

**FACTORS INFLUENCING STUDENTS' PERFORMANCE IN THE
KENYAN PUBLIC DAY SECONDARY SCHOOLS
(A CASE OF LANGATA DIVISION)**

**BY
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**RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL
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D e d i c a t i o n

This Project Report is dedicated to my husband Mr. F. J. Mugambi, and our children Eric, Eliza and Cyprian, who gave me moral support and prayers and also kept close to me throughout the period I was writing this piece of work.

A c k n o w l e d g e m e n t s

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DECLARATION

I declare that this project proposal is my own original work and has not been presented for an award any other university.

Signature: _____

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This PGDE Project has been submitted for examination with my approval as the University Supervisor

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ABSTRACT

Over the past few years poor performance has been witnessed at the Kenyan public schools. This has especially been evidenced by the many public complaints in the media, Human rights organizations and other respective Government organs. This therefore, suggests the need to study factors affecting students performance. In order to operate competitively, both nationally and internationally, public schools require performing better in terms of improved students performance in national examinations. Dynamic institutions, in such a set-up, are strategizing to have a massive cultural change so as achieve remarkable changes in school performance. In this context it would be meaningful to identify and delineate the critical factors in the school environment that have the most positive impact on students' performance. The main objective of the project is to establish the factors influencing students performance in the Day Secondary Schools in Nairobi County. Certain learning factors and student's performance factors are described in order to clearly understand the linkages. These factors include; school factors and students factors. To achieve the above, the available literature on these two variables will be reviewed to find out the relationships. A conceptual framework on the two variables is also drawn showing the relationships between the two variables. A research methodology will also be included showing how data will be collected and analysed in order to give the final results.

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1.0 CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Learning could be defined as a process in which learners acquire new information or build on information previously learnt. On the other hand Performance is an accomplishment of a task The major goal of instruction whether in the classroom or in the field is to equip the learner with the type of knowledge or skills that are required. The goal of instruction is to facilitate learning , which must be inferred at some point after instruction Learning. Learning however can be distinguished from performance, in the sense of what can be observed and measured during instruction or training. Different people learn in different ways; some may have a preference for a particular style of learning and teaching. (Peter Scales 2008) Learners will become more effective if they extend their range of learning styles and experiences. In the process of Distinguishing between learning and Performance early research revealed that learning can occur even when no discernible changes in performance are observed. According to earlier researchers literature suggested that considerable learning could occur well after performance where one learns on the job or after performing a certain task. For example in a learning organization, people learn on the job training. Early research demonstrated that learning could occur without changes in performance.

On the other hand performance of a task does not mean the performer has learnt anything. This is because a learner can accomplish a task but after evaluation one records poor performance. An example of this is where a teacher completes the syllabus but the student has not learnt anything. This could be further explained in the following clear distinctions about learning and performance. Learning is a process that continues lifelong in the lives of human beings as long as there is desire and motivation to learn. Learning is all about mastering new skills, and developing a greater understanding about things not known to us and also about making a better sense of our surroundings. We grow and develop mentally with the help of this process of learning as our mind or brain develops to its full potential. Peter Scales (2008) observed that there are main learning theories namely Behaviorism, cognitivism, Humanism, brain-based learning, Learning

Styles, Adult Learning and situated learning. He however adds that non of these theories provides the correct answer to how people learn.

1.2 The Statement of the Problem

In the process of Distinguishing between learning and Performance early research revealed that learning can occur even when no discernible changes in performance are observed. According to earlier researchers literature suggested that considerable learning could occur well after performance where one learns on the job or after performing a certain task. For example in a learning organization, people learn on the job training. Early research demonstrated that learning could occur without changes in performance. On the other hand performance of a task does not mean the performer has learnt anything. This is because a learner can accomplish a task but after evaluation one records poor performance. An example of this is where a teacher completes the syllabus but he/she has not learnt anything.

Learning is a process that continues lifelong in the lives of human beings as long as there is desire and motivation to learn. Learning is all about mastering new skills, and developing a greater understanding about things not known to us and also about making a better sense of our surroundings. Learners grow and develop mentally with the help of this process of learning as their minds or brains develops to its full potential. Peter Scales (2008) observed that there are main learning theories namely Behaviorism, cognitivism, Humanism, brain-based learning, Learning Styles, Adult Learning and situated learning. He however adds that non of these theories provides the correct answer to how people learn. As a kid, individuals learn all the time whether it is a mathematics lesson being taught by the teacher, or how to play a video game or to kick football the right way. They also learn about relationships and how to socialize with others and respect the elders. Learning is all about becoming smarter and sharper and not just memorizing concepts to obtain better grades in examinations.

1.3 Research Questions

The General Objective of this study is meant to establish the factors affecting students performance in the Kenyan Public Secondary Schools. The study will be guided by the following research questions

- i) To Establish the influence of school leadership on school related factors and students performance.
- ii) To investigate the effect of school-related factors on students' performance in secondary schools in Nairobi county.
- iii) To analyze the effect of students' attitudes on their performance in secondary schools in Nairobi county.
- iv) To explore the measures that can be put in place to enhance students' KCSE performance.

1.4 Justification of the Study

The study is important since it documents the factors affecting students' performance among the Kenyan Secondary Schools, thus adding to knowledge in the area of students' performance. This study will contribute to existing knowledge in the area of secondary school students performance which will enable the organization to make informed decisions on how to improve performance of the students. This in effect will contribute to achieving good performance and increased productivity by teachers.

The study also aims at providing information on how various factors within the school set up affect students' performance in secondary schools. The research findings are intended to benefit the learner in the following ways: Curriculum developers can use the information for reference when revising the syllabus in order to make it more learners friendly. The study findings are also useful to education policy makers and school administrators in guiding to formulate, improve and implement policies which are instrumental for improvement of students' performance in secondary schools. This is so because, decisions related to the subject should be based on facts and happenings in schools and not opinions from the periphery. The findings will also enlighten secondary

school teachers on how different factors within the school can affect students' performance in the subject. Such information is intended to empower the teachers in order to effectively address similar situations in their respective schools to the benefit of the subject and most ultimately the learner.

1.5 Scope and Limitations of the Study

1.5.1 Scope

This study is set out to study factors affecting student's performance among the Kenya Public Day Secondary Schools focusing on the factors affecting students' learning and students' performance in Nairobi County Langata Division. This is meant to represent the students population thus a sample representing the population will be drawn.

1.6 Delimitations and Limitations of the Study

1.6.1 Delimitations

The study was delimited to school-related factors and their effect on students' performance in secondary schools in Nairobi county. Within the school, a number of variables interact to influence students' performance in Kenyan public secondary schools. The school-related factors include; resources and facilities for teaching Art and Design, teacher-related factors, and student-related factors. Other extraneous factors outside the school which could possibly affect students' performance in the subject did will not be included in this study. They include; student's family background, government policy guidelines related to Art and Design subject, media influence, The study will be carried out in Nairobi county of Kenya. This is because of its variety in the type of secondary schools. The schools included are public. It will focus on a representative sample of four public secondary schools in Nairobi County

1.6.2 Limitations

Limitations of this study are the generalizability of results given that these are based on Nairobi county which may have characteristics that are not exactly similar to those of the other provinces countrywide. The study will only be in Nairobi County. One of the study limitations is that the sampling will be carried out purposive. The information obtained from key informants will be based only on their personal experiences and not of policy issues by the school. The findings of this study may be limited in application to Nairobi county and other metropolitan counties with similar characteristics such as Mombasa, Nakuru, and Kisumu.

CHAPTER TWO

LITERATURE REVIEW

This chapter contains reviewed related literature highlighting opinions, observations, findings and recommendations on varied issues that concern student's academic performance in Kenyan Public Schools. The reviewed literature is organized according to the research objectives. They are as follows; school-related factors, students' attitudes towards studies and measures to enhance students' performance in academics. The school leadership has also been considered looking at different types of leadership styles that may influence learning in a school context. In this regard a conceptual framework will be drawn showing how the relationship between variables. Students' learning is an independent variable while students' performance is an dependent variable. School Leadership is a moderating variable while students learning outcomes is an intervening variable.

2.1 School-Related Factors

As illustrated in the conceptual framework of this study, the focus is on factors within the school that affect students' academic performance. Within the school, there is the school administration that ought to provide leadership and a conducive learning environment. There is also the teacher-students interaction in the learning process. Therefore, resources and facilities are required for effective learning to take place in school. School-related factors are therefore discussed below under the following sub-headings: Resource and Facilities teacher-related factors and student-related factors.

2.1.1 School Resources, Facilities and School Leadership

Leadership style of a school is a crucial component to the academic performance of that school. Duignan in Gakunga (2004). Effective leadership by the school heads sets an atmosphere of order, creates a climate of high expectation for staff and students, encourages and builds commitment among students to the school goals. School Leadership plays a crucial role in a student's academic performance in school. school

leaders directly relate to the achievement of the learners because they have the key role of coordinating, directing and facilitating the learning process Litunya (2006) Among the key responsibilities of school administrators, is to ensure availability of resources and facilities in the school. They include; materials, tools and equipment for learning teachers and text books. Availability of such basic materials and tools in schools also contribute directly to learner motivation because they provide a favorable environment for learning. Teaching resources make a difference in the students' achievement across categories of schools Gakunga (2004). Distribution of resources such as textbooks is also a major factor that accounts for scholastic difference in academic performance among schools.

The school Leadership also has the responsibility of ensuring there are teachers in school to teach the students. A teacher is the implementer of the curriculum without which the learning process in school will not be complete. The teacher plays a significant role to the success of the school and there is no other person, or group, that can supersede the importance the teacher as the single element of greatest potential value in a school Bennett (1963) When learners are left alone without guidance, facilitation, stimulation and motivation, they slowly drift to boredom and lack of interest in Art and Design activities. A teacher is crucial in the school for artistic development of learners, otherwise a laissez-faire kind of environment will emerge and no worthwhile learning will take place Prentice (1995)

2.1.2 Teacher-Related Factors and Students' Performance

Teacher characteristics such as; qualification, experience, job satisfaction, professional development and teaching methods have a strong relationship to students' performance Eshiwani (1993). Teacher factors have an influence on how they grasp content in their subject area and how they teach, hence students' performance posted in examinations. Such factors include; teacher's academic level, teaching experience, knowledge in the subject and attitude of the teacher towards the subject Gumo (2003). A teacher's job satisfaction and a teacher's attitude to their subject area, had an influence on the students' attitude towards the subject and consequently to how they perform in that subject, Gakunga (2004)

A successful teacher need to possess sufficient knowledge in skills, processes and techniques associated with the subject, Gaitskell (1958). This however should be grounded on general pedagogy of teaching for good learning outcomes. Teaching should therefore combine good mastery of content with methodology to guide students to be in control and to be able to express themselves. Being able to motivate learners by using their own existing interesting experiences combined with new ones. value. Faulty teaching can create in learners a dislike for the subject, which may remain with them for the rest of their lives (Matarasso 2007) generate negative attitudes such as; a feeling that any artistic activity is wasted effort, resentment against original thought in all forms of artistic endeavor and a sense of insecurity when called upon to make choices involving aesthetic judgment or taste. Lowenfeld and Brittain (1987) add that, faulty teaching practices in Art and Design, lead to stifling of the artistic development in learners. Such can be ineffective and even harmful to growing children. They also highlight some faulty teaching practices in Art and design as follows: The teacher who advocates copying and extreme neatness, the effective teacher who lacks an understanding of Art and Design, the artistic teacher who lacks an understanding of pedagogy and the teacher who has developed a formula.

2.1.3 Student-Related Factors and Student's Performance

What students learn in the classroom is influenced by: the subject matter of instruction, intellectual characteristics of the student and teacher outcome as a model. (Elliot 1966) In relation to students learning, he states that in a large measure, a child's artistic ability is a function of that which he has learned, which are in various ways namely: learning through perception development. Learning through expressive content of visual form and learning how to produce such forms. Production of visual form is through the effective use of materials and appropriate techniques as learners respond to ideas, impulses and feelings. (Lowenfeld and Brittain, 1987) Good student discipline is known to contribute positively to academic performance. Disciplined students use their own initiative and are self-driven in whatever they do. They are also always present in class and ready to learn and finish their assignments and project in a timely manner. Discipline is a factor that influences students's performance. Self-disciplined Students do well with minimum supervision from parents and teachers (Gakunga 2004) Discipline cannot be divorced

from education. This is because discipline enables students to concentrate on their studies and nurture certain values demanded by the society in which they live (Eshiwani 1993) . Discipline helps students to do those activities that enhance their education while limiting those behaviors that are self-defeating (Litunya 2006) she add that students require discipline for positive social development and for adequate educational process. If a school has disciplinary problems, it is likely that its academic results will be affected negatively. It also affects the morale of the teaching personnel.

2.1.4 Student-Related Factors, School Leadership and Student's Performance

In times of change, leadership is critical and especially in the role modelling by senior officers. The influence of leadership style on job performance, organizational commitment and satisfaction has been well established (Breckenridge, 2000; Vries et al., 1998; Cairns, 1996). While leadership style has an impact on , department, and teams, as well as work climate and atmosphere, leaders who want the best results should not rely on a single leadership style (Goleman, 2000). International Journal of Business and Management Vol. 5, No. 6; June 2010. Edwards (2000) summarizes the views of several authors on differences in leadership styles and behaviour across organizational variables (size, type, structure) He reviews the recommendations of Khaleelee & Woolf (1996), that leadership should be demonstrated in all types of an organizational structure, as they believe that effective leadership is a prerequisite for organizational success. An authoritarian leader is one who keeps strict, close control over followers through close regulation of policies and procedures. They believe in direct supervision in maintaining a successful environment and maintain loyal followers. Schultz, Duane Schultz, Sydney Ellen (2010). In order to maintain high productivity authoritarian leaders closely supervise their employees

These type of leaders also offer monetary incentives that lead to significant performance improvements result from the use of these monetary strategies, which lead to 30% performance improvement Locke et al. (1980) Supervisors and employees should keep track of creative work examples and attempt to quantify them. They may not seem performance-related to the employee, but some personal habits, like gossip, can detract from job performance and interfere with the performance of others. The specific

behaviors should be defined, and goals should be set for reducing their frequency. Most people know how to dress for work, but in many organizations, there is at least one employee who needs to be told. Examples of inappropriate appearance and grooming should be spelled out, their effects upon the employee's performance and that of others explained, and corrective actions defined.

2.2 Student's Attitudes towards Learning and Students Performance

Learners' attitudes towards a subject, can be influenced by the curriculum and motivated by social forces inside and outside the school (Kant 2008) . Attitudes towards Art and Design among learners are influenced by their social environment way before they join secondary schools (Mbuga 1986) Such social environment include among others; teachers, family, friends, peers, the community, the church and the mass media. He continues to explain that, the acquired attitudes from all these quarters influence the minds of learners more. They include opinions like; some subjects like math are for the academically gifted.

2.3 Measures to Enhance Student's Performance

For the learning process to be complete there should be some evaluation. This should be done both by the learner and by the teacher, in order to moderate change, renewal and wastage (Matarasso, 2007). Assessment helps teachers to adjust their teaching for better learning outcomes. It also ensures that what matters in a students learning is central to the curriculum and it is carried out not only by teachers but also by the students who engage in self-assessment (Eisner 1972) Assessment of consequences, is a moral responsibility in teaching. The process of learning has two types of evaluation; evaluation of the learner's development and the assessment of the learner's ability to perform well in studies (Prentice 1995)

On the challenge of learning resources, it is recommended that the school improvises the available resources. Teachers and learners should utilize local materials from the immediate environment of the child, in order to reduce expenses and ease the pressure on the demand for school finances (Mbuga, 1986). A lot of planning is required to achieve

this important goal. Schools however ought to supplement improvised materials with purchased ones because improvisation is only limited to a number of items. A teacher needs to develop a rapport and relationship with learners that breed trust and openness (Eisner (1972) The teacher should encourage learners to participate in some of the curriculum decision-making procedures. A lot of professionalism should be employed by teacher in educational decision making. He further adds that a teacher should have the ability to be ecstatic over a visual work of art whether done by the learners or by a professional. He/she should be able to instruct through direct engagement ensuring that the learners participate fully in class.

Any teacher worth his salt should desire to improve professionally. A teacher should long for greater insight into the nature of learners, for additional knowledge of subject matter and skill to use it (Elliot 1966) Teachers should also learn how to get along with colleagues and the whole school fraternity. A teacher can grow professionally; by engaging in vigorous actual classroom teaching, through in-service courses at a university, college or other recognized. Implementation of the curriculum can improve a lot if long serving teachers can be in-serviced from time to time (Digolo 1986) He however adds that, such in-service courses should be carried out to bridge the gap between what is desired in terms of knowledge, skills and personal attributes.

Educational Professional should not under estimate the implication of negative attitudes from learners, other teachers, the school administration and other social forces towards any subject. Such attitudes shape the larger societal perspective about the subject. Sooner or later, they find their way to the classroom consequently affecting the students output in form of academic performance (Barret, 1982), Therefore there should be a concerted effort on the part of educators to demonstrate the value of their subject through what they do in the class Teachers have the duty to use the classroom to fight hard to retain important values, judgments and attitudes in Art and Design from a tender age of every learner (Gombe 1990). She radically proposes compulsory teaching of perceived less valued subjects like Domestic science, art and design among others. Every school at the three basic levels of education; namely pre-school, primary and secondary. This will give all learners an opportunity to proper understanding and fair judgment any subject. When

the learner's attitude is positively influenced towards the perceived less valued subjects, their parents and the society at large will have no choice but to support them.

2.4 Conceptual Framework

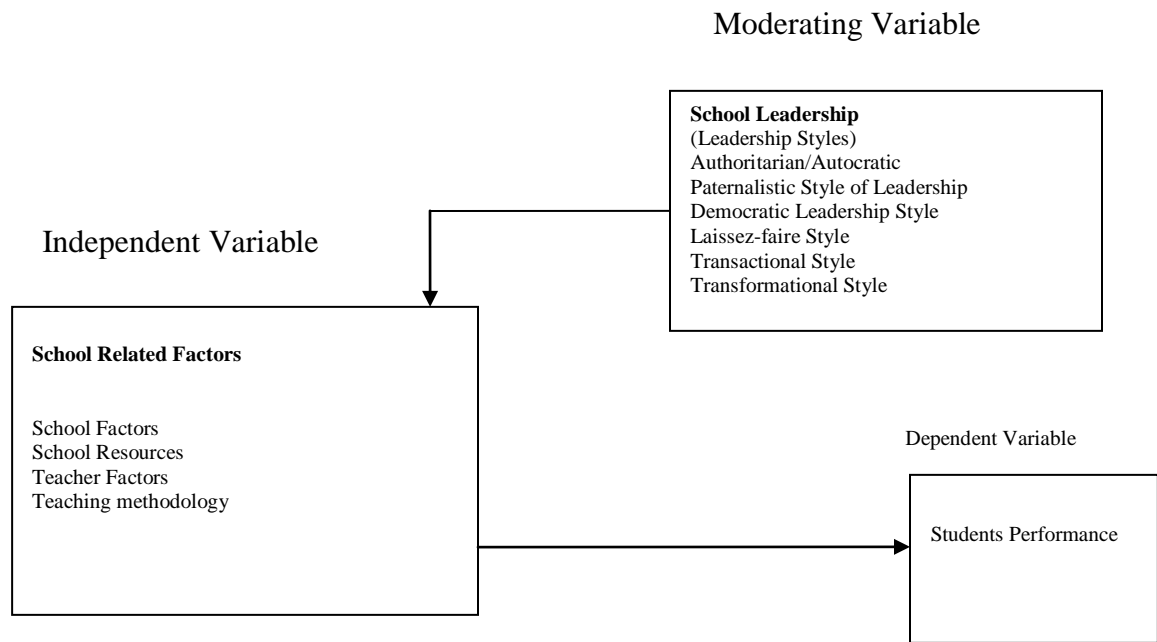


Fig 1 Conceptual Framework
Source: Researcher

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Site Selection and Description

This study will be carried out in Nairobi, the capital city of Kenya which also hosts the four public school targeted by this study namely; Upper Hill Secondary School, Jamhuri secondary school, Pangani girls secondary school and Ngara Ngiris. These are public secondary schools located in Nairobi. Their performance has been average over the years and the students' intakes depend on the country's performance and per the guidelines from the Ministry of education.

Kenya has eight provinces countrywide namely; Nairobi Province. Other provinces include Nyanza, Western, Rift Valley, Eastern, Central, and Coast Area Office. Nairobi will be chosen purposively since it hosts a majority of schools hence narrowing down to the above named four secondary schools in which two are boys and two are girls. The schools are classified in forms one, Form Two, Form Three and Form Four. Each class consists of 40 students. The study will be also limited to Nairobi because of its centrality and proximity to the researcher.

3.2 Unit of Analysis

A unit of analysis has been defined by Singleton et al (1988: 20) as what or who is analyzed in the study. The unit of analysis in this study is the factors affecting students' performance at Upper Hill secondary school.

3.3 Units of Observation

The unit of observation in this study are the four secondary school students and the teachers with relevant information related to the study as the key informants.

3.4 Research Design

Nachmias and Nachmias (1996) defines Research Design as the program that guides the investigator as he or she collects, analyses, and interprets observations. It is the logical model of proof that allows the researcher to draw inferences concerning causal relationships among variables under investigation. The research design also defines the domain of generalizability, that is, whether or not the obtained interpretations can be generalized to a larger population or to different situations. In this respect, the present research study is a descriptive case study of the factors affecting students' performance at the Kenyan secondary schools. The survey research design will be used to guide sampling, data collection for analysis.

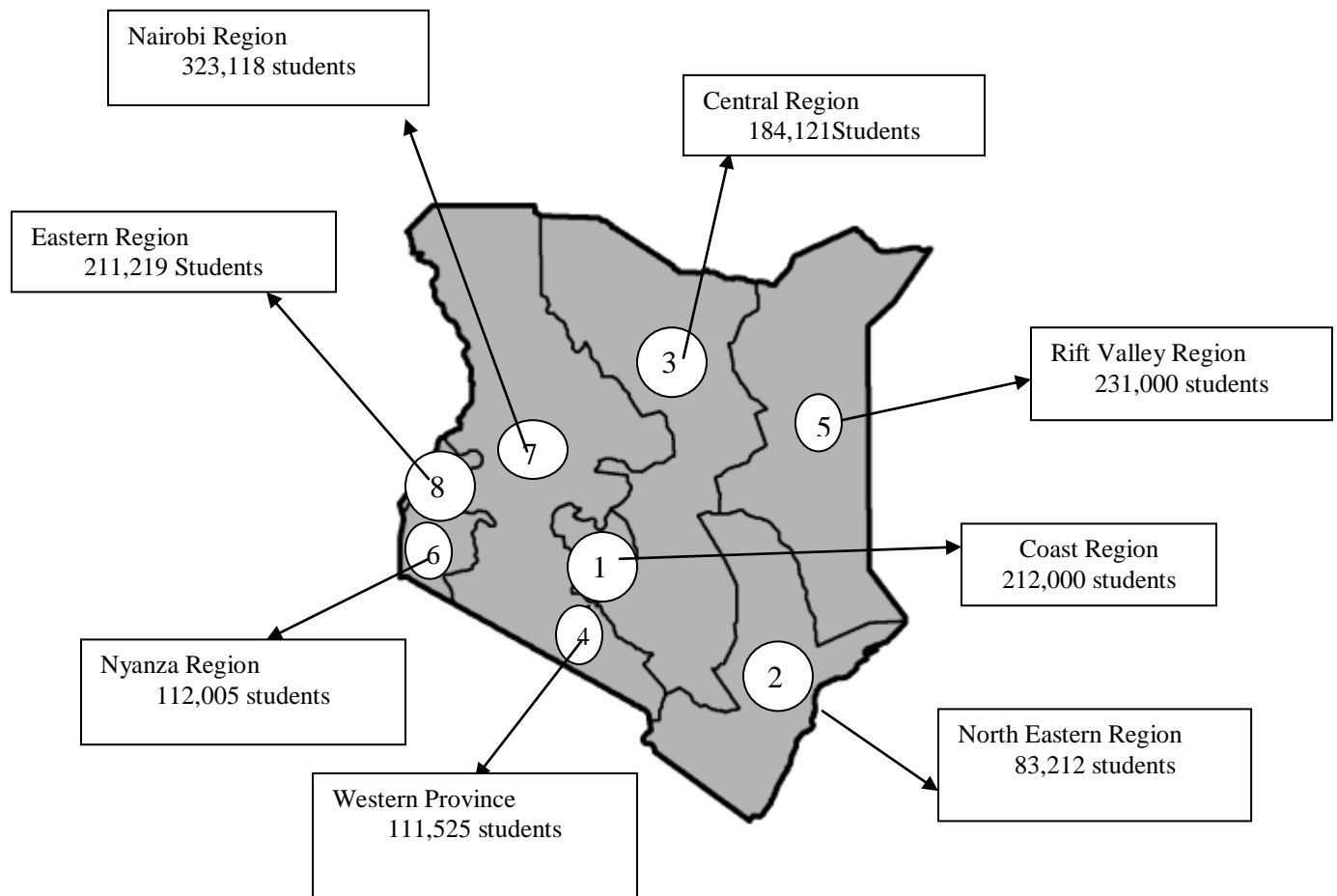
3.5 Sampling Procedure

Lucey (2002) defines sampling as the process of examining a representative set of items. She further adds that sampling is done to gain an understanding of some feature or attribute of the whole population, based on the characteristics of the sample. The target population in this study are the police officers. The Kenyan Public Secondary Schools has student population of 1,468,200; a combination of both purposive and stratified random sampling will be used. According to Mugenda & Mugenda (1999), the goal of stratified random sampling is to achieve desired representation from various sub-groups in the population. Mugenda & Mugenda (1999), further explains that in stratified random sampling, subjects are selected in such a way that the existing sub-groups in the population are more or less reproduced in the sample. This study used purposive sampling where the researcher purposively selects a sample that taken to be representative of the population. First and foremost a sample that is representative of the target population of the Kenyan public schools student population will be stratified into eight (8) provincial offices and numbers assigned to each one of them.

Nairobi province will be assigned number one, having an establishment of 323,118 students, Central province number two with an establishment of 184,121 s, Rift Valley Province with an establishment of 231,000 students will be assigned number three;

Western Province with 111,525 students will be assigned number four; Coast Province with an establishment of 212,219 students will be assigned number five; Eastern Province with 211,219 students will be assigned number six, Nyanza Province with 112,005 students will be assigned number seven, and finally North Eastern Province with establishment of 83,000 students will be assigned number 8. A map of Kenya showing the above described stratification is shown in Figure 5 Below:

Figure 2 Distribution of Target population



Nairobi was purposively selected since it has the highest number of employees which is 323,118 students out of a student population of 1,468,200 as distributed in the table below. The above described stratification is also displayed in Table 2 Below.

Table 1: Target population Distribution Per Province

Province	Students Population
Nairobi	323,118
Eastern	211,219
Coast	212,000
Nyanza	112,005
Western	111,525
North Eastern	83,212
Central	184,121
Rift Valley	231,000
Total	1,468,200

Secondly, the sample population of students in Nairobi Province will be stratified by school into four Nairobi Schools Namely: Langata Secondary which has 310,123 students. Raila Odinga Educational Centre which has 220,010 students, Karen C secondary School 251,000 and Olympic Secondary School which has 181,210 as shown in table 1 below:

Table 2: Sampled Schools

Langata secondary School
Raila Odinga Educational Centre
Karen C Secondary School
Olympic Secondary School

Table 3: Nairobi Province Sample Ranking By School and Number of students

<i>NO.</i>	<i>SCHOOL</i>	<i>NO. OF STUDENTS</i>
1	Langata secondary School	310,123
2	Raila Odinga Educational Centre	220,010
3	Karen C Secondary School	251,000
4	Olympic Secondary School	181,210
<i>TOTAL</i>		<i>962,3431</i>

After the stratification of the population in Nairobi by School, random sampling will be used to select a representative sample of the universe. The researcher will pick from the sampling frame the names of employees by school, put down the names of each one of them on pieces of paper, fold and mix them. They will be therefore, picked at random and the employees whose names appear in the papers will be used in the study.

Kerlinger, (1964:129) notes that the purposive sampling technique uses judgment in a deliberate effort to obtain representative samples by including presumably typical cases in the sample. As can be seen from the above stratified population in figure 2 Nairobi Provincial has the highest number of students which totals to 310123. For purposes of this study, the sample will further be stratified into schools, in order to achieve units of observation.

Table 4: Stratification by Schools

<i>NO.</i>	<i>SCHOOL</i>	<i>NO. OF STUDENTS</i>
1	Langata secondary School	310,123
2	Raila Odinga Educational Centre	220,010
3	Karen C Secondary School	251,000
4	Olympic Secondary School	181,210
	Total	962,343

In the schools stratum the universe will be stratified into Langata Secondary, Raila Odinga Educational Centre, Karen C Secondary School and Olympic Secondary Schools. Using simple random sampling a sample representing 5% of all classes will be drawn out

for interview purposes. In such situations where the 5% respondent (quarter) yields to 0.5 the figure will be rounded up to the nearest digit for example 1. See table 5 below:

Table 5: Distribution of the Study Sample by Schools and Classes

The target population is more than 10,000. The sample size for the study will therefore be obtained through a common formula by Cooper & Emory(1995), Sekaran (2002) as follows:

Where:

$$\frac{n = z^2 pq}{d^2}$$

n = the desired sample size (if the target population is greater than 10,000)

z = the degree of confidence, which in this case will be 95% confidence interval

p = the proportion in the target population estimated to have characteristics being measured, 0.5 will be adopted.

q = ¹-p (this stands for the population not having the characteristics i.e. 0.5

d = the level of statistical significance (the degree of accuracy required in this case is 5%)

Thus the sample size for this study will be 384.

A total sample of 384 respondents will be arrived as per the above common formula by Cooper & Emory(1995), Sekaran (2002).

3.6 Sources of data

The research will utilize two types of data i.e primary and secondary data as explained in 3.6.1 below:

3.6.1 Primary Data

Kothari (1990) notes that primary data is the data collected afresh and for the first time and thus happen to be original in character. Primary data will be collected through the

use of unstructured interviews with key informants consisting of 4 teachers and 2 Principals. Questionnaires will be distributed to the sample population who will fill and return them for analysis. Using questionnaires face to face interviews will be conducted to elicit relevant information from the key informants.

3.6.2 Secondary Data

Kothari (1990) observes that secondary data refers to the already existing data. Researchers may consider the possibility of re-analyzing it to achieve certain research objectives. In this study secondary data will be sourced from the available literature related to the subject. Data relating to students' learning and performance will be also sourced from ministry of Education and also Teachers Service Commission. The researcher will also review various researches which have been carried out in relation to students learning and performance e.g those by former pgde students from Nairobi University. Consultancy reports from various consultancy firms will be also used. The researcher will also make use of policy documents on employee students learning and performance as well as the Ministry of Education strategic plans.

3.7 Data Collection Methods and Instruments

Survey Method: The researcher will use survey method in which a Questionnaire will be used as the tool to elicit the requisite information. A questionnaire is a data-gathering device that elicits from a respondent the answers or reactions to pre-arranged questions presented in a specific order.

In the context of the present study, questionnaires will be used to tap Information regarding factors affecting performance. The researcher will send out 10 questionnaires as a pilot study. Piloting is where one sends some questionnaires to respondents in order to check any errors or ambiguity in them. The investigator at this stage will send out the improved version of the questionnaires to the respondents and then follow them up in order to reduce the number of non-response. Care will be taken so as to ensure that the questionnaire items are adequately comprehensive and well structured. The questionnaire will be very specific hence generalized responses from the respondents will be largely avoided. More specifically, the questionnaire will elicit information on

variables affecting students learning and performance among the Kenyan Public Secondary Schools-Case Study Nairobi Province.

3.8 Data Analysis

Once the data is collected, the researcher will use the SPSS computer package. SPSS is a package used to analyze data in form of frequency table and bar graphs and charts. Levels are attached to variables which are as stated in the questionnaires. The data collected will be presented in forms tables and graphs to depict certain information used in the analysis of data.

3.9 Reporting/Reports Dissemination

The finished report will go to library, of the Ministry of Education, Departmental Seminars and workshops.

CHAPTER FOUR:

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with the analysis of data emanating from both primary and secondary sources. Respondents were classified as 50 primary respondents who are both teaching and non teaching staff and key informants who included ministry of education officials. The data collection tool administered by the researcher was the questionnaire which she administered to 50 primary respondents and used questionnaires to conduct face to face interviews to 7 key informants. The data was analyzed by use of computer software known SPSS used for data editor which gave results in form of frequency table tables,. Out of 384 questionnaires that were sent out 220 were available for analysis while 184 were non-respondents.

The questionnaires were categorized as per the three objectives of the study namely: Learning Factors which include both the student related and school related factors, School Leadership and Students performance. The findings of the study and the analysis are summarized into frequency as shown in tables and graphs that follow: 58.2% of the respondents were Male while 32.7% were female as shown in the Table 5 below:

Table 5: Distribution of Respondents by Sex

SEX	Frequency	Percent
Male	32	58.2
Female	18	32.7
Total	50	100

4.2 Influence of School Leadership on school related factors and Students Performance

The first objective of this study was to establish the influence of school leadership on school related factors and students' performance. The variables that were used to measure this objective included: School Factors, School Resources, Teacher Factors, Teaching methodology, Teaching experience, Syllabus coverage, students performance and school leadership. Out of 220 respondents 15% of the sample felt that school leadership does not influence students performance while another 15% were not sure. However, 60% of the respondents agreed with the statement that school leadership influences students student related factors which affects students performance. This implies that poor students performance is as a result of the type of school leadership. The above information is described in the frequency table below:

Table 6: Influence of School Leadership on students Performance

Key	Frequency	Percent
Strongly agree	5	15
Agree	5	15
Disagree	30	60
Strongly Disagree	10	10
Total	50	100

Among the respondents 5 of them representing 15% agreed with statement that Productivity of the above schools offers the best quality service as compared to competitors while 5 representing 15% were of the same view giving a total of 10

respondents who were agreeable to statement. 30 respondents representing 60% disagreed while 10 others representing 10% also shared the same opinion resulting to 40 respondents representing 90% who disagreed with the statement. :

School leadership

In this section, we discuss the school leadership by secondary schools. An effort of this direction was made to get the respondents' views on the issue. This was done by asking the respondents to comment on the suggestions/observations that the above schools offer the best quality of services as compared the other competing schools in terms of performance. 'See table 6 below:

Table 7: School leadership

Key	Frequency	Percent
Strongly agree	5	15
Agree	5	15
Disagree	30	60
Strongly Disagree	10	10
Total	50	100

School Resources

This study also measured school teaching resource in order to understand how they affect students' performance. On the above factor, the respondents were required to respond to a suggestion that 'school factors affects students performance. The results were as follows: (see table 9)

Table 8: School resources affect students performance

Key	Frequency	Percent
Agree	16	30
Disagree	14	30
Strongly Disagree	20	40
Total	50	100

Of the 50 respondents 16 of them agreed that school resources affect students' performance 34 respondents disagreed representing 32% and 70% respectively. Those who disagreed advanced the students should be self driven and should not be influenced by anything not to perform. The study probed respondents further in order to understand whether the low performance rate was as a result of lack school resources. The response on this was that lack of school resources for example books and a good library affects their performance.

Teaching Methodology

Various studies have revealed that when teaching methodology affects students' performance. The study therefore measured the effect of teaching methodology on students performance as analysed in the frequency table below:

Table 8: Teaching Methodology Affects Students' Performance

	Frequency	Percent
Strongly Agree	4	8
Agree	30	60
Disagree	11	22
Strongly Disagree	5	10
Total	50	100

34 respondents representing 68% of the respondents agreed that there is a poor teaching methodology affects students performance since they unable to understand some of the concepts. These results therefore measures the how teaching methodology affects students' performance. Some of the reasons cited by the respondents who agreed that performance when the students lack the basic school resources they are unable to complete their assignments and their concentration is affected leading to low performance.

Attitude Towards Studies

In analysing the effect of students' attitudes on their performance in public day secondary schools in Nairobi county, respondents' were asked what they thought and out of 50 respondents 8 of them representing 16% agreed that school students related factors affects students' performance while 36 of the respondents representing 72% disagreed and 6 of them representing 12% strongly disagreed. These results therefore reveal that 42 out of 50 respondents were of the opinion that students related factors affects students' performance representing 76%. The above results are clearly analysed in the frequency table below:

Table 9: Attitude Towards Studies

Key	Frequency	Percent
Agree	8	16
Disagree	36	72
Strongly Disagree	6	12
Total	50	100

Summary of the relationship between school leadership and school related factors

Out of 50 respondents 40 of them representing 70% in relation to school leadership and school related factors felt that school leadership directly affects students performance. In their opinion the students performance is as a result is affected by school leadership in the in the sampled schools as shown in the analysis table below:

Table10: Relationship between School leadership and Students Performance

	Frequency	Percent
Strongly Agree	2	4
Agree	33	66
Disagree	14	28
Strongly Disagree	1	2
Total	50	100

Table 12: Students' Discipline affects performance

An effort was made to establish if there exist a relationship between students' Discipline and students performance. Responses obtained indicated the following patterns of relationship.

	Frequency	Percent
Very Strongly Agree	4	4.5
Strongly agree	4	4.4
Agree	4	14.5
Disagree	34	61.8
Strongly Disagree	4	14.5
Total	50	100

Out the 50 respondents 4 respondents representing 14.5% agreed with the statement that students disciplined affects performance, while 34 respondents representing 61.8% disagreed, and 4 respondents representing 14.5% Strongly Disagreed. This therefore means that 38 respondents representing 76.3 were of the opinion that there is relationship students' discipline and performance.

Views of Key Informants

Of the 7 Key informants 2 representing 29% felt that school related factors affects students performance 5 of them representing 71 were of the view that it is school factors for example teaching methodology, school resources and teachers experience among others affect students' performance. The key informants' sentiments were that the improvement and proper management of school resources is an intervention that the

schools need to put in place in order to achieve improved performance. The trend of the key informants and their percentages are shown in table 18 below:

Table 13: school related factor and leadership (Key Informants)

The study sought the views of key informants on the school related factors and school leadership which revealed the following results.

Key	Sex	Frequency	Percent
Agree	Male	2	29
Disagree	Female	5	71
Total		50	100

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

5.1 SUMMARY OF FINDINGS

5.1.1 Introduction

In this chapter, the research findings are summarized, conclusions and recommendations of the determinants of motivation among the above sampled school are also drawn. The gaps are also identified for future studies in the area of Kenyan public day secondary school. The main objective of the study was to establish the relationship between school related factors and students' performance among public day secondary school. In order to do this, the study adopted the following specific objectives: To establish the influence of school leadership on school related factors and students performance. To investigate the effect of school-related factors on students' performance in secondary schools in Nairobi county. To analyze the effect of students' attitudes on their performance in secondary schools in Nairobi county.

The study therefore, raised the following questions in order to achieve the above objectives: What are the school related factors that affect students performance? What is the relationship between school related factors and students' performance? and how does students' attitudes affect their performance?

5.2 Summary Of Research Findings

The students interviewed observed that some school related factors affected their performance good claimed that they felt the factors were contributed a lot to poor performance. The respondents also felt that school leadership was also a contributory factor in their performance depending on the type of leadership adopted. Their opinions were that this is need for schools to re-examine the best leadership style to adopt.

On the teaching methodology the respondents felt that the most follow the recommended methodology hence leading poor performance.

The research established that the most common challenges facing students in preparation for KCSE include, time constraints, teachers' failure to guide student's well because of lack of exposure and lack of in-service courses after college, dependency of students on one very few teachers due to scarcity, lack of balance between theory and practical aspects of the subject, and limited materials, tools and equipment in the subject. There were also issues of; limited support from the school administration, uncooperative and un-supporting parents, lack/limited educational trips in relation to exchange programs, inadequate syllabus coverage, inadequate revision and knowledge on exam techniques and negative attitudes by some students towards some subjects.

The teachers suggested that technical subjects' projects should be started early so that the students could improve in this field. Employment of more than one humanity teachers was also suggested in order to achieve a balanced performance in all subjects. Respondents also suggested that teachers research widely on content and share ideas with colleagues in order to cope with emerging issues in the subject that the students are weak in. Students are also encouraged to put more effort through extensive revision and practice to improve on skills, and the parents to be encouraged to support their children, the school administration to support a holistic education and its activities such as allocating a bigger room for lessons and equipping it with basic facilities for working.

Other suggestions made included; an appeal to appreciate humanities subjects, teachers to balance the teaching of theory and practical sections of science subjects, and teachers to be available to guide and motivate students. The students suggested that the schools term activities should be reduced to allow more time for studies, assignments and random assessment tests. It was also suggested that more revision and discussions on exam techniques, more student commitment and seriousness in their work, and allocation of bigger and equipped art rooms with basic facilities for working. Other suggestions made by students include; schools to provide some materials for students who are unable to purchase their own, teachers to organize for interaction and exposure of students through

educational trips, students to carry out constant practice to develop learnt skills, students to work in groups to share ideas, and to be disciplined in order to improve their performance.

5.2 Conclusions of the Study

On the basis of the findings of the study, various conclusions were drawn:

According to objective number one which was about the school-related factors effect on students performance, the study made the following conclusion. That the teacher-related factors significantly influence student's overall performance in day school secondary. This is followed by the student-related factors and finally the availability, adequacy and utilization of school resources and facilities in schools.

According to objective number two which the effect of school-related factors on student's performance in day secondary school in Nairobi County it was observed that that time constraint in schools for was a serious challenge followed. Objective number three looked at the students attitudes towards studies and its effect on their performance. The study concluded that as much as the students chose and like the humanities subjects, they do not put in much effort to do extra work to improve their knowledge and skills nor buy extra materials and tools as relates to the subjects.

Objective number four explored measures that can be put in place to enhance students' KCSE performance. The study concluded among others that computer applications projects should be started early, more than one IT teacher should be employed in each school. teachers should research widely on subject content and share ideas with colleagues, and that the school terms activities should be decongested to allow more time for assignments and revision in the subject.

5.3 Recommendations of the Study

The study established that a number of factors need to be taken into consideration if students' performance in Day School Secondary Schools in Nairobi county has to improve. The study recommends the following in regards to performance in Day School Secondary Schools

- 1) Teachers should ensure that the subject syllabus is adequately covered and in time to allow for revision and consultation before onset of KCSE examinations. They should also purposely interact among themselves and with other experts in the subject, in order to share and exchange ideas on emerging issues in Art and Design.
- 2) The teachers to plan for frequent assignments and intensive revision both in theory and practical areas so as to build confidence in the students and assist them to apply and develop the learnt knowledge and in preparation for examinations.

- 3) Teachers in conjunction with the school administration, to organize for regular interactive activities such as educational trips, symposiums across schools, eg science days and career days for exposure and motivation of students.
- 4) Student discipline should be addressed by all education stakeholders since it is a critical component of academic performance. This is because acts of indiscipline among students such as; absenteeism, drug abuse, failure to do assignments, affects students' performance'
- 5) Schools should put measures in place to ensure that basic Art and Design resources and facilities for teaching/learning such as; materials, tools, equipment and textbooks are available..
- 6) Schools should revise their day/term programs to decongest the number of activities to create more study time for students.
- 7) Schools should ensure that they have enough teachers for better service to be given to students.

5.4 Suggestions for Further Study

The following issues emerged from the research and were suggested for further investigation.

- An investigation on the possibility of examinations of all subjects in primary school for continuity in secondary schools.
- An investigation into the societal humanities subjects and its influence on students selection and performance in the subject at secondary school level and beyond.

- Future studies could also widen its scope by using a diverse sample of schools to include those outside of Nairobi county especially those in rural set ups for purposes of comparison of findings.

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APPENDICES

Appendix I: Questionnaire for Art and Design Teachers

Dear Teacher,

I am a postgraduate student at University of Nairobi, undertaking research on students' performance in Kenyan Secondary schools. I kindly request you to assist by filling in this questionnaire. Please answer the questions given as honestly as possible to reflect the situation in your school following the instructions given. Your responses will strictly be confidential and will only be used for purposes of this research. You are not required to write your name or name of your school on the questionnaire.

Thank you for your cooperation.

Christine Mugambi

Post Graduate Diploma in Education Student

Redg No.

SECTION A: BACKGROUND INFORMATION

Please tick [✓] in the appropriate ellipse.

1) Please indicate your current job group.

L [], M [], N [], Any other []

2) What is your highest academic qualification?

(i) Diploma in Education []

(ii) Degree in Education []

(iii) Masters in Education []

(iv) Any other (specify).....

3) How many years have you taught Art in Secondary school?

(i) 0-5 []

(ii) 6-10 []

(iii) 11-20 []

(iv) 21 and above []

4) What type is your school?

(i) Boys' school (boarding) []

(ii) Girls' school (boarding) []

(iii) Boys' school (day) []

(iv) Girls' school (day) []

(v) Mixed (day) []

(vi) Mixed (boarding) []

(vii) Mixed (day and boarding). [] cxix

5) What is the category of your school?

(i) National []

(ii) Provincial []

(iv) Private. []

Section I: School leadership

On a scale of 1-5 where 1 means not at all important while 5 means very important; rank the following statements on School leadership variable. Which are also categorized as strongly disagree, agree, strongly agree, strongly disagree and very strongly agree

Statements	1	2	3	4	5
The school administration supports and facilitates teaching/learning activities in the school					
The school avails materials, tools and equipment for teaching/learning of Art & Design.					
Your supervisor involves your in decision making					
Our management encourages innovation and initiative					
Your Principal is democratic					
Your supervisor encourages teamwork					
Your is a good team leader					
Your Principal leads by example					
There is a high punctuality rate in your school					
Your Principal is a good time manager					
There is proper communication from your manager					
There is good teacher/headmaster Relations					

Section II: School Related Factors

On a scale of 1-5 where 1 means not at all important while 5 means very important; rank the following statements on School Related Variable

Statements	1	2	3	4	5
There is job rotation in your school					
Are you satisfied in current job					

Job satisfaction from promotions, improved salary scheme and recognition does influence your quality of teaching					
Inadequate syllabus coverage affects student's performance negatively					
Information on careers can motivate students to work hard in academics					
Frequent assignments, homework and projects contribute to improved student performance					
Resources does affect how a teacher teaches the subject					
Many years of teaching improves the teacher's quality of teaching					
Teacher's academic qualification determines the quality of teaching					
There good working conditions in your school					
Our teachers are well trained					
There is a high punctuality rate in your our school					
The Equal Opportunity Policy is fairly applied					
There is good Employer/employee Relations					
Training of teachers is handled in a fair manner					
There is refresher courses for teachers in our school					
The promotion procedure is fair in our school.					

Section III: Student Related Factors

On a scale of 1-5 where 1 means not at all important while 5 means very important; rank the following statements on Student Related variable.

Statements	1	2	3	4	5
You have friends who have been rewarded in the school					
You have been rewarded on many occasions by your					

school					
Your school rewards high achievers					
Student indiscipline is a threat to good performance in Art & Design in your school					
Exit interviews are conducted in your organization to understand why valued employees leave the organization					
The organization rewards high performers					
There is fair remuneration in the forces, Health and safety policy is fairly applied					
There is a staff well fare policy in the forces					

Section IV: Students' Performance

On a scale of 1-5 where 1 means not at all important while 5 means very important; rank the following statements on Employee performance variable.

Statements	1	2	3	4	5
Poor performance in academics is a threat to its survival in your school					
Your school's performance is excellent					
Our School Performance is higher compared to the competitors					
The general performance of students in your school is very high					
Our teachers are well trained					
Our students are highly disciplined					
There is a high punctuality rate in our school					
Your school evaluates students' performance					
Your school has clear performance management systems					
Your school adheres to students' performance management policies					
Parental involvement and support has a relationship with good student performance.					

