

**INFLUENCE OF HEAD TEACHERS' CORPORATE PRACTICES ON PUPILS'
PERFORMANCE AT KENYA CERTIFICATE OF PRIMARY EDUCATION IN
RACHUONYO NORTH SUB COUNTY, KENYA**

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Award of the Degree of Master of Education in Corporate Governance**

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DECLARATION

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

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DEDICATION

This research project is dedicated to my mother Jane Gaya, my late father Albert Gaya and my lovely daughters Albertina Britney and Albertra Whitney and all those who participated in one way or another in successful completion of this project.

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The road map to the successful completion of this project has indeed been challenging and tedious. However, it has been a great learning experience. Its successful completion was as a result of significant contributions from a number of people who never gave up on me throughout the entire process. First and foremost, I would like to thank the Almighty God for giving me the strength and the knowledge to get through the entire process.

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LIST OF ACRONYMS AND ABBREVIATIONS

BOM	Board of Management
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KNEC	Kenya National Examination Council
OST	Open Systems Theory
PTA	Parents Teachers Association.
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

The purpose of the study was to investigate influence of head teachers' corporate practices on pupils' performance at Kenya Certificate of Primary Education. The study sought to determine the influence of head teachers' facilitation of continuous assessment tests, provision of learning facilities, involvement of parents and community and facilitation of out of school trips on pupils' performance at KCPE. The study used descriptive survey design and also used questionnaires for teachers and head teachers to collect the required data. The study targeted 600 teachers, 80 head teachers from 80 public primary schools. The study employed a sample size of 20% as suggested by Mugenda & Mugenda (1999). This resulted into 120 teachers and 16 head teachers from 16 sampled public primary schools. The researcher obtained 136 completed questionnaires hence the study attained 100% return rate. The obtained results were organized and analyzed using excels spread sheet and SPSS. The analysis involved the use of comparative statistics such as percentages and mean rating. Findings of the study revealed that continuous assessment testing are vital and play a key role in enhancing performance of pupils at KCPE. Out of school trips present pupils with opportunities to assimilate and accommodate experiences which reinforce classroom knowledge. On the other hand, parents and community involvement is key in ensuring pupils' success academically. Based on the findings, the study concluded that governance practices in schools have a great influence on performance of pupils in Kenya Certificate of Primary Education. From the findings, governance practices have a great influence on performance in Kenya Certificate of Primary Education. The governance practices discussed in the study were found to be very vital as far as performances of the pupils are concerned. Therefore, the study suggested that head teachers in public primary schools should ensure that learners are exposed to regular assessment tests. They should also set aside funds for out of school trips and facilities as well as ensuring that parents and community are involved on matters concerning school development.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Primary schools, form critical tier in the education system in laying the foundation of the children for higher tiers later in life. The importance of governance mechanism in schools is thus paramount because schools become more effective in carrying out their mandate. According to Spiller (2002), corporate governance is concerned with the organizational structures and processes for decision-making, accountability, control and behaviours of top management. Generally speaking, corporate governance is a formal system of accountability and control for legal, ethical and socially responsible decisions and use of resources in organizations.

According to studies conducted by Marvel and Morton (2006), the head teacher is viewed as the most influential person in a school since he/ she is charged with the responsibility of most of the activities happening in and around the school compound. In a nutshell, it is the head teacher's management practices that will set performance pace in any school; enhance the teaching climate and the degree of professionalism as well as the general morale of the teaching and non teaching staff. Karen and Kenneth (2004) opines that head teachers are responsible for crafting a vision for academic success for all pupils and coming up with a conducive climate to enhance learning, improve instruction, inculcate leadership in the people who work under him and come up with data processes that foster academic improvement in the school.

A research conducted by Seashore and Leithwood (2004), suggested that effective leadership from different quarters within a school –head teachers, influential teachers and other staff teams is associated with better pupil performances in various subjects such as mathematics and reading. From this study, it is clear that head teachers have the highest degree of influence as far as decision making in the school is concerned. There is a unanimous agreement amongst almost all head teachers on the great importance of a number of practices which may include; monitoring teachers work in the classroom, keeping track of the teachers’ professional and developmental needs as well as maintaining effective communication.

Community in general and parents in particular, interact more often with their children during the early years of life than in any other social context (Patrikakou, Reynolds, and Clements, 2005). Therefore, parent involvement which is part of the community largely sets the tone and condition upon which a pupil engages in education, thus influencing their academic success. Moreover, according to Epstein and Sheldon (2002), parents’ involvement in children’s education can significantly help to improve pupils’ attendance and change their behavior in school and motivate them to complete their homework; they create accountability at school and in the community. Studies show that parents’ involvement enhances academic achievement (Sheldon and Epstein, 2005).

Fuller (1986) indicates that the quality and availability of school facilities determines the quality of education for learners. Furthermore, the quality and quantity of school resources can affect the quality of education and the general performance of pupils (Likoko, Mutsotso and Nasongo 2013). Many researchers present crucial findings which correlate field trips with enhanced performance of learners. Among the most important,

are studies conducted by Farmer, Knapp and Benton (2007) and American Institute for Research (2005). These, amongst other similar studies contain reports of how field trips positively influence general learning as well as performance on content- specific assessments.

Harry (2007) indicated that improved governance has gone a long way in curbing corruption and mismanagement in schools and generally improving efficiency in the educational sector. Effective governance in education promotes academic standards leading to effective and efficient delivery of services and improved pupil performance (Leo, 2008).

According to a research which was conducted by Kathuri (1984) regarding performance in KCPE, factors such as poor teaching methods, quantity and quality of teachers, and the nature of administration greatly affected performances of pupils at KCPE. In Kenya, the commission of inquiry which was chaired by Koech (1994) found out that poor performance was majorly due to absenteeism amongst teachers and pupils, poor teaching methods, irrelevant and inadequate curriculum.

Of great concern in this study was that minimal corporate governance practices have been put in place to ensure improved academic performances of pupils in public primary schools in Rachuonyo North Sub County. Hence, the study sought to establish how the variables such as frequent assessment testing, adequate learning facilities, parent and community participation and field trips influence performance at KCPE. Table 1.1 shows performance from 2014- 2017. According to the County Education Director of Rachuonyo North sub county, KCPE performance showed a diminishing trend. The mean score sometimes even falls below the average mean of 250 marks as seen in the years

2014 and 2017 respectively. As a result, some pupils get such low marks that they may end up not getting admission into secondary schools.

Table 1.1: Performance in Rachuonyo North Sub County from 2014- 2017

Year	Mean score
2014	248.64
2015	254.32
2016	252.55
2017	249.96

Source: Sub County Education Office 2017

1.2 Statement of the Problem

In Kenya, one of the biggest challenges has been ensuring that the education provided meets high quality standards and that its contents are relevant to the needs of the economy and the society (Kenya vision 2030, 2007) . According to Harry (2007), effective governance on school performance has been a matter of debate all over the world. Poor governance in public primary schools may have led to poor and ineffective school management (Republic of Kenya 2011). This may have also caused decline and inconsistency in KCPE performance in Rachuonyo North Sub County as shown in the Table 1.1.

Kenya National Examinations Council has reported cases of examination irregularities leading to cancellation of examination results of candidate across the country. To address this national phenomenon, the Ministry of Education in Kenya and Kenya National Examination Council has put in place stringent measures aimed at protecting integrity and maintaining quality of education. Despite the government's effort, through introduction of free primary education (FPE) and continued funding in public primary schools have not helped much to resolve persistent problems of low performance and low progression rate and other anomalies like cheating in exams which continue to take place.

Governance practices play a significant role on pupils' performance in national examinations as suggested by (Dad 2006). Therefore, this study seeks to find out influence of head teachers' corporate practices on pupils' performance at KCPE in Rachuonyo North sub county.

1.3. Purpose of the Study

The purpose of this study was to establish influence of corporate practices instituted by head teachers in public primary schools on pupils' performance at Kenya Certificate of Primary Education in Rachuonyo North Sub County.

1.4 Objectives of the Study

This study sought to address the following objectives;

- i. To establish the influence of head teachers' facilitation of continuous assessment testing on pupils' performance at Kenya Certificate of Primary Education in Rachuonyo North sub county.
- ii. To determine the influence of head teachers' provision of learning facilities on pupils' performance at Kenya Certificate of Primary Education in Rachuonyo North sub county.
- iii. To determine the influence of head teachers' involvement of parents and community on pupils' performance at Kenya Certificate of Primary Education in Rachuonyo north sub county.
- iv. To assess the influence of head teachers' facilitation of out of school trips on pupils' performance at Kenya Certificate of Primary Education

1.5 Research Questions

This study sought to answer the following questions;

- i. How does head teachers' facilitation of continuous assessment testing influence pupils' performance at Kenya Certificate of Primary Education in Rachuonyo North sub county?
- ii. How does head teachers' provision of learning facilities influence pupils' performance at Kenya Certificate of Primary Education in Rachuonyo North sub county?
- iii. What is the influence of head teachers' involvement of parents and community on pupils' performance at Kenya Certificate of Primary Education in Rachuonyo North sub county ?
- iv. How does the head teachers' facilitation of out of school trips influence pupils' performance at Kenya Certificate of Primary Education in Rachuonyo North Sub County.

1.6 Significance of the Study

Information gathered from the study reveal the existing governance gaps which exist in public primary schools which education policy makers, administrators and managers could rely on as they plan and strategize on how to achieve quality education in order to realize good performance in Kenya Certificate of Primary Education. The findings of the study depict the extent to which head teacher' governance practices influence the performance of pupils in KCPE. The data collected from the study presents a useful reference point for further research by other scholars.

1.7 Limitations of the Study

Mugenda and Mugenda (2003) state that limitation is an aspect of research that may influence the research negatively but over which the researcher has no control. One of the limitations in this study was that the researcher did not have any control over some respondents who were reluctant or unwilling to respond to some research questions. This may have been due to fear of victimization. However the researcher assured all the respondents that their identity would remain confidential. There was also a limitation of financial resources which could not allow the researcher to study a larger sample than the one in the study.

1.8 Delimitations of the Study

The study focused on public primary schools only. The study confined itself to investigate influence of corporate practices on pupils' performance at Kenya Certificate of Primary Education in Rachuonyo North Sub County. This made the topic manageable in terms of content and geographical scope

1.9 Assumptions of the Study

The researcher assumed that the respondents would give true and accurate information in line with the research questions and that head teachers use corporate practices in management of public primary schools.

1.10 Definitions of Key Terms

The following are operational definitions of key terms in the study:

Academic performance: refers to grades achieved by learners in Kenya Certificate of Primary Education.

Assessment tests: refers to the instrument for measuring pupils' performance in an examination.

Community: refers to parents, caregivers, sponsors, guardians and other interested parties.

Community involvement: refers to the process of bringing on board and collaboration with community members.

Corporate practices: refers to head teachers' facilitation of continuous assessment tests, Provision of learning facilities, involvement of Parents and community members and head teachers' facilitation of out of school trips as used in this context.

Field trip: a school or class trip with an educational intent, in which pupils interact with the settings, displays and exhibits to gain an experiential connection to ideas, concepts and subject matter.

Learning facilities: refers to educational facilities provided to learners to enable them use every opportunity to develop their full potential. In this study, they include; buildings, classrooms, libraries, laboratories, space for physical education and fine art.

1.12 Organization of the Study

The study has been organized in five chapters; Chapter one entails the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, limitations, delimitation, definition of key terms and organization of the study. Chapter two consists of literature review which covers; introduction, concept of corporate practices on pupils' performance, theoretical framework and conceptual framework underpinning all variables covered in research questions, and summary of literature review. Chapter three outlines research methodology namely, introduction, research design, population, sample size and sampling technique, research instruments, validity, reliability, data collection procedure and data analysis technique. Chapter four covers: data analysis, presentations and findings. Chapter five is a section that contains a summary of the findings, conclusions, recommendations and suggested areas for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section captures the review of literature related to the influence of head teachers' corporate practices on performance of pupils in Kenya Certificate of Primary Education in line with the outlined study objectives which include ; influence of head teacher's support for continuous assessment testing on pupils' performance at KCPE, influence of head teacher's provision of learning facilities on pupils' performance at KCPE, influence of head teacher's involvement of parents and community participation on pupils' performance at KCPE and influence of head teacher's facilitation of out of school trips on pupils' performance at KCPE in Rachuonyo North sub county. The chapter also entails a summary of literature review, theoretical and conceptual framework of the study.

2.2 Concept of Corporate Governance

Kaufmann, Kraay and Mastruzzi (2004; 2007) describes good governance as traditions and institutions by which authority in any given country is exercised for the common good which includes the processes of selecting those in authority and the capacity of the government to manage. In education, poor governance may translate to inefficiency in the provision of services or absolutely no services.

Good governance is a set of responsibilities, practices, policies and procedures exercised by an institution to provide strategic direction to ensure achievements of objectives and use of resources responsibly with accountability. Lambert (1998) stated

that sustainable school improvement requires a lot of support in all levels of a learning organization and capacity building amongst the schools staff.

According to the Education for All Global Monitoring Report (2009), good governance does not only imply transparency and accountability, but also a commitment to equal opportunities for all the citizens. Bad governance leave parents and communities facing education provision that is unaccountable and unresponsive for their needs. It also results into an education system which is rather ineffective in raising learning achievements. Besides, corporate governance influences organizations directly, because it influences people's perceptions, thoughts and feelings. (Smith, 2003).

2.3 Importance of Good Governance Practices.

Governance describes institutions' rules and norms through which policies are developed and implemented as well as the enforcement of accountability. It is involved with changing processes by which general decisions are made and implemented on behalf of an institution or the society (Rodrik 2008). Bardhan (1997) states that poor governance in education may result into inefficient provision of services and in some cases, it may result into no services at all. Thus, improving governance and efficiency of education services will raise performance and consequently improve pupils' learning and labor productivity. UNESCO (2004) opines that getting learners into school from a full primary education cycle through to secondary school is more of a priority for public policy. Corporate practices therefore, is about engaging minds and expanding horizons and making sure that learners have access to exact opportunities for learning

2.4. Influence of head teachers' facilitation of continuous assessment testing on pupils' performance at KCPE

Madaus, (2000) defines performance in terms of results. Schools offer continuous assessment in order to measure students' performance; they impact directly on teaching and learning which eventually improves pupils' achievements. Proponents of assessments state that every task must have performance criteria so that pupils can be aware of what is expected of them. It also allows the teachers to evaluate a pupil's performance as objectively as possible. Stiggins (1991) notes that a teacher must have a clear sense of the full dimensions of performance, ranking pupils, so as to gauge one's performance and consequently teach pupils to perform at the highest levels or help them to evaluate their own performance.

Eshiwani (1993) postulates that one of the major roles of assessment is to measure the output of the educational system in which it operates; the output being the ultimate performance academically. According to American Association for the Advancement of Science (1998), assessment serves both internal and external purposes. The internal assessment tests aid in conveying to pupils a variety of important things which they are expected to cover within a given period. They also enable parents to track pupils' progress, thus helping pupils to evaluate their own learning, guiding and improving instruction, classifying and selecting pupils.

Farrant (1997), hold the views that regular assessment is a strategy to prepare learners for end of term or final examinations. For instance, the results in continuous assessment tests can help to identify the pupils' weak areas so that teachers can plan well for special support. In addition, assessment results also guide in decision-making regarding

promotion from one class to another. In African context and Kenya in particular, performance in the national examination has captured the attention of teachers and school administrators. Teachers, without other forms of assessments, have had to rely on continuous assessments in order to monitor their pupils' academic progress and performances.

Webb and Brairs (1990) argued that assessment involves the interaction between the teachers and the pupils. This explains the role of teachers in continually seeking to understand pupils' weaknesses and strengths via regular assessments in order to formulate guiding instruction. According to Hipp (2005), exams are set to assess not just the knowledge of a course but also learners' ability to analyze the material, to solve problems and use the concepts in a practical way. The study further outlines some of the effective ways to succeed towards external examination such as: planning and time management, coverage of syllabus and regulations, and managing revision.

However, Kentucky Institute for Education and Research (1995) postulates that Performance assessments help teachers to develop effective instructional techniques and provide comprehensive information about learners' progress and even their strength and weakness. Borko et al 1993; folk and Darling-Harmond (1993) suggested that performance assessment actually provides the means for improving teaching and learning

2.4.1 Influence of head teachers' provision of learning facilities on pupils' performance at KCPE.

Teaching and learning is a process which is meant to bring paramount change in the behavior of learners via active participation and critical thinking. However, this would not be possible unless there is an availability and proper use of school facilities. According to Orgunsaju (1980), quality of education received by learners majorly depends on the availability of school facilities where teaching and learning take place as well as their relevance and quality. School facilities consist of buildings which may be used for both academic and non academic purposes, equipment, classroom facilities, furniture, instructional materials, toilets, ICT rooms, libraries and laboratory materials which play a significant role in the smooth operation of teaching and learning process. Learning facilities are a means through which services and activities of any given learning institution can satisfactorily be attained (Durbin, 1989).

In order to ensure quality of education, learners ought to have relevant and quality text books, proper instructional materials as well as other school facilities in sufficient quantity and quality. However, Hedges and Theoreson (2002) are of the opinion that it is not only the adequacy of these facilities that will enhance the performance of the learners, but proper utilization of the available facilities would add great value as far as their academic performance is concerned.

Filardo (2008) postulates that building designs and facilities have greatly been associated with teacher motivation and pupils achievements.

In addition, classrooms lighting play a crucial role in pupils' performance (Phillips 1997). Generally, pupils are unable to study unless the lighting is adequate. Adequate and

quality facilities are basic ingredients necessary for acquisition of quality education as well as the achievement of the intended school goals. Khan and Iqbal (2012) , also emphasize that learning is a rather complex activity which requires pupils and teachers' motivation, adequate learning facilities like standardized buildings and enough classrooms containing relevant facilities, equipment and instructional materials meant for pupil' development.

Killeen, Evans and Danko (2003) encourage the inclusion of pupils in the design of school learning facilities so as to enhance ownership and attendance.

Poor learning facilities may create negative learning attitudes in learners just as exceptional designs of learning facilities may boost performance (Chan, 1996). Earthman and Lemasters , (1996) observed that there was an outright indication that age of a facility was surrogate to other variables of the facility such as the aesthetic values, proper lighting, laboratory conditions temperature control and sound control. Ngaroga (2007) agrees that school physical facilities such as classrooms, laboratories, desks, and books have a direct impact on the performance of pupils at KCPE.

J.S. Farrant, (1980) postulates that teaching and learning resources are vital in ensuring that pupils attain high grades.

2.4.2 Influence of head teachers' involvement of Parents and Community on pupils' performance at KCPE.

Community involvement is denoted by the level of participation from the society; be it parent, guardian or family, as well as other stakeholders with genuine interest in the pupils' education and the school at large. Mahoney and Read (2008), observed that the child is a member of a larger society; family home being the first home and the school being the second home. This is because children spend more of their time in schools than at home in their early life. In this regards, home and school are institutions and therefore they should complement each other.

Bell (2006) holds the view that schools cannot fully remedy for failures at home. The home is the first contact that helps to lay the foundation of the child's life that eventually determines his/her achievement later in school. Bowlby (2006), in his research work demonstrated that children brought up in institutions that are not given the opportunity to develop stable emotional bonds failed to thrive and develop compared to their peers brought up in a family home and good school relations. This may hinder their performance in school.

It is strongly argued that parental and community involvement is key to ensuring children's success in all spheres of life; emotionally, socially and even academically. This was supported by The Michigan Department of Education (Alatorre, 2009) who found out that community involvement leads to: higher grades and graduation rates because parents help with remedial work and check to ensure that assignments are done. Increased motivation is demonstrated by community show of care and appreciation of pupils in

their quest for education, and school attendance is enhanced since the community watches over and monitors their pupils' attendance.

2.4.3 Influence of head teachers' facilitation of field trips on pupils' performance at KCPE.

Out of school trips are basically intended to strengthen learners' understanding of content so as to expose them to broader educational settings, or to provide rewards (Gottfried, 1980; Greene, Kisida, and Bowen 2014). Kreppe and Durrall (1981) define field trip as a school or class trip with an educational intent whereby learners interact with the settings, displays and exhibits in order to gain an experiential connection to the ideas, concepts as well as subject matters. Tal and Morag (2009) described out of school trips as learners' experiences acquired outside of the classroom interactive locations targeted for educational purposes.

According to a research carried out by Dewitt and Storksdieck (2008), they concluded that teachers ought to incorporate field trips into their curriculum and provide opportunities for learners to get involved in enquiry- based exploration as well as hands-on learning while on excursions. Field trips may serve the following purposes for learners: It may provide firsthand experience to the pupils as far as learning is concerned. Field trips also stimulate interest in learners and stir motivation in them especially in science oriented subjects. Field trips or out of school trips are known to strengthen observation as well as the perception skills of the pupils thereby enhancing their ability to recall facts learnt. They also add relevance to the learning experience, strengthening interrelationships as well as promoting personal or social development in the learner.

In their study, Nabors, Edwards and Murray (2009) opines that formal educators may consider increasing the level of interaction by incorporating informal learning opportunities in order to reinforce knowledge acquired in the classroom. Out of school trips may present unique opportunities for pupils to build connections that would enable them gain understanding and develop a sense of enjoyment in learning. Therefore, a field trip with a single focus will present an underlying impact to pupils' cognitive skills, interest, knowledge and future aspirations (Hutson, Cooper and Talbert, 2011).

Outdoor field trips provide opportunities for learners to develop greater vocabularies and increased perception and interest in what happens in the outdoors Hoisington, Savleski & DeCosta (2010). Pupils develop a positive learning attitude thereby motivating them to develop links between the theoretical concepts acquired in the classrooms and what they have experienced (Falk, Martin and Balling, 1978; Hudak, 2003).

2.5 Summary of Literature Review

From literature review, it's clear that the influence of corporate practices as a tool for motivating pupils and school stakeholders towards academic excellence has received little attention. Numerous research studies continue to demonstrate the powerful effect of corporate practices on organizational performance. In a study which was conducted by The Michigan Department of Education Allatore, (2009) found out that community involvement leads to higher grades and graduation rates. However the study did not look at other aspects of corporate practices that influence performance.

Following the Rutter study, Mortimore and colleagues (1995) found out that the differences in the performances of pupils in primary schools can be explained by a leadership which reflects involvement and commitment, monitoring pupils' progress together with a positive atmosphere where parents and school management committee are involved as well as structured and well regulated policies.

Furthermore, studies which were carried out by Hutson, Cooper and Talbert (2011) suggest that field trips present underlying impact on pupils' cognitive skills, interest, and knowledge and future aspirations. In order to facilitate quality of education, learners need to have relevant and adequate text books, instructional materials and other school facilities in sufficient quality and quantity so as to facilitate enhanced academic performance.

2.6 Theoretical Framework

The theoretical framework that guided this study is the Systems Theory approach to management, which was advocated by Von Bertalanffy in (1956). He opines that a system is a complex of interacting elements. The Systems Theory consists of open, closed and isolated systems. The systems theory examines management as a set of distinguishable but interdependent and interrelated parts which operate in a logical manner in order to achieve certain goals. (Von Bertalanffy, 1956).

Open Systems Theory (OST) looks at the relationship between the organization and the environment in which they are involved and their ability to adapt to changes in environmental conditions. The conditions, availability and relevance of the learning facilities within the school environment and the way learners interact with them greatly determine the degree of academic performance amongst the pupils.

This theory emphasizes on interactions of all the members of any given organization and great commitment to the organization in general. The school being our unit and point of reference, it is therefore important that there exists an open and flexible atmosphere for possibilities of discussions, consultations as well as participation in decision making on matters that are deemed to be fundamental in the performance of pupils generally, and more specifically at KCPE amongst the head teachers, teachers, parents, community members and other stakeholders.

Open Systems Theory also involves exchanges of energy, matter, people and information with the external environment. In this study, this would be experienced during out of school trips where learners gather information and acquire knowledge through planned trips in relevant fields of learning.

2.7 Conceptual Framework

Conceptual framework is diagrammatical representation of the relationship between the independent variable and the dependent variables. The independent variables in this study are assessment tests, learning facilities, parents and community involvement and field trips which produce variation in the pupils' performance.

Independent Variable

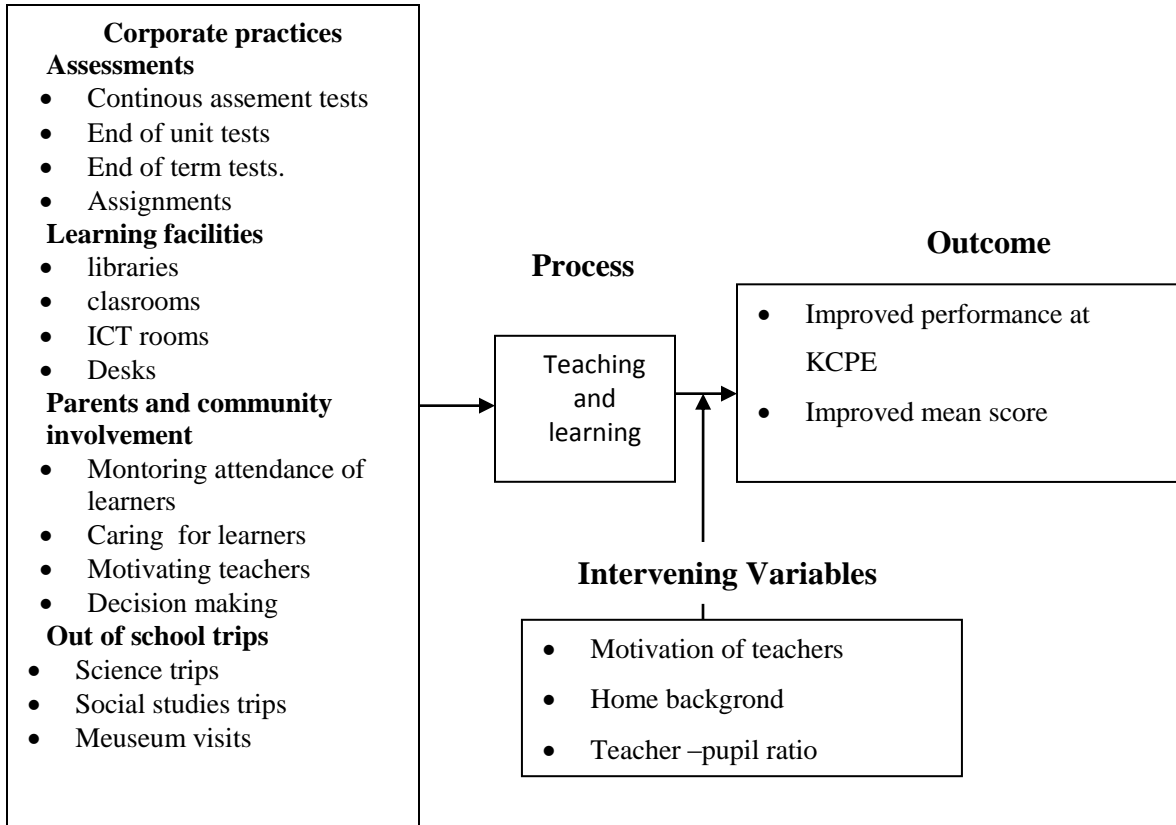


Figure 2.1: Conceptual framework Framework

When parents talk to their children about school and ensure that out of school activities are constructive, their children are likely to perform better in school. Furthermore, when schools build partnership with the community that responds to their concerns and honor their contributions, they would successfully sustain connections which are aimed at improving pupils' performances. Out of school trips, on the other hand add relevance to theoretical learning that takes place in the classrooms, provide firsthand experience, and stimulate interest and motivation in pupils which eventually would enhance retention and improve their performance at KCPE. Frequent assessment testing is likely to have a direct impact on teaching and learning processes which in the long run would enhance the

performance of the learners. Availability of relevant, adequate and quality learning facilities ensure improvement on the performance of pupils as well as teachers' effectiveness in curriculum delivery.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter captures the research methodology under the following sub-sections: research design, target population, sampling procedure, sample size, research instruments and the reliability of the research instruments. It also entails the procedures that were used to collect and analyze data.

3.2 Research Design

According to Cooper and Schindler (2006), research design is a plan used by the researcher to direct a study towards providing answers to the research questions. A descriptive survey research design was employed in the study. According to Wimmer and Dominic (2013) a descriptive survey describes or documents current conditions or attitudes. Descriptive survey is preferred due to its low cost and suitability to quickly complete studies (Orodho 2004). It involves description of the population of the study focusing on its sample and the methods that are used in the processing of the information obtained and its analysis (Kothari 2004). The descriptive survey design was appropriate for this study since it provided a quantitative and numeric description of trends, attitudes or opinions of a population by studying a sample of that population as suggested by (Creswell 2003).

3.3 Target Population

Sekaran (2005) defines population as an entire group of characters, or objects having similar characteristic or group of items from which samples are drawn for measurement. The study targeted 80 public primary schools in Rachuonyo North Sub County. The study targeted 600 teachers and 80 head teachers from Rachuonyo North Sub County. Teachers were targeted in the study since they are the curriculum implementers and the performance of pupils at KCPE exams depend on how effectively the curriculum and other corporate practices are implemented. Furthermore, head teachers being the managers of the institutions, they are better placed to offer information on corporate practices.

3.4 Sample Size and Sampling Procedures

According to Mugenda and Mugenda (2003), a sample is a smaller group obtained from the accessible population which is carefully selected as a representative of the whole population. Mugenda and Mugenda (1999) further suggests that one may use a sample size of between 10 to 30 percent, although for better and more representative results, a higher percentage is better. The study therefore employed a sample size of 20 percent of public primary schools, teachers and head teachers in Rachuonyo North Sub County. Simple random sampling method was used to select teachers and head teachers who took part in the study. Sixteen head teachers from 80 public primary schools were sampled proportionately using simple random sampling. Five teachers were picked from each of the 16 sampled schools proportionately using simple random sampling.

Table 3.1: Sampling Frame for the Respondents

No	Category	Target Population	Sample size	Percentage
1	Schools	80	16	20%
2	Teachers	600	120	20%
3	Head teachers	80	16	20%

3.5 Data Collection Instruments

The study employed primary method to gather data. Malhotra and Birks (2006), state that primary data refers to firsthand data gathered to address a specific problem identified in the study. The researcher designed two sets of questionnaires that were administered on the teachers and head teachers in respective schools. The questionnaires consist of five sections consisting of the socio- demographics section and the other parts were guided by the four objectives in the study.

3.6 Instrument Validity

Validity is the extent to which an instrument measures what it is supposed to measure (Carmines and Zeller, 1979). That implies that validity measures how accurately the data obtained in the study represent the variables in the study. To ensure validity, the research instruments were scrutinized and then tested on non respondent group. The researcher also consulted the supervisors and other lecturers in the department and the suggestions they made were used to revise the questionnaires before preparing the final copies. The researcher identified the areas of difficulties and adopted corrective measures in consultation with the supervisors.

3.7 Reliability of the Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data from repeated trials (Mugenda and Mugenda 2003). In the absence of reliable measures, researchers cannot develop productive and efficient procedures to conduct credible researches (Carmines and Zeller, 1979). To establish the reliability of the instrument, a test re-test was administered. The technique involved administering the same questionnaire twice to the same group (Gregory, 1992). The instruments for data collection were tested for reliability using a test-retest with a piloting design. The instruments were administered to a group of ten respondents twice within duration of two weeks without changing the respondents; the results from the testing periods was correlated using the Pearson's product moment correlation coefficient. The instrument was found to be reliable and hence it was adopted.

3.8 Data Collection Procedure

The researcher sought a permit from National Commission for Science, Technology and Innovation (NACOSTI). Thereafter, the researcher sought authorization from both the county and sub county directors of education. Introductory letters were then written and then dispatched to all the primary schools where the researcher intended to visit for the study purpose. The researcher also sought permission from the head teacher and booked appointments for data collection. The researcher later on returned to the various schools on the scheduled date and administered the questionnaires on the teachers and the head teachers respectively by issuing the questionnaires, explaining to the respondents how to handle the questionnaires.

3.9 Data Analysis Procedure

The purpose of data analysis is to interpret and draw conclusions from the mass of collected data (McDaniel and Gates, 2004). The data was summarized, edited and coded and then synthesized. Data was then analyzed using descriptive statistics linear multiple regression and factor analysis method using Statistical Package for Social Sciences (SPSS). Interpretation was done by looking at influence among various categories and patterns that suggested generalization and conclusion as per the objectives and the research questions. The findings were presented in form of frequency tables and percentages for easy understanding.

3.10 Ethical Consideration

The researcher ensured that the study upheld high ethical standards during the research by ensuring that the respondents did not give any information that revealed their identity. The researcher also ensured that the respondents were provided with sufficient initial information about the survey. Lastly, the researcher assured the respondents that the data to be gathered would purely be used for research purposes.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter provides the results of data which was analyzed and presented in form of tables and figures. It also presents the overall findings of the study as per the given research questions. The chapter also provides a discussion of the findings in order to establish a link with the past theories.

The data has been organized as per the objectives of the study which included: Establishing influence of head teachers' facilitation of continuous assessment testing on pupils' performance at KCPE; determining influence of head teachers' provision of learning facilities on pupils' performance at KCPE in Rachuonyo North Sub County; determining influence of head teachers' involvement of parents and community on pupils' performance at KCPE in Rachuonyo North Sub County and assessing influence of head teachers' facilitation of out of school trips on pupils' performance at KCPE in Rachuonyo North Sub County.

4.3 Questionnaire Return Rate

A total of 136 questionnaires were administered; 120 for teachers and 16 for head teachers. All the questionnaires which were distributed to various respondents were returned. The high response rate was attributed to the fact that the respondents were well informed in good time of the purpose of the study and objectives of the research

4.4 Demographic Information of the Respondents

The demographic characteristics of the respondents described in this study were; sex, age, highest academic qualification and teaching experience in current school. The researcher sought this information so as to ensure that the findings were gender inclusive and establish the age balance and maturity of the educators which would enhance their ability to give reliable information.

The respondents included teachers and head teachers of various ages and of both gender.

Table 4.1

Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	42	31
Female	94	69
TOTAL	136	100

Table 4.1 shows that the schools in Rachuonyo North Sub County were managed by teachers and head teachers of both genders. It also showed that the female respondents at 69% represented the majority of the sample compared to the male respondents at 31%. This means the study had both gender represented and would also help in understanding balanced corporate practices since gender defines roles, behaviors, activities and attributes that a society considers appropriate in management.

Table 4.2**Professional Qualification of Teachers and Head Teachers**

Highest Academic Qualification	Teachers		Head Teachers		Total
	Frequency	Percentage (%)	Frequency	Percentage (%)	
P1	58	48.0	0	0	58
Certificate	1	1.0	7	44.0	8
Diploma	32	27.0	4	25.0	36
Graduate/Bachelors	23	19.0	4	25.0	27
Post Graduate	6	5.0	1	6.0	7
Total	120	100	16	100	136

The researcher also sought to establish the highest academic qualification of respondents. The researcher was of the opinion that educational level could promote preparedness because education enhances individual cognitive skills, psychomotor and access to information. The findings were as indicated in Table 4.2. Data collected on academic qualification showed that respondents with highest academic qualification were Post Graduate degree holders which is 5% of the sampled teachers and one head teacher which translates to 6%. Similarly, Table 4.2 showed that majority of teachers at 48 % and head teachers at 44% who participated in the study had P1 and Certificate education qualifications respectively. This shows that the respondents were well educated and that

the information that they provided was reliable and based on critical thinking, evidence as well as critical analysis.

Table 4.3

Age distribution of respondents

Age	Frequency	Percentage
30 – 40	78	57
41-50	38	28
51 – 60	20	15
TOTAL	136	100

Age was another demographic aspect considered in the study, and a summary on this aspect is shown in Table 4.3. The study shows that 57% of the teachers were in the age bracket of 30-40. This implies that they have adequate knowledge and are generally energetic and mature enough to handle the learners and their subject areas. Therefore, it was expected that this maturity would likely translate to quality teaching. According to Nzuve (1991), as people generally get older, they acquire more experience hence they are more willing and ready to assume any kind of responsibility and to deal with complex tasks as well. This maturity is equally translated into the way teachers handle their various teaching subjects which eventually translate to good results.

Table 4.4

Length of service as head teacher

Length of service	Frequency	Percentage
Less than 5 years	7	44
5 – 10 years	5	31
More than 10 years	4	25
TOTAL	16	100

Demographic data was also collected in terms of length of service of the sampled head teachers. The results were summarized in Table 4.4. From the study, it can be seen that majority of the head teachers at 56% have served for a period of more than five years, Having longer years in service ensure that head teachers have a better mastery of the corporate practices and are at a position to steer the school towards good performance at KCPE. Schultz and Schu (1989) argue that job experience normally result into better learning atmosphere, self confidence, boosted self esteem as well as high level of responsibility.

4.5. Influence of head teachers' Corporate Practices on Pupils' Performance at KCPE in Rachuonyo North Sub County

Table 4.5

Teachers' response on the frequency of assessment tests

Assessment Period	Frequency	Percentage
Weekly	17	14
Fortnightly	14	12
Monthly	66	55
Termly	23	19
TOTAL	120	100

The study sought to establish how often assessment tests were done in the various schools. The results were captured as shown in table 4.5 .The research findings revealed that learner assessment is critical and is practiced in all schools. Fifty five per cent of the respondents agreed that learner assessment was done monthly while 19% assessed the learners on a termly basis. From the study carried out, it is evident that majority of the schools do not asses the learners very regularly which is contrary to the findings of Farrant (1997) which state that regular assessment testing is a necessary strategy in preparing learners for their final examination. The researcher further sought to determine the extent to which respondents evaluated various aspects of assessment testing and their influence on pupils' performance at KCPE. The findings were as indicated in Table 4.6

Table 4.6

Teachers’ response on Influence of head teachers’ provision of assessment tests on pupils’ performance at KCPE.

	<i>MR</i>	<i>SD</i>
Assessment tests enable you to track pupils’ academic progress and performance.	3.43	0.7016
Regular assessments sufficiently prepare learners in readiness for KCPE	3.48	0.4774
Results from assessment tests enable teachers to identify pupils’ weak areas.	2.96	1.382
Assessment tests help teachers to develop effective instructional techniques	3.09	0.7525

KEY: Strongly Agree =4, Agree=3, Disagree=1, Strongly Disagree =2

The study found out that the respondents agreed that assessment tests are critical in preparing learners for KCPE. Respondents agreed that regular assessments sufficiently prepare learners in readiness for KCPE with a mean rating of 3.48; that assessment tests help in tracking pupils’ academic progress and performance which had a mean rating of 3.43. It is also evident that assessment tests help teachers to develop effective instructional techniques with a mean rating 3.09 and those results from assessment tests enable teachers to identify pupils’ weak areas with a mean rating of 2.96. These findings are in line with the findings of Sadler (1989) who indicated that formative assessments in a school would actually improve pupils’ learning and achievements and that more

assessment tests keep the learners in check with syllabus content in a wider sense. Furthermore, it motivates learners to work harder in order to perform better.

Table 4.7

Teachers' response on the existence of a Rewarding System

Response	Frequency	Percentage
<i>Yes</i>	31	26
<i>No</i>	89	74
<i>TOTAL</i>	120	100

The researcher also sought to determine whether a reward system for teachers and pupils existed in the sampled schools and the information is captured in Table 4.7.

Majority of the respondents at 74 per cent said that there was no rewarding system for pupils and teachers while a minority at 26 per cent agreed. This means that only few schools used rewards as a means of boosting performance. Rewards are important since they motivate the teachers and pupils to work hard in order to improve on performance at KCPE. However, it's evident from the study that only very few schools in the sub county reward teachers and pupils. This may explain the dismal performance of some of the schools in Rachuonyo North sub county.

Table 4.8

Teachers' response on who organizes the rewards

Organizer	Frequency	Percentage
Head teacher	44	37
Teachers	35	29
Parents	32	27
Community	9	7
TOTAL	120	100

The researcher further investigated who the organizers of the rewards were in the study. The findings were as shown in Table 4.8. The findings show that head teachers at 37% are the major organizers of such awards with the community at 7% being the least involved. Teachers and parents were equally involved at 29% and 27% respectively.

Table 4.9**Teachers' response on influence of parents and community involvement on pupils' performance at KCPE**

No.	Influence of head teacher's involvement of parents and community on pupils' performance at KCPE	MR	SD
1.	Contributions of parents and other members of the community regarding performance of pupils are usually considered.	2.91	0.8883
2.	Parents ensure their children attend school and complete homework	2.56	1.1228
3.	Parents provide for pupils needs in school with an aim of ensuring they perform well.	3.03	0.8564
4.	Parents and members of the community help in putting up school facilities needed to improve performance of learners.	2.79	0.9570

KEY: Strongly Agree =4, Agree=3, Disagree=1, Strongly Disagree =2

The study also sought to establish the influence of parents and community involvement on pupils' performance at KCPE. The findings were as shown in Table 4.9

The study found out that all aspects of parents and community involvement as captured in the study were significant with a mean rating ranging from 2.56 to 3.03. This implies that parents and community involvement to a large extent impact on learners' performance at KCPE. This finding is in agreement with the conclusion of Mestry Grobler (2007) who indicated that the input of parents and the community was very crucial in the performance of pupils in both curricular and co-curricular activities.

Table 4.10

Teachers' response on the adequacy of the learning facilities

Learning facility	Response Frequency and Percentage				Total
	Very Adequate	Adequate	Inadequate	Unavailable	
Classroom	31 (26%)	64(53%)	25(21%)	0 (0%)	120 (100%)
Library	0(0%)	15(13%)	47(39%)	58(48%)	120 (100%)
Desks	3(3%)	52(43%)	65(54%)	0 (0%)	120 (100%)
Toilets & Latrines	2(2%)	59(49%)	59(49%)	0(0%)	120 (100%)
Staffroom	12(10%)	36(30%)	67(56%)	5(4%)	120 (100%)
Playground	5(4%)	41(34%)	55(46%)	19(16%)	120 (100%)
Instructional Materials	2(2%)	49(41)	65(54%)	4(3%)	120 (100%)
Lighting	10(8%)	43(36%)	55(46%)	12(10%)	120 (100%)

The study also investigated the adequacy of key learning facilities in the schools in the study area. The results that were given by the respondents were as highlighted in Table 4.10. The findings on Table 4.10 indicated that 53 % of teachers in the sampled schools agreed that the schools had adequate classroom while 21% said the classrooms were inadequate. The study also indicated that only 13% of the sampled schools had adequate libraries, 39% had inadequate libraries while 48% of the schools did not have libraries. Desks, toilets & latrines, staffroom, instructional materials and lighting were available in most schools, although inadequate according to the respondents. According to the study, 39% of the schools had inadequate libraries while in 48% of the schools the library was unavailable. This is contrary to the findings of Orgunsaju (1980) who argued that quality of education received by the learners majorly depend on the availability and adequacy of school facilities as well as their relevance and quality.

Table 4.11

Teachers' response on the existence of out of school trips

Response	Frequency	Percentage
Yes	40	34
No	80	66
TOTAL	120	100

The study also sought to determine whether the schools provided out of school trips for the learners and teachers. Table 4.11 shows that majority which is 66% of the respondents indicated that they do not have out of school trips while 34% were on the affirmative . This may impact negatively on pupils’ performance at KCPE since majority of the sampled schools indicated that they do not have out of school trips.

Table 4.12

Teachers’ and head teachers’ response on influence of out of school trips on pupils’ performance at KCPE.

No.	Influence of field trips on pupils performance at KCPE	MR	SD
1.	Field trips offer pupils unique opportunities which help them gain understanding and develop enjoyment of learning.	3.49	0.4689
2.	Out of school trips provide firsthand experience which enable learners to remember what they had seen and heard.	3.39	0.6159
3.	Field trips present pupils with opportunities to assimilate and accommodate experiences which reinforce classroom knowledge.	3.30	0.6176
4.	Field trips stimulate interest and motivation in sciences.	3.60	0.4899
5.	Out of school trips add relevance to learning and interrelationships.	3.00	0.7303
6.	Field trips strengthen observation and perception skills.	3.53	0.522
7.	Field trips enhance pupils’ ability to recall facts	3.27	0.4169
8.	Out of school trips increase pupils’ enthusiasm in learning.	2.93	0.8651

KEY: Strongly Agree =4, Agree=3, Disagree=1, Strongly Disagree =2

The study found out that all aspects of school trips as captured in the study were significant with mean ratings ranging from 2.93 to 3.60. This implies that school trips to a large extent have a positive impact on learners’ performance at KCPE. The study shows that majority of the respondents were of the opinion that taking the learners for out of school academic trips played a key role in enhancing the retention of the learners thus boosting their academic performance. These findings are in agreement with a research carried out by Dewitt & Storksdieck (2008) which concluded that field trips provide first hand learning experience, strengthen observation and perception skills and add relevance to learning and interrelationships.

Table 4.13

Head teachers’ response on the frequency of assessments

Status	Frequency	Percentage
Yes	16	100
No	0	0
TOTAL	16	100

The study sought to determine whether assessment tests are done in the sampled schools as part of the evaluation exercise. The response from the head teachers were captured in Table 4.13. All the 16 respondents agreed that assessment tests were an integral part of evaluation exercise in schools and hence necessary in enhancing performance of learners at KCPE.

Table 4.14**Head teachers' response on influence of various forms of assessments on pupils' performance at KCPE**

Form of Evaluation	Response Frequency and Percentage				
	Not at all	To some extent	To a great extent	To a very great extent	Total
CATs	0 (0%)	0(0%)	6(37%)	10 (63%)	16 (100%)
End of unit tests	3(19%)	1(6%)	4(25%)	8(50%)	16 (100%)
End of term tests	0(0%)	4(25%)	4(25%)	8 (50%)	16 (100%)
Assignments	1(6%)	6(38%)	4(12%)	8(50%)	16(100%)

The study found out that CATs, end of unit tests, end of term tests and assignments to a large extent have a positive impact on learners' performance at KCPE. The study is therefore in agreement with the findings of Farrant (1997), which states that regular assessments is a strategy which is necessary in preparing learners for end of term or final examinations. The findings also concur with a study carried out by Hipp (2005) which postulates that exams are generally set in order to assess not only the knowledge of a course, but also the ability of the pupils to analyze the given materials in order to solve problems and to use the given concepts in a more practical way. The study further outlined some of the effective ways to excel in external examinations.

Table 4.15**Head teachers' response on the level of availability of the learning facilities in the school**

Learning facility	Response Frequency and Percentage				
	Excess	Enough	Inadequate	Unavailable	Total
Desks	2 (12%)	6(38%)	8(50%)	0 (0%)	16 (100%)
Classrooms	0(0%)	8(50%)	8(50%)	0(0%)	16(100%)
Instructional Materials	0(0%)	3(19%)	12(75%)	1 (6%)	16(100%)
Science Laboratories	0(0%)	1(6%)	4(25%)	11(69%)	16(100%)
Play ground	0(0%)	5(31%)	9(56%)	13(4%)	16(100%)
Toilets	1(6%)	6(38%)	9(56%)	0(0%)	16(100%)
Library	1(6%)	0(0%)	2(13%)	13(81%)	16(100%)
Staffroom	0(0%)	9(56%)	7(44%)	0(0%)	16(100%)
ICT Room	0 (0%)	4(25%)	7(44%)	5(31%)	16(100%)

The study investigated the extent to which head teachers provide learning facilities in schools. The findings were as summarized in Table 4.15. The research findings based on head teachers' responses show that only 50% of the sampled schools had enough classrooms, 56% had inadequate playground and 44% of the sampled schools had inadequate staffrooms. Desks, instructional materials, science laboratories, toilets, library and ICT rooms were either inadequate or unavailable in most schools. This

could impact negatively on the performance of most of these schools at KCPE. The findings are contrary to a study conducted by Orgunsaju (1980) which opine that quality of education received by the learners most of the time rely on the availability of facilities where teaching and learning take place as well as their quality and relevance

Table 4.16

Influence of Head Teachers Provision of Learning Facilities on Pupils' Performance in KCPE

	<i>Influence of Head Teachers Provision of Learning Facilities on Pupils Performance in KCPE</i>	<i>MR</i>	<i>SD</i>
1.	The status of school physical and learning facilities can affect the learning as well as the health and the morale of staff and the pupils	3.49	0.4689
2.	Availability of physical facilities is important in achieving effectiveness in instructional delivery and supervision in the school system.	3.39	0.6159
3.	Provision and maintenance of physical facilities such as building, laboratories, libraries, furniture and equipment are important for effective and efficient school administration and better academic performance of pupils.	3.30	0.6176
4.	The availability and effective utilization of school facilities play a significant role in enhancing pupils' academic performance.	3.60	0.4899

KEY: Strongly Agree =4, Agree=3, Disagree=1, Strongly Disagree =2

The study findings as depicted in Table 4.16 emphasize that head teachers' Provision of learning facilities has a significant impact on Pupils' Performance at KCPE with a mean

rating ranging from 3.30 to 3.60. This is in conformity with the findings of Khal and Iqbal (2012) which emphasized that learning is a very complex activity which requires the motivation of pupils and teachers, adequate learning facilities like standardized buildings and enough classrooms containing relevant facilities, equipment and instructional materials meant to enhance pupils' performance. Durbin (1989), also stated that learning facilities are a means and way through which activities and services of any given learning institution can satisfactorily be achieved. Furthermore, Hedges and Theoreson (2002) in their study are of the opinion that it is not only the adequacy of the learning facilities that would boost the performance of the pupils, but also the their proper utilization which would add great value to their academic performance.

Table 4.17

Involvement of parents and community in funding school projects

	Frequency	Percentage
Yes	6	37
No	10	63
TOTAL	16	100

The study also investigated the involvement of parents and community in funding some of the projects in school with an aim of enhancing pupils' performance at KCPE. Table 4.17 shows that 63% of the head teachers indicated that there is no project funded by the parents or community going on in the school while only 37% of the respondents were of the contrary opinion. This may result into poor performance of pupils at KCPE in

Rachuonyo North sub county as the findings depict minimal involvement of parents and the community in school activities.

Involvement of parents and the community in a way may boost the morale of pupils and teachers, more so in rewarding performance. The findings are contrary to a report by (UNESCO, 2014) which was based on a case study of the role of the community in transparency and accountability of educational initiatives which emphasized on the important role played by the community and parents in the ownership of schools such as ensuring transparency, accountable practices and also compliance with policies. It emphasized the need of more involvement of parents and the community in most of the school affairs.

Table 4.18

Head teachers' response on motivational strategies used by parents in the school

Motivational strategy	Response Frequency and Percentage			Total
	Not at all	Occasionally	Always	
Prize giving	0 (0%)	12(75%)	4(25%)	16 (100%)
Cash awards	6(38%)	8(50%)	2(12%)	16(100%)
Out of school trips	10(63%)	6(37%)	0(0%)	16(100%)
Meals	3(19%)	11(69%)	2(12%)	16(100%)

The study further sought to investigate the nature of motivational strategies adopted by parents in schools. The results were captured in Table 4.18. On the issue of the nature of motivational strategies adopted by parents in schools, prize giving and meals constitute a

greater part of motivational strategies occasionally used. However, cash awards and out of school trips are rarely used to motivate teachers and learners.

Table 4.19

Head teachers' response on the extent to which motivational strategies influence performance at KCPE

Response	Frequency	Percentage
Not at all	0	0
To some extent	1	6
To a great extent	4	25
To a very great extent	11	69
TOTAL	16	100

The study also sought to establish impact of teacher motivation on pupils' performance in KCPE. The results of the findings were captured in Table 4.19. The study found out that 69% of the respondents agreed that motivation of teachers impacted positively on pupils' performance at KCPE to a very great extent. Teacher motivation is an important factor as far as classroom effectiveness and pupils performance is concerned since it deals with the teachers' desire to willingly participate in the educational process. The findings are in line with the findings of Maehr and Midgley (1991) which affirms that, depending on their level of motivation, teachers' teaching activities may either dilute or enhance pupils' performance. The study is also in agreement with Stoll and Fink (1996) who stated that teacher motivation is anything done to make teachers happy, dedicated, satisfied and committed so as to bring about their best in their respective places of work in order to make pupils, parents and the society to greatly benefit from their services.

4.6 Correlation and Regression Analysis

The researcher used correlation and regression analysis to determine Influence of head teachers' corporate practices on pupils' performance at KCPE in North Rachuonyo sub county using SPSS software. As part of the analysis, Pearson's Correlation Analysis was done on independent and dependent variables. According to Wong and Hiew (2005) the correlation coefficient value range from 0.10 to 0.29 is considered weak from 0.3. to 0.49 is considered medium and 0.5 to 1.0 is considered very strong. However, according to Field (2005), correlation coefficient should not go beyond 0.8 to avoid multicollinearity.

Table: 4.20

Correlation coefficients at 5% critical value

Performance	Assessme nt Testing	Parents and Commun ity Involvem ent	Out of School Trips	Learning Facilities	
1.0000	0.6733	0.4713	0.5483	0.7331	Performance
	1.0000	0.7181	0.7743	0.5666	Assessment Testing
		1.0000	0.7122	0.7189	Parents and Community Involvement
			1.0000	0.54483	Out of School Trips
				1.0000	Learning Facilities

The correlation coefficients table shows that a relationship existed between the four variables ranging from 0.4713 to 0. 7743.

Table 4.21

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.859 (a)	.800	.718	.59451

The value of R range from -1 to 1 (Wong and Hiew,2005).The sign indicates the direction of the relationship (positive or negative).The absolute value of R indicate the strength with larger absolute values indicating stronger relationships. Thus the R value of 0.859 shows a strong relationship between observed and predicted values in a positive direction. The model is able to explain 85.9% of the variances in performance which means that more research need to be done to determine more factors that affect the effectiveness of head teachers’ corporate practices on pupils performance at KCPE in Rachuonyo North Sub County.

The adjusted R^2 is the coefficient of determination which highlights the variation in dependent variable due to changes in independent variable. The adjusted R^2 was 0.718 showing that there was 71.8% variation due to outsourcing logistics, technology and warehouse services. This therefore means that other factors not studied in this research contribute to 19.2% of pupils’ performance at KCPE in Rachuonyo North Sub County.

Table 4.22

ANOVA

Model	d.f.	Sum of Squares (s.s.)	Mean Square (m.s)	F	Sig.
1	7	24.011	3.430	9.	
regression	17	5.989	.352	73	.001(
Residual	24	30.000		7	a)
Total					

Source: Research data output from SPSS (2016)

The study used analysis of variance (ANOVA) table as per Table 4.22 to establish the significance of regression model. In testing the significance level, the statistical significance was considered significant if the (p-value) was 0.001 which is less than 0.005 and therefore the model was statistically significant in predicting the influence of head teachers' corporate practices on pupils performance at KCPE in Rachuonyo North sub county. Basing the confidence level at 95% the analysis indicates high reliability of the results obtained. The overall ANOVA results indicates that the model was statistically significant at $F= 9.737$, $P = 0.001$

Table 4.23**Correlation Analysis**

Model	Unstandardised coefficients		Standardized coefficients		t	prob.
1	B	Std. Error	Beta	T		
Constant	.684	1.457		.470		.000645
Assessment testing	.330	.225	.369	1.466		.00161
Parents and community involvement	.352	.209	.257	1.681		.00111
Out of school trips	.226	.097	.261	2.323		.00001
Provision of learning facilities	.245	.106	.300	2.308		.000113

Source: Research data output from SPSS (2016)

The correlation analysis in Table 4.23 shows the relationship between independent variables, head teacher's support for assessment testing, parents and community involvement, out of school trips and head teachers provision of learning facilities on pupils' performance at KCPE in Rachuonyo North Sub County was statistically significant with a resulting regression equation:

Dependent Variable (Performance) = 0.684 + 0.369 Assessment testing + 0.257 Parents and community involvement + 0.261 Out of school trips + 0.300 Provision of learning facilities

From the above regression equation assessment testing, parents and community involvement, out of school trips and provision of learning facilities would have a performance index of 0.684. Unit increase in assessment testing would lead to an increase in learners performance index by a factor of 0.369, a unit increase in parents and community involvement would lead to an increase in learner performance index at KCPE by a factor 0.257 while a unit increase in out of school trips would lead to an increase in learner performance index by a factor of 0.261. Likewise, a unit increase in provision of learning facilities would lead to an increase in learners' performance index by a factor of 0.300.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study, conclusion, recommendations and the extent to which research objectives have been achieved. It also contains basic information on the proposed areas that may require further research. The study draws its conclusion and recommendations based on data that was captured through the use of questionnaires.

5.2 Summary of the Study

The purpose of the study was to establish influence of head teachers' corporate practices on pupils' performance in Kenya Certificate of Primary Education in Rachuonyo North sub county. The study objectives were; to establish the influence of head teachers' facilitation of continuous assessment tests on pupils' performance at KCPE in Rachuonyo North sub county. It also needed to determine influence of head teachers' provision of learning facilities on pupils' performance at KCPE in Rachuonyo North sub county, to determine influence of head teachers' involvement of parents and community on pupils' performance at KCPE and to asses influence of head teachers' facilitation of out of school trips on pupils' performance at KCPE. The data was widely gathered through the use of questionnaires for teachers and head teachers respectively. It was analyzed both quantitatively and qualitatively.

The first study objective sought to determine influence of head teachers' facilitation of continuous assessment tests on pupils' performance at KCPE. The study found out that continuous assessment tests should be done more frequently since it adequately prepare learners for their final examination which is KCPE with a mean rating of 3.4. From the study, it can be seen that continuous assessment tests, end of term tests, end of unit tests and assignments have a positive impact on pupils' performance at KCPE. Evidently, respondents also agreed that continuous assessment tests enable teachers to develop effective instructional techniques which ultimately translate to good performance at a mean rating of 3.09. This is in agreement with a study conducted by Hipp (2005), which postulates that that some of the effective ways to succeed in external examinations includes adequate time planning, time management, effective syllabus coverage and adequately managing revision through continuous assessment testing.

However, from the study conducted in public primary schools in Rachuonyo North sub county, it's evident from the respondents that only 14% of the schools conduct assessments weekly, 19% of the schools sampled conduct assessments on a termly basis while 55% conduct the continuous assessment tests on a monthly basis thereby reducing its effectiveness in preparing the learners adequately for KCPE.

The study also sought to investigate influence of head teachers' provision of learning facilities on pupils' performance at KCPE. The study findings indicate that learning facilities have a significant impact on pupils' performance at KCPE with a mean rating ranging from 3.30 to 3.60. This is in conformity with a research conducted by Orgunsaju (1980) which states that quality education received by learners majorly depends on availability of adequate school facilities where teaching and learning take

place and their relevance and quality. In most of the schools sampled, the learning facilities were either inadequate or completely unavailable altogether.

From the study, the aspects of parent and community involvement such as; parents ensuring that their children attend school and complete homework, providing for the children's' needs in school, motivating the teachers and learners and putting up school facilities had a positive impact on performance at KCPE with a mean rating ranging from 2.56 to 3.0. Consequently, this implies that involvement of parents and community in the running of school matters greatly impact on pupils' performance at KCPE. However, from the study carried out, most parents are quite reluctant in participating on matters that would enhance performance of pupils at KCPE. This is seen from the investigation when 63% of the respondents said that parents are not involved in any projects in the school.

The study also sought to find out how out of school trips influenced performance at KCPE. From the study, all the aspects of out of school trips which were covered in the questionnaires positively influenced performance at KCPE with a mean rating ranging from 2.93 to 3.60. Therefore, it's evident from the study that majority of the respondents were of the opinion that taking pupils for out of school trips play a key role in enhancing and boosting their performance at KCPE. From the study, 66% of the respondents indicated that they never have out of school trips while only 34% affirmed that they actually have out of school academic trips. This may contribute to the unstable and dismal performance experienced in most schools in Rachuonyo North sub county.

5.3 Conclusion

After analyzing some of the governance practices which influence pupils' performance at KCPE in Rachuonyo North sub county, the study came to a conclusion that governance practices such as continuous assessment testing, provision of learning facilities, parents and community involvement and facilitation of out of school trips greatly influence performance at Kenya Certificate of Primary Education . However, it is revealed from the research conducted that majority of the schools that were sampled do not take into consideration some of these governance practices, hence the dismal and unstable performance experienced in the sub county. The study therefore concludes that exposing pupils to more continuous assessment tests will positively influence their performance in the final examination which is KCPE. This is in conformity with the findings of Eshiwani (1993), which indicate that assessment tests are meant to measure the output of any educational system in which it operates; the output being the ultimate academic performance.

This study also concludes that parents and community involvement positively influence the performance of pupils in Kenya Certificate of Primary Education. This conclusion is in agreement with the findings of UNESCO report (2014), which is actually based on a case study on the role of the community as far as accountability and transparency of educational initiatives are concerned. It emphasizes the important role played by the community in the ownership of schools as well as ensuring transparency, accountability and policy compliance.

From the study, it's also in order to conclude that adequate physical and learning facilities are key ingredients in the attainment of good performance in KCPE. this is in

agreement with Ngaroga (2007), who postulates that learning facilities such as classrooms, laboratories, libraries, books, and other physical facilities impact positively and directly on the performance of pupils at KCPE.

From the study, it's also seen that out of school trips are very vital in improving the performance of pupils at KCPE. This is in line with a study which was conducted by Dewitt & Storsdieck (2008), which concluded that teachers need to incorporate field trips in their curriculum and also avail opportunities for pupils to get involved in enquiry-based exploration while on field trips. The study also concludes that out of school trips stimulate learning interest in pupils, strengthen their observation and perception skills and add relevance to learning and interrelationships.

5.4 Recommendations

The study recommends that Kenyan primary schools should administer more continuous assessment tests to their learners as this is seen to adequately prepare them for their final examination which is Kenya Certificate of Primary Education. The tests should be consistent with the syllabus and national examination guidelines. The school administrators should ensure that the syllabus is effectively covered and that subject teachers give assignments and end of unit tests. Continuous assessment tests should also be conducted in a conducive environment so as to enhance the performance of the pupils.

The study also recommends that head teachers in public primary schools should involve parents and community much more on school matters concerning the general well being of learners and their performance in school. The head teacher should also sensitize them on their roles as stake holders so that they can actively be involved in the development of schools in order to boost academic performance.

The school administrators should organize for out of school trips once in a while for both teachers and pupils as this is seen to enhance learning and also motivate both teachers and pupils to work harder and improve academic performance. Parents should also be sensitized on the importance of these trips so that they can also be involved in the organization and facilitation of these trips.

The Ministry of Education should allocate more funds towards the development of adequate learning facilities. The head teachers should also sensitize and involve parents and the community in developing some of the school facilities. The head teachers should also ensure that the funds allocated towards the development of school facilities are used prudently.

5.5 Suggestions for Further Research

Further research should be done particularly on some of the factors that lead to poor performance of pupils in Kenya Certificate of Primary Education especially in other counties. This would ensure that performance of pupils in KCPE is improved in different parts of the country. Further research should also focus on the various factors and measures that can be put in place to motivate both pupils and teachers to put in more effort so as to perform well in national examinations without getting involved in examination malpractices. Since the study was only conducted in one sub county, the study ought to be replicated in other counties so as to gain deeper understanding of the performance phenomena. Further research should be done to establish other governance practices that can enhance performance at KCPE other than the ones that have been highlighted in this study.

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APPENDICES
APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi

P.O BOX 3019

Nairobi

DATE.....

The Head Teacher,

..... Primary school,

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a student pursuing a Master Degree in Education at University of Nairobi. I am currently undertaking a research **on Influence of head teachers' corporate practices on pupils' performance at K.C.P.E in Rachuonyo North Sub-County.**

Your school has been selected to participate in the study. Consequently, I would wish to request for your permission to collect data in your school regarding this research.

The identity of all the respondents shall remain anonymous. Information gathered will be treated with confidentiality and only used for academic purposes.

Your contribution and cooperation will be appreciated.

Yours faithfully,

Monica Gaya

APPENDIX II: RESEARCH AUTHORIZATION FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/92308/23454**

Date: **14th July, 2018**

Monica Gaya
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of headteachers corporate practices on performance of pupils at Kenya Certificate of Primary Education in Rachuonyo North Sub-County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Homa Bay County** for the period ending **12th July, 2019.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Homa Bay County.

The County Director of Education
Homa Bay County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX III: RESEARCH PERMIT FROM NACOSTI

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the License and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 19422

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. MONICA GAYA
of UNIVERSITY OF NAIROBI, 231-40301
KENDU BAY, has been permitted to
conduct research in Homabay County
on the topic: INFLUENCE OF
HEADTEACHERS CORPORATE PRACTICES
ON PERFORMANCE OF PUPILS AT KENYA
CERTIFICATE OF PRIMARY EDUCATION
IN RACHUONYO NORTH
SUB-COUNTY, KENYA

for the period ending:
12th July, 2019

.....
Applicant's
Signature

Permit No : NACOSTI/P/18/92308/23454
Date Of Issue : 14th July, 2018
Fee Received : Ksh 1000



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

APPENDIX IV: QUESTIONNAIRE FOR HEAD TEACHERS

The questionnaire seeks to establish corporate governance practices that have been adopted in your school and how they influence performance at KCPE .I hereby solicit for your honest and prompt responses to the items. Kindly note that your anonymity and confidentiality of responses is fully guaranteed.

SECTION A: PERSONAL PROFILE

Kindly respond by putting a tick [√] in the spaces provided

1. Please indicate your gender

Male [] Female []

2. What is your highest academic qualification?

Masters [] Bachelors degree [] Diploma [] certificate []

3. How long have you served as a head teacher?

Less than 5 years [] 5-10 years [] more than 10 years

SECTION B

Influence of head teachers' support for assessment testing on pupils' performance at K.C.P.E

Please tick appropriately

4. Are continuous assessment tests carried out in your school?

yes [] no []

5.To what extent does the following forms of assessments affect the performance of pupils at KCPE in your school?

1= not at all 2 = some extent 3 = great extent 4 = very great extent

No	forms of assessment test	1.	2.	3.	4.
1	Continuous assessment tests				
2	End of unit tests				
3	End of term tests				
4	Assignments				

SECTION C

Influence of head teachers' provision of learning facilities on pupils' performance in KCPE

6. Kindly indicate the level of availability of the the following learning facilities in your school.

1= Very Adequate 2= Adequate 3= Inadequate 4=Unavailable

	Learning facility	1	2	3	4
1.	Desks				
2	Classrooms				
3	Instructional materials				
4	Science laboratories				
5	Playground				
6	Staffroom				
7	Toilets				
8	ICT room				

7. To what extent do you agree with the following statements on influence of the head teachers' provision of learning facilities on pupils' performance at KCPE.

Strongly agree[SA] Agree[A] Disagree [D] Strongly disagree [SD]

No	Influence of head teachers' provision of learning facilities on pupils' performance in KCPE	SA	A	SD	D
1	The status of school physical and learning facilities can affect the learning as well as the health and the morale of staff and the pupils				
2	Availability of physical facilities is important in achieving effectiveness in instructional delivery and supervision in the school system.				
3	Provision and maintenance of physical facilities such as building, laboratories, libraries, furniture and equipment are important for effective and efficient school administration and better academic performance of pupils.				
4	The availability and effective utilization of school facilities play a significant role in enhancing pupils' academic performance.				

SECTION D:

Influence of head teachers' involvement of parents and community on pupils performance at K.C.P.E

8. Is there any project going on in school that is funded by parents or any other stake holder in the community?

Yes [] no []

9. To what extent are the following motivation strategies by parents used in your school.

	Motivation strategy	Not at all	Occasionally	Always
1.	Prize giving days			
2	Cash awards			
4	Out of school trips			
5	Meals			

10. In your opinion, to what extent does teacher motivation influence pupils' performance in KCPE

Not at all [] to some extent [] great extent [] very great extent []

SECTION E

Influence of head teachers' facilitation of educational trips on pupils' performance at KCPE

11. Do you have out of school trips for pupils in your school?

Yes [] No []

12. To what extent do you agree with the following statements regarding the influence of field trips on pupils' performance at KCPE? Please rate in a scale of 1-4 by ticking appropriately.

1 = strongly agree 2 = agree 3 = disagree 4 = strongly disagree

No.	Influence of out of school trips	1	2	3	4
1	Field trips stimulate interest and motivation in sciences.				
2	Out of school trips add relevance to learning and interrelationships.				
3	Field trips strengthen observation and perception skills.				
4	Field trips enhance pupils' ability to recall facts.				
5	Out of school trips increase pupils' enthusiasm in learning.				

APPENDIX V: QUESTIONNAIRE FOR TEACHERS

The questionnaire is purposely designed to assist in collecting data relating to the influence of corporate practices on the performance of pupils at KCPE in Rachuonyo North Sub County. Please answer the questions honestly. Do not write your name anywhere because the information is basically for research.

Section A: Demographic data

Teacher's background

Please tick the correct response / fill in the blank spaces

1. Gender Male () Female ()

2. State your professional qualifications

Post graduate () Graduate () Diploma () P1 () Any other -----

3. Indicate your age in years 30 – 40 () 41 – 50 () 51 – 60 ()

SECTION B:

Influence of head teachers' corporate practices on pupils' performance at KCPE

4. How often does your school conduct continuous assessment tests?

Weekly [] fortnightly [] monthly [] termly []

.5. Using the keys given, choose by ticking the right alternative that fits your opinion on the various aspects of assessments used in your school and their influence on pupils' performance at KCPE.

Strongly agree[SA] Agree[A] Disagree [D] Strongly disagree [SD]

No		SA	A	D	SD
1.	Assessment tests enable you to track pupils' academic progress and performance.				
2.	Regular assessments sufficiently prepare learners in readiness for KCPE				
3.	Results from assessment tests enable teachers to identify pupils' weak areas.				
4.	Assessment tests help teachers to develop effective instructional techniques				

6. Does your school have a rewarding system for good performance by pupils and teachers? Yes [] no []

7. If yes, who organizes for these rewards?

Head teachers [] teachers [] parents [] community members []

8. To what extent do you agree with the following statements regarding the influence of parents and community involvement on pupils' performance AT KCPE? Please rate in a scale of 1-4 by ticking appropriately.

1 = strongly agree 2 = agree 3 = disagree 4 = strongly disagree

No.		SA	A	D	SD
1.	Contributions of members of the community regarding performance of pupils are usually considered.				
2.	Parents ensure their children attend school and complete homework				
3.	Parents provide for pupils needs in school with an aim of ensuring they perform well.				
4.	Parents and members of the community help in putting up school facilities needed to improve performance of learners.				

9. Please tick against the statement that best describes the availability of the facilities

using the keys given below:

1= very adequate 2=adequate 3= inadequate 4= unavailable

No.		1	2	3	4
1	Classrooms				
2	Library				
3	Desks				
4	Toilets and latrines				
5	Playground				
6	Lighting				

10. To what extent do you agree with the following statements on influence of the head teachers' provision of learning facilities on pupils' performance at KCPE.

Strongly agree[SA] Agree[A] Disagree [D] Strongly disagree [SD]

No		SA	A	SD	D
1	The number of classrooms in the school are adequate for pupils in the school				
2	The number of desks in the school are adequate for the number of pupils in the school.				
3	The capacity and the resources in the library are adequate for the learners in the school.				
4	The size of the playground is adequate for the number of pupils in the school.				
5	The supply of electricity to the school is adequate				
6	The number of toilets / latrines in the school are adequate for the number of pupils in the school.				

11. Do you have out of school trips for pupils in your school?

Yes [] no []

12. To what extent do you agree with the following statements regarding the influence of out of school trips on pupils' performance at KCPE? Please rate in a scale of 1-4 by ticking appropriately.

1 = strongly agree 2 = agree 3 = disagree 4 = strongly disagree

		SA	A	D	SD
1.	Field trips offer pupils unique opportunities which help them gain understanding and develop enjoyment of learning.				
2.	Out of school trips provide firsthand experience which enable learners to remember what they had seen and heard.				
3.	Field trips present pupils with opportunities to assimilate and accommodate experiences which reinforce classroom knowledge.				