

PRINCIPALS' ROLE IN IMPROVING SECONDARY SCHOOL EXAMINATION OUTCOMES IN NYAMIRA DISTRICT – KENYA

UNIVERSITY OF NAIROBI
EAST AFRICAN COLLECTION

By

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**A research project report submitted in partial fulfillment for
the requirements of
the degree of Master of Education in educational
administration and planning, University of Nairobi**

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DECLARATION

This Research Project Report is my original work and has not been presented for a degree in any other university



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This Research Project Report has been submitted for Examination with my approval as the University Supervisor



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DEDICATION

Dedicated

to

Stephanie

and

Candy

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LIST OF ABBREVIATIONS

B.A	Bachelor of Arts
B.O.G	Board of Governors
B.Sc	Bachelor of Science
K.C.P.E	Kenya certificate of primary education
K.C.S.E	Kenya certificate of secondary education
K.S.S.H.A	Kenya Secondary School Heads Association
K.E.S.I	Kenya Educational Staff Institute
M.Ed	Master of Education
M.O.E.S.T	Ministry of Education Science and Technology
M.P.E.T	Master Plan on Education and Training
M.S.S	Mean Standard Score
N.D.D.P	Nyamira District Development Plan
N.D.E.B	Nyamira District Education Board
P.D.E	Provincial Director of Education
P.G.D.E	Post Graduate Diploma in Education
P.T.A	Parents and Teachers Association
S.1	Secondary One
S.P.S.S	Statistical Package for Social Sciences
T.S.C	Teachers Service Commission
U.N.I.C.E.F	United Nations Children Fund

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Abstract

The role of principals in improving secondary school examination outcomes in Nyamira district was investigated. The main objectives were to identify factors responsible for low K.C.S.E examination outcomes, strategies used by principals to improve performance, and the principals' perception of their role in improving K.C.S.E examination outcomes. Survey research design was used and through stratified random sampling techniques a sample of 108 principals from a population of 150 schools that presented candidates for the year 2004 K.C.S.E examination were selected. The Statistical Package for Social Sciences, S.P.S.S, was used for Data analysis based on 90 returned questionnaires. This was achieved through the use of contingency tables.

Many principals attributed low K.C.S.E examination outcomes to factors such as frequent student absenteeism due to school fees (95.6%), insufficient teaching and learning facilities (92.2%), frequent student transfers from one school to another (90.0%), inadequate staffing in some subjects (90.0%), and, admission of students with low K.C.P.E marks (89.0%). Through Chi-Square tests at 5% level of significance, performances of schools at K.C.S.E examinations were significantly related with gender and professional training of principals but there was no significant relationship with their age and professional experience. The results also showed significant relationships between performance of schools at national examinations with the school variables of type, category and setting of performance targets. However, there was no relationship with the size or streaming of schools.

The strategies used by many principals were remedial tuition for students (86.7%), intensive careers guidance and counseling for students (85.6%), adequate staffing in all subjects (82.2%), equip the library and laboratory (78.9%), and admission of students with better K.C.P.E marks (74.4%). On the other hand, the roles that received strong agreement among principals included the establishment of the careers guidance and counseling department in schools (83.3%), setting annual performance goals (83.3%), ensuring that the stakeholders understand the goals set (76.7%), and rewarding well performing teachers and students (76.7%).

In view of the above findings, principals should ensure that schools have adequate teaching and learning facilities such as laboratories, classrooms, libraries, and establish functional careers guidance and counseling departments. They should set and ensure that school performance goals and targets are clearly identified and properly understood by all students, teachers and parents. This will enhance focus and direct all stakeholders towards the realization of high examination outcomes.

In order to develop a comprehensive strategy towards improved secondary school examination outcomes, a close re- examination of the roles of all those concerned with the management of student affairs both in and out of school needs to be done. Research especially to determine the roles of teachers, students and parents in the process is paramount. It should also establish the viability of converting some selected mixed and day schools into single-sex and boarding schools only.

CHAPTER ONE

INTRODUCTION

Background to the study

The goals of secondary education have been defined in Sessional paper No. 6, *Republic of Kenya (1998)*. It aims at producing learners with an all-round mental, moral and spiritual development by acquiring relevant skills, positive attitudes and values to contribute towards the development and well being of the society. Secondary Education, prepares students for the Kenya Certificate of Secondary Education examination, K.C.S.E, which is significant in the placement of students in higher institutions of learning and training. High grades guarantee students admission into lucrative courses offered in universities found both locally and in overseas, *Mukundi (1999)*.

At independence, there was need for the development of a new nation that could be realized only with the availability of high-level manpower to replace the expatriates. Since then, secondary school education has witnessed rapid qualitative growth that Cooksey et al (1994) attributed with the phenomena emanating from the nationalist struggle for independence. On the other hand, Eshiwani (1983) attributes it to the then overwhelming community support towards the development of secondary schools on a "Harambee" basis because the economic returns expected by the public were high.

Ominde (1963) considered secondary education an area that was most crucial for Kenya. The significance of secondary education continues to be felt even today for instance many parents and students view secondary school education as a crucial step to break away from poverty. Success at K.C.S.E examination is also seen as an opening to further education and training and well – paid jobs in the modern sector, *Republic of Kenya and U.N.I.C.E.F (1999)*. This is why student achievement at national examinations has been and continues to be an important issue to educational researchers.

Among the prominent research done on the subject locally include that of Eshiwani (1983) that aimed at determining the factors influencing performance among pupils in the primary and secondary schools in Western province. The study was occasioned by the perennial poor performance of students at national examinations. It was established that home and school environmental factors influence student achievement.

Similar research was carried out by Ayoo (2002) that sought to establish factors that influenced performance at K.C.S.E examinations in public secondary schools in Maseno Division of Kisumu District. The results were consistent with those of Eshiwani (1983) despite the different periods and sites where the studies were carried out. The situation is similar to the one facing Nyamira District today.

Nyamira is one of the twelve (12) districts and one municipality found in Nyanza province in which a large segment of households that cannot afford basic minimum needs such as housing, health, clothing and school fees. The absolute poverty level stands at 67 % of the population, *Republic of Kenya (2002.a.)*. The number of secondary schools reflects the population growth and candidature as presented in the Table 1.

Table 1

Nyamira District secondary schools at K.C.S.E examinations

	Year				
	2004	2003	2002	2001	2000
No. of schools	150	143	134	128	122
Candidature	8219	7369	7454	7155	6227

Source: *K.N.E.C examination Analysis Reports (2000-2004)*

Table 1 shows an increase of the number of secondary schools presenting candidates at K.C.S.E examinations from 122 to 150 between the year 2000 and 2004. There was also a similar increase in candidature from 6227 to 8219 respectively. Despite this growth, the quality of performance has remained poor. An observation of Mean Standard Scores (M.S.S) between the years 2000 – 2004, shows a trend of slight improvements. The best M.S.S was recorded in the year 2002. This does not however improve the Districts' ranking in the province. For instance, the district was listed at position 11 and 12 for

the years 2002 and 2003 respectively, (*K.N.EC examination Analysis Reports 2002, 2003*). Table Two presents the picture.

Table 2

District Mean Standard Scores (M.S.S) for the period 2000 – 2004

	Year				
	2004	2003	2002	2001	2000
M.S.S	4.2764	4.1795	3.9766	4.0872	4.0683

Source: District Education Office Nyamira.

It is evident from Table 2 that the district has been recording low performance at K.C.S.E examinations. It therefore implies that the district sends few students to the universities and other middle-level colleges. Indeed few Form Four candidates within the year 2000 and 2004 attained a Mean Grade of C+ (plus) and above. This Grade is generally accepted as the minimum for admission to both public and private universities in Kenya and many other countries. Table 3 shows the percentage of candidates who attained a Mean Grade of C+ (plus) and above.

Table 3

Candidates with Mean Grade of C+ (plus) and above at K.C.S.E examinations for the period (2000 – 2004)

	Year				
	2004	2003	2002	2001	2000
% of candidates	20.50	14.00	12.26	11.26	11.40

Source: Nyamira District Annual K.N.E.C Analysis Reports.

Table 3 shows that the highest percentage of candidates with a Mean Grade of C+ and above was recorded in the year 2004. The lowest was recorded in 2001 at 11.26%. While the level of performance continued to improve in the District, incidences of examination irregularities kept on increasing. For instance, in the year 2004, eleven out of 150 schools that presented candidates for the K.C.S.E examination were involved with a total of 155 candidates affected. A similar trend existed in the previous years as shown in the Table 4.

Table 4

Examination irregularities Recorded in Nyamira District

	Year				
	2004	2003	2002	2001	2000
No. of schools involved	11	05	03	07	02
No. of candidates affected	155	116	19	230	114

Source: K.N.E.C examination Analysis Reports (2000 -2004)

Table 4 shows an increasing proportion of schools involved in irregularities between the years 2002 – 2004. The nature of

irregularities varied from one school to another. They included collusion among students, impersonation, candidates found in examination rooms with unauthorized materials, and registration of candidates as school candidates instead of private candidates.

(Daily Nation, May 27, 2005).

Educational achievement is therefore a function of many factors. Cobern, Salem and Muskin (1972) suggested that school inputs such as leadership, climate and various characteristics of a students' environment – his parents' aspirations, teachers' expectations, and his own self – concept were closely related to educational achievement. It was therefore necessary to investigate the role of principals in improving examination outcomes at K.C.S.E level.

Statement of the problem

In the past five years many secondary schools in Nyamira District recorded poor performance at K.C.S.E examinations yet it is the prerogative of principals to maintain academic standards in schools *Republic of Kenya (2002.c.)*. Often, low student achievement at K.C.S.E examinations generate public outcry with principals being blamed for it. A Nation reporter observed that,

“Some 321 head teachers and deputies were demoted, interdicted or redeployed in what the T.S.C described as ‘routine’ deployment. Many people however saw this as a vote of no confidence in the head teachers inspired by disaffection among parents over declining academic standards, indiscipline and mismanagement in schools” (Daily Nation, Jan.22.2001).

Pressure has been mounting on principals to ensure that examination outcomes for their schools are satisfactory to students, parents and other stakeholders. Indeed, in the past, some principals have succumbed to this pressure thus engaging in unacceptable activities with the intention of influencing their schools’ performance resulting to examination irregularities *(Daily Nation, May. 27. 2005)*. The Minister for Education Science and Technology attributed cheating

during examinations to inadequate teaching and preparation of candidates who resort to the vice to boost their performance (*Daily Nation, March 1. 2005*). Irregularities usually have a negative impact on performance.

Perennial low performance at national examinations seemed to suggest that there existed certain factors beyond the control of principals at individual and school level. It also implied that principals did not perceive their role in maintaining academic standards therefore being unable to institute appropriate strategies towards improved performance.

Observation revealed that no research had been carried out to establish the role of principals in improving secondary school examination outcomes in Nyamira District. This study was therefore justified because of the need to improve and sustain high levels of performance at K.C.S.E examinations thus creating a basis for planned, comprehensive and a coordinated approach towards improved student achievement.

Purpose of the study

The purpose of the study was to investigate the principals' role in improving secondary school examinations outcomes in Nyamira District.

Research Objectives

This study attempted to:

- identify factors responsible for low K.C.S.E examinations outcome in Nyamira District,
- identify the strategies used by principals to improve performance at K.C.S.E examinations,
- determine the principals' perception of their role in improving performance at K.C.S.E examinations.

Research Questions

The research questions that this study sought to answer were:

- what factors were responsible for low K.C.S.E examination outcomes in Nyamira District?
- what relationship existed between K.C.S.E examination outcomes and principals' characteristics of age, gender, professional training and management experience?
- what relationship existed between K.C.S.E examination outcomes and school characteristics of type, category, size, and the setting of performance targets?
- which strategies that were used by principals to improve performance of their schools at K.C.S.E examinations?
- What was the perception of principals of their role in improving performance at K.C.S.E examinations?

Significance of the study

This study generated information that is useful to secondary school principals in their attempt to improve management of educational

programmes with a vision for better achievement at national examinations. The principals can now focus on their roles more clearly and therefore be in a position to lead all other stakeholders towards the accomplishment of school goals and objectives as manifested in examination outcomes.

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The findings are helpful to all other stakeholders such as teachers, parents, students, and education officials who can now appreciate the role of principals in the process of improving examination outcomes thus supporting initiatives towards this end. Education policy makers could find information in this study helpful in the formulation of policy that will especially prove useful in guiding schools towards the realization of high outcomes at national examinations. The findings may also be useful to neighbouring districts of Kisii and Gucha that have experienced similar problems over the years. Future researchers in the field of education may also find it invaluable.

Limitations of the study

The study was constrained with time that was not sufficient for the collection of all questionnaires as earlier planned. The researcher incurred additional costs of transport and telephone to individual respondents in order to hasten the return of filled questionnaires. Similarly, student performance in examinations is influenced by other factors in the home and out of school environments that principals may

not have direct control over. Such factors include the socio – economic background of the parents, (Ayoo 2002).

Delimitations of the study

No attempt was made to include members of the board of governors who are also part of the management of secondary schools because the actual day to day administration of the school is the responsibility of the principal and members of the B.O.G. may not have a direct impact on the school environment.

The study focused on principals' role in improving secondary school examination outcomes at K.C.S.E examinations. No attempt was made to include internal or district mock examinations and for the purpose of this study only achievement in national examinations was considered. However, it is possible to attain other goals such as socialization without having recorded high grades.

Basic Assumptions

The assumptions underlying this study were that the:

- Respondents were conversant with factors influencing students' performance in national examination.
- Respondents would provide truthful and honest information.
- Effective performance of management functions by principals would enhance student performance in examinations.

Definition of significant terms

Examination outcome: Refers to the Mean Grade attained by candidates at K.C.S.E. examination ranging from A - E on a twelve - point scale in a descending order.

Human resources: Refers to teachers and non-teaching staff in the school.

Opinion: An informed suggestion based on a strong understanding of the subject.

Perception: Refers to a natural understanding developed through role performance or interactions with variables in the environment.

Physical resources: Refers to facilities such as buildings, laboratories, libraries and typing machines found in the school.

Principal: The officer in charge of the day-to-day administration of a secondary school employed either by the Teachers Service Commission (T.S.C) or the School management.

Principals' characteristics: Refers to behavioural aspects that are attributable to the principals like age, gender, professional qualifications and experience.

Role: Refers to the part played by the principal in the process of improving school results at national examinations.

School Characteristics: Refers to the features of a secondary school such as type, category, size and setting of performance targets.

Organization of the study

This research project report is organized in five chapters. Chapter One consists of the Introduction with sub-headings: background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions, definition of terms, and organization of the study. Chapter Two consists of Literature review with sub-headings: introduction, evolution of the management thought, factors influencing performance at K.C.S.E examinations, duties and responsibilities of secondary school principals, and, conceptual framework of the study. Chapter Three consists of the Research methodology considered under the sub-headings of research design, target population, sample size and sampling procedure, research instruments, validity and reliability of research instruments, data collection procedure, and data analysis techniques. Chapter Four comprises of Data analysis and interpretation in the sub-headings of factors responsible for low K.C.S.E examination outcomes, K.C.S.E examination outcomes and principals' characteristics, K.C.S.E examination outcomes and school characteristics, strategies used by principals to improve performance of their schools, and the principals' perception of their role in improving K.C.S.E examination outcomes in Nyamira district. Finally, Chapter Five comprise of the summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The role of principals in improving examination outcomes can be understood by examining literature on the subject. This chapter consists of four sub-headings: evolution of the management thought, factors influencing performance at K.C.S.E examinations, duties and responsibilities of principals, and the conceptual framework of the study.

Evolution of the management thought

Three main schools of thought explain the development and evolution of Management as a Discipline. The scientific management movement presented the earliest perspective. Later, the human relations movement presented a rather different approach while the behavioural science movement incorporated the ideas of both movements to present the school of thought on which the practice of modern management rest, *Okumbe (1998)*.

The scientific management movement emphasized formal bureaucratic organizations, division of labour and allocation of power, *Koontz et al (1981)*. Its proponents included Frederick Taylor (1850 – 1917); Henri Gantt (1861 – 1919); Henri Fayol (1841 – 1925); Luther Gullick and Lyndall Urwick; Frank and Lillian Gilbreth; and, Marx Weber (1864 – 1920). In the book *Administration of Public Education*,

Knezevich (1975) concludes that the proponents of the scientific management movement believed that man was basically unpredictable, lazy, more emotional than rational, disorganizes in his approach to problems, and that such dispositions could interfere with achieving maximum efficiency, (p.76).

The human relations movement emerged as a reaction to the classic theorists of the scientific management movement. Its proponents were mainly academicians who included: Mary Parker Follet (1968 - 1933) and Professor Elton Mayo (1880 – 1949). Their main concern was the human factor in organizations. The movement is credited with changing the organizational style of administrators to place less emphasis on the rigid interpretation of efficiency suggested by Fredrick Taylor but greater attention on obtaining cooperation of employees and helping them identify more closely with the organization and its goals, *Knezevich (1975)*.

Currently the management of educational organizations is based on the Behavioural science movement thought whose proponents included Hugo Munsterberg (1836 – 1916) - acknowledged to be ‘ the father of Industrial psychology’, *Koontz et al (1981)*. Behavioural science research has created insight among scholars and practitioners to understand people’s behaviour in organizations as a factor of interactions as well as job design. It is based on the assumptions that

different employees want different rewards from their jobs, are willing to contribute and have the capacity for self-direction and control at work, *Okumbe (1998. p. 36)*.

Management of secondary school education in Kenya

The management of education falls under the realm of the Ministry of Education Science and Technology. Authority from the top (Headquarters in Nairobi – Kenya) is delegated to the provincial and district levels. Educational matters at the provincial level are coordinated by the Provincial Director of Education (P. D. E) with a team of personnel who mainly deal with the secondary and teacher education, *Olembo et al (1992)*. Principals of secondary schools are directly answerable to the provincial directors of education and together with their Boards of Governors (B.O. G s) and Parents and Teachers Associations (P.T. A s), have organizational functions in the management of education at institutional level including the implementation of Government policies, *Olembo et al (1992)*.

In 1989 the Government decided to classify all the secondary schools into the current two classes: public and private. All schools founded through the Government and Harambee funding was declared to be public institutions while the private group consisted of schools wholly funded by private organizations and individuals, *Republic of Kenya (1999.a)*. Public schools exist in three categories: national schools,

provincial schools, and, district schools. National schools and most provincial schools offer boarding facilities to their students on a full-time basis. District schools on the other hand are majorly a mixture of day and boarding institutions and their students comprise of both boys and girls.

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Government policy provides that the best performing K.C.P.E candidates be selected for entry into national and provincial schools. Most of the facilities necessary for high quality education are available in these schools. This shows why they have been among the best performers at national examinations. Because of this and due to the importance the public attach to secondary education, there is a high competition for places in national and provincial secondary schools with a good history of performance at K.C.S.E examinations, *Republic of Kenya and U.N.I.C.E.F (1999)*. Indeed the level of achievement of these schools is incomparable to that reached by the poorly equipped and relatively young district schools.

Parents continue to have a strong preference for boarding secondary schools partly due to the popular conviction that gender disparities in achievement could be reduced if more single sex boarding secondary schools for girls were established, *Republic of Kenya and U.N.I.C.E.F (1999)*. A general belief among the public is that boarding schools provide better facilities, opportunities for study and personal security

especially for girls. The high level of student achievement at examinations in these schools justifies the cost although it may be prohibitive to many parents. This reality has dawned on communities and parents who seek to influence their churches to establish new and cheaper day schools. The Government also emphasizes the need to establish new day secondary schools as measure to reduce gender disparities, *Republic of Kenya (1998)*.

Makau (1985) observes that an increasing share of the costs of secondary education has been passed over to parents and communities due to a constrained budget. Parents and communities are therefore expected to meet the bulk of the cost providing secondary education in Kenya. This shift in government financing of secondary schools has several implications on newly established schools. Firstly, parents and communities have to spend a lot of resources to develop the schools in order to ensure that students get quality education that is a prerequisite for passing examinations. Secondly, the high rates of poverty prevalent in most parts of the country will not enable parents and communities to perform their role adequately. For instance, a study conducted by A.M.R.E.F, in conjunction with the Nyamira district poverty reduction strategy paper consultative forum, *Republic of Kenya (2002.a.)*, established that 50% of the district population couldn't afford basic needs such as housing, health, clothing, and,

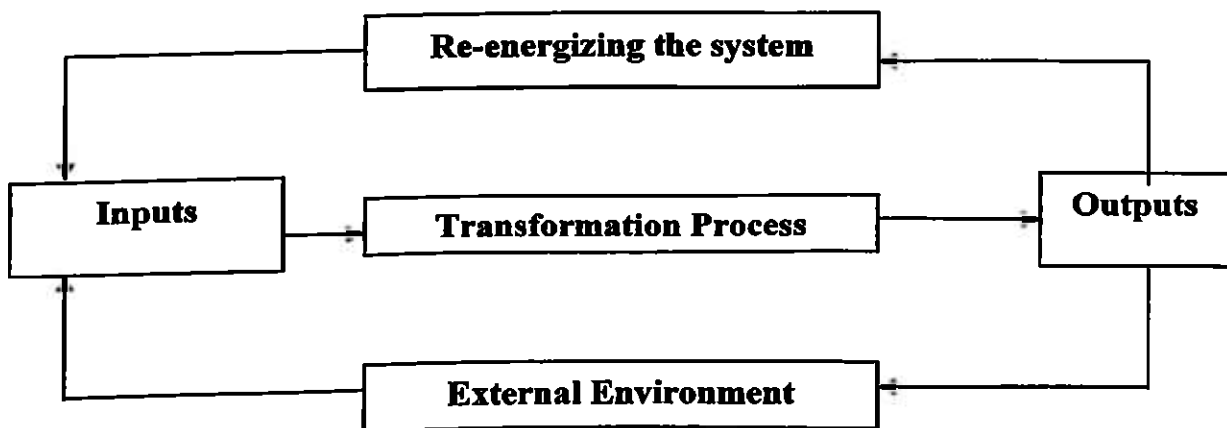
school fees. This may be the reason for the low level of performance at K.C.S.E examinations.

Factors influencing performance at K.C.S.E examinations

Okumbe (1998) argues that an educational organization will provide quality education that is determined by the quality of both its inputs and outputs in the complex educational production function. In a school setting, inputs will include the students, teachers, physical resources and the management as illustrated in figure 1.

Figure 1

Input – Output Model



Adopted from Koontz et al (1981. p. 12)

The model relates inputs to outputs through a transformation process. The outcome impacts on inputs depending on the nature of outcomes in a re-energizing process. The inputs from the external school environment may include students, teachers, workers, and the management. Various other groups make demands on the school. For

instance, teachers and workers will want higher pay, more benefits and be secure on their jobs. On the other hand, students, parents and communities will demand high academic achievement alongside other educational goals and objectives.

The task of transforming inputs into outputs in a school setting also lies with the principal. The approach or management perspective employed will depend on the principals' preference. Koontz et al (1981) however suggests that the most comprehensive approach for discussing the work of a manager is to use managerial functions of planning, organizing, staffing, leading and controlling as a framework for organizing management work, (p. 14).

The achievement of educational goals is also influenced by other factors. Eshiwani (1983), and Ayoo (2002) established that the home environment of a student has an influence on performance. Bishop (1985) confirms that children on whom care and affection are bestowed develop more rapidly intellectually than those who proper care and parental attention are denied. Tyler (1977) further observed that educated parents provide an environment that stimulates learning. On the other hand, Wamahiu (1998) established that the socio-economic status of parents had a bearing on the child's performance.

In a comparative study of attitudes and achievement among boys and girls in Botswana, Duncan (1989) noted that poor parents tended

to take their children in cheap and poor performing schools. This was argued to be the reason for reduced concentration of students on studies in day schools and hence their poor performance in national examinations. Research on the subject of student achievement in examinations also reveals that performance is influenced by the availability and quality of the physical and human resources, *Ayoo (2002) and Eshiwani (1983)*.

Schools may not have all the required human and material resources necessary for the achievement of their goals but should be able to utilize available resources in the most efficient manner for maximum productivity, *Okumbe (1998. p. 9)*. Schools as organizations are characterized with uncertain technology, *Cohen and March (1974)*. This could be due to factors such as the teaching effectiveness among teachers, individual differences of learners, and the varied environments within which schools are located.

Schools therefore comprise of and exist in an environment. For instance, students, teachers, workers, physical resources and school management are important variables in the internal functioning of a school. The external environment on the other hand consists of factors and forces that include the Government, community, religious organizations, trade unions, economic institutions and natural factors. It therefore implies that the nature and manner in which each variable

is applied and managed will have an impact on the achievement of educational goals and objectives. The external environment is uncertain and complex and therefore the survival of a school will depend on how it adopts to it, *Okumbe (1998)*.

Duties and responsibilities of secondary school principals

The ultimate function of educational management is the assurance that sound policies, goals, and objectives are formulated in a given school and that methods are determined for the achievement of these goals. Identification of goals usually poses some difficulties to principals. Okumbe (1998) contends that if one asks a school principal what the objectives of the organization are, the answer would either be unclear or unforthcoming (p.8). The principal can ensure that involving both the staff and students sets clear goals and objectives.

Through a similar process workable school rules and regulations should also be formulated to develop a reasonable code of conduct. The regulations should be precise, realistic, simple, consistent, enforceable, and reflective of the expectations of the society, Olembo et al (1992). The school should operate on clearly stated and understood philosophy, mission and vision. The principal should procure necessary resources for the achievement of the pre-determined goals and objectives. This involves selecting and admitting appropriate

students, employing relevant teachers to teach an identified curriculum and providing the necessary teaching and learning facilities.

The selection of form one students and employment of teachers in public schools are carried out as per Government policy. The best performing K.C.P.E students from each district are admitted in national schools. The next cadre with good K.C.P.E marks is selected for entry into provincial schools while district schools select their students from the rest at rest at district level, *Republic of Kenya and U.N.I.C.E.F (1999)*. The Teachers Service Commission undertakes the selection, recruitment, and employment of teachers in conjunction with the Boards of Governors (B.O. Gs).

Principals are therefore expected to work closely with the T.S.C for the supply of teachers required in the school. They should ensure that the procured resources are properly organized and coordinated to achieve the goals and objectives of the organization. This entails effective management of student affairs, staff personnel issues and the physical facilities in the school. Kimani (2002) observes that there's a tendency to associate student success or achievement of school goals to hard work, diligence and discipline.

Effective management of student affairs will therefore influence overall performance of the school especially in national examinations. The principal should therefore establish and maintain student

discipline that is crucial in creating an environment conducive to learning. This starts right from the time students are admitted. An effective and efficient guidance and counseling department will ensure smooth management of student affairs. It will also ensure that the merits of discipline are well known to students and teachers, *Republic of Kenya (1999,b)*.

The availability and quality of physical facilities such as laboratories, libraries and textbooks influence student performance in examinations. This responsibility lies with parents and communities, who are unlikely to provide them sufficiently especially in newly established district schools due to the continued rise in costs of providing secondary education and the spiraling levels of poverty among many households in Kenya. Principals should therefore find alternative sources of funds to ensure that their schools provide quality education. Consideration should be given to developing cost - saving resources that enable schools to provide reasonable quality education, *Republic of Kenya and U.N.I.C.E.F (1999. p.65)*.

The support and commitment of both the professional and subordinate staff is necessary for effective running of the school. All the staff needs to be motivated and be encouraged to feel part of a team with a common mission. Motivation of human resources will

demand that the principal pay attention to staff welfare and individual problems, avail all the basic resources required to teach, and, regularly consult with all stakeholders including teachers, *Republic of Kenya and U.N.I.C.E.F (1999)*. Principals should therefore be conversant with the techniques of motivating the human resources in the school towards this direction.

Schools should provide an environment where teachers, students and school workers co-exist as a team with a common purpose. Etzioni (1964) views an educational organization as a group of individuals, in a given place, whose efforts are coordinated for the purposes of imparting knowledge; skills and attitudes to students in order to achieve pre-determined educational goals and objectives. Educational management thus entails: formulation of policies, goals, and objectives; procurement of necessary resources; organization and coordination of school activities; influence and stimulation of the available human resources; integration of the school with the society; and, evaluation of school activities according to the goals, *Okumbe (1998) and Campbell (1983)*.

Conceptual framework of the study

Principals play an important role in ensuring that students get sufficient orientation in order to acclimatize with the secondary school environment. This is realized during normal practice of their duties

and responsibilities. The individual principals' characteristics and the preferred leadership style may impact either positively or negatively on the teaching and learning environment. For the purpose of this study therefore, the following conceptual framework will be applicable.

Figure 2
Conceptual framework of the study

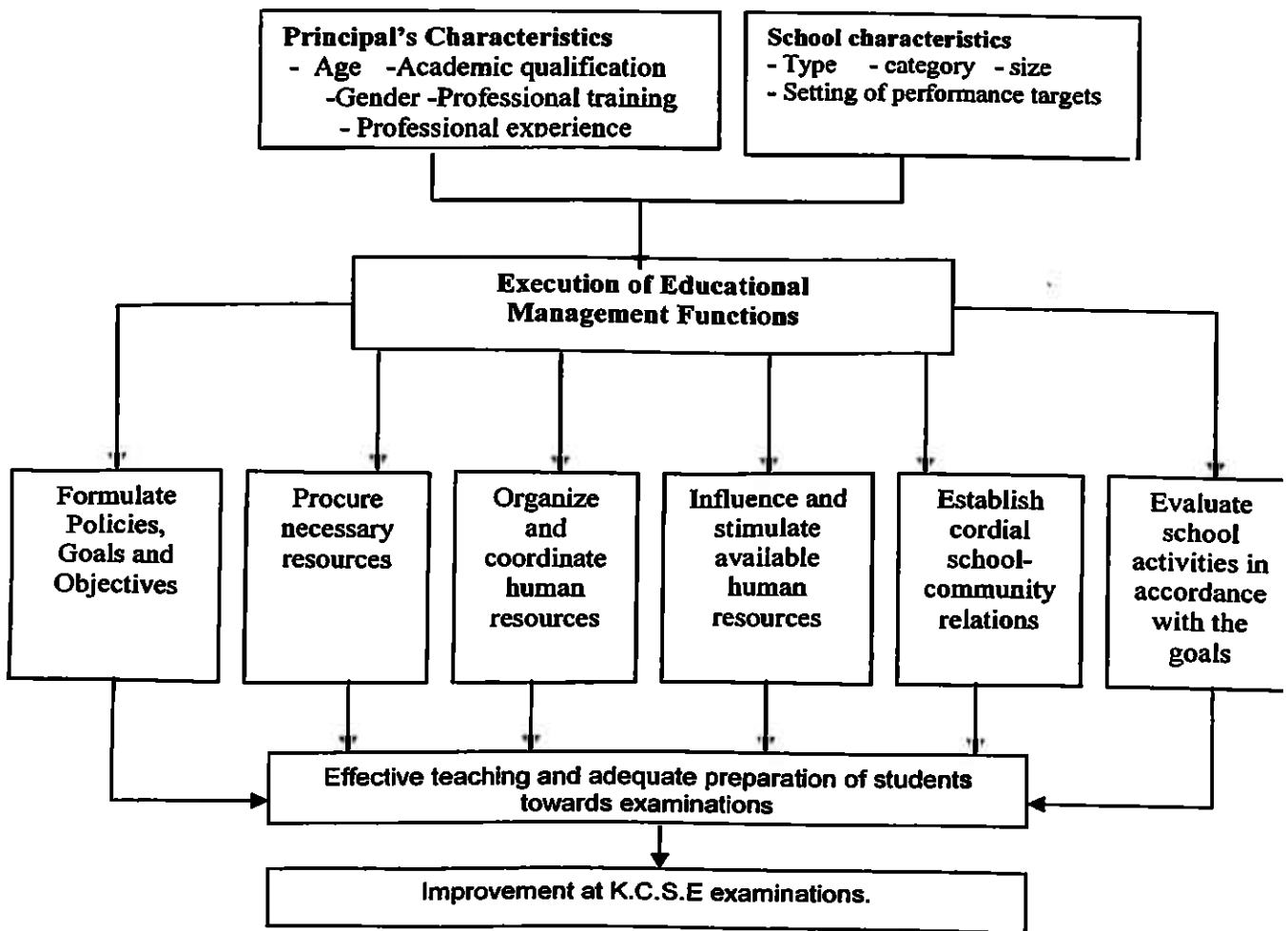


Figure 2 shows characteristics of the principal such as gender, academic qualifications, professional training, and professional experience as independent variables. Others are the school characteristics of type, category, size and setting of performance targets. These factors will influence the way the principal performs school management functions. Management functions are dependent variables and the degree at which they are performed well depends on the characteristics of principals and schools.

Independent variables in this case pose various challenges to the principals. For instance, in an attempt to formulate sound policies, goals, and objectives for the school, the principal may be held back by an unwilling B.O.G or teaching staff. Insufficient training and management experience as may be the case with some principals will hamper an effective policy formulation process. The individual characteristics and the preferred leadership style impacts either positively or negatively on the teaching and learning environment. Bulinda (1999) argues that participatory leadership styles create an environment where every member of a school feels confident in the course of carrying out their duties. Principals should therefore be perceptive of what constitutes an ideal teaching and learning environment.

On the other hand, the school type, category, size and setting of performance targets may pose challenges ranging from insufficient teaching and learning facilities to indiscipline on the part of the students. The principal must therefore confront these challenges while carrying out their responsibilities. Appropriate measures should be applied for effective teaching and adequate preparation of students towards examinations. The ultimate result in this process is improved performance.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This Chapter presents Research Design; Target Population, Sample and Sampling Procedure, Research Instruments, Validity and Reliability of Research instruments, Data collection procedure, Data Processing and Data Analysis.

Research Design

The study used Survey Research Design. It involves the collection of data from the members of a sample for the purpose of estimating one or more population parameters. Mulusa (1988.p.96) observes that survey method like the scientific model, is based on precise definition of the problem to be studied, standardized research methods, representative samples and other smaller groups with a view of making generalizations on the population understudy.

The method is simple in design and commonly used in scientific disciplines and in the field of education to evaluate study relationships, effects of treatments and comparisons between groups that are being studied, Borg and Gall (1989). Through this method, questions in questionnaires were posed to respondents that facilitated investigations that provided answers to the research questions.

Target population

The study targeted principals of secondary schools that presented students in the 2004 K.C.S.E examinations. There were a total of 150 secondary schools in the district. The target population comprised of principals from five categories of secondary schools as shown in Table 5

Table 5

Population of secondary schools per category

No. of Schools	Category					
	Mixed day	Mixed day and boarding	Mixed boarding	Girls	Boys	Total
	120	15	04	06	05	150

Source: Nyamira District statistics records 2004.

Sample size and Sampling Procedure

The sample size was determined by using the "Table for determining *needed sample sizes* of a randomly chosen sample from a given finite population of N cases such *that the sample proportion P* will be *with + 0.05* of the population proportion P with a 95 percent level of confidence", *Isaac and Michael (1981.p.193)*. Adopted from *Krejcie and Morgan (1970)*. A total of 108 principals were selected from five categories of schools. Sample sizes from the five school categories were determined using stratified random sampling techniques as shown in Table 6.

Table 6:

Sample sizes of principals per school category

	Category					
	Mixed day	Mixed day and boarding	Mixed boarding	Girls	Boys	Total
Population	120	15	04	06	05	150
Sample size	68	11	02	04	04	108

Source: Nyamira District Education Office Statistics Records 2004

Borg & Gall (1989) observes that stratified random sampling techniques assures the researcher that samples will be representative of the population in terms of certain factors that have been used as a basis of stratification and also assures the researcher of adequate cases of sub - group analysis, (p. 225). This study recognized the fact that school characteristics differ.

Research Instruments

This study used questionnaires as research instruments. Questionnaires were selected because of their wide application in education and in survey Research, *Isaac and Michael (1981)*. The respondents were highly literate, a fact that made the instruments appropriate. Questionnaires are time - saving compared to other research instruments, which was also an important issue in this study. The questionnaires sought to capture principals' characteristics on variables of gender, age, professional qualification, training and experience as a deputy principal and as a principal. Information on

demographic factors on schools such as type, category, size, population of students per class, population of teachers, performance targets, and level of achievement at K.C.S.E examinations over the period (2000- 2004) was also obtained.

The questionnaire also captured information on: Factors responsible for low K.C.S.E examinations outcomes; strategies used by principals to improve the performance for their schools at K.C.S.E examinations; and, the perception of principals of their role in improving K.C.S.E examination outcomes.

Validity and Reliability of Research Instruments

Validity of an instrument refers to the extent to which measurement does what it is supposed to do. Best and Kahn (1989) states that validity of an instrument refers to "asking the right question framed in the least ambiguous way", (p.183.). Data that is true and accurate is valid. Content validity refers to the extent to which a text covers the content it is intended to cover, Crano and Brewer (1974). To ensure content validity, the researcher carried out a pilot study involving five principals. In each case, the respondent was asked to state whether the instrument ensured content validity after filling the questionnaire. All the items in the instrument were discussed with a view of evaluating their adequacy, content, substance and relevance. The discussions

culminated into the inclusion of additional items while others were deleted altogether.

Instrument Reliability was assured by using the split - half method of Spearman Rank Order (ρ) formula to estimate reliability of the instrument after fieldwork that was found to be **0.72** at 5% level of significance. Reliability Coefficient varies between values of **0.00** and **1.00**. This Coefficient reflects the extent to which a text is free of error of variance. The closer the value approaches **+1.00** the more a test is free of error of variance, Russell (1969).

Data collection procedures

The researcher obtained permit from the Ministry of Education Science and Technology Headquarters. Before commencing on with fieldwork, the researcher paid a courtesy visit to the District Education officer who issued a letter of introduction. The letter of transmittal together with a copy of the questionnaire, research authorization letter and introduction letters were sent to each respondent by hand. Completed questionnaires were collected from convenient locations that had been communicated to the principals at the time of delivering the questionnaires.

Data analysis techniques

Data was analyzed using the Statistical Package for Social Sciences (S.P.S.S). Through the use of contingency tables, percentages and cumulative percentages in respect to the research questions were determined. Chi – square tests were applied to establish relationships between K.C.S.E examination outcomes and characteristics of principals and schools.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

Introduction

This chapter presents analyzed data in the following sub-headings: factors responsible for low K.C.S.E examination outcomes, K.C.S.E examination outcomes and principals' characteristics, K.C.S.E examination outcomes and school characteristics, strategies used by principals to improve performance, and the principals' perception of their role in improving performance.

Factors responsible for low KCSE outcome in Nyamira District

The principals were also asked to outline factors that may have contributed for the level of performance of their schools. Thirteen factors were identified and coded according to their frequency as shown in Table 7.

Table 7

Factors responsible for low K.C.S.E examination outcomes

Factor	f	%
Frequent student absenteeism due to school fees	86	95.6
Insufficient teaching and learning facilities	83	92.2
Frequent student transfers from one school to another (Nomadism)	82	91.1
Inadequate staffing in some subjects	81	90.0
Admission of students with low K.C.P.E marks	81	90.0
Parents' lack of interest in school activities and academic progress of children	73	81.1
Poor syllabus coverage	55	61.1
Negative attitude of students towards Sciences and Mathematics	52	57.8
Student involvement in Boy – Girl relationships	50	55.6
Indisciplined students	49	54.4
Low motivation among the teachers	43	47.8
Substance and drug abuse among students	43	47.8
Low motivation and interest of students towards learning.	39	43.3
N = 90		

Table 7 shows that most principals 95.6 % were in agreement that frequent student absenteeism was a major factor responsible for the low level of performance at K.C.S.E examinations. Other factors that principals strongly attributed to low performance include: insufficient teaching and learning facilities (92.2%), frequent student transfers from one school to another (91.1%), inadequate staffing in some subjects, (90 %) and admission of students with low K.C.P.E marks (90 %).

While some of these factors have been found to influence performance in similar studies, Ayoo (2002) and Eshiwani (1983), this study identified other prominent factors such as frequent student transfers from one school to another which could be motivated by the parents' craving need for better returns from their investment. However the phenomenon disrupts school budgets and sound planning especially if it is widespread. The fact that many principals pin-pointed it is an indication that the situation could be grave.

KCSE examination outcomes and the principal's characteristics

Chi-square tests (at 5% level of significance) were used to establish whether there exists any relationship between the KCSE examination outcomes and the principals' characteristics. This was achieved through analysis of contingency tables that was performed using Statistical Package for Social Sciences (SPSS).

Table 8

Chi-Square statistics for the Relationship between performance and the principal's characteristics

Principal's Characteristics	Schools' performance
Age of the Principals	31.512
Gender of the Principals	16.921*
Professional Training	55.881*
Professional Experience	7.871

*Note * p < 0.05*

The findings presented in Table 8 show that there exists a relationship between the schools' performance in national examination and the gender of the principal ($\text{Chi}^2 = 16.921, p < 0.05$), and the professional training of the principals ($\text{Chi}^2 = 55.881, p < 0.05$). The findings further show that there is no significant relationship between the performances of the schools in national examinations and age of the principal ($\text{Chi}^2 = 31.512, p > 0.05$), and professional experience of the principals ($\text{Chi}^2 = 7.871, p > 0.05$).

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This explains why the schools headed by male principals performed better in national examinations than those headed by female principals. Although this finding is unusual, it is not unique because the population of female principals was not similar to that of their male counterparts. On the other hand, schools whose principals had attained a Masters or a bachelor degree in education performed better than those schools whose principals had lower qualifications.

KCSE examination outcomes and the secondary schools' characteristics

The study also sought to establish whether there was any significant relationship between K.C.S.E examination outcomes and school characteristics of type, category, size, and the setting of performance targets. Chi-square tests (at 5% level of significance) were used and achieved through analysis of contingency tables that was performed using the Statistical Package for Social Sciences (S.P.S.S).

The results of the study in these respects were presented in Table 9.

Table 9

Chi-Square statistics for the Relationship between performance and the schools' characteristics

School's characteristics	Schools' performance
Type of the school	74.248*
Category of the school	40.939*
Size of the school (streaming)	26.710
Setting of performance targets	46.825*

*Note * $p < 0.05$*

The findings of Table 9 show that there exists a relationship between the schools' performance in national examination, the type of school ($\text{Chi}^2 = 74.248$, $p < 0.05$), the category of school ($\text{Chi}^2 = 40.939$, $p < 0.05$), and setting of performance targets ($\text{Chi}^2 = 46.825$, $p < 0.05$). There was no significant relationship established between the performance of schools and the nature of streaming (single stream, double stream, triple stream, and four stream; $\text{Chi}^2 = 26.710$, $p > 0.05$). The findings indicate that school type, category, and the extent to which schools set performance targets for particular years influence their performance at national examinations.

Strategies used by principals to improve performance

The study sought to determine the strategies that principals used to ensure that their schools performed better at K.C.S.E examinations. The

responses were coded by using letters of the alphabet between A and L in respect to the frequency with which they were identified. These strategies are shown in Table 10.

Table 10

Strategies used to improve K.C.S.E examination outcomes in Nyamira District

Strategy	f	%
Encourage remedial tuition for students	78	86.7
Intensify careers, guidance and counseling for students	77	85.6
Ensure adequate staffing in all subjects	74	82.2
Equip the laboratory and library	71	78.9
Admit students with better K.C.P.E marks	67	74.4
Motivate teachers and students	66	73.3
Educate parents on their responsibilities through regular conferences	62	68.9
Introduce regular student tests and evaluation	58	64.4
Set performance goals to be achieved by both teachers and students	35	38.9
Institute close supervision of teachers	30	33.3
Encourage inter – school contests in various subjects	25	27.8
Separate boys and girls by converting the school into single – sex.	05	5.7
N = 90		

Table 10 shows that 86.7% of the principals preferred the use of remedial tuition as a strategy for improving performance of their schools at K.C.S.E examinations. This was observed to be an appropriate strategy given the fact that many principals (95.6%) had attributed low performance to frequent absenteeism of students due to schools fees. A similarly large percentage of principals were in favour of career guidance and counseling for students. In an environment of frequent student

transfers from one school to another, this strategy may prove necessary. However, such transfers may also be motivated by the parents' attempt to evade payment of outstanding school fees and succeeded because most schools do not observe strict admission criteria. A student willing to join a particular school is therefore admitted without many questions, so long as the parent can pay school fees at the time of request.

The principals also ranked adequate staffing as one of the preferred strategy with 82.2%. This could be due to the budgetary strain that hiring teachers to meet the short fall translates into. While understaffing did not influence performance, its impact on teaching and learning resources cannot be over - emphasized. This could be the reason why many principals frequent make visits to the T.S.C in search for teachers.

Principals' perception of their role in improving performance

The study sought to determine the perception of principals of their role in improving K.C.S.E examination outcomes. The principals were asked to state their level of acceptance to statements carefully selected from within the six functional areas of management:

- Formulating policies, goals. And objectives
- Procuring necessary resources,
- Organizing and coordinating the resources,
- Influencing and stimulating available human resources,

- Integrating school activities with the society, and,
- Evaluating school activities according to the goals set.

The statements were numbered from 1 to 12 and results shown in Table 11.

Table 11

Principals' perception of their role in improving examination outcomes in Nvamira District

Role Statement	Level of perception			
	f (S.A)	%	f (A)	%
Principals should ensure that performance goals are set up annually	75	83.3	15	16.7
Both teachers and students should be involved in the setting of performance goals	57	63.3	33	36.7
Teachers employed by the B.O.G and school management should be professionally qualified	66	73.3	24	26.7
More fees will be collected if parents are allowed to pay in kind other than cash	45	50.0	39	43.3
Principals should establish a committee to handle student admissions	39	43.3	42	46.7
Principals should ensure student discipline is maintained by a disciplinary committee	53	60.0	33	36.7
The school should establish a careers guidance and counseling department	84	93.3	03	3.3
Principals or their deputies should reside in or near the school	48	53.3	42	46.7
Principals should ensure that well performing teachers and students are rewarded	69	76.7	21	23.3
Principals should organize regular class meetings for parents, teachers and students	69	76.7	21	23.3
Principals should make all stakeholders understand the performance goals set by the school	69	76.7	21	23.3
Principals should prepare annual evaluation reports for their schools	69	76.7	21	23.3
N = 90				

Key: S.A = strongly agreed; A = agreed.

Table 11 shows that the seventh role statement was the most strongly

agreed to by 93.3% of the principals. Others were: ensure performance goals are set up annually, 83.3%; ensure that well – performing teachers and students are rewarded, 76.7%; organize regular class meetings for parents, teachers and students, 76.7%; ensure that all stakeholders understand the performance goals set by the school, 76.7%; and, prepare annual evaluation reports for their schools, 76.7%.

Further analysis was carried out by use of Likert – type scales. The responses were assigned values ranging from 5 – 1. The highest score that a respondent could record was 60 while the lowest was 12. The average score was therefore 36. The scores were converted into percentages and presented in the frequency distribution table 12.

Table 12

Frequency distribution of principals' perception of their role

Score	% (X)	(f)	fX	$X - \bar{X}$	$(X - \bar{X})^2$	$f(X - \bar{X})^2$
60	100	02	200	08	64	16
59	98	03	294	06	36	18
58	97	14	1358	05	25	70
57	95	09	855	03	09	27
56	93	11	1023	01	01	11
55	92	07	844	00	00	00
54	90	07	630	-2	04	14
53	88	05	440	-4	16	20
52	87	07	609	-5	25	35
51	85	07	595	-7	49	49
50	83	07	581	-9	81	63
49	82	02	164	-10	100	20
48	80	05	400	-12	144	60
47	78	02	156	-14	196	28
46	77	02	154	-15	225	30
Total		90	8303		1075	461

Table 12 shows that the percentage scores for respondents ranged between 77 – 100 percent. The mean score was established at 92 % presenting a highly skewed distribution of scores. The results show that principals perceived their role in improving performance of their schools at national examinations despite the fact that performances remained low.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to establish the principals' role in improving secondary school examination outcomes in Nyamira district. The focus was on performance at K.C.S.E examinations and targeted principals who had been in their current stations for a period of more than one year. The main objectives were to identify factors responsible for the low level of K.C.S.E examination outcomes, determine the relationship between K.C.S.E examination outcomes and principals' and school characteristics, identify the strategies used by principals to improve performance, and to determine the principals' perception of their role in improving K.C.S.E examination outcomes.

The study employed the use of Survey Research Design. Stratified random sampling techniques were used to select a sample of 108 principals from a population of 150. Data analysis was done using information in 90 returned questionnaires. The following is the summary of findings.

Factors responsible for low examination outcomes

The findings show that that many principals attributed low performance at K.C.S.E examinations to factors such as frequent student absenteeism due to school fees (95.6%), insufficient teaching

and learning facilities (92.2%), frequent student transfers from one school to another (90.%), inadequate staffing in some subjects (90.0%), and admission of students with low K.C.P.E marks (89.0%).

K.C.S.E examination outcomes and principals' characteristics

Chi – square tests (at 5% level of significance) were used to establish whether there exist significant relationships between K.C.S.E examination outcomes and the principals' characteristics of age, gender and professional training and experience. The results showed that there was a significant relationship with gender (Chi = 16.921) and the professional training of the principals (Chi = 55.881). There were however no significant relationships with the variables of age and experience of the principals, (Chi = 31.512 and 7.871) respectively.

Although the finding that schools headed by female schools did not perform as those headed by male principals is unusual, it is not unique because the population of female principals was not similar to that of their male counterparts. It is however important to note that schools whose principals had attained a Masters degree level in education performed better than those whose principals had lower qualifications.

K.C.S.E examination outcomes and school characteristics

Chi – square tests (at 5% level of significance) were performed to establish whether there were significant relationships between K.C.S.E

examination outcomes and school characteristics of type, category, size, and setting of performance targets. The results showed that there were significant relationships between performance with the school type (Chi =74.348), category (Chi =40.939) and setting of performance standards (Chi = 46.825). However, there was no significant relationship with the size or streaming (Chi =26.710).

Strategies used by principals to improve performance

Strategies identified by many principals were: encourage remedial tuition for students (86.7%), intensify careers, guidance and counseling for students (85.6%), ensure adequate staffing in all subjects (82.2%), equip the laboratory and library (78.9%), and, admit students with high K.C.P.E marks (74.4%).

Principals' perception of their role in improving performance

The roles that principals strongly agreed on were: establishing a careers guidance and counseling department in school (93.3%), setting annual performance targets (83.3%), ensuring that all stakeholders understand the goals set (76.7%), and, organizing regular class meetings for parents (76.7%).

Conclusions

The major factors influencing performance as identified by the principals need to be focused on by all stakeholders. Most of these

factors were centered along the learner thus calling for a re – examination of roles of all those concerned with the management of student affairs both in and out of school. The presence of many day and mixed secondary schools in close proximity with each other had drastically reduced the distance walked by students to school and homes. While distance was a significant factor in a study by Ayoo (2002), the case was different in this study. Despite the fact that students did not walk long distances, their level of achievement remained low.

The District therefore seem to have few competitive secondary schools a fact that leave many parents whose children attain high K.C.P.E to seek for places out of the district in schools perceived to be competitive. Principals are therefore left with no option but to admit students of low marks in their schools.

Recommendations

In view of the complexity of this problem, the following recommendations will suffice:

- The principals should determine performance targets and make them clearly understood by teachers, students and parents,
- The principals should ensure that their schools have adequate teaching and learning facilities such as classrooms, laboratories, and libraries,

- District Education officials should liaise with the K.S.S.H.A to ensure that generally acceptable guidelines are established on which student admissions and transfers will be based,
- Stakeholders such as parents, B.O.G.s, sponsors, and the Ministry of education Science and Technology officials should consult with the aim of converting some mixed - day schools into single – sex and boarding schools only in order to address some of the problems leading to low performance,
- The teachers Service Commission, T.S.C should consider deploying principals with a minimum of degree qualifications to secondary schools.

Suggestions for further research

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In order to develop a comprehensive strategy towards improved performance at K.C.S.E examinations, further research will be necessary to determine:

- the role of teachers, students and parents in improving secondary school examination outcomes and,
- the viability of converting some selected mixed and day schools into single – sex and boarding schools only.

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APPENDICES

Appendix 1: Letter of Transmittal

Department of Educational
Administration and planning,
University of Nairobi,
P.o Box, 30197,
Nairobi.

1st July 2005.

Dear principal,

I am pleased to inform you that you've been selected to participate in a study on **"Principals' role in improving secondary school examination outcomes in Nyamira District"** which will be used as a base to improve performance of national examinations. The study will help principals to formulate appropriate strategies to meet the challenges facing them in schools.

I therefore request you to give information through the questionnaire provided. Please respond to all items. The information given shall be treated as highly confidential and will be used for the research report of this study only.

Kindly accept my sincere apology for any inconveniences caused in the process. Thank you for your co-operation in advance.

Yours sincerely,

Nyakundi Gilbert Morara

Appendix 2: Principals' Questionnaire

Please put a tick () next to the response applicable to you where appropriate.

Principals' Characteristics

1. What is your gender? Male () female ()

2. What is your age? _____ Years and _____ months.

3. Indicate your highest professional qualification.

(a) M.Ed Degree ()

(b) B.A /PGDE ()

(c) B. Sc /PGDE ()

(d) B. Ed Degree ()

(e) Diploma in Education ()

(f) Other (specify) _____

4. List down the management courses and workshops you have attended during the period you have been principal.

	Name of Facilitator and Course Title (e.g. K.E.S.I: Senior Mgt.)	Year	Duration of the Course
1.			
2.			
3.			
4.			

5. How long have you served as a principal? _____years _____months.

6. (a). Did you serve as a deputy principal before? Yes () No ()

(b). If yes, how long did you serve? _____ years _____ months.

School characteristics

7. What is the type of your school?

Private () Public provincial () Public district ()

8. What is the category of your school?

(a) Mixed Day school ()

(b) Mixed Day and Boarding school ()

(c) Mixed Boarding school ()

(d) Girls Boarding school ()

(e) Boys Boarding school ()

9. What is the registered size of your school?

(a) Single stream ()

(b) Two streams ()

(c) Three streams ()

(d) Four streams ()

(e) Over Four streams ()

10. What is the current population of teachers in your school?

_____ teachers.

11. How many more teachers does your school require to be fully staffed?

_____ teachers.

12. Indicate the current population of students per class in your school in the table below.

Class	Form One	Form Two	Form Three	Form Four	Total
Number of students					

13. (a) Do you set annual Mean Standard Scores (M.S.S) targets to be achieved by your school? Yes () No ()

- (b) If the answer is Yes, fill the table that follows. If the answer is No, go to the next question.

Year	2004	2003	2002	2001	2000
School (M.S.S) target set					

14. Indicate your school Mean Standard Scores (M.S.S.) for the years shown in table below:

Year	2004	2003	2002	2001	2000
School M.S.S					

15. Do you think the performance of your school has been satisfactory?
Yes () No ()

16. State factors that may have contributed to the level of performance your school recorded as per question fourteen (14) above.

- i.**
.....
- ii.**
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- iii.**
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- iv.**
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- v.**
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- vi.**
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- vii.**
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- viii.**
.....
- ix.**
.....
.....

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17. Briefly outline the strategies you, as a principal, intends to use to ensure that your school continues to improve at K.C.S.E examinations.

- i.**
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- ii.**
.....
- iii.**
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- iv.**
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- v.**
.....
- vi.**
.....
- vii.**
.....
- viii.**
.....
- ix.**
.....

Principals' roles

18. Using the key provided below, please indicate your level of agreement with each of the statements that follow by putting a tick (✓) next to the response that best represents your opinion.

Key: Strongly Agree (S.A), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (S.D).

	Statement	S.A	A	U	D	S.D
	Formulating policies, goals and objectives					
1.	Principals should ensure that performance goals are set up annually					
2.	Both teachers and students should be involved in the setting up of performance goals					
	Procuring necessary resources					
3.	Teachers employed by B.O.G or school Management must be professionally qualified					
4.	More fees will be collected if parents are allowed to pay school fees in kind other than cash,					
5.	Principals should establish a committee to handle student admissions					
	Organizing and coordinating resources					
6.	Principals should ensure that student discipline is maintained by disciplinary committees					
7.	All schools should establish careers, guidance and counseling departments					
8.	Principals or their deputies should reside in or near the school					
	Influencing and stimulating available human resources					
9.	Principals should ensure that well - performing teachers and students are rewarded					
	Establishing cordial school – community relations					
10.	Principals should organize regular class meetings for parents teachers and students					
11.	Principals should make all stakeholders understand the performance goals set by the school					
	Evaluating school activities according to the Goals set					
12.	Principals should prepare annual evaluation reports for their schools					

Thanks for your co-o operation

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY

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When replying please quote



REPUBLIC OF KENYA

JOGOO HOUSE
HARAMBEE AVENUE
P. O. Box 30040
NAIROBI
KENYA

MOEST 13/001/35C 365/2

18th July

**Gilbert Nyakundi
University of Nairobi
P.O. BOX 30197
NAIROBI**

Dear Sir

RE: RESEARCH AUTHORIZATION

Following your application for authority to conduct research on "Principals Role in the process of improving Secondary School Examination outcomes in Nyamira District, Kenya".

I am pleased to inform you that you have been authorised to carry out research in Nyamira District for a period ending 30th August, 2005. You are advised to report to the District Commissioner and the District Education Officer, Nyamira District before embarking on your research project.

Upon completion of your research project, you are expected to submit two copies of your research report to this Office.

Yours faithfully


B. O. ADEWA
FOR: PERMANENT SECRETARY

Cc

**The District Commissioner
Nyamira District**

**The District Education Officer
Nyamira District**