Standards Officers (DQA&SO), 38 headteachers and 432 teachers of the public secondary school in Lari District. A sample of 1 DQA&SO 20 headteachers and 220 teachers was taken using stratified random sampling technique. Three sets of questionnaires and an interview schedule were used as the research instruments. To determine the validity of the research instruments, the researcher first had the instruments appraised by the supervisors and then they were tested through a pilot study of two schools from the neighboring Githunguri District. To determine the reliability of the instrument, the researcher used the test-retest method and then computed the two scores using the Pearson Product Moment Correlation Coefficient (r) formula. The correlation Coefficient for both the headteachers and the teachers were found to be reliable for the study. The researcher sought for permission from the National Council for Science and Technology (NCST). She then visited the Lari District Education Office for permission and thereafter proceeded to the schools where she administered the questionnaires in person. The researcher used descriptive statistics to analyse the quantitative data while qualitative data was reported through narrative. The study’s findings were; many of the schools’ Board of Management (BoM) members are not trained in financial management, the headteachers are inadequately inserviced in financial management, many of the schools have inadequate facilities and resources and many of the teachers are not able to enhance their professional skills. The study made the following recommendation; the Ministry of Education (MoE) should ensure that all the schools’ managers are equipped with adequate financial management skills, the Teachers Service Commission (TSC) should ensure the public schools are adequately staffed, the schools’ BoMs and Parents Teachers Associations (PTAs) should explore on ways of expanding the institutions’ facilities and resources.
CHAPTER ONE
INTRODUCTION

1.1 Background

Education is seen as the means to socio-economic development based on its quality and quantity. According to the Sessional Paper No. 14 of 2012, the importance of secondary education has grown globally considerably because of the success of the Universal Primary Education (UPE). Improved access to secondary education should however, be accompanied by good quality educational inputs, so that its outcomes gives the individual opportunities of socio-economic development. Accessing to education alone would be insufficient for education to contribute fully to the development of the individual and the society (UNESCO, 2005). Outcomes of a good education system such as good academic performance equip one with the necessary knowledge and skills that gives the individual and the society a meaningful impact.

According to UNICEF (2000), academic performance embraces the acquisition of knowledge and skills in an educational system. The Global Monitoring Report (2005) asserts that academic performance should be assessed in the context of the agreed objectives which are mostly easily expressed in terms of the grade achieved in the examination. The Report further observes that cognitive achievement is related to economic gains and labour market success. Poor academic performance undermines the chances of an individual to maximally contribute to the socio-economic development.
Establishing and maintaining good academic performance of secondary education is a major challenge all over the world. In the developed countries, although improving educational achievement in secondary education is a major issue, there are structures to guarantee maintenance of good educational outcomes. In the United State of America (USA), the No Child Left behind (NCLB) Act was established in 2002. The Act, which requires schools to focus on providing quality education to students from low-income families, has set high teacher qualifications while the existing teachers must pass proficiency tests (http://usliberals.about.com.). In Britain, the center issue in the debate of the publicly funded education is the value the society puts on social benefits derived from education. The social policy provision is guided by the valuation of the social benefits derived from the provision of educational services (http://citeseerx.ist.psu.edu.).

In Africa, secondary education is behind the rest of the world. The socio-economic rationale for expanding learning beyond primary education is logical and clear, but the strategies are complex and faced with challenges (http://web.worldbank.org.). In Nigeria, although the Universal Basic Education (UBE)’s main objective is to equip the Nigerian children with the appropriate life skills, the inadequacy in the provision of facilities and resources has had negative effects on the education’s outcomes (http://www.unilorin.edu.).

In Uganda, the Universal Secondary Education (USE) has led to increased access to secondary education but the standards have not improved. The
system is faced with problems such as inadequate teaching resources and inadequate and delayed disbursement of government funds (http://www.theguardian.com.). The USE policy has led to a vast improvement in terms of access to public secondary schools but the standards of education is low (http://www.academia.edu.).

In Kenya, one of the objectives of the secondary education is to acquire the necessary knowledge and skills and build a firm foundation for further education and training (Republic of Kenya, 2012). The main determinant factor for further education and training beyond secondary education level is the student’s academic performance in Kenya Certificate of Secondary Education (KCSE) examination. Many of the higher learning institutions and the labour markets in Kenya have placed a mean grade of “C+” and above in the KCSE examination as the academic requirement. It is therefore imperative that the students perform well in KCSE examination in order to compete favorably for further education opportunities and labour market. The students’ performance is however affected by the available educational resources and the ways these resources are managed.

The government of Kenya introduced the Free Secondary Education (FSE) fund in 2008 to meet for the costs of tuition and support services. A task force on Affordable Secondary Education recommended a government subsidiary of Kshs.10,265.00 to all public secondary schools’ students (MoE, 2008). According UNESCO (2005), the success of teaching and learning is strongly influenced by how the available resources are managed. The Sessional Paper
No.14 of 2012 notes that there is no provision of training of secondary schools’ management at institutional level. Although the MoE (2008) instructed the schools’ management to ensure prudence in the management of FSE fund, lack of appropriate training and ineffective monitoring system can have negative impact to the institutions’ educational outcomes and in particular the academic performance.

One of the duties of the secondary schools’ management is to ensure that the institutions have adequate physical facilities. The expansion of the institutions’ physical facilities is not covered by the FSE fund (MoE, 2008). According to the EFA Global Monitoring Report (UNESCO, 2005), physical facilities and infrastructure of a school are vital to quality educational outcomes. A study carried out by Heynemann and Loxley (1993) showed that the provision of institution’s physical facilities related significantly to the academic achievement in Brazil, China, Botswana and Uganda.

The provision of instructional materials is critical to the academic performance of an institution. It is the duty of the headteacher to ensure that the institution has adequate instructional materials for the successful realization of the institution’s objectives. According to UNICEF (2000), there requires adequate instructional materials and textbooks for a healthy educational environment. The MoE (2005) recommends a textbook student ratio of 1:1. Nannyonjo (2007) found out that instructional materials have a significant influence in learning achievement among the Ugandan students. Nyongesa (2007) also
observed that lack of adequate teaching and learning resources leads to poor results in education.

One of the administrative functions of the secondary schools’ management is to ensure that the institutions have adequate teaching staff for good academic performance. The MoE (2008) directed that a class should have a minimum of 40 and a maximum of 45 students for effective teaching. The Sessional Paper No. 14 of 2012 notes that financial constraints have resulted to teacher shortages in public institutions. According to Beecher (2009), inadequacy of teachers can contribute to poor standards of education.

To enhance a continuous improvement in academic performance, there requires a continuous development of the teachers’ professional skills. Competence of the employees does not last forever due to changes. Due to the various educational changes, there requires definite plans of developing the teachers’ professional skills. According to Okumbe (2001), education managers should have planned programmes of training for the employees. UNICEF (2000) advice that professional development is important for it keeps the teachers abreast of the new knowledge and practices.

Lari District, located on the Northern side of Kiambu County has 38 public secondary schools which include 28 day schools, 9 boarding schools and 1 day and boarding school. In KCSE Examinations, the district has consistently performed poorly as compared to the neighboring districts. Analyzed KCSE examination results for the year 2012 at the District Education Office, shows that the mean scores for the best boarding secondary school and the best day
secondary school are 8.5 and 5.2 respectfully. According to the data at Lari District and Kiambu County Education Offices, the district has the worst students' performance in KCSE examination amongst the five districts that were created out of the large former Kiambu District. In the analyzed KCSE results, it has the lowest total number students with C+ and above as illustrated in Table 1.1

Table 1.1

Kiambu Districts’ mean grades of “C+” and above in K.C.S.E from 2010 to 2013.

<table>
<thead>
<tr>
<th>Year</th>
<th>Kikuyu</th>
<th>Limuru</th>
<th>Kiambu</th>
<th>Githunguri</th>
<th>Lari</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Entry</td>
<td>C+ &amp; above %</td>
<td>Entry</td>
<td>C+ &amp; above %</td>
<td>Entry</td>
</tr>
<tr>
<td>2010</td>
<td>2588</td>
<td>37%</td>
<td>1587</td>
<td>36%</td>
<td>2237</td>
</tr>
<tr>
<td>2011</td>
<td>2905</td>
<td>38%</td>
<td>1853</td>
<td>35%</td>
<td>2580</td>
</tr>
<tr>
<td>2012</td>
<td>3539</td>
<td>34%</td>
<td>2251</td>
<td>30%</td>
<td>2534</td>
</tr>
<tr>
<td>2013</td>
<td>3606</td>
<td>33%</td>
<td>2387</td>
<td>30%</td>
<td>2575</td>
</tr>
</tbody>
</table>

*Source: Nyeri and Kiambu County Education Offices and http://blog.theonlinekenyan.com.*

Table 1.1 shows that Lari District’s KCSE academic performance is the worst compared to its neighboring districts. This poor academic performance calls for investigations. It is in this view, the study sought to investigate on the institutional factors influencing students’ performance in KCSE in public schools’ in Lari District, Kiambu County.
1.2 Statement of the problem
UNICEF (2000) and UNESCO (2005) identify good educational outcomes (academic performance and changes in attitudes) as one of the five dimensions of a quality educational system. The main objective of the government introducing of the FSE programme is to provide quality education to every Kenyan child. Lari District has however consistently performed poorly in KCSE examinations as compared to its neighboring districts and national performance. A lot of attention has been placed on the challenges faced in accessing the Free Secondary Education with little focus on the standards of the education outcomes. Kabiro (2001) investigated on factors influencing implementation of FSE in Murang’a and Khakasa (2011) investigated on challenges in implementation of FSE in Bungoma. It’s against this background the researcher sought to investigate on the institutional factors influencing the students’ performance in KCSE examination in public schools in Lari District, Kiambu County.

1.3 Purpose of the study
The purpose of the study was to investigate the institutional factors influencing the students’ performance in KCSE examination in public secondary schools in Lari District in Kiambu County.

1.4 Objectives of the study
The study was based on the following objectives;

i) To determine the extent to which the management of FSE fund affects the students’ performance in KCSE in Lari District.
ii) To establish the relationship between the provision of institution’s physical facilities and the students’ performance in KCSE in Lari District.

iii) To determine how the provision of instructional materials affects the students’ performance in KCSE in Lari District.

iv) To assess the contribution of the teacher pupil ratio to the students’ performance in KCSE in Lari District.

v) To establish how the in-servicing of teachers affects the students’ performance in KCSE in Lari District.

1.5 Questions of the study

The study addressed the following questions;

i) To what extent does the management of FSE fund affect the students’ performance in KCSE in Lari District?

ii) What is the relationship between the provision of institutions’ physical facilities and the students’ performance in KCSE in Lari District?

iii) How does the provision of instructional materials affect the students’ performance in KCSE in Lari district?

iv) What is the effect of the teacher pupil ratio on students’ performance in KCSE in Lari District?

v) To what extent does the in-servicing of teachers affect the students’ performance in KCSE in Lari District?
1.6 Significance of the study

The Ministry of Education (MoE) may get valuable information that would help in formulating and reviewing of educational policies in order to improve the academic performance in the public secondary schools. The Teachers Service Commission (TSC) may get pertinent information that would guide in the provision of adequate teaching services in Lari District by either posting more teachers or balancing the teachers within the Kiambu County. The results of the study would provide the Kiambu County and Lari District education stakeholders with valuable information for educational decision making that would promote the academic performance in the district and Kiambu County at large. The recommendations of the study would assist the public secondary schools’ headteachers to effectively and efficiently manage the available institutions’ resources for good educational outcomes.

1.7 Limitations of the study

Limitations are the aspects of the study the researcher knows may negatively affect the research but has no control over them (Mugenda and Mugenda, 2003). A number of limitations were encountered during the study. To start with, a number of the respondents were initially not comfortable to discuss the students’ performance. To enhance maximum cooperation and honesty from the respondents, the researcher established a good rapport and assured them that the responses would be used for the study only. Secondly, the students’ performance that was being studied is for the students who had already left the
schools when the study was been carried out. It was therefore not possible to get their views.

1.8 Delimitations of the study
The study investigated on the institutional factors influencing students’ performance in KCSE examination in public secondary schools in Lari District. It confined on how the management of FSE funds, provision educational facilities and resources and in-serving of teachers may affect the students’ performance in KCSE in public schools in Lari District only. The respondents of the study were 1 (one) District Quality Assurance and Standards Officer (DQA&SO) at Lari District Education Office, 38 headteachers and 432 teachers of the public secondary schools in Lari District.

1.9 Assumptions of the study
The study was based on the assumptions that the respondents had adequate knowledge on the institutional factors influencing the students’ performance in KCSE examination in public secondary schools in the district and that they would cooperate throughout the exercise.

1.10 Definition of the significant terms
Academic Performance refers to the students’ educational achievement of knowledge and skills in terms of examination grades as rated by KNEC.

Education refers to the process of acquiring the desired knowledge, skills and values, attitude and behaviours.
Education outcomes refer to the results of an educational system in terms of the acquired knowledge, skills and changes in attitudes, values and behaviours.

Free Secondary Education refers to the government’s initiative to provide quality secondary education to all Kenyan children by meeting tuition and support services costs in all public secondary schools.

Headteacher refers to the appointed teacher by TSC or its agent with administrative responsibilities of managing the day to day affairs of the school.

An institutional factor refers to the school based attributes which affect the quality of the students’ performance in KCSE.

An instructional material refers to equipments and materials used for effective teaching and learning processes.

In-servicing refers to developing of the practicing teachers’ professional skills.

KCSE refers to a national examination taken by form four students after completing a four year course in secondary education.

KCSE Performance refers to the students’ achievement in terms of grades in the KCSE examination as rated by KNEC with the highest being grade “A” and the lowest grade “E”.

A physical facility refers to the school’s buildings and grounds.

Proper financial management refers to effective and efficient use of FSE fund.
Public secondary school refers to all the secondary schools that are run by the government.

Secondary school management refers to the headteacher and BoM members who design and develop the institution’s objectives, and acquire and allocate the required resources to achieve these objectives.

Student refers to a secondary school learner

Teacher pupil ratio refers to the number of students a teacher can handle for effective teaching and learning i.e. 1:35.

To influence refers to the ability to affect the intended students’ performance in KCSE examinations.

1.11 Organisation of the study

The study is organised into five chapters. In chapter one, there is an introduction which would consists of the; background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study, definition of the significant terms and the organization of the study.

Chapter two focuses on the literature review. In the literature review, there is an introduction, influence of management of school funds on students’ performance, influence of provision of physical facilities on students’ performance, influence of provision of instructional materials on students’ performance, influence of the teacher pupil ratio on students’ performance and
influence of in-serving of the teachers on students’ performance, summary of the literature review, theoretical framework and the conceptual framework.

Chapter three comprises of the research methodology and it consists of the; introduction, research design, target population, sample size and sampling procedure, research instruments, instruments’ validity, instruments’ reliability and data collection procedure. Chapter four contains data analysis, presentation and interpretation while chapter five has the introduction, summary, conclusion, recommendations and suggestions for further research.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter of literature review consists of the institutional factors influencing students’ performance, summary of the literature review, theoretical framework and the conceptual framework. The literature review provided the researcher with a deeper insight of studies, observations and opinions related to institutional factors that influence the students’ performance.

2.2 Effect of the management of educational funds on students’ performance in KCSE

Effective management is crucial since development is the outcome of a series of successfully managed projects (Choudhury, 1988). The quality of education depends on the way the school is managed and the quality of the leadership provided by the headteacher (Keith and Francisco, 2001). UNESCO (2005) asserts that, the success of teaching and learning in likely to be strongly influenced by the available resources to support the processes and the ways in which these resources are managed.

The developed countries have structures to ensure efficiency in the management of the publicly funded educational resources. In Britain, in the social provision, of fundamental importance is the efficiency level of the educational resources (http://citeseersx.ist.psu.edu/). The USA NCLB Act of 2002 includes set accountability standards and they are measured annually by
each state to foster educational growth and achievement. (http://usliberals.about.com).

In the developing countries however, the schools’ managers are faced with challenges of inadequate training in the relevant areas. Keith and Francoise (2001) observe that, many of the headteachers of the developing countries are rarely trained before they start their jobs and when it occurs, it does not cover all the aspects. Sushila (2002) asserts that the headteachers in the schools are very significant and they influence the performance of their schools.

In Kenya, there is no clear policy of developing the headteachers. According to the World Bank Report (2008), the Kenyan headteachers need further training in financial and human resource management. The Sessional Paper No. 14 of 2012 reveals that, at the institutional level, there lacks policy guidelines to assist the secondary schools’ Board of Management (BoM) members. The Report further observes that many of the BoM members are semi-skilled. Although the MoE (2008) instructed the schools’ management to adhere to the laid down financial regulations in the use of the FSE funds, lack of adequate financial management skills and ineffective monitoring system can negatively affect the management of the funds leading to inadequate educational resources.
2.3 Effect of the provision of institutional physical facilities on the students’ performance in KCSE

The amount of resources a country invests in education determines the quality and quantity of education provided to her children (Saavendra, 2002). According to the Global Monitoring Report (2005), a majority of studies have found out that cognitive achievement increases as the schools’ facilities are enhanced. Hunter (2006) also observes that there is a relationship between the students’ achievement and the conditions of the school’s buildings. The school’s buildings are critical to the teaching and learning process (Lackney, 1999).

In the Sub-Saharan African Countries, education is faced with challenges such as inadequate physical facilities and teaching resources (Osei, 2006). In Kenya, the education system is faced with inadequacy of facilities and resources (Okumbe, 2001). According to the Sessional Paper No. 14 of 2012, expanding provision for all in secondary education sub-sector is a major challenge due to the limited facilities. Ramani (2005) observed that many schools in the rural areas lack even the basic amenities like running water and electricity.

The introduction of the FSE programme in Kenya led to overwhelming enrollment in schools. Mulkeen (2005) and World Bank (2005) both agree that, the increasing number of students from the impact of the UPE makes it unavoidable for the governments of the Sub-Saharan African Countries to expand secondary education. A Booming enrollment leads to problems of
physical facilities (Reddy, 2006). The FSE fund in Kenya does not cover the expansion of the institutions’ infrastructure. It is the obligation of the BoM and PTA to ensure that the institutions have adequate facilities (MoE, 2008). According to Frazier (1993), people are influenced by their environments and it is no exceptional to the children in their learning facilities. Schools’ infrastructures are vital to good performance (UNESCO, 2005).

2.4 **Effect of the provision instructional materials on the students’ performance**

The instructional materials are very crucial for effective teaching and learning processes. According to Agosiobo (2007), teaching resources motivates the learners. It is difficult to achieve the objectives of an intended educational programme without the provision of adequate instructional materials (Miller and Seller, 2007). According to UNICEF (2000), there is a relationship between the adequacy of textbooks and educational materials, and the students’ academic performance.

In the developed countries, there is high subsidization of education at both primary and secondary levels (Dur and Tuelings, 2002). In Britain, the British Government is required by the law to provide educational resources to every child (Moon and Mayes, 1994). The parents are only seen as the legal partners in the education system.

In the developing counties, education lacks even the basic inputs (Alubisia, 2005). In Kenya, one of the functions of the secondary headteachers is to
procure the necessary resources for the achievement of the institutions’ objectives (Okumbe, 1998). Adequate provision of the necessary instructional materials is vital for effective implementation of an educational programme (Shiundu and Omulando, 1992). Jesee (2011) in his work notes that there is a shift among the rich and the more educated from public schools towards private schools which have more educational resources.

One of the impacts of the reduced cost of secondary education in Kenya was an overwhelming enrollment in schools which resulted to inadequacy of resources (Mathooko, 2009). The government recommends a pupil textbook ratio of 1:1 for effective learning (MoE, 2005). According to Adeogun (2001), inadequacy of textbooks and instructional materials can negatively affect the students’ performance.

2.5 Effect of the teacher-student ratio on the students’ performance

Teachers are the key resource in an educational system. The developed countries are able to effectively provide all the necessary educational resources even beyond the primary level (World Bank, 2005). In the Sub-Saharan African countries, the efforts to expand secondary education are faced with challenges of financial constraints leading to the shortages of teachers (Verspool, 2008). The issue of Universal Basic Education being commended for improvement remains a seriously contested topic (Harber, 2004).

In Kenya the introduction of the FSE programme led to an increased enrollment in secondary schools. The Sessional Paper No. 14 of 2012
indicates that the transition rate of secondary education increased from 60 percent in 2006 to over 74 percent in 2012. For effective teaching and proper utilization of the available resources, the government recommends a teacher pupil, ratio of 1:35 in secondary schools (Republic of Kenya, 2012).

One of the responsibilities of the secondary schools’ management is to ensure that the schools have adequate teaching staff. According to KIPPRA (2006), the Kenya government is facing financial constraints in mobilizing additional resources to meet the impact of the FPE. The Sessional Paper No. 14 of 2012 notes that, although there are many trained teachers, there exist teacher shortages in public institutions owing to the financial constraints. Education requires good financial planning since it involves both capital expenditure and recurrent expenditure (Chiuri and Kiumi, 2005). Inadequacy of teachers can lead to poor academic performance (Beecher, 2009).

2.6 Effect of the in-servicing of teachers on the students’ performance

Teachers play an important role in the implementation of an educational programme and they should therefore be well prepared (UNESCO, 2008). According to Maylor (2003), for a project to produce quality results, there should be a clear plan for staff development. Nannyonjo (2007) in his study observed that, students’ performance can be influenced by the teacher’s in-servicing, qualifications and experience. In-serving courses enhance the teacher’s professional skills leading to better service delivery. The ways pupils are taught influence their interest in learning (Fehrlar, Michaelowa and Wechtler, 2007).
Regardless of the teachers’ previous training, education and experience, they must be given further training and development. The education managers should have definite programmes of training for the employees to enable them learn the required skills (Okumbe, 2001). According to UNICEF (2000), professional development can help overcome shortcomings that may have been part of a teacher’s pre-service education and it also keeps the teacher abreast of the new skills.

In USA, the NLCB Act (2002) requires the practicing teachers to pass proficiency tests (http://usliberals.about.com). The Sessional Paper No 14 of 2012 notes that among the challenges facing teacher management in Kenya includes inadequate resources for continuous professional development of teachers in-service. Due to the various educational changes, there requires regular developing of the teachers’ professional skills for effective service delivery. No single employee is a perfect fit at the time of hiring and therefore training must take place (Okumbe, 2001).

2.7 Summary of the literature review

Much of the focus in many of the current educational studies in secondary sub-sector education is on the challenges encountered in accessing education and hence leaving a gap on the quality of the education’s outcomes such as the academic performance. UNICEF (2000) and UNESCO (2005) identify quality educational outcomes (academic performance and change in attitude) as one of the five dimensions of a quality education system. Unfortunately, the academic performance in the public secondary schools in Lari District is
overshadowed and melted away by the access’s challenges. According to UNESCO (2005), the dimensions of an educational system are influenced by the range and the quality of the educational inputs available. It is against this background that this study sought to investigate on the institutional factors influencing the students’ performance in KCSE in public schools in Lari District.

2.8 Theoretical framework

This study was based on the Human Capital Theory. The theory, which is based upon the work of Theodore Schultz, rests on the assumption that quality formal education is very instrumental in the productive capacity of a population. The theory advocates argue that an educated population is a productive population since education increases the productivity and efficiency of the workers. They further assert that human beings are like entities in the production process with talents and abilities that can be developed for the benefit of the individual and the society. The provision of knowledge and skills is therefore seen as an investment in human capital. The theory considers provision of a quality formal education as even more important than the physical and financial capital.

Countries that are developed have made great investment for good educational outcomes. The theory justifies for big allocation of resources to education to give every child an opportunity to invest in human capital. Education is therefore expected to give every Kenyan child an opportunity to invest in human capital. The poor students’ performance in KCSE in Lari
District is an indicator of a poor education system and subsequently an ineffective investment in human capital. The study therefore sought to investigate on the institutional factors influencing the students’ performance in KCSE in public secondary schools in Lari District in Kiambu County.

2.9 Conceptual framework

The conceptual framework is a model that shows the relationship between the independent and the dependent variables. According to Mugenda and Mugenda (2003), independent variables are those variables that a researcher manipulates in order to determine the influence of another variable while the dependent variables are those variables that indicate the influence arising from the effects of the independent variables. The following variables formed the basis of this study as the independent variables; management of the FSE fund, provision of physical facilities, provision of instructional materials, teacher-pupil ratio and in-servicing of teachers. The dependent variable on the other hand was the students’ performance in KCSE examination. The perceived interrelationship is further diagrammatically illustrated in Figure 2.1.
Several factors which are identified as the institutional factors contribute to students’ performance in KCSE examination which is the outcome. This outcome is achieved after the various institutional inputs undergo educational production process. The inputs include; students, educational facilities and resources and proper financial management of FSE fund. The quality of the outcome (academic performance) is determined by how these inputs interact. If the interaction is positive, then the outcome’s quality would be good.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter comprises of the; research design, target population, sample size and sampling procedure, research instruments, instruments’ validity, instruments’ reliability, data collection procedure and data analysis techniques.

3.2 Research design
This study used the descriptive survey design. According to Orodho (2003), descriptive survey is a method of collecting information by administering the questionnaires to a sample of individuals for collecting data with an aim of answering questions concerning current status of the subject under study. The design was good for the study because it provided adequate information of the study’s variables by using a sample of the target population. The other advantage of the study is that it is not restricted to fact finding only as it may lead to formulation of solutions to problems (Kerlinger, 2000).

3.3 Target population
According to Mugenda and Mugenda (2003), the target population is the total population the researcher wants to generalize the results. It is the group of subjects who will be investigated in relation to the problem being studied and is the source of the data meant to achieve the study’s objectives. In this study, the researcher targeted 1(one) DQA&S Officer at Lari District Education Office, 38 headteachers and 432 teachers of the public secondary schools in Lari District.
3.4 **Sample size and sampling procedures**

A sample is a presentation of the targeted population from which data is to be collected to enable generalization for the whole population (Kothari, 2002). Mugenda and Mugenda (2003) observe that the sample size depends on factors such as the number of variables in the study, the type of the research design, the method of data analysis and the size of the accessible population. According to Gay (1983) as cited by Mugenda and Mugenda (2003), and Coleman and Briggs (2002), 30% is enough to represent the salient characteristics of the target population. In this study, the researcher took 53% and 51% as the sample sizes for headteachers and teachers respectively. In case of the District Quality Assurance and Standards Officer (DQA&SO), the target population is so small. Mugenda and Mugenda (2003) advise taking the whole population when the target population is small. Table 3.1 indicates the study’s sampling size.

**Table 3.1**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Target size</th>
<th>Sample size</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DQA&amp;SO</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Headteachers</td>
<td>38</td>
<td>20</td>
<td>53%</td>
</tr>
<tr>
<td>Teachers</td>
<td>432</td>
<td>220</td>
<td>51%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>471</strong></td>
<td><strong>241</strong></td>
<td></td>
</tr>
</tbody>
</table>

25
After obtaining the sample size, the researcher employed the stratified random sampling technique. The process involves a process of stratification or segregation and then followed by random selection of subjects from each stratum. The goal of stratified random sampling technique is to achieve the desired representation from the various subgroups in the population (Mugenda and Mugenda, 2003). The subjects are selected in such a way that the existing sub-groups in the population are reproduced in the sample. The Sample therefore consists of sub groups. In this study the schools were stratified as; boys boarding, girls boarding, mixed boarding, boys day, girls day and mixed day. The researcher then proportionally selected the schools using simple random sampling in each sub-group.

3.5 Research instruments

The data for this study was collected using three sets of questionnaires and an interview schedule. The questionnaires were for the DQA&SO, the headteachers and the teachers. Kothari (2004) observes that among the advantages of the questionnaires is that they are economical to use and they are free from the bias of the interviewer. The questionnaires contained sections “A”, “B”, “C”, “D”, “E” and “F” which collected data on; background, management of FSE fund, physical facilities, instructional materials, teacher pupil ratio, in-serving of teachers and the academic performance respectively. The other instrument the researcher used is the interview schedule for the headteachers. The interview schedule had five parts which are sections “A”, “B”, “C”, “D” and “E”. Section “A” comprised of the headteacher’s personal
data. In section “B”, there were questions addressing management of FSE fund. Section “C” addressed physical facilities and instructional materials. In section “D”, there were questions of the teacher student ratio and in-servicing of teachers while section “E” had information on academic performance.

3.5.1 Validity of the Instruments

The concept of validity is used to judge whether the research instruments accurately describes the phenomenon which it is intended to describe (Coleman and Briggs, 2002). To ensure the validity, the researcher had the instruments first appraised by the supervisors. The approved instruments were then tested through a pilot study of two schools from Githunguri District which is a neighboring district. The researcher assumed that the educational environment would the same to that of Lari District. The data was then assessed if it was a true reflection of the variables of the study. The piloted schools’ data was not included in the final list.

3.5.2 Reliability of the instruments

Reliability is a measure of the degree to which the research instrument yields consistent results after repeated trials (Mugenda and Mugenda, 2003). It provides a degree of confidence (Coleman and Briggs, 2002). In this study, the researcher used the test-retest method. The advantage of this method is that the researcher prepares only one test. The method involved the researcher to administer the same instrument twice to the same group of subjects and followed the following steps; (i) selected an appropriate group of subjects through simple random sampling technique, (ii) administered the first
questionnaires to the subjects, (iii) keeping all the initial conditions constant, administered the same questionnaires to the same subjects for the second time after one week. The scores from both tests were computed using the Pearson Product Moment Correlation Coefficient (r) formula to determine whether the two tests correlate. The formula is as follows;

\[
    r = \frac{n \left( \sum xy \right) - (\sum x)(\sum y)}{\sqrt{\left[n \sum x^2 - (\sum x)^2\right] \left[n \sum y^2 - (\sum y)^2\right]}}
\]

Where:

- \( r \) is the correlation coefficient, \( x \) is the score on test 1 (first test), \( y \) is the score on test 2 (second test) and \( n \) is the number of data pairs.

The correlation coefficient for the headteachers’ questionnaires was found to be 0.880 and for the teachers’ questionnaires was found to be 0.789. According to Mugenda and Mugenda (2008), a correlation coefficient of above 0.7 deemed the instrument reliable. The instrument was therefore deemed to be reliable for the study.

### 3.6 Data collection procedure

The researcher first sought for permit from the National Council for Science and Technology (NCST) through the assistance of the University of Nairobi (UoN). The researcher then visited the Lari District Education Office to get permission to conduct the study in the area. The next step for the researcher was to visit the public secondary schools to explain the purpose of the study and book an appointment on agreed date for administering the research instruments to the headteachers and teachers.
3.7 Data analysis techniques

Mugenda and Mugenda (2003) observe that data obtained from the field is in raw and is difficult to interpret. It must therefore be cleaned, coded, entered into computer and analyzed. The researcher first edited the returned instruments by checking the unfilled spaces, spelling mistakes and responses that were not applicable. The data was then be coded and entered in the computer using Statistical Package for Social Science (SPSS). Quantitative data was analysed using descriptive statistics such as frequencies and percentages. The qualitative data was put into various categories according to the objectives of the study and the information was reported through detailed description and where necessary, appropriate tables and figures were used.

3.8 Ethical Considerations

A performance that is below the expectations may make the affected officer uncomfortable while discussing it. In most cases there are fears of being blamed or victimized. The researcher assured all the respondents that all the responses and the identity would be treated with utmost confidentiality. All through the study, the researcher was guided by the principles of integrity and respect to all the respondents.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, presentation and interpretation. The analysed data includes; influence of the management of the Free Secondary Education (FSE) fund on students’ performance, influence of the provision of physical facilities on students’ performance, influence of the provision of instructional materials on students’ performance, influence of the teacher pupil ratio on students’ performance and influence of the in-servicing of teachers on students’ performance.

4.2 Return rate of the questionnaires

The questionnaires were administered by the researcher to 20 headteachers and 220 teachers of the 20 sampled public secondary schools and the District Quality Assurance and Standards Officer (DQA&SO). Table 4.1 shows the return rate of the questionnaires.

Table 4.1: Return rate of the questionnaires

<table>
<thead>
<tr>
<th>Category of the respondent</th>
<th>Questionnaires issued</th>
<th>Questionnaires returned</th>
<th>Percentage (% returned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers</td>
<td>20</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Teachers</td>
<td>220</td>
<td>202</td>
<td>92</td>
</tr>
<tr>
<td>DQA &amp; SO</td>
<td>1</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>241</td>
<td>223</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.1 indicates 100% of headteachers returned their questionnaires, 92% of the teachers returned their questionnaires and the questionnaire issued to DQA&SO was also returned.

4.3 Demographic information

The respondents were the headteachers, the teachers and the District Quality Assurance and Standards Officer. The researcher focused on the respondents’ gender, age, academic qualifications and their experience, and the category and the enrollment of the schools.

4.3.1 Gender of the headteachers

The headteachers are key role models to the students and hence the need for gender equity in headship. The study sought to establish the gender distribution of the headteachers of the public secondary schools in Lari District. Table 4.2 displays their gender distribution.

**Table 4.2: Gender of the headteachers**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.2 indicates that 60% of the public secondary schools are headed by male headteachers while the female headteachers are 40%.
4.3.2 Age of the headteachers

Elderly managers are associated with rich skills of leadership. The researcher sought to establish the headteachers’ age. Table 4.3 shows the age distribution of the headteachers.

Table 4.3: Headteachers’ age

<table>
<thead>
<tr>
<th>Age (Years)</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 – 35</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>36 – 45</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>46 - 55</td>
<td>10</td>
<td>52</td>
</tr>
<tr>
<td>Over 55</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.3 shows that 52% of the headteachers are aged between 46 and 55 years, 40% are aged between 36 and 45 years, 8% are aged over 55 years while none is aged between 25 and 35 years. This implies that many of the headteachers are relatively elderly.

4.3.3 Headteachers’ academic qualifications

Academic qualification reflects the level of professional skills. The researcher had asked the headteachers to indicate their academic qualifications. Table 4.4 displays the findings.
Table 4.4  Headteachers’ academic qualifications

<table>
<thead>
<tr>
<th>Academic Qualifications</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.4 indicates that 65% of the headteachers are Bachelors Degree holders, 25% headteachers are Masters Degree holders and 10% are Diploma holders. This finding implies that many of the headteachers have university education.

4.3.4 Headship experience

Headship is enhanced with time. The study sought to establish the headteachers’ headship experience. Table 4.4 indicates the distribution of the headteachers’ experience.
Table 4.5: Headship experience

<table>
<thead>
<tr>
<th>Headship experience (Years)</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Years and below</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td>11 – 15 years</td>
<td>8</td>
<td>38</td>
</tr>
<tr>
<td>16 – 20 years</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Over 20 years</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.5 shows that many of the headteachers have a considerable experience in headship with the 38% of them having a headship experience of between 11 to 15 years and 32% having a headship experience of 6 to 10 years.

4.3.5 Teachers’ gender

Teachers are the immediate role models of the students and hence the need for gender equity in the teaching career. The study sought to establish the gender distribution of the teachers in public secondary schools. Figure 4.1 displays the findings of the teacher’s gender distribution.
Figure 4.1: Teachers’ gender

Figure 4.1 shows that 117 (58%) teachers of the public secondary schools in Lari District are male while female teachers are 85 (42%). This implies that there is gender imbalance of teachers in the schools.

4.3.6 Teachers’ age

Elderly teachers are assumed to be more settled in the profession and hence more committed. The researcher had asked the teachers to indicate their age. Table 4.6 displays the findings of the teachers’ age.
Table 4.6  Teachers’ age (Years)

<table>
<thead>
<tr>
<th>Teacher’s age</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 and below</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26 – 35</td>
<td>44</td>
<td>22</td>
</tr>
<tr>
<td>36 – 45</td>
<td>89</td>
<td>44</td>
</tr>
<tr>
<td>46 – 55</td>
<td>57</td>
<td>28</td>
</tr>
<tr>
<td>Over 55</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>202</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.6 shows that 44% of the teachers are aged between 36 to 45 years and 28% being between 46 to 55 years while none is aged 25 years and below. The findings shows that majority of the teachers are aged 36 years and above.

4.3.7 Teacher’s academic qualifications

Teachers’ academic qualification indicates the level of professional training. The researcher had sought to find out the academic qualifications of the teachers and Table 4.7 displays the findings.
Table 4.7  Teachers’ academic qualifications

<table>
<thead>
<tr>
<th>Academic Qualifications</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>162</td>
<td>80</td>
</tr>
<tr>
<td>Diploma</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>202</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.7 indicates that 80% of the teachers are Bachelors Degree holders, 14% are Masters Degree holders and 6% are Diploma holders. These findings show that majority of the teachers have university education.

4.3.8 Teachers’ teaching experience

Teaching experience may indicate the level of content mastery of the teaching subjects. The researcher had asked the teachers to indicate their teaching experience. Table 4.8 displays the findings on the teachers’ teaching experience.
Table 4.8: Teachers’ teaching experience

<table>
<thead>
<tr>
<th>Teaching experience (years)</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 and Below</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>11 – 15 years</td>
<td>54</td>
<td>27</td>
</tr>
<tr>
<td>16 – 20 years</td>
<td>65</td>
<td>32</td>
</tr>
<tr>
<td>Above 20 years</td>
<td>53</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>202</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.8 indicates that 32% of the teachers have a teaching experience of between 16 to 20 years and 27% have an experience of 11 to 15 years and only 5% have an experience of 5 years and below. This finding implies that many of the teachers have a considerable teaching experience.

4.3.9 Category of the schools

During the interview with the headteachers, the researcher sought to establish on the categories of the schools and Table 4.9 displays the response from the headteachers during the interview.
Table 4.9: Categories of the schools

<table>
<thead>
<tr>
<th>Category of school</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys boarding</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Mixed boarding</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Mixed day</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Girls day</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Boys day</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.9 indicates that majority (65%) of the schools are mixed day schools. This implies that many of the students are day scholars and this could be affecting much of their time for revision.

4.3.10 Students enrollment

While interviewing the headteachers, the researcher sought to establish on the students’ enrollment in the schools and Table 4.10 displays the response of the headteachers.
Table 4.10: Students enrollment

<table>
<thead>
<tr>
<th>Students enrollment</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>250 and below</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>251 to 500</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>501 to 750</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>751 and above</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.10 indicates that half (50%) of the schools has a student population of between 251 students to 500 students. This may be an indication of poor utilization of the available educational resources and facilities.

4.4 Influence of the management of the FSE fund on students’ performance

The success of teaching and learning is strongly influenced by how the available resources are managed (UNESCO, 2005). The study sought to assess the influence of the management of FSE fund on the academic performance. The headteachers were asked to indicate if their schools’ BoM members are trained in school financial management. Figure 4.2 displays the headteachers’ response.
Figure 4.2:  Training of BoM members

![Figure 4.2](image)

Trained BoM – 4 schools  
Not trained BoM – 16 schools

Figure 4.2 indicates that 16 (80%) of the schools’ BoM members are not trained on school financial management and 4 (20%) schools’ BoM members have had an opportunity to be trained on school financial management. This implies that majority of the BoM members don’t have knowledge on financial management and this can affect the management of the FSE funds. The findings also concur with the World Bank Report (2008) which observed that many of the BoM members don’t have the necessary skills.

During the interview, when the headteachers were asked to indicate the role of the BoM members in the management of the FSE fund, 10 (48%) indicated to budget for the fund, 8 (40%) indicated to approve the budget while 2 (12%) indicated to ensure the fund is well spent. This implies that there lacks a clear role of the BoM members in the management of the FSE funds and this can result to unhealthy conflicts. The headteachers were further asked to indicate the number of times they had been trained in FSE financial management since year 2010. Their response is displayed in table 4.11.
Table 4.11: Training of head teachers on financial management

<table>
<thead>
<tr>
<th>Number of headteachers’ Trainings</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 3 times</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>2 - 3 times</td>
<td>9</td>
<td>46</td>
</tr>
<tr>
<td>Once</td>
<td>7</td>
<td>34</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Figure 4.11 indicates that 46% of the headteachers have had 2 to 3 trainings, 34% of the headteachers have had 1 training, while 6% of the headteacher have had no training since year 2010. This implies that majority of the headteachers are not adequately trained in financial management and this can have a negative impact on the management of the FSE funds. This finding also concurs with the study done by Keith and Francoise (2001) which indicated that many of the headteachers in the developing countries are rarely trained and when it occurs it does not cover all the aspects.

The researcher further sought from the headteachers on how they ensured the FSE fund is used for the purpose it is meant for and 7 (36%) of the headteachers indicated by ensuring the BoM members approved the budget, 6 (30%) indicated by observing the vote heads allocations, 4 (20%) indicated by hiring competent schools’ accountants and 3 (14%) indicated by submitting monthly trial balances to the Education Office.
When the headteachers were asked to indicate how they ensured the FSE financial transactions are well maintained, 14 (72%) of the headteachers indicated by hiring competent schools’ accountants while 6 (28%) indicated by regularly inspecting the financial records. This implies that majority of the headteachers rely on the schools’ accountants on maintenance of financial records and this can compromise the accountability of the FSE funds.

When being interviewed, the headteachers were asked if they had received the MoE guidelines on the use of the FSE fund and all of them indicated they had received. They were further probed on the main challenges they encountered while adhering to the MoE’s FSE funds guidelines. Table 4.12 displays the response of the headteachers.

Table 4.12:  Challenges encountered while managing FSE funds

<table>
<thead>
<tr>
<th>FSE fund challenges</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate funds</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Delayed funds</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td>Bureaucratic process</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Un-cooperative BoM</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.12 indicates that 50% of the headteachers felt that the FSE fund is inadequate, 32% of the headteachers indicated that the funds are delayed while 13% of the headteachers cited that the main challenge as the bureaucratic financial process. When the headteachers were probed on whether the District
Education Auditors visited their schools for auditing in the year 2013, 12 (60%) headteachers indicated they were not audited while 8 (40%) indicated the auditors visited their schools for auditing. The study further sought during the interview with the headteachers on how the Education Office monitored the use of FSE fund and 17 (85%) of them indicated through submitting of the monthly trial balances to the Education Office while 3 (15%) indicated by the Education Auditors visiting the schools. The findings imply that the MoE does not have a clear comprehensive system of auditing the FSE funds disbursed to the schools.

4.5 Influence of the provision of the physical facilities on students’ performance.

People are influenced by their environment and this is no exception to students and their schools’ environmental conditions (Frazer, 1993). The study sought to assess the influence of the physical facilities by asking the headteachers to indicate their adequacy in the schools. She focused on five items which are; classrooms, offices, library, laboratory and dormitories. Figure 4.3 displays the results of the findings of their adequacy.
Figure 4.3: Adequacy of the physical facilities

Figure 4.3 indicates that although 11 (54%) of the schools have adequate classrooms, 14 (68%) of the school don’t have dormitories and 11 (58%) have inadequate laboratories. This implies that many of the schools have inadequate physical facilities and this affects effective teaching and learning.

During the interview, the headteachers were asked to indicate the main source of fund for expanding the schools’ facilities apart from the parents’ contributions and 7 (36%) indicated from the CDF, 5 (24%) indicated from donors, 4 (20%) from the MoE and 4 (20%) indicated they had no other source of funds. When the headteachers were further interviewed on their
opinion on the influence of physical facilities on academic performance, 16 (78%) indicated the inadequacy of physical facilities have negatively affected the students’ performance while 4 (22%) indicated they had enough facilities.

The researcher asked the teachers to indicate their opinion on the impact of the provision of physical facilities on students’ performance. 137 (68%) teachers indicated that the inadequacy of physical facilities has negatively affected the academic performance, 57 (28%) indicated that the availability of the physical facilities has contributed to improvement of academic performance but 8 (4%) declined to comment. This outcome concurs with Hunter (2006) who observed that there is a relationship between the schools’ facilities, and the students’ achievements.

4.6 Influence of the provision of instructional materials on students’ performance

Adequacy of instructional materials determines the amount of learning in a given setting (Asikhia, 2010). The researcher studied the influence of the provision of the instructional materials on students’ performance. She asked the headteachers to indicate the adequacy of the following; textbooks, writing materials, laboratory equipments and computers. Figure 4.4 shows the headteachers’ responses.
Figure 4.4: Provision of the instructional materials

Figure 4.4 shows that 13 (66%) of the schools have inadequate laboratory equipments and 12(60%) of the schools have inadequate writing materials. This implies there is a conspicuous inadequacy of instructional materials in many schools and this greatly hampers effective teaching and learning. These findings are also supported by UNICEF (2000) Report which states that there is a relationship between the adequacy of textbooks and educational materials, and the students’ academic performance.

During the interview, the headteachers were asked if the FSE fund is enough for the instructional materials and they all indicated that it is inadequate. When further asked on how they addressed the shortfall of the FSE fund for the instructional materials, 13(66%) of the headteachers indicated by collecting
more funds from parents, while 7(34%) indicated they waited for the next FSE fund allocations. When asked on the impact of the provision of instructional materials on academic performance, 14(68%) indicated the inadequacy of the learning materials has contributed to poor academic performance while 6(32%) indicated the schools had adequate instructional materials.

The teachers were asked to indicate the text books students’ ratio and table 4.13 shows their response.

**Table 4.13: Textbook student ratio**

<table>
<thead>
<tr>
<th>Textbook student ratio</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: 1</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>1: 2</td>
<td>73</td>
<td>36</td>
</tr>
<tr>
<td>1 : 3</td>
<td>73</td>
<td>36</td>
</tr>
<tr>
<td>Above 1 : 3</td>
<td>36</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>202</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.13 shows that only 10% of the schools have the approved MoE textbook pupil ratio of 1:1 (MoE, 2005). This implies that many of the students don’t have adequate textbooks and this means that they are not able to do adequate revision. This finding concurs with Eshwani (1993) who observed that among the determinant factors in academic performance are textbooks.

The researcher further probed the teachers to indicate their opinion on the impact of the provision of instructional materials on the academic performance
of their teaching subjects. 117 (58%) teachers felt that the inadequacy of the instructional materials had a negative impact on the performance of their subjects, 61 (30%) teachers indicated that the schools had adequate instructional materials which contributed to good performance but 24 (12%) teachers declined to comment.

4.7 Influence of the teacher pupil ratio on students’ performance

Teachers are key human resources in learning institutions. The researcher had asked the headteachers to indicate the teaching staff status of their schools. Table 4.14 displays their response.

<table>
<thead>
<tr>
<th>Teaching staff status</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under staffed</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Optimum</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>Over staffed</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.14 shows that 70% of the schools are under staffed and only 26% of the schools have enough teachers. This implies that many of the schools have inadequate teaching staff. The DQA&SO also indicated that the inadequacy of teachers in the district is negatively affecting the academic performance. During the interview, when the headteachers were asked on the impact of the teachers’ workload on academic performance, 15 (76%) indicated that the big
workloads negatively affected the performance while 5 (24\%) indicated that they had adequate teachers. This finding is also supported by Beecher (2009) who observed that the inadequacy of teachers can contribute to poor academic performance.

The researcher asked the teachers to indicate their weekly teaching workloads and Table 4.15 displays the teachers’ response.

**Table 4.15: Teachers’ weekly workload**

<table>
<thead>
<tr>
<th>Weekly workload (lessons)</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 15</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>16 – 22</td>
<td>85</td>
<td>42</td>
</tr>
<tr>
<td>23 – 30</td>
<td>83</td>
<td>41</td>
</tr>
<tr>
<td>Above 30</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>202</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.15 indicates that 42\% of the teachers have a weekly workload that ranges from 16 to 22 lessons per week and 41\% of teachers have a weekly workload that ranges from 23 to 30 lessons. The teachers were further probed to indicate on how they felt on their weekly workloads. She asked them to indicate in terms of heavy, moderate and light. Table 4.16 displays the teachers’ response.
Table 4.16: Teachers’ feeling on their weekly workload

<table>
<thead>
<tr>
<th>Teachers’ feeling on workload</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heavy</td>
<td>125</td>
<td>62</td>
</tr>
<tr>
<td>Moderate</td>
<td>61</td>
<td>30</td>
</tr>
<tr>
<td>Light</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Declined to comment</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>202</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.16 reflects that 62% of the teachers felt their weekly workload is heavy and only 30% of the teachers felt their weekly workload is moderate. This implies that majority of the teachers are overloaded and this negatively affects their performance. When the headteachers were asked during the interview the number of lessons they had in a week 6 (30%) headteachers indicated below 15 lessons, 9 (46%) indicated between 15 and 20 lessons while 5 (24%) indicated above 20 lessons. Considering the headteachers have other administrative duties, this implies they are overloaded.

When the teachers were asked to give their opinion on how their weekly workload impacted on the academic performance of their teaching subjects, 141 (71%) teachers indicated that their workloads had a negative impact on academic performance, 57 (28%) teachers felt that their weekly work load
enabled them to improve their academic performance of their teaching subjects while 4 (2%) teachers failed to give their opinion.

4.8 Influence of the in-servicing of the teachers on students’ performance.

Due to the various educational changes, teachers require their skills to be continuously enhanced. Educational managers should have definite programmers of training their employees to enable them learn the required skills (Okumbe, 2001). The researcher asked the headteachers to indicate if their schools had definite programmes of in-servicing their teachers. Figure 4.5 displays the headteachers’ response.

Figure 4.5: Programmes for in-servicing of teachers

Figure 4.5 shows that 12(58%) schools have no definite programme of in-servicing their teachers while 8(42%) have definite programmers of in-servicing their teachers. During the interview, when the headteachers were
asked on how they assisted their teachers to enhance their professional skills, 9(45%) of the headteachers indicated by sponsoring their teachers for trainings, 7(35%) indicated by giving the teachers an opportunity to be trained while 4(20%) indicated they are not able to assist them. The researcher had asked the teachers to indicate the number of times they have had an opportunity to be in-serviced since year 2010. Table 4.17: displays the teachers’ response.

Table 4.17: Number of in-servicing since year 2010

<table>
<thead>
<tr>
<th>Number of in-servicing</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>61</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>68</td>
<td>30</td>
</tr>
<tr>
<td>3 and above</td>
<td>55</td>
<td>10</td>
</tr>
<tr>
<td>Declined to comment</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>202</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.17 indicates that 45% of the teachers have had one opportunity to be in-serviced and 30% have had two opportunities to be in-serviced while 10% of the teachers have had none since year 2010. This implies that many of the teachers lack a continuous enhancing of their professional skills and this can have a negative impact on their service delivery. When the headteachers were asked during the interview on what the MoE should do to enhance the
teachers’ professional skills, all of them indicated that the MoE should regularly sponsor teachers for trainings.

4.9 Academic performance

The researcher sought to probe more on academic performance. She asked the headteachers to indicate the average mean scores of their schools for the last five years. Table 4.18 displays the findings.

Table 4.18: Schools’ average mean score for the last five years

<table>
<thead>
<tr>
<th>Average mean score</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 3</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Between 3 – 4.9</td>
<td>10</td>
<td>48</td>
</tr>
<tr>
<td>Between 5 – 6.9</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>Between 7 – 8.9</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>9 and above</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.18 indicates that more than half of the schools’ KCSE mean score is below 5 and only 4% of the schools have mean scores of 7 and above. The teachers were asked to indicate how they would rate the academic performance of their teaching subjects. Table 4.19 displays the results of the findings.
Table 4.19: Rating of teachers’ teaching subjects’ performance

<table>
<thead>
<tr>
<th>Teachers rating on their performance</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>Average</td>
<td>53</td>
<td>26</td>
</tr>
<tr>
<td>Below average</td>
<td>117</td>
<td>58</td>
</tr>
<tr>
<td>Declined to comment</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>202</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.19 shows that 58% teachers indicated their performance was below average while only 14% of the teachers felt their performance was good. This implies that many of the teachers were aware that their performance is below average.

During the interview, the researcher probed the headteachers on the main factor that negatively affected the academic performance of their schools. In the response, 9 (44%) headteachers indicated the shortage of teachers, 7 (34%) headteachers indicated inadequate facilities and resources while 4 (22%) headteachers cited un-cooperative parents. When the headteachers were asked on what the MoE should do to improve on the students’ performance, 11 (54%) indicated employment of more teachers while 9 (46%) indicated increasing of the FSE funds. This implies that the main challenge in improving students’ academic performance in the district is the shortage of the teachers.
CHAPTER FIVE
SUMMARY OF THE STUDY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 Introduction

This chapter focuses on the summary of the study, conclusion, study’s recommendation and suggestions for further research.

5.2 Summary of the Study

The purpose of the study was to investigate the institutional factors that influence the students’ performance in KCSE examination in public schools in Lari District. The study was guided by five objectives which were; to determine the extent to which the management of FSE fund affects the students’ performance, to establish the relationship between the provision of the physical facilities and the students’ performance, to determine how the provision of instructional materials affects the students’ performance, to assess the contribution of the teacher pupil ratio to the students’ performance and to establish to what extent does in-servicing of the teachers’ affects the students’ performance.

The researcher applied the Human Capital Theory which rests on the assumption that quality formal education is very instrumental for productivity in a population. The study employed the descriptive survey design. The target population consisted of 1 District Quality Assurance and Standards Officer, 38 headteachers and 432 teachers of public secondary schools in Lari District. The study’s sample size was 1 Districts Quality Assurance and Standards
Officer, 20(53%) headteachers and 220(51%) teachers. The sample size was obtained through stratified random sampling technique based on the categories of the schools. Data was collected using three sets of questionnaires and an interview schedule. Quantitative data was analysed using descriptive statistics such as frequency and percentages while qualitative data was recorded as narrative.

**Findings of the study**

The findings of the study shows that although the BoM members play a key role in the management of the FSE funds, majority of them are not trained on financial management. Based on the findings, many of the headteachers were found not to have adequate training on financial management and this has put them under the mercy of the schools’ accountants.

The study’s findings also shows that among the challenges the head teachers encounter while managing the FSE funds are; inadequate FSE funds, delayed disbursement of FSE funds, financial bureaucratic process and uncooperative BoM members. This combined with inadequate financial training of the schools’ managers may affect the management of the funds and subsequently interfering with the purchasing of the educational resources. The study further shows that although many of the schools have adequate classrooms, there is conspicuous inadequacy of dormitories and laboratories and this has negative impact to the students’ effective learning.
The findings also show that many of the schools have inadequate instructional materials especially writing materials and laboratory equipments. This poses a big hindrance to successful teaching and learning. On staffing, the study shows that many of the schools are understaffed and this makes the available teachers to be overloaded.

Finally the study’s finding shows that many of the schools have no clear programme of enhancing the teachers’ professional skills. The findings indicate that 45% of the teachers have had only one training since 2010 and 10% have had no opportunity to enhance their professional skills since 2010. This findings was also confirmed by DQA&SO who indicated that not every teacher in the district have been in-serviced since 2010. Based on the findings, many of the teachers cited financial difficulties and limited opportunities as the main hindrances to enhancing of their professional skills. This implies that many of the teachers have challenges in conforming to the current trends and this can have a negative effect to their performance.

5.3 Conclusion

The study concluded the following;

1. Lack of BoM members training on financial management skills coupled with inadequate and delayed disbursement of the funds poses great challenge to the purchasing of the educational materials and subsequently affecting the student’s performance.
2. The inadequacy of physical facilities such as dormitories, libraries and laboratories in many schools has negative impact on students’ academic performance.

3. The inadequacy of instructional materials in many schools has hindered effective teaching and learning.

4. Many of the teachers are overloaded due to teacher shortages and this comprises their effectiveness.

5. Majority of the teachers are not able to enhance their professional skills and this has a negative impact to their performance.

5.4 Recommendations

From the findings, the study recommended the following:

1. The MoE should put clear provisions for training of BoM members and ensure that all the headteachers are adequately trained on financial management.

2. The MoE should increase the FSE funds allocations and ensure it is timely released to the schools.

3. The BoMs and PTAs should explore ways of expanding the institutions’ facilities and resources.

4. The BoMs and PTAs should explore on ways of raising funds for employing more teachers to supplement those posted by the TSC.

5. The MoE should put provisions of enhancing the teachers’ professional skills.
5.5 Suggestions for further research

The study recommends for further investigations on;

1. Socio-economic factors influencing students’ academic performance in KCSE in Lari District.

2. Home based factors influencing students’ academic performance in KCSE in Lari District.

3. Effects of peer influence on students’ academic performance in KCSE in Lari District.
REFERENCES


APPENDIX A

A LETTER OF INTRODUCTION

Eva W. Muraya
University Of Nairobi
P.O Box 92
Kikuyu.

The Principal
.............................. Secondary School

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I’m a post graduate student pursuing a Masters of Education degree in Educational Administration at the University of Nairobi conducting a research on the, “Institutional Factors Influencing Students’ Performance in K.C.S.E in Public Secondary Schools in Lari District, Kiambu County”.

I hereby kindly request your permission to administer some questionnaire to the teachers. This being a research, all the responses will be used for academic purpose while your identity will be treated with utmost confidentiality.

Thank you.
Yours faithfully,

Evah W. Muraya
APPENDIX B

QUESTIONNAIRE FOR THE DISTRICT

QUALITY ASSURANCE AND STANDARDS OFFICER

This questionnaire seeks to gather information to be used in a study on the,
“Institutional Factors Influencing Students Performance in KCSE in Public Schools in Lari District in Kiambu County”.
You are kindly requested to fill in this questionnaire by ticking (✔) against your option and filling in the blank space for those questions requiring your answers.
Your response will be used for the purpose of this study only. To ensure complete confidentiality, please don’t write your name or that of your school anywhere in the questionnaire.

Section A: Background information

1. What is your gender? Male ☐ Female ☐
2. What are your academic qualifications? Diploma ☐
3. Bachelors degree ☐ Masters Degree ☐ PhD ☐
4. For how long have you been in this district as a District Quality Assurance and Standards Officer? Below 1 year ☐ between 1 - 2 year ☐
   Between 3 - 4 years ☐ 5 and above years ☐

Section B: Influence of management of FSE fund on students performance

6. How many schools have received the MoE’s 2008, Free Secondary
Education (FSE) funds implementation guidelines circular in the district?

None  □  Some □  All of them  □

7. How many schools’ BoM members are trained in FSE financial management in the district?  None □  Some □  All of them  □

8. How many public secondary schools did the District Education Auditors visit to audit in 2013?  None □  Some □  All of them  □

9. How does the Education Office ensure that the secondary schools’ BoM members have the ability to effectively and efficiently manage the FSE fund?___________

10. How does the education office ensure that the secondary schools’ management use the procedures which comply with the legal provisions and policies stipulated by the MoE while using the FSE fund?_________

Section C: Influence of physical facilities on students’ performance

11. Please indicate the average adequacy of the following educational facilities in the district in the table below.

   A-Adequate   I-Inadequate   NA-Not Available

<table>
<thead>
<tr>
<th>Physical facilities</th>
<th>A</th>
<th>I</th>
<th>NA</th>
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<tbody>
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<tr>
<td>iv) Libraries</td>
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</tbody>
</table>

67
12. What are the challenges the secondary schools’ BoM and PTA face in their effort to expand the institutions’ physical facilities? _______________

13. In your opinion, how has the provision of physical facilities influenced the academic performance of KCSE in the district? ________________

**Section D: Influence of instructional materials on academic performance**

14. Please indicate the average adequacy of the following instructional materials in the district in the table below.

<table>
<thead>
<tr>
<th>Instructional materials</th>
<th>A</th>
<th>I</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Textbooks</td>
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<tr>
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<tr>
<td>iv) Computers</td>
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</tbody>
</table>

15. What are the challenges that face the schools’ management during the procurement of the institutions’ instructional materials? ________________

16. In your opinion, how does the provision of instructional materials influence the academic performance of KCSE in public secondary schools’ the district? ____________
Section E: Influence of teacher pupil ratio students performance

17. How would you rate the average teaching staff position of the public secondary schools in the district? Understaffed ☐

Optimum ☐ Overstaffed ☐

18. Which subjects are most affected by understaffing in the district?

Humanities ☐ Mathematics ☐ Sciences ☐

Languages ☐ Technical ☐

19. Which subjects are least affected by understaffing in the district?

Humanities ☐ Mathematics ☐ Sciences ☐

Languages ☐ Technical ☐

20. What is the average teacher pupil ratio in the district?_________________

21. In your opinion what is the impact of the teacher students’ ratio on the academic performance of KCSE in the district?________ __________

Section F: Influence of in-servicing of teachers on students’ performance

22. How many teachers have had an opportunity to in-serviced since 2010 in the district? All of them ☐ Some ☐ None ☐

23. Does the Education Office have a definite plan of in-servicing teachers in the district? Yes ☐ No ☐

24. In your opinion, does the in-servicing of the teachers contribute to the academic performance? Yes ☐ No ☐

25. How does the Education Office assist the teachers do develop their professional skills in the district? ____________________________
26. What are the challenges encountered by the Education Office in the efforts to in-service teachers in the district? _______________________

Section G: Academic performance

27. On average, how would you rate the district’s KCSE mean score for the last five years?  
   Below 3  [ ]  Between 3 - 4.9  [ ]
   Between 5 – 6.9  [ ]  7 and above  [ ]

28. On average, what percentage of students attained a mean grade of “C” and above in the district for the last five years?  
   75% and above  [ ]
   50% - 74%  [ ]
   25% - 49%  [ ]
   Below 25%  [ ]

29. How would you rate the KCSE academic performance of the public secondary schools in the district?  
   Good  [ ]  Average  [ ]
   Below average  [ ]

30. In your opinion, what are the institutional factors that negatively influence the academic performance of KCSE in public secondary schools in the district?  ______________________

31. In your opinion, what should the MoE do to improve the academic performance of KCSE in public secondary schools?  ______________________

Thank you for your cooperation
APPENDIX C

QUESTIONNAIRE FOR THE HEADTEACHERS

This questionnaire seeks to gather information to be used in a study on the, “Institutional Factors Influencing Students Performance in KCSE in Public Schools in Lari District in Kiambu County”.

You are kindly requested to fill in this questionnaire by ticking (✓) against your option and filling in the blank space for those questions requiring your answers.

Your response will be used for the purpose of this study only. To ensure complete confidentiality, please don’t write your name or that of your school anywhere in the questionnaire.

Section A: Background information

1. What is your gender?  Male [ ]  Female [ ]
2. Please indicate your age? 25 – 35 years [ ]  36 – 45 years [ ]
3. 46 – 55 years [ ]  Over 55 years [ ]
4. What are your academic qualifications?  Diploma [ ]
5. Bachelors degree [ ]  Masters degree [ ]  PhD [ ]
6. What is the status of your school? National [ ]  Extra county [ ]
   County [ ]  District [ ]

Section B: Influence of management of FSE fund on students’ performance

7. How many times have you been trained on the management of FSE fund since 2010?  More than 3times [ ]  Between 2 to 3 times [ ]
8. Once [ ]  None [ ]
9. How many of your BOM members have been trained in school financial management?  
   All  [ ]  Some  [ ]  None  [ ]

10. Was your school audited by auditors from the Education Office in 2013?  
   Yes  [ ]  No  [ ]

11. How does the school management ensure that the FSE fund is efficiently used for the intended purpose only? __________________________

12. How does the school management ensure that the FSE financial records are well maintained? __________________________

Section C: Influence of physical facilities on students’ performance

13. Please indicate the adequacy of the following educational facilities in the school in the table below.

<table>
<thead>
<tr>
<th>A - Adequate</th>
<th>I - Inadequate</th>
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</tr>
<tr>
<td>v) Laboratories</td>
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</tr>
</tbody>
</table>

14. What challenges do the BoM and PTA encounter while expanding the school’s physical facilities? __________________________
15. In your opinion, how has the provision of physical facilities impacted on academic performance of the school? ____________________________

**Section D: Influence of instructional materials on students’ performance**

16. Please indicate the adequacy of the following instructional materials in the school in the table below.

<table>
<thead>
<tr>
<th>A - Adequate</th>
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</tbody>
</table>

17. (i) What is the students textbook ratio in the school? ____________________________

(ii) How does the students textbook ratio influence the academic performance of KCSE in the school? ____________________________

18. In your opinion, how has the provision of the following influenced the KCSE academic performance in the school?

(i) Writing materials ____________________________

(ii) Laboratory equipments ____________________________
Section E: Influence of teacher pupil ratio on students’ performance

19. How would you rate the teaching staff position of the school?
   Over staffed [ ]  Optimum [ ]  Under staffed [ ]

20. Which subjects are mostly affected by under staffing?  Sciences [ ]
   Mathemetic [ ]  Languages [ ]  Technical [ ]
   Humanities [ ]

21. Which subjects are least affected by under staffing?  Sciences [ ]
   Mathemetic [ ]  Languages [ ]  Technical [ ]
   Humanities [ ]

22. What is the teacher students ratio in the school?_______________

23. How does the teacher student ratio affect the academic performance in the school? __________

Section F: Influence of in-servicing of teachers on students’ performance

18. How many teachers have had a chance to be in-serviced your school since 2010?  All of them [ ]  Some [ ]  None [ ]

19. Does the school management have a definite programme for in-servicing the teachers?  Yes [ ]  No [ ]

20. What are the challenges the school management encounters in the effort to enhance the teachers’ professional skills in the school?_______________

21. (i) In your opinion, does the in-servicing of the teachers influence the academic performance?________________________

   (ii) If yes (Q i) explain how? _________________________
Section G: Academic performance

22. How would you rate the mean score of your school in KCSE examination for the last five years?  
   Below 3  □ □   Between 3-4.9 □ □   Between 5-6.9 □ □   Between 7-8.9 □ □   Above 9 □ □

23. On average, what percentage of students attained a mean grade of “C” and above for the last five years in KCSE examination? 75% and above □ □   50%-74% □ □   25%-49% □ □   Below 25% □ □

24. How would you rate the academic performance of KCSE in the school?  
   Good □ □   Average □ □   Below average □ □

25. What efforts has the school management made to improve the academic performance of KCSE? ____________________________

26. In your opinion, what factors negatively affect the academic performance of KCSE in the school? ____________________________

Thank you for your cooperation
APPENDIX D

QUESTIONNAIRE FOR THE TEACHERS

This questionnaire seeks to gather information to be used in a study on the, “Institutional Factors Influencing Students’ Performance in KCSE in Public Secondary Schools in Lari District in Kiambu County”.

You are kindly requested to fill in this questionnaire by ticking (✓) against your option and filling in the blank space for those questions requiring your answers.

Your response will be used for the purpose of this study only. To ensure complete confidentiality, please don’t write your name or that of your school anywhere in the questionnaire.

Section A: Background information

1. What is your gender?   Male ☐   Female ☐

2. Please indicate your age? 25 years and below ☐ 26 – 35 years ☐
36 – 45 years ☐ 46 – 55 years ☐ Over 55 years ☐

3. What is your designation?  Subject teacher ☐ HOD ☐ Deputy head ☐

4. What are your academic qualifications? Diploma ☐
   Bachelors degree ☐ Masters Degree ☐ PhD ☐

5. For how long have you been teaching? 5 years and below ☐
   6 – 10 years ☐ 11 - 15 years ☐ 16 – 20 years ☐
   Above 20 years ☐

6. What are your teaching subjects?  Languages ☐ Mathematics ☐
Section B: Influence of teacher-pupil ratio on students’ performance

7. On average what is the teacher pupil ratio in your school?
   1: 25 and below 1: 35 1: 45 1 : 55 and above

8. How many lessons do you have per week?
   Below 15 Between16-22 Between 23 – 30 Above 30

9. In your view, how would you rate your weekly workload? Light
   Moderate Heavy

10. (i) Are you assigned subjects you were never trained on?__________
    (ii) If yes, give reasons? ________________________________

11. In your opinion, how does your weekly workload impact on the academic performance of your subjects? ________

Section C: Influence of physical facilities on students’ performance

12. Please indicate the adequacy of the following educational facilities in the school in the table below.

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</table>
13. (i) On average, how many students comprise a class in your teaching classes? 

(ii) How does the class enrollment influence the academic performance of your teaching subjects? 

14. In your opinion, what is the impact of the provision of the physical facilities in your school on the academic performance in K.C.S.E examination? 

Section D: Influence of instructional materials on students’ performance

15. Please indicate the adequacy of the following instructional materials in the school in the table below.

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</tbody>
</table>

16. (i) What is the students textbook ratio of your teaching subjects?
(ii) How does the students’ textbook ratio influence the academic performance of your subjects? ________________

17. How does the provision of instructional materials in your school influence the academic performance? ________________

**Section E: Influence of in-servicing of teachers on students’ performance**

18. How many times have you had a chance to enhance your professional skills since 2010?

- 3 and above [ ]
- Between 1 and 2 [ ]
- Once [ ]

19. In your opinion, does the in-servicing of the teachers contribute to improvement of academic performance? Yes [ ] No [ ]

20. In your opinion, how regularly should the practicing teachers be in-serviced?

- Once a year [ ]
- Every 2 years [ ]
- Every 3 years [ ]
- When the need arises [ ]

21. What are the challenges you encounter in your efforts to enhance your professional skills? __________________________

22. In your opinion, what should the MoE do to enhance the practicing teachers’ professional skills? __________________________

**Section F: Academic performance**

23. On average, what percentage of students attained a mean grade of “C” and above in your teaching subjects in for the last five years in KSCE examination?

- 70% and above [ ]
- 50% - 74% [ ]
- 25% - 49% [ ]
- below 25% [ ]
24. On average, what has been the mean score of your teaching subjects in KCSE for the last five years?  
   Below 3  
   Between 3 – 4.9  
   Between 5 – 6.9  
   Between 7 – 8.9  
   Above 9

25. How would you rate the KCSE academic performance of your teaching subjects?  
   Good  
   Average  
   Below average

26. What challenges do you encounter in your efforts of improving the academic performance?___________

27. In your opinion, what factors negatively influence the academic performance of KCSE in public secondary schools?___________

28. In your opinion, what should the MoE do to improve the academic performance of the public secondary schools?___________

Thank you for your cooperation
APPENDIX E

HEADTEACHERS’ INTERVIEW SCHEDULE

Section A: Background information

1. What is your gender? ______________________

2. How long have you been a headteacher? ______

3. What are your; (i) academic qualifications? (ii) Designation? ______

4. How many lessons do you have per week? ______________

5. What is the category of your school? ______________________

6. What is the total student enrollment in the school? ______________

7. How many teachers do you have in the school? Male________
   Female______ Total______

Section B: Influence of management of FSE fund on students’ performance

8. (i) Have you received the MoEs 2008 FSE implementation guidelines? ______

   (ii) If yes, what are the difficulties you encounter while adhering to the MoE’s FSE funds guidelines? __________________________

9. (i) What is the main role of the BoM members in the management of the FSE fund? ______

   (ii) What is the main challenge the BoM face while managing the FSE fund? ______

10. (i) How does the school management ensure that the use of FSE fund complies with the provisions and policies stipulated by the MoE? ______
(ii) How does the Education Office monitor the FSE fund? 

Section C: Influence of physical facilities on students’ performance

11. Apart from the parents’ contribution, which is the other main source of funds for the expansion of the school’s facilities? 

12. (i) On average, how many students comprise a class?  
   (ii) How does the class enrollment influence the academic performance of the school?  

13. In your opinion, what influence does the provision of physical facilities has on academic performance in the school? 

Section D: Influence of instructional materials on students’ performance

14. Is the FSE fund enough for the school’s instructional materials? 

15. If No, how does the school address the shortfall? 

16. How does the provision of instructional materials impact on the academic performance of the school? 

Section E: Influence of teacher pupil ratio on student performance

17. How many teachers does the school require? 

18. How many teachers does the school have? 

19. How does the teachers’ weekly workload affect the academic performance of KCSE performance in the school? 

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Section F: Influence of in-servicing of teachers on students’ performance

20. How does the school management assist the teachers to enhance their professional skills? ______________

21. What should the MoE do to enhance continuous in-servicing of teachers? ______

Section E: Academic performance

22. What are the challenges you encounter in your efforts to improve the academic performance of the school? _______________________

23. In your opinion, what is the main factor that negatively influences the academic performance of KCSE in public secondary schools? ______

24. What should the MoE do to improve the academic performance of KCSE of the public secondary schools? ______________________

Thank you for your cooperation
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 22219420
Fax: +254-20-318243, 318249
Email: secretary@nacost.go.ke
Website: www.nacost.go.ke
When replying please quote

Ref: No.

NACOSTI/P/14/3995/2274

Evah Wanjiru Muraya
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Institutional factors influencing academic performance in KCSE in public secondary schools in Lari District, Kiambu County, Kenya," I am pleased to inform you that you have been authorized to undertake research in Kiambu County for a period ending 31st December, 2014.

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

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

Said Hussein
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Kiambu County.
THIS IS TO CERTIFY THAT

MRS. EVAH Wanjiru Muraya

OF UNIVERSITY OF NAIROBI, 3122-60109

Kiambu, has been permitted to conduct

research in Kiambu County

Commission for Science and Technology and Innovation National Commission for Science, Technology and Innovation

Permit No.: NACOSTI/P/14/3995/2274

Date of Issue: 27th June, 2014

Fees Received: Ksh. 1,000

IN KCE IN PUBLIC SECONDARY

SCHOOLS IN LARI DISTRICT, KIAMBU COUNTY, KENYA

Commission for Science and Technology and Innovation National Commission for Science, Technology and Innovation

1. Signatory INSTITUTIONAL FACTORS INFLUENCING ACADEMIC PERFORMANCE FOR THE PERIOD ENDING: 31st December, 2014

Signature

2. Conditions

1. You must report to the County Commissioner and the County Education Officer of the area before beginning your research. Failure to do so may lead to the cancellation of your permit.

2. Government Officers will not be interviewed on your research without prior appointment.

3. Only questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

7. CONDITIONS: see back page

RESEARCH CLEARANCE PERMIT

National Commission for Science, Technology and Innovation

Serial No. 2056

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation