AN ANALYSIS OF CRITICAL FACTORS AFFECTING ACADEMIC PERFORMANCE IN SECONDARY EDUCATION IN KENYA

A CASE OF NAROK NORTH DISTRICT

BY

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DECLARATION

This research project report is my original work and has not been presented for academic purposes in the University of Nairobi or any other University.

Sign…………………………………………….Date…………………………

Joseph Kotoine Ole Nkaiwuatei

L50/62021/2011

This research project report has been submitted with my approval as university supervisor

Signed…………………………………………..Date……………………………

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DEDICATION

I dedicate this research project to my family, my wife Nairoshi, my daughter Kiserian and my son Saidimu. Thank you so much for enduring my absence during my study period, for praying for me during my endless trips to class in Nairobi and back to Narok.

I also dedicate this project to my parents, brothers, sisters and friends who prayed and supported me during my study period at the University of Nairobi. May the Lord bless you all.

I also dedicate this study to all students who pass through secondary schools in Narok North District and by extension Narok County who may or may never see the walls of a university class due to the poor academic results posted by those schools. This research is meant to correct this unfortunate situation.

ACKNOWLEDGEMENTS

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ABBREVIATIONS AND ACRONYMS

AIDS:	Acquired Immune Deficiency Virus
BOG:	Board of Governors
CDFC:	Constituency Development Fund Committee
COLME:	Collegial Leadership Model of Emancipation
DEO:	District Education Officer
DFID:	Department for International Development
EFA:	Education for All
ERS:	Economic Recovery strategy for wealth and Employment Creation
EYC:	Elimu Yetu Coalition
FGM	Female Genital Mutilation
GDP:	Gross Domestic Product
GOK:	Government of Kenya
HIV:	Human Immuninodeficiancy Virus
KCPE:	Kenya Certificate of Primary Education
KCSE:	Kenya Certificate of Secondary Education
LATF:	Local Authorities Transfer Fund
MDGs:	Millennium Development Goals
MOE:	Ministry of Education
MSS:	Mean Standard Score
NGO	Non-Governmental Organisation
SAEMA:	Shama Ahanta East Metropolitan Assembly
SPSS:	Statistical Package for Social Sciences
TMP:	Traditional Management Practices
TSC:	Teachers Service Commission
UN:	United Nations
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UPE:	Universal Primary Education
USA:	United States of America
VSO:	Volunteer Services Overseas

ABSTRACT

The government has acknowledged that for development objectives to be realized, achievement of the Millennium Development Goals and realization of the Vision 2030, the citizens must be educated. Through the Ministry of Education provision of accessible and quality education has been prioritized. The study examined the critical factors affecting academic performance in secondary schools in Narok North District. In order to achieve the purpose of this study, five specific research objectives were addressed: to examine the extent to which syllabus coverage affects academic performance in secondary schools, to establish the extent to which school management and governance affect academic performance in secondary schools, to examine the contribution of school infrastructure to the academic performance in secondary schools, to ascertain the extent to which teacher motivation affects academic performance and to investigate the influence of parental participation in education in the academic performance in secondary schools. The data for this study was collected from primary and secondary sources. The research instruments were questionnaire, observation schedule and interviews schedule. The research design was validated by experts in the subject area including the supervisor. Descriptive survey research was used to get information. All the sixteen (16) secondary schools were selected to form the study sample. The findings of the study showed that majority of the students scored a C+ and below. Syllabus coverage in the schools was above average. On school management the study showed that the administration possessed managerial skills and that they were committed to the academic matters of the schools. On the adequacy of infrastructural facilities, the finding indicted that most secondary school lack enough learning facilities which in turn have made the school perform poorly in academic achievement. It was established from the study that teachers were not well remunerated, worked in poor conditions, were not rewarded for their efforts and therefore were not motivated. Parental participation was lacking highly because of ignorance and illiteracy among the parents. It is therefore important to intervene to ensure that the syllabus is covered adequately and on time, schools are managed by competent and committed managers, there is adequate education support infrastructure, that teachers are motivated and supported to perform their duties well and finally that parents' are also brought on board to play their part in ensuring that their learners are getting the quality education that they are paying for. It is only by intervening on the variables identified that the Narok North secondary schools performance will improve.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

At independence in 1963, the Kenyan government recognized education as a basic human right and a powerful tool for human resource and national development. Since then, policy documents have reiterated the importance of education in eliminating poverty, disease and ignorance. Recent policy initiatives have focused on attainment of Education for All (EFA), and in particular, Universal Primary Education (UPE) and Millennium Development Goals (MDGs) The key concerns are access, retention, equity and relevance as well as internal and external efficiencies within the entire education sector. Education as the most important instrument of change in any society has to be preceded by an education revolution (UN Policy Education). Education for All goals (EFA) was mooted during the UN World Education Conference at Jomtien, Thailand in 1990 and its sequel at Dakar in 2000 (UNESCO, 2005). Six internationally agreed education goals aim to meet the learning needs of all children, youth and adults by 2015. EFA goal number six (6) seeks to improving all aspects of quality education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (UNESCO, 2005).

Education is an important factor in the fight against poverty. The educated population in society is better placed in the fight against poverty, ignorance and disease as opposed to the illiterate population (Woodhall, 1970). Education is a tool for social and economic empowerment for all citizens. It empowers all the members of society into functioning citizens, who are able to exploit their talents and knowledge for self-development (Abaji, 1994). The right to education is a fundamental right. It occupies a central place in the human rights agenda and is essential for the exercise of all other human rights and for development. As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities. Individuals can exercise none of the civil, political, economic and social rights unless they have received a certain minimum level of education. Woodhall (1970) argues that education is a form of investment in human capital which yields economic benefits by increasing the productivity of its people. Education is an

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integral part of society and an important tool for social and economic development. According to the Ministry of Education Sessional Paper no. 1 of 2005, education is seen as a determinant of earnings and, therefore, an important exit route from poverty. As a result, increased investments in human capital, including health and education is identified as one of the four pillars of the government's overall economic recovery strategy (MoE, 2005).

Nyerere (1968) saw education as a liberating tool and also as a process that lasts throughout one's life. He said that education should liberate both the body and mind of a person. He argued that a person then becomes aware of his/her potential as a human being, and is in a positive, life-enhancing relationship with him/herself, his/her neighbours and his/her environment. A liberated person is also a self-reliant person. A liberated person is one who is aware of who he/she is and proud of it and one who must have overcome any ingrained feelings of inferiority, or of superiority. It is only a liberated person who can cooperate with other equally liberated persons – on the basis of equality, for their common good, and by extension, the good of all humankind. A liberating education is one that bears fruits of continuity and progress. Such an education has the potential to liberate society and produce knowledge and skills that will be required to propel a society to greater heights of prosperity.

The provision of quality education and training at all levels was a priority during independence as is evidenced by one of the first policy documents, the Sessional Paper no. 10 of 1965 in which the Kenya government committed itself to eradicating ignorance, poverty and disease. One of the major strategies of the post-colonial government was to ensure Universal Primary Education (UPE). With poverty rising, unemployment growing and remittances diminishing, many poor and vulnerable households are cutting back on education spending or withdraw their children from school. This phenomenon is worrying, bearing in mind that education is considered as a tool for socio-economic development (UNESCO, 2010). It is the responsibility of the government of Kenya to provide education to all its citizens.

The provision of quality education is the central goal of the Ministry of Education. As stipulated in its education sector strategic plan 2008-2012, the goal is to provide a Globally Competitive Quality Education and Training for Sustainable Development. The goal seeks to build a just and cohesive society that enjoys equitable social development in a clean and secure environment (MOE, 2008). Education and training of all Kenyans is recognized as fundamental to the success of national development. Education equips citizens with

understanding and knowledge that enables them to make informed choices about their lives and those facing Kenyan society. The education sector endeavours to provide the skills that will be required to steer Kenyans to the projected economic and social goals (MOE, 2008).

Kenya Vision 2030 is the country's new development blueprint covering the period 2008 to 2030. It aims "to transform Kenya into a newly industrialising, middle-income country providing a high quality life to all its citizens by the year 2030" and guide the country's development in the long-term (GoK-NESC, 2007). The Vision is based on three pillars: the economic, the social and the political pillars. The economic pillar aims to improve the prosperity of all Kenyans through an economic development programme, covering all the regions of Kenya, and aiming to achieve an average Gross Domestic Product (GDP) growth rate of 10% per annum beginning in 2012. The social pillar seeks to build a just and cohesive society with social equity in a clean and secure environment. The political pillar aims to realise a democratic political system founded on issue-based politics that respects the rule of law, and protects the rights and freedoms of every individual in Kenyan society. The education sector has been placed at the social pillar, as one very important pillar in the development of the country's economy. Education has been identified as one of the eight sectors that will contribute to national development goal under the social pillar. Under education and training, Kenya will provide globally competitive quality education, training and research to her citizens for development and enhanced individual well-being (GoK-NESC, 2007).

The Vision has identified a number of flagship projects in every sector to be implemented over the first five years of the Vision period. The identified projects directly address priorities in key sectors such as education, health, agriculture, water, infrastructure and environment. In education, the overall goal for 2012 is to reduce illiteracy by increasing access to education, improving the transition rate from primary to secondary schools, and raising the quality and relevance of education. Under the Vision 2030 education flagship projects, the Ministry of Education plans to construct and fully equip 560 secondary schools and also expand and rehabilitate of existing ones. The flagship projects are aimed at expanding opportunities for learners to access secondary education in Kenya, and improve on the element of quality (MOE, 2008; GoK-NESC, 2007). The adoption of the Vision by Kenya comes after the successful implementation of *the Economic Recovery Strategy for Wealth and Employment Creation* (ERS) which has seen the country's economy back on the path to rapid growth since

2002, when GDP grew from a low of 0.6% and rising gradually to 6.1% in 2006 (GoK-NESC, 2007).

The Ministry of Education is mandated to coordinate and promote all education activities country wide. This service is decentralised to the district level where the District Education offices take up the coordination role. Through the SWAP- Sector Wide Approach, actors from the private sector, civil society, community support groups and private investors engage in ensuring that quality education is provided to all citizens of Kenya (MOE, 2005). The Kenyan education system is geared towards attainment of the EFA goals, with an emphasis on access, equity and quality education and training for all its children (MOE, 2008). The mission of the Ministry of Education seeks to provide, promote, co-ordinate quality education and training for empowerment of individuals to become caring, competent and responsible citizens who value education as a long-life process.

The Kenyan education system is designed to provide the requisite knowledge and skills necessary for the development of the Kenyan society. This can only happen if the graduates from the system attain the quality grades that can be matched with international standards of education, as described by the mission of the Ministry of Education that argues that the education system in Kenya should be globally competitive. The Kenyan education follows the 8-4-4 system of education, where the primary levels education takes eight years, the secondary level takes four years and the university level education takes 4 years.

Secondary education is the second level of education that a student moves to after the completion of the Kenya Certificate of Primary Education (KCPE). At the primary level, a learner has to complete and attain a grade that is sufficient enough to secure a place in the limited secondary school spaces available in the country. The highest mark that a learner can attain at the primary level is 500 marks. The highest mark for the year 2011 KCPE exam was 439 marks (MOE, 2012). Secondary education in Kenya is evaluated at the end of the 4th year, through a nationally set and moderated examination that is sat by all the candidates who have successfully covered the syllabus set for the four years. The exam is administered by the Kenya National examination council, the body mandated by law to moderate the primary and secondary examinations. The examination is set by national examiners who are teachers drawn from secondary schools all over the country. The exam is administered all over the country within a time schedule of two months and is done under very tight security. The exam is marked by secondary school teachers who are qualified to mark and grade the

candidates according to the marks attained. This exam is very important since the grade scored by a candidate determines future career path of the student. The grade attained by the learner determines whether one will gain entry to the university or to a middle-level or tertiary college. The grade attained will also determine whether one will gain entry to a public sponsored university course, or to a privately sponsored university course. The grade attained then becomes a significant turning-point in a student's life and future career. The KCSE grading systems is as shown in Table 1.1.

Table 1.1: Kenya Certificate of Secondary Education (KCSE) grading system

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Points	12	11	10	9	8	7	6	5	4	3	2	1

Sources: Kenya National Examinations Council

There is an average grade based on performance in an average of seven subjects. Where a candidate sits for more than seven subjects, the average grade is based on the best seven subjects. Selection to join university level of education is based on the aggregate mean score and performance in the individual subjects.

On the basis of the grading system presented by the Kenya National examinations council, a candidate qualifies for university upon attainment of C+ or 7 points to pursue a degree course in the university, or upon attainment of C or 6 points to pursue a diploma course then graduate to pursue a degree course. A learner can also pursue a certificate course if he/she attained a mean grade of D+ or 4 points then climbs the ladder to pursue a diploma then degree course of choice (DEO, Narok North District Education Forum, 2006) The latter is tedious and expensive bearing in mind that there are limited spaces in public universities in Kenya, and also that the cost of education in Kenya is very high especially for the self-sponsored students.

The quality of education tends to be evaluated in terms of the number of students passing national examinations (Eshiwani, 1993). The expectation of parents is that their children perform well in national examinations in any provincial secondary school attended as long as the criterion for admission to these schools is the same. The rush to take a child to a 'good' school is necessitated by the continued ranking of schools on the basis of their performance

and thus parents are forced to endure the pain of using their resources to secure schools that guaranteed their children good grades at the end of the four year secondary school study period. Such schools are found to be over staffed, syllabus is covered on time and effectively, the schools have adequate education support infrastructure e.g. adequate classrooms, laboratories, spacious dormitories and lavatories and ample and secure learning environment, motivated teachers, with equally better resources and facilities. Learners in such schools are hardworking, focused, and more attention is focused on such schools by society, leaving the poor performing schools with low enrolment, limited resources hence poor performance.

1.1.1 Overview of the status of education in Narok North District

Narok North District is partially an arid and semi-arid pastoral district that is occupied by the marginalized pastoral communities. The district has its peculiar features which include the strong cultural orientation, cases of Female Genital Mutilation (FGM), early and forced marriages, under-age teenage pregnancy that are rampant in the district.

Narok North secondary schools boast of modest schools infrastructure developed by the collaboration between the parents and the governments and also various development partners. Of the 16 secondary schools, 6 of the school are ranked as provincial level category according to the Kenyan Ministry of Education classification. These schools have the capacity to admit between 400-1000 students. The rest of the 11 schools are ranked as district secondary schools. These schools have average to poor infrastructure. These schools have the capacity to admit between 150-300 students depending on the availability of space in classrooms and dinning and dormitory facilities. In some of the schools, learners take their meals outside due to lack of dining hall facilities. This drastically affects their learning abilities. As a result, some of the schools rated as provincial schools in the district still perform poorly as the poorly built district schools hence the need for further inquiry (DEO, 2009).

There are classes in Narok North secondary schools that have more than 50-70 learners per class due to un-availability of adequate space (MOE, 2006). This compromises the teaching and learning process. This phenomenon however is slowly changing with the introduction of the constituency development fund (CDF) that is supporting the development of classrooms in schools (DEO, 2009).

According to the Ministry of Education Narok North statistics for the Kenya Certificate of Secondary Education for the years 2009, 2010, and 2011, the level of achievement of quality grades is low (DEO, Education Stakeholders forums Reports, 2006, 2009, 2011). The Narok North education sector bears the indicators of an education that is not liberating as is highlighted by the Nyerere declaration. With the results reflected by the National examinations outcomes for Narok North District, there is very little hope that the learners from Narok North would benefit from education with the kind of grades that they are registering. This calls for an inquiry into the factors contributing to the attainment of quality grades by learners at the secondary school level in Narok North District. The low grades attainment is contributing to increased wastage of potential young people who would have been instrumental in the attainment of Vision 2030, and the EFA goals at their places of work.

The schools in Narok North District have the characteristics of schools with low attainment levels as illustrated in the Tables 1.2, 1.3 and 1.4. These tables indicate the grades attained by the candidates from the district for three consecutive years of study i.e. 2009, 2010 and 2011, which form the basis of this research. Also the literature obtained from the Ministry of Education in Narok North district demonstrate that most of the schools in the district aren't performing well, hence the need to carry out a research to ascertain the factors behind the poor performance in the district.

Table 1.2: KCSE results analysis - 2009

No	School	Entry	Category	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	MSS 2009	MSS 2008	Dev2008-2009
1	Sr. Mary S. Nkoitoi	47	Mixed	0	0	1	7	5	12	13	6	3	0	0	0	0	6.74	6.78	-0.04
2	Ole Tipis Girls	115	Girls	0	0	3	2	9	7	21	31	24	14	3	0	0	5.21	5.19	0.02
3	Fanaka Sec	10	Mixed	0	0	0	0	0	1	2	5	2	0	0	0	0	5.2	0	0
4	Narok High	213	Girls	0	0	1	5	11	23	28	42	58	36	5	0	4	4.94	5.14	-0.2
5	Maasai Girls	93	Boys	0	0	0	0	5	12	17	19	19	17	4	0	0	4.9	4.73	0.17
6	St. Marys Girls	107	Girls	0	0	1	1	4	4	15	20	24	31	7	0	0	4.41	4.32	0.09
7	St. Antony's	65	Mixed	0	0	0	1	0	4	3	12	16	17	12	0	0	3.91	3.16	0.75
8	Eor Ekule	86	Mixed	0	0	1	0	0	2	10	6	12	34	18	1	2	3.58	3.47	0.11
9	Olchorro	49	Mixed	0	0	0	1	1	1	1	3	11	17	11	1	2	3.47	3.51	-0.04
10	Oloropil	28	Mixed	0	0	0	0	0	2	0	2	4	13	6	1	0	3.29	2.73	0.56
11	Olpusimoru	31	Mixed	0	0	0	0	0	0	1	5	8	13	4		0	3.03	0	0
12	Olokurto	40	Mixed	0	0	0	0	0	0	3	3	6	7	19	1	1	3	2.45	0.55
13	Sakutiek	18	Mixed	0	0		0	0	0	1	0	3	6	8		0	2.89	2.73	0.16
14	Olasiti	50	Mixed	0	0	0	0	0	0	0	3	2	12	26	7	0	2.36	3.07	-0.71
	TOTAL	**952**		**0**	**0**	**7**	**17**	**35**	**68**	**115**	**157**	**192**	**217**	**123**	**11**	**9**	**4.07**	**3.94**	**0.13**

Source: Ministry of Education Narok North.

Table 1.3: KCSE results analysis - 2010

No	Name	Entry	Cat	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	Z	2010 MSS	2009 MSS	Dev 2009-2010
1	Sr. Mary S. Nkoitoi	46	Mixed	1	0	4	8	9	5	9	8	2	0	0	0	0	0	**7.24**	6.74	**0.50**
2	Fanaka sec	17	Mixed	0	1	1	2	1	2	1	4	5	0	0	0	0	0	**6.29**	5.20	**1.09**
3	Ole Tipis Girls	139	Girls	0	3	3	3	15	15	25	33	26	14	2	0	0	0	**5.61**	5.21	**0.40**
4	Maasai Girls	94	Girls	0	0	1	2	7	11	22	25	19	6	1	0	0	0	**5.47**	4.90	**0.57**
5	Narok High	207	Boys	0	1	6	12	8	20	35	38	54	30	3	0	1	0	**5.29**	4.94	**0.35**
6	Kisiriri	12	Mixed Day	0	0	0	1	0	0	3	3	2	2	1	0	0	0	**4.83**	NEW	**N/A**
7	St. Mary's Girls	105	Girls	0	0	0	0	1	5	15	26	27	17	14	0	0	0	**4.29**	4.41	**-0.12**
8	Olpusimoru	31	Mixed	0	0	0	1	0	0	3	9	6	12	0	0	0	0	**4.26**	3.03	**1.23**
9	St. Antony's	56	Mixed	0	0	0	1	3	2	8	8	9	14	11	0	0	0	**4.20**	3.91	**0.29**
10	Eor Ekule	109	Mixed	0	0	0	0	2	1	12	16	30	26	19	3	0	0	**3.80**	3.58	**0.22**
11	Olorropil	31	Mixed	0	0	0	0	0	1	0	2	10	14	4	0	0	0	**3.45**	3.29	**0.16**
12	Olokurto	29	Mixed	0	0	0	0	1	0	0	3	9	8	7	1	1	0	**3.38**	3.00	**0.38**
13	Olasiti	71	Mixed	0	0	1	0	1	2	4	3	7	14	34	5	0	0	**3.01**	2.36	**0.65**
14	Sakutiek	20	Mixed	0	0	0	0	0	0	1	0	4	8	7	0	0	0	**3.00**	2.89	**0.11**
15	Nkareta	18	Mixed	0	0	0	0	0	0	0	0	5	7	6	0	0	0	**2.94**	NEW	**N/A**
16	Olchorro	54	Mixed	0	0	0	0	0	1	2	2	11	17	13	8	1	1	**2.93**	3.47	**-0.54**
	TOTAL	**1039**		**1**	**5**	**16**	**30**	**48**	**65**	**140**	**180**	**226**	**189**	**122**	**17**	**3**	**1**	**4.628**	**4.07**	**0.56**

Source: Ministry of Education Narok North.

Table 1.4: KCSE results analysis - 2011

No	School	Entry	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	W	MSS 2011	MSS 2010	Dev.
1	Sr. Mary S. Nkoitoi	85	1	1	7	9	20	18	20	7					2	7.4096	7.2391	0.1705
2	Narok High	197		2	7	16	15	27	34	44	30	15	2		5	5.9271	5.2899	0.6372
3	Fanaka	23			1		3	6	3	3	5	2				5.8696	6.2941	-0.4246
4	Maasai Girls	117			2	4	13	14	27	23	22	5	2		5	5.7321	5.4681	0.2641
5	Ole Tipis Girls	150			4	5	8	15	23	34	25	28	6		2	5.1216	5.6115	-0.4899
6	St. Mary Girls	103				4	7	2	15	18	28	18	7		4	4.7071	4.2857	0.4214
7	Kisiriri	11						3		2	2	4				4.6364	4.8333	-0.1970
8	Olpusimoru	24					1	3	2	4	8	6				4.6250	4.2581	0.3669
9	St. Antony's	56				1	2	3	8	12	13	11	6			4.4821	4.1964	0.2857
10	Nkareta	58						3	9	8	12	14	10	1	1	3.9649	2.9444	1.0205
11	Eor Ekule	98						4	9	12	16	33	20	1	3	3.6421	3.7982	-0.1561
12	Sakutiek	46				2		2	1	5	5	15	13		3	3.5814	3.0000	0.5814
13	Olchorro	45							1	8	7	18	11			3.3333	2.9259	0.4074
14	Olokurto	25				1		1			6	6	7	1	3	3.3182	3.3793	-0.0611
15	Olorropil	33						1	1	4	6	11	9	1		3.3030	3.4516	-0.1486
16	Olasiti	85						2	2	6	14	24	32	3	2	3.0241	3.0141	0.0100
	TOTAL	**1156**	**1**	**3**	**21**	**42**	**69**	**104**	**155**	**190**	**199**	**210**	**125**	**7**	**30**	**4.5424**	**4.6275**	**-0.0852**

Source: Ministry of Education Narok North.

The data available from Narok North district as evident in Tables 1.2,1.3, and 1.3 can only confirm that there is limited teaching taking place in most of the schools in the district hence the need to address the root cause. It is evident from the tables that in the year 2009, 2010 and 2011, a large percentage of the candidates in schools in Narok North scored grades lower than the average grade of C+.

1.2 Statement of the Problem

If the statistics obtained from the education office in Narok North is a reflection of the education situation in Narok North District, then, the learners from the district are not getting quality education and hence the need to examine why the poor academic performance. The grade distributions for the three years have been summarized in Table 1.5.

Table 1.5: 2009 - 2011 Narok North district KCSE grades distribution

Grade	2009	2010	2011
A	0	1	1
A-	0	5	3
B+	7	16	21
B	17	30	42
B-	35	48	69
C+	68	65	104
C	115	140	155
C-	157	180	190
D+	192	226	199
D	217	189	210
D-	123	122	125
E	11	17	7
Total	**942**	**1,039**	**1,126**

From Table 1.5, it can be deduced that in 2009, 13.48% of candidates who sat for the Kenya Certificate of Secondary Education KCSE in Narok North District scored a mean of C+ and above at KCSE. This is compared to a percentage of 15.88% in 2010 and 21.31% in 2011.

The poor academic qualifications observed from schools in Narok North for the last five years necessitated a study to be conducted to establish the reasons behind the poor grades. Nationally, the grade scored by the student at the National examinations determines the course that a student will be allowed to pursue at the university or colleges. The higher the grade the better the chances of pursuing competitive courses e.g. Medicine, Engineering and other lucrative courses that will uplift a society's professional standing nationally and internationally. Narok North District is therefore lagging behind in the competitive professional fields as a result of the continued score of low grades. Most of the schools in the district aren't performing well, hence the need to carry out a research to ascertain the factors behind the poor performance in the district.

While the data obtained from the DEO Narok North project an improvement in the academic performance in the district, this study sought to find out the critical factors contributing to the poor academic performance and on the basis of the analysis undertaken above examine why, a bulk of the candidates score grades D+ and below, which form the larger percentage of the population of students, as follows; 2009, 57.64%, in 2010, 53.32% and in 2011, 48.05%. The essence of this study was to establish the critical underlying factors contributing to the attainment of low quality grades by secondary students in Narok North District.

1.3 Purpose of the Study

The purpose of this study was to examine the factors behind the consistent poor academic performance of secondary school students in Narok North District and recommend strategies for improvement.

1.4 Research Objectives

The study was guided by the following objectives;

1. To examine the extent to which syllabus coverage affects academic performance in secondary schools in Narok North District.
2. To establish the extent to which school management and governance affect academic performance in secondary schools in Narok North District.
3. To examine the contribution of school infrastructure to the academic performance in secondary schools in Narok North district.

4. To ascertain the extent to which teacher motivation affects academic performance in secondary schools in Narok North District.

5. To investigate the influence of parental participation in education in the academic performance in secondary schools in Narok North District.

1.5 Research Questions

This study will be guided by the following research questions;

1. To what extent does syllabus coverage affects academic performance in secondary schools in Narok North District?

2. How does school management and governance affect academic performance in secondary schools in Narok North District?

3. How does school infrastructure influence the academic performance in secondary schools in Narok North District?

4. To what extent does teacher motivation affect the academic performance in secondary schools in Narok North District?

5. How does parental participation in education influence the academic performance in secondary schools in Narok North District?

1.6 Significance of the Study

The study was able to bring out the main areas of concern as far as academic performance in Narok North District is concerned. This included school infrastructure, school management, parental participation, teacher motivation and syllabus coverage. This study is relevant in documenting and recommending to the upcoming county government and the education stakeholders in the district the measures that can be put in place to ensure that the district reaps the maximum benefits of education as a result of good performance. This study is also timely, coming at a time when devolution is taking shape in Kenya.

All the stakeholders in education, at the national level and in Narok North District and other policy makers e.g. the Constituency Development Fund Committee (CDFC), at the constituency level, the LATF- Local Authority Transfer Fund, the Narok County and Town councils and the Ministry of Education at the District and National level need to understand

the peculiar education performance challenges in Narok North and therefore draft measures of intervention that are specific to the district in the quest for improvement.

1.7 Assumptions of the Study

It was assumed that the school managers, teachers, and learners, who were the respondents in this study, would be available for the research and that they possessed relevant information regarding the factors attributed to the poor academic performance in Narok North district that would help the researcher to make accurate conclusion. This was actually confirmed following the high rate of return and the information they provided was adequate and it enable the researcher to make accurate, valid and reliable conclusions.

1.8 Limitations of the Study

The research instrument gave varying data depending on the individual or the school where it was used. The shortcoming was addressed by applying both quantitative to qualitative approaches to research.

Due to technological dynamism, changes in lifestyle, government legislation and policies, devolution and changes in the education sector, the academic performance of schools in Narok North may change within a short time, rendering the research findings obsolete. Also, the study was carried out in Narok North District, Narok County, where resources can be said to be scarce and cultural practises are rampant. This means that the results may not be generalised to other areas with relatively better resources, developed infrastructure and modernised culture.

1.9 Delimitations of the Study

The study was carried out in Narok North District, Narok County focussing on sixteen secondary schools in the district.

1.10 Definition of Significant Terms

The following terms are very significant in this study:

Syllabus Coverage: it is the timely and efficiently going through or covering all the areas of the study i.e. the content as spelt out in the syllabus or curriculum outline.

School Management: the totality of delegated school administration and responsibility which is bestowed on the head teacher who is the school manager.

School Infrastructure: refers to the school buildings, classrooms, laboratories, dormitories, dining hall, recreation hall, sanitary facilities and games facilities that are well equipped. These facilitate learning either directly or indirectly.

Teacher Motivation: refers to an internal drive that activates the teachers' behaviour and gives direction towards work and focus on student performance.

Parental Participation: the support that is given to the school by the parents and the rest of society in its endeavour to make the school environment condusive for learning. This includes payment of fees, land, security, other required funds e.g. CDF, LATF, and the involvement of parents in questioning schools academic achievement.

1.11 Organization of the Study

The study encompasses five chapters. Chapter one looks at the background information to the study, the statement of the problem, the research objectives and questions, purpose and significance of the study, assumptions, limitations and delimitations of the study and definition of significant terms. Chapter two is a review of literature on education performance, syllabus coverage, education management and governance, education support infrastructure in relation to performance and the role of parents in enhanced education performance. The chapter also samples literature on performance in other districts through a comparative analysis of Narok North and other districts with similar characteristics. The theoretical framework will be examined at this stage. Chapter three focuses on the methods of carrying out the research study. It covers the research design, target population, sample and sampling techniques, methods of data collection, research instruments, validity and reliability of the instruments, operational definition of variables, methods of data analysis and the ethical considerations of the research. Chapter four covers data presentation, analysis and interpretation. Chapter five focuses on the summary of findings, discussion of the findings, recommendation and lastly suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section of the research report examines key literature on education in Kenya, regionally and globally, and in particular secondary education. It surveys critical success factors for secondary education with an emphasis on performance. It examines in detail literature on the variables of effective syllabus coverage in secondary schools, school management and its role in the attainment of quality education, the role played by schools infrastructure in the provision of excellent education results, the effects of teacher motivation to student achievement and the role of parents in the attainment of quality education at the secondary school level. The five factors identified above are said to be the critical factors contributing to the poor academic performances in secondary schools.

2.2 Overview of the Factors that Affect Academic Performance in Secondary Schools

A number of researches indicate that there are critical short-comings and challenges facing the education sector. For instance, Nishimura and Orodho (1999) argued that one of the critical short-comings and challenges facing the education sector is the declining participation, completion and performance rates. Nigaglioni, (2005) notes that schools require adequate classrooms, laboratories that are well equipped, comfortable dormitories for the learners to rest, toilets and bathrooms, spacious science and computer laboratories and administration blocks and playing fields that facilitates co-curricular activities. So much time is spent in the classroom and that is why it is believed that the condition of school facilities has an impact on student achievement

Edwards and David (1997) showed that parental involvement in their children's education and having a positive attitude including carrying out learning activities in the home and transforming the home setting into an educational context, improves the academic attainment of the child and influences quality education. By engaging in educational activities with their children at home such as supporting homework and modelling reading behaviour, parents communicate clear expectations for achievement, while integrating school curriculum goals within the home. A disconnect between parents and the educational learning experiences of

their children result in the child's behavioural problems at school, stress in accomplishing one's responsibilities and weakness in academic performance.

Well-trained and motivated teachers are essential to good quality education. The importance of a motivated workforce to providing good quality services is now widely understood and the role of teacher motivation in delivering good quality education has received increasing recognition over recent years (MOE, 2006). Syllabus coverage affects the performance of a student. Late or non-coverage of the syllabus contributes to poor performance. Poor syllabus coverage springs from under teaching which is attributed to lack of sufficient teaching staff and insufficient or inadequate teacher preparedness (Shikuku 2012).

Notwithstanding the benefit accruing from formal education, the provision of education particularly secondary education in Kenya has been sluggish having experienced several bottlenecks as stated by Abagi and Olweya (1999). Quality education refers to a programmed form of instruction that seeks out learners and assists them to learn using a wide range of experience, language and cultural practices, gifts, traits, the e xternal and internal school environments and interests. The main determinants of quality education include provision of adequate textbooks, teaching staff, a conducive learning environment (e.g. water and sanitation facilities, classrooms, etc.) as well as a broad-based curriculum that is implemented through child-centred interactive teaching methodologies.

2.3 Syllabus Coverage/Effective Curriculum Management and Academic Performance

The core of school administration is the provision of a sound curriculum. Curriculum refers to what is taught at any given level of the school. It refers to all the learning experiences that a learner goes through within a specified period in order to attain certain set objectives (Mbiti, 2007). A good curriculum must spell out the subjects to be taught, the statements of the subject scope, the objectives of teaching the subject, the sequence or flow of the subject, the methodology to be used in teaching the subject and the references or sources of information from where the teacher prepares his/her lesson. At the conclusion of a year of instruction, on average, students should have acquired what would be deemed to be one year's worth of skills and strategies that, in turn, would enable them to successfully respond to the demands of the curriculum for that grade (Don Deshler, undated article). This demonstrates the way the current 8-4-4 system of education is structured in Kenya. A learner is expected to fully acquire the knowledge and skills expected by the curriculum goals and

objectives at the close of the academic year period. The syllabus that will be covered is timed and should be covered in a period of four years, before it is evaluated through a national examination (Wasike, 2003).

The contents of a curriculum are developed on agreed upon national goals and objectives of having the subject taught to the learners. In a study of the syllabus coverage in mathematics in western Kenya secondary schools, performance in mathematics has continued to show a downward spiral trend (Shikuku, 2012). Researchers identified factors that were believed to course poor performance. These included poor teaching methods and an acute shortage of text books (Eshiwani 2001), the difficult mathematical language (Oterburn and Nicholson, 1996), terminology and utilization of symbols that are unusual and unfamiliar to students (Wasike, 2003) and negative attitude of students, teachers and parents (Githua, 2001). In a recent study, 'Effect of syllabus coverage on student performance in mathematics' (Shikuku, 2009), it was established that these factors do not directly contribute to poor performance in mathematics. Instead, late or non-coverage of the mathematics syllabus contributes to poor performance (Shikuku 2012). Education forums held by the Ministry of Education in Narok North in the years 2006, 2009, confirms the findings of the researchers above (DEO, Narok North District Education Forum, 2006). Poor syllabus coverage springs from under teaching which is attributed to lack sufficient teaching staff and insufficient or inadequate teacher preparedness.

There are a number of factors that hinder the coverage of syllabus in any particular school. Some of the critical factors include: The broad content of the syllabus, Teachers workload as a result of understaffing in schools, leading to a high pupil-teacher ratio, inadequate instructional material, learner's commitment and discipline and difficult content that has to be covered by the learners (Wasike, 2003). Curriculum is a tool that guides a teacher in the process of teaching and delivering a subject. The concept of curriculum management in secondary education comes into play. If the school managers aren't efficient in monitoring curriculum implementation then teachers will not cover the requisite syllabus as required. The management of the curriculum in Narok North is poor as noted in the Ministry of Education report of 2009, a report of the education sector forum of stakeholders reviewing education achievement in Narok North District.

2.4 School Management and Academic Performance

Management is defined as the process of planning, organising, leadership and controlling endeavours of all members in an organisation, using all organisation resources in order to achieve designated aims (Andevski and Arsenijević, 2010). M.P. Follet (2002) defines management as a capability (skill, handiness) to do jobs with people. Also, according to Peter Drucker, management is giving knowledge in order to find how to apply one's know − how to the best of his/her knowledge in order to produce results. Isac Adižes (1999) defines management as the process of making decisions and their fulfilment. (www.singidunum.ac.rs). Education management requires very strong decision making skills. Management aims at attaining the optimum results in any endeavour, be it educational, production, marketing etc

The Revised Education Act of 1980 defines the manager as a person or body of persons responsible for the management of the school therefore a school manager can be a head teacher. A school manager is one who holds a position of presiding rank, especially the head of a high school or the person having prime responsibility for an obligation as distinguished from one who acts as surety or as an endorser (GoK, Revised Education Act, 1980). The principal is the educator who has executive authority for a school. Principals are responsible for the overall operation of their schools. Some of their duties and responsibilities are delineate in the TSC Act 212 and Education Act 211 of the Laws of Kenya. A manager is a person who helps others get more done by motivating them, providing direction, making sure they are working together toward a common goal, in this case student performance in national examinations, removing roadblocks and providing feedback that is necessary for performance of their duty (Andevski and Arsenijević, 2010).

The school principals are responsible for the overall operation of a school and are often called school or instructional leaders/managers. As managers, they are responsible for financial operations, building maintenance, personnel, public relations, school policy regarding discipline, planning, leading or directing, coordination of the instructional program, and other overall school matters (GoK, Revised Education Act, 1980).

According to Wanderi (2008), school boards are composed of members who do not possess any managerial skills, expertise and experience. They end up being a major source of discontent among students and parents. Parents typically oppose a school administration if

they perceive it to be incompetent, opaque or unaccountable. Whereas parents are very quick to blame when things go wrong in a school, they also shy away from making a conscious effort and practical contribution to the management of institutions. They are content to play the roles of paying school fees, electing PTA representatives and attending annual general meetings once a year. This could mean that parents may not make meaningful contributions towards school (Wanderi, 2008).

2.5 Schools Infrastructure and Academic Performance

It is a fact that clean, quiet, safe, comfortable and healthy environments are an important component of successful teaching and learning. Education support infrastructure plays a critical role in the enhancement of the learning process. Schools require adequate classrooms, laboratories that are well equipped, comfortable dormitories for the learners to rest, toilets and bathrooms, spacious science and computer laboratories and administration blocks and playing fields that facilitates co-curricular activities (Anandu, 1990)

According to Irene Nigaglioni, (2005) as cited in Doane (2008) Master's Thesis, "students spend an average of 13,000 hours of their lifetime in a school building" With so much time spent in the classroom, it is no wonder why some people believe that the condition of school facilities has an impact on student achievement. In fact a study showed that, when exposed to natural lighting, students progressed 20 percent faster on math tests and 26 percent faster on reading tests in one year in comparison to students who learned in classrooms lit by artificial lights (Bently, 2004).

Anandu (1990) argues that physical facilities are vital for pupils in the teaching/ learning situations. Inadequacy of these facilities leads to frustration and the motivating factor in terms of comfort diminishes. Physical facilities that are important in curriculum implementation include classrooms, libraries, sanitary facilities and play grounds. School buildings in poor condition can impact education by keeping students away from the classroom thereby decreasing the classroom time. According to Deborah Moore (2002), the turnover rate of teachers is also influenced by the condition of school facilities. When this happens, valuable resources that could be used to better the educational experience of students are diverted towards recruitment and training new teachers.

Bakhda (2004) argues that in an ideal situation a teaching institution should have a large and adequate reception area for visitors, an office block with all administrative facilities, computer facilities, telephone system, adequate classrooms to accommodate all classrooms, specialist rooms and adequate laboratories that have good facilities that will support the teaching and learning process. Wanjala (1999) observes that lack of adequate physical facilities like libraries and classrooms affects pupils' participation in school. According to him, enough classrooms facilitate effective teaching while insufficient classrooms make the teaching difficult.

In a report by Kafei (2005) (*Causes of low academic performance of primary school pupils in the Shama Sub-Metro of Shama Ahanta East Metropolitan Assembly (SAEMA) in Ghana*) several factors were generally identified as causes of poor academic performance in the Shama sub-region in Ghana. Key among them was infrastructure and adequacy of space in schools. It was noted that class size was determinant of academic performance. Studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes. Kraft (1994) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that class sizes above 40 have negative effects on students' achievement. Asiedu-Akrofi (1978) indicated that since children have differences in motivation, interests and abilities and that they also differ in health, personal and social adjustment and creativity, generally good teaching is best done in classes with smaller numbers that allow for individual attention.

According to Broom (1973), the creative use of a variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. He further adds that an adequately developed school should promote the use of e-learning as a mode of teaching, which reduces the role of the teacher to a facilitator of the learning process and not the driver of the process.

2.6 Teacher Motivation and Academic Performance

Motivation can be defined in many different ways. The term motivation was originally derived from the Latin word "movere", which means to move (Wanjala, 1999). Motivation has been defined as "a predisposition to behave in a particular manner to achieve specific, unmet needs" (Buford and Bedeian, 1988). Jones (1955) defined the term as how behaviour

gets started, is energized, is sustained, is directed, is stopped, and what kind of subjective reaction is presented in the organism while all these are going on. Kanfer (1990) (as cited in Martin and Adjei, 2012) considered motivation as an intra- and inter- individual variability in behaviour not due solely to individual differences in ability or to overwhelming environmental demands that coerce behaviour.

Well-trained and motivated teachers are essential to good quality education (MOE, 2006). The importance of a motivated workforce to providing good quality services is now widely understood and the role of teacher motivation in delivering good quality education has received increasing recognition over recent years. In many countries, employment policy in general and education employment policy in particular have long taken into account the need to motivate teachers and other workers. One way of achieving this is to allow those workers to contribute to policy formulation, through consultation on those issues that affect their professional lives. In many other countries, listening to workers' views has not traditionally been part of the policy making process (VSO, 2008). It is unfortunate that in Kenya, teachers are not consulted in the education policy or formulation process, hence teachers become mainly implementers of policies that they have little understanding of (Wanjala, 1999).

Education in developing countries is at a critical juncture as international effort are galvanised towards the attainment of internationally agreed targets to expand and improve education as part of Education for All movement. A potential crisis in teaching threatens the ability reach the set targets. In Sub-Sahara Africa, the teaching force is demoralised and fractured (VSO, 2008). There are frequent demands for better pay, better working conditions and an increase in the number of teaching force in schools. Understaffing has been an issue in many schools in Kenya. For example in Narok North district, there is a shortage of between 2-5 teachers in many secondary schools as demonstrated by reports from the education officials to the stakeholders forums held annually. This phenomenon demotivates the teachers who are expected to attend to large number learners in a class (DEO, 2011).

A highly motivated person puts in the maximum effort in his or her job. Several factors produce motivation and job satisfaction. Young (1988) examined the job satisfaction of Californian public school teachers in the USA and found that one of the overall job predictors was the salary one earned from it. Studies by Lockheed et al. (1991) indicated that lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect the performance of students academically.

Teachers are frequently paid little, their education and training needs are neglected they are mired in bureaucracies that support neither their effective performance in their jobs nor career progression. The results of this is increasing attrition rates, constant turn-overs, lack of confidence and limited commitment by the teachers, teachers feel powerless either to create positive learning experiences and outcomes for their pupils or to improve their own situation (Wofford, 1971).

Teachers play a very critical part in the learning process. They are the facilitators of learning, the transmitters of knowledge, brokers of relationship between pupils and the society in which they live (Young, 1988). Motivation constitutes one dimension that has received considerable attention for the purposes of understanding the individual worker and his/her working environment (Wofford, 1971). When employees are highly satisfied, the production in the organization will always increase. Job satisfaction is said to result when the sum total of the various job facets give rise to feelings of satisfaction; and when the sum total gives rise to feelings of dissatisfaction, job dissatisfaction results. Improving any one of the facets leads to the direction of job satisfaction and eliminating any one of them leads to job dissatisfaction (Mutie, 1993). It is therefore evident that improvement of motivation among workers in any organization is a linchpin of productivity.

In a study by DFID (2007) *"Teacher motivation in Sub Saharan Africa and Asia,"* It was discovered that some of the key determinants for teacher motivation include the degree to which teachers are properly accountable to their clients (children and parents) and their managers (head teachers and district and national level managers), availability of ample security in the school environment, whether teachers feel secure enough to work within the schools they are deployed to work in, the policy and regulatory environment, the pay and career progression, status and vocational commitment, teacher competences, working and living conditions, teacher management and the HIV/AIDS epidemic that has ravaged many teachers reducing their morale and working abilities.

In the education forums held in Narok North in the years 2006 and 2009, the issue of lack of commitment and motivation was mentioned as one critical factor contributing to the poor academic performance (MOE, 2006, 2009). This assertion is supported by DFID (2007) which argued that teachers in Government schools in Asia seemed to care little about the effect of their performance on the students' achievement. Whether they teach or not they are paid.

Khan (2005) argues that politicization of the teaching profession leads to low morale. Cases of ethnicity in recruitment, deployment, promotion and management are rife in the schools. There are cases of teachers transfers becoming political, where teachers develop client-patron relationships hence rendering some teachers untouchables and inaccessible to the school management.

The continued agitation for an increased pay by teachers through the Kenya National Union of Teachers is an indication of low pay of the teachers. Teacher's pay in most countries does not meet basic household expenditures. This is particularly the case for teachers at urban schools who have to cope with high accommodation and transport costs (DFID, 2007).

High rates of teacher attrition through resignations are a key indicator of low levels of teacher job satisfaction and motivation. High teacher transfer rates between schools are also indicative of teachers who are unhappy with where they are working and, more generally, with what they are doing. Very high levels of teacher transfers seriously undermine the quality of schooling because teachers are not satisfied with where they are working and usually do not stay long enough in a school for their experience to impact pupils' learning and achievement. Teachers, who are unhappy with their working and living conditions and wish to transfer, but are unable to do so, become despondent and are likely to under-perform in their jobs (DFID, 2007).

It is evident that indeed teacher motivation is a critical determinant of the level of achievement of learners in a subject and hence the need to establish the link between the poor marks recorded by learners and the level of teacher motivation particularly in science and mathematics results (MOE, 2009).

2.7 Parental Participation in Education and Academic Performance

The two most influential agents for young children are both the home and the school. They both provide children instructions and support to meet major developmental challenges. When these two agents of socialization work in proximity they become critical in early childhood development. The child finds it easy to transit from home to pre-school or from pre-school to primary level. Mc Wayne et al, (2004) stated that the early proximal relationship provides children with structure and clear behavioural expectations to promote success in school. By engaging in educational activities with their children at home such as

supporting homework and modelling reading behaviour, parents communicate clear expectations for achievement, while integrating school curriculum goals within the home. A disconnect between parents and the educational learning experiences of their children result in the child's behavioural problems at school, stress in accomplishing one's responsibilities and weakness in academic performance (Bradley, 2005).

Edwards and David (1997) showed that parental involvement in their children's education and having a positive attitude including carrying out learning activities in the home and transforming the home setting into an educational context, improves the academic attainment of the child and influences quality education. Mc Wayne et al., (2004) conducted a study with the objective of obtaining a multidimensional picture of parental involvement in kindergarten. It was discovered that parents who actively promote learning in the home and have direct and regular contact with school, experience fewer barriers to be involved with their children's peers and the children also have minimum challenges to socialize with adults.

Bradley, (2005) argued that successful students are produced as a result of quality time spent with parents. Quality time does not mean parents showing love only when academic performance are high, it is rather about giving support in words and deeds, to ensure a conducive and a loving environment, and to provide moral guidance. Research findings have shown that when such quality time is available at home, children have less reading challenges, have less absenteeism from school, and have shown academic advantages over children from dysfunctional families (Edwards and David, 1997).

Further studies have shown that while parents like to take part in school activities in which their children are involved, teachers did not like to be involved in working with parents. Most parents are not keen on becoming members of the school management committee, but where this is not the case, their involvement is unwelcome (Mc Wayne et al., 2004). Farrant (2004) points out that traditionally schools have tended to keep parents out using the argument that a professional skill such as teaching must be carried out without interruption or interference. This is not true since the parent will act as a motivator to the learner, and an evaluator of the work done by the learner and the teacher in school.

There are many reasons why parents may fail to participate in their children's education. For example, the parents may be illiterate or unable to speak English, hence they may become embarrassed. This could make communication difficult if not impossible. Another source of

embarrassment is memories of the parents' failure in school. The parent would not have much desire to return to a place that only served to remind him of his own failures (Brink and Chandler, 1993). Shortage of time, resources or know-how to help-out, may also contribute to lack of participation by parents (Wanat, 1992). Parents may not believe that they have any knowledge that the school is interested in knowing. This is especially true when the parent may not have a great deal of education (Dickson, 1992). It is also possible that the parent does not have a great deal of interest in the school or his child's education. The parent may not feel that education is important (Vandergrift and Greene, 1992). Most parents involve themselves in school affairs or go to meet teachers when a problem arises in relation to their children. In such cases they try to be involved without much success. Parental involvement has to be a deliberately nurtured affair (Mc Wayne et al., 2004).

Parental involvement actually declines as students grow older, such that it is less in secondary schools than in primary schools. There are many reasons from the parent and also from the school for this lack of involvement. One of the reasons concerns the lack of understanding of parents on the part of the school system. The parents are struggling to deal with many factors that affect every member of the family. This can definitely affect the way that the family is able to be involved in the student's education (Mc Wayne et al., 2004).

2.8 Theoretical Framework - The Education Management Theory

The theoretical framework adopted in this study assumes that management plays a critical role in shaping the institutions of learning. There cannot be effective and timely syllabus coverage in a school with a weak head master who is the school manager. Parents cannot participate in supporting a school with an unwelcoming manager. Teachers would not be willing to work hard if the head teacher does not devise management mechanisms of motivating and building team work and team development process within the staff. The teachers would not be having a shared vision for the school if they are not inspired and directed by the school management towards a commonly agreed vision and mission of academic excellence. In a school where the head teacher is weak, stakeholders would not be willing to invest their funds to improve the schools infrastructure. All these variables depend on the facilitative role that management plays, hence the grounding of this research in the management theory of collegiality.

There is great interest in educational leadership in the early part of the 21st century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. In many parts of the world, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners (*South African Journal of Education, 2007 EASA Vol 27(3))*. Schools need trained and committed teachers but they, in turn, need the leadership of highly effective principals and support from other senior and middle managers. While the need for effective leaders is widely acknowledged, there is much less certainty about which leadership behaviours are most likely to produce favourable outcomes.

Team work and team development promotes a shared understanding and common goal within the learning institution. When the principal treats all the teachers and workers as colleagues who are in the school for the common good of the school, then the shared vision will be achieved. A problem of poor performance arises in a situation where the principal works alone, the teachers alone and the parents alone. Each person working individually will lead to disharmony and disunity in the school.

Collegial models theory emphasizes that power and decision-making should be shared among some or all members of the organization (Bush, 1993). These assume that organizations determine policy and make decisions through a process of discussion leading to consensus. Power is shared among some or all members of the organization who are thought to have a shared understanding about the aims of the institution. Brundrett (1998) says that "collegiality can broadly be defined as teachers conferring and collaborating with other teachers". Little (1990) explains that "the reason to pursue the study and practice of collegiality is that, presumably, something is gained when teachers work together and something is lost when they do not." Collegial models have been popular in the academic and official literature on educational management since the 1980s.

The Collegial Leadership Model of Emancipation (COLME) is used to address the concerns of transforming traditional management practices (TMPs) in secondary schools. This model is based primarily on the principles of collaboration and participation that facilitate collegial leadership practices to flourish in an environment characterized by shared decision-making, shared values, shared vision, and shared leadership. Inevitably, this process impacts on all stakeholders. The positive effect that collegiality has on the improvement of learning and improved teacher participation and commitment suggests that the effectiveness of a school

need not be synonymous with privilege nor should inefficiency be synonymous with the disadvantaged community. For the positive effects to be sustained the collegial practices need to be evolutionary and emancipatory in order to evoke the values of collegial leadership.

Singh, (2005) strongly supported the principles espoused in the COLME. In a research conducted at ten secondary schools in South Africa. It was realised from the interviews that the ex-model-C schools were better equipped and had appropriately qualified personnel to incorporate elements of the COLME. This was not the case with all the other schools that were referred to as the historically disadvantaged secondary schools. However, all the respondents agreed that collegiality was a key component in transforming traditional management practices in schools. The COLME provides a suitable framework to achieve noteworthy goals of good academic excellence.

This theory of COLME is very well applicable to the situation of schools in Narok North District. In the reports by education stakeholders' in Narok North in it was established that there was very little spirit of teamwork and team development in the secondary schools in the district. Teachers worked on their own, principals had very little time with teachers and had the teachers struggle on their own in the schools. There were instances where principals could not provide the necessary teaching and learning facilities in the schools and hence demotivating the teachers (DEO, 2006). Management theory of collegiality therefore becomes very applicable in this situation.

2.9 The Conceptual Framework

The conceptual framework for this study shows the relationship between the variables under investigation and their interdependencies. The dependent variable in this study the poor academic performance in Narok North is dependent on the extent of syllabus coverage in schools, school management, schools infrastructure, teacher motivation and parental participation in follow-up of their children's education. These are the critical factors that contribute to the poor academic performance in secondary schools in Narok North District. There are also intervening and moderating variables that might have an effect on academic performance in Narok North. These variables are not discussed but are highlighted in the conceptual framework as shown in Figure 1.

Independent Variables

1. Syllabus Coverage
- Teaching staff
- Teacher preparation
- Instructional materials
- Broad content of the syllabus
- Learners commitment

2. School Management
- Leadership
- Managerial skills, expertise and experience
- Motivation
- Feedback system

3. School Infrastructure
- Availability
- Reliability
- Efficient
- Sufficient
- Adequacy space

4. Teacher Motivation
- Remuneration
- Working condition
- Teacher-student ratio
- Availability of facilities
- Training and career progression
- Supporting management

5. Parental Participation
- Contact with the school
- Parent-teacher relationship
- Parent illiteracy level
- Parent attitude towards education
- Quality time spent with the child
- Promote learning

Moderating Variables

- **Type of school attended**
- **Class population/size**
- **Peer Influence**

Dependent Variable

Academic Performance in Secondary Schools in Narok North

- **Economic status of parents**
- **Number of hours of study**

Intervening Variables

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Figure 1: The conceptual framework

2.10 Summary of Chapter Two

This chapter has looked at other scholarly and literature works from different renowned and distinguished scholars and authors on the critical factors that affect academic performances in secondary schools. The initial section highlighted the factors the affect the academic performances in general. This was followed by a detailed examination of the identified factors that affect academic performance. These factors are syllabus coverage, school management and governance, school infrastructure, teacher motivation and parental participation in matters education. These factors are in agreement with the observations of many scholars and authors as already highlighted. The conceptual framework which is a diagrammatic representation of all the identified variables (factors affecting academic performance) and how they interact and link with each other is also given. The final section of this chapter highlights the knowledge gaps that have been identified and what the study will be aiming to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter examines the research methodology that was used in the research. The chapter covers the research design, the target population, the sampling procedure, the methods of data collection, the reliability and validity of data and data collection tools and the methods that the researcher used to analyse the data collected in the field.

3.2 Research Design

This study utilised the correlation research design, which seeks to establish the relationship between two or more variable under investigation. Fraenkel and Wallen (1990) argue that "If a relation of sufficient magnitude exists between two variables, it becomes possible to predict a score on either variable if a score on the other variable is known." Correlation studies are also known as relationship study. In these studies, scores obtained from two variables are correlated to determine the relationship. The existence of a relationship between two variables implies that the scores obtained within a certain range on one measure are associated with the scores within a certain range on another measure (Gay, 1987). The degree of relationship is expressed in correlation coefficient. The existence of a relationship does not automatically mean that one variable is the cause of the other. The purpose is to establish a relationship and make predictions accordingly

3.3 Target Population

Borg and Gall (1989) argues that the target population are all the members of a real or hypothetical set of population, events or objective to which a researcher wishes to generalize the results of the study. In this study, the target population will be all the secondary schools in Narok North District. Narok North district has 16 secondary schools. *(Source; DEO Narok North KCSE results analysis 2011)*

3.4 Sample and Sampling Procedure

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole. It is a group in a research on which information is obtained. When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey. Sampling is the process of selecting the sample of individuals who will participate as part of the study.

This study used a survey as the method of data collection where all the 16 secondary schools in Narok North District were visited and information gathered. Within schools, the researcher was interested in gathering relevant information from the 16 principals, 1 teacher per class and 1 parent per class in all the sampled schools. The total number of the respondents for the research was therefore **144**. Simple random sampling was used to select the respondents. The respondents were selected in line with the objectives of the study. It was assumed then that the sample selected represented the target population. A sample is often described as being representative if certain percentage frequency distributions of element characteristics within the sample data are similar to corresponding distributions within the whole population.

3.5 Methods of Data Collection

This study utilized the survey design questionnaires, as the main data collection method. Naremo (2002) argues that the questionnaires condenses all the authentic data against the question in it and is free from distortion at the time of analysis. The sentiments by Naremo (2002) were supported by Mugenda and Mugenda (1999) who emphasised on the use of questionnaires for survey designs. The questionnaires had closed and open ended questions focusing on the five objectives under study. The researcher also undertook focused group discussions to deepen understanding and to add human dimension to impersonal data.

3.6 Data Collection Instruments

The research instruments that were used are questionnaires, focused group discussion guide, interview guide and observation guide. The questionnaires had closed and open ended questions focusing on the five objectives under study. There were general questions for all the categories of the respondent and then each of the categories interviewed (head teachers, teachers and parents) had a section corresponding to their area of jurisdiction. A focused

group discussion of the teachers was held in the schools. Reports of education forums held in the district to discuss the subject of performance were also reviewed. The questionnaires were structured into six sections A, B, C, D, E and F. Section A gathered the demographic information of all the respondents, section B focused on syllabus coverage, section C focused on school management, section D focused on schools infrastructure, section E focused on teacher motivation and section F focused on parental participation.

3.7 Validity of Data Collection Instruments

Best and Kahn (1998) defines validity as the degree to which a test measures what it purports to. Moore (1983) argues that, validity indicates the degree to which an instrument measures the concept under investigation. Validity is the accuracy and meaningfulness of inferences, which are based on the research results. Validity has to do with how accurately the data obtained in the study represents the variables of the study.

Validity was achieved in various ways. Pilot study which helped validate the instruments as it enabled irrelevant items to be stricken off and also ensured consistency and flow questions in the questionnaires. This ensured that the tool collected information that answered the questions it intended to answer and hence refining the instrument. Secondly, the instrument was given to a peer for review and their comments taken. Finally, the instrument was given to the supervisor for review and technical input and the recommendations factored into the final tool.

3.8 Reliability of Data Collection Instruments

Reliability is the consistency of your measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is the repeatability of your measurement. A measure is considered reliable if a person's score on the same test given twice is similar. It is important to remember that reliability is not measured; it is estimated (Mustonen & Vehkalahti, 1997).

The split-half technique, according to Babbie (2010), was used to test the reliability of the instrument. One testing session was administered to the selected sample group. The scored items were then divided into 2, with all the odd items in one group and the even items in another group. The total score for each group were then computed and correlated. The

resulting coefficient indicated the degree to which the two halves of the test provided the same results, and hence described the internal consistency of the test. The reliability coefficient was calculated using the Spearman-Brown prophecy formula as indicated here below:

$$Reliability\ of\ t\square e\ overall\ test = \frac{2 \times reliability\ for\ \frac{1}{2}\ tests}{1 + reliability\ for\ \frac{1}{2}\ tests}$$

3.9 Operational Definition of Variables

A variable is an empirical property that can take two or more values. It is any property that can change, either in quantity or quality.

A dependent variable is a variable whose outcome depends on the manipulation of the independent variables. In this study the dependent variable was poor academic performance. Independent variable on the other hand is a variable that is manipulated to cause changes in the dependent variable. In this study the independent variables were syllabus coverage, school management, school infrastructure, teacher motivation and parental participation. Moderating variables behaves like the independent variable in that it has a significant contributory or contingent effect on the relationship between the dependent and the independent variable. In this study the moderating variables were type of school attended, size of the class and peer influence. Intervening variable is a variable that might affect the relationship of the dependent and independent variables but it is difficult to measure or to see the nature of their influence. In this study the intervening variables were economic status of parents, number of hours of study and parental literacy level and attitude towards education.

An operational definition describes how the variables are measured and defined within the study. It is a description of a variable, term or object in terms of the specific process or set of validation tests used to determine its presence and quantity. It is generally designed to model a conceptual definition. Table 3.1 is a summary of the operational definition of variables in the study showing the indicators, measure of indicators, measurement scale, tools and type of analysis. Nominal scales were used to investigate the various variables in the study.

3.10 Data Collection Procedures

With the approval from the relevant authorities, the researcher visited the schools and administered the questionnaires to the school principals, teachers and parents. The filled questionnaires were then collected for analysis.

3.11 Methods of Data Analysis

Once the data is collected, the questionnaires were cross-checked for completeness and accuracy. The questionnaires were coded by assigning numerals to answers given for categorization of responses. The data was be sorted by tabulation in a logical order. Frequency distribution tables were used to present the information from all respondents for each item of the questionnaire. The researcher used both descriptive and inferential statistics to answer the research questions. The Statistical Package for Social Sciences (SPSS) was used to support the data analysis process. Correlation was utilized in this study to determine relationship between the variables under study.

3.12 Ethical Considerations

Prior to embarking on the study, the researcher sought written permission from the concerned authorities. The questionnaire, which was the main instruments for data collection, was approved by the supervisor before being used in the research. The participants were informed of the purpose of study and assured of confidentiality. No names were required on the questionnaire and participation was voluntary.

3.13 Summary of Chapter Three

The chapter dealt with the research methodology, which outlines how the research was done. It outlined the research design, the population which was involved in the study and also the methods of data collection and data analysis. The determination of validity and reliability of the study and also the research instruments has been explained. The research variables in the study were also identified ways of measuring then has been elaborated. Finally the ethical considerations in the study have been specified.

Table 3.1: Operational definition of variables

RESEARCH OBJECTIVES	RESEARCH QUESTIONS	VARIABLE	TYPE OF VARIABLE	INDICATORS	MEASURES OF INDICATORS	DATA COLLECTION METHOD	LEVEL OF SCALE	TYPE OF ANALYSIS	LEVEL OF ANALYSIS
To examine the extent to which syllabus coverage affects academic performance in secondary schools in Narok North District.	To what extent does syllabus coverage affects academic performance in secondary schools in Narok North District?	Syllabus Coverage	Independent	• Learning materials and teaching aids • Time allocation per subject • Teacher workload • Teacher preparation	• Presence of instructional materials • Presence of timetables • Teacher-student ratio • Presence of scheme of work	-Questionnaire -Records	Nominal	Descriptive statistic	Proportions
To establish the extent to which school management and governance affect academic performance in secondary schools in Narok North District.	How does school management and governance affect academic performance in secondary schools in Narok North District?	School Management	Independent	• Leadership • Managerial skills, expertise and experience • Motivation • Feedback	• Type of leadership • Level of managerial training and skills • Presence of a reward system • Presence of a free feedback system	-Questionnaire -Records -Observation	Nominal	Inferential statistic	Proportions
To examine the contribution of school infrastructure to the academic performance in secondary schools in Narok North	How does school infrastructure influence the academic performance in secondary schools in Narok North District?	School Infrastructure	Independent	• School buildings (Administration, Classrooms, Dormitories, Teachers houses) • School facilities (Laboratories, Games, Sanitation, lighting system,	• Presence of adequate school buildings • Presence of adequate school facilities	-Questionnaire -Observation	Nominal	Descriptive statistic	Proportions

				• computers) • Condition of the school buildings • Condition of the school facilities	• Presence of well-maintained and spacious school buildings • Presence of working school facilities				
district.									
To ascertain the extent to which teacher motivation affects academic performance in secondary schools in Narok North District.	To what extent does teacher motivation affect the academic performance in secondary schools in Narok North District?	Teacher Motivation	Independent	• Remuneration • Working condition • Teacher-Student ratio • Teaching facilities • Training and career development • Supporting management team	• Good remuneration • Presence of favourable working conditions • Manageable teacher-student ratio • Presence of working teaching facilities • Presence of training programs and career progression plans • Presence of a supporting management team	-Questionnaire -Observation -Records	Nominal	Descriptive statistic Inferential statistic	Proportions
To investigate the influence of parental participation in education in the academic performance in secondary schools in Narok North District.	How does parental participation in education influence the academic performance in secondary schools in Narok North District?	Parental Participation	Independent	• Contact with the school • Parent-teacher relationship • Parent attitude towards education • Promote learning	• Attendance of academics days • Working and positive parent-teacher relationship • Level of engagement in matters education • Reward scheme,	-Questionnaire -Records	Nominal	Inferential statistic	Proportions

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the research findings obtained from the participants from the secondary schools in Narok North District, where the study was conducted. The findings of this study generated enough information which effectively answered the research questions. The study focused on analysing the critical factors that contribute to the poor academic performance in the district.

4.2 Response Rate

This study was conducted in all the sixteen secondary schools in Narok North District. A total of 144 questionnaires were administered to the principals and randomly selected teachers and parents. Out of these, 119 were successfully collected, indicating an 82.6% response rate. The response rate per each category of respondent was as shown in Table 4.1.

Table 4.1: Survey Return Rate

S/No.	Category	Questionnaires Issued	Questionnaires Returned	Percentage (%)
1	Principals	16	16	100
2	Teachers	64	57	89.1
3	Parents	64	46	71.9
	Total	**144**	**119**	**82.6**

4.3 Descriptive Characteristics of the Respondents

The male population was higher among the principals accounting for 62.5% compared to 37.5% of the female principals. 56.2% of the principals had a master's degree while 43.8% had a bachelor's degree. 56.2% of the principal respondents had between one and five years experience as head-teachers and only 6.2% had between eleven and fifteen years of experience as school head-teachers. Among the teachers, 66.7% were male and 33.3% were

female. 66.7% of the teachers had bachelor's degree while 8.8% had master's degree in education. Another 24.6% had diploma. 64.9% had between one and five years of teaching experience while 14.0% had between sixteen and twenty years of experience. Only one of the respondents had over twenty years of teaching experience. The male parents were the majority accounting for 58.7% against 41.3% of the female counterpart. The education levels of the parents did not portray a good picture of a community that is committed to education. 15.2% of the parents did not have any formal schooling. 19.6% had up to primary level of education and another 15.2% had a secondary level education. 50.0% had a tertiary level of education, either post-primary tertiary college education or post-secondary tertiary college education. This has been summarized in Tables 4.2, 4.3 and 4.4.

Table 4.2: General characteristic of the principals

			Gender of the Principal		Highest Level of Education		Duration as a School Manager			Total
			Male	Female	Bachelor's degree	Master's degree	1 - 5 years	6 - 10 years	11 - 15 years	
Age of the Principal	30 - 38 years	Count	1	0	0	1	1	0	0	1
		% of Total	6.2%	0.0%	0.0%	6.2%	6.2%	0.0%	0.0%	6.2%
	39 - 46 years	Count	4	2	4	2	6	0	0	6
		% of Total	25.0%	12.5%	25.0%	12.5%	37.5%	0.0%	0.0%	37.5%
	47 - 54 years	Count	5	3	3	5	2	6	0	8
		% of Total	31.2%	18.8%	18.8%	31.2%	12.5%	37.5%	0.0%	50.0%
	55 - 60 years	Count	0	1	0	1	0	0	1	1
		% of Total	0.0%	6.2%	0.0%	6.2%	0.0%	0.0%	6.2%	6.2%
Total		Count	10	6	7	9	9	6	1	16
		% of Total	62.5%	37.5%	43.8%	56.2%	56.2%	37.5%	6.2%	100.0%

Table 4.3: General characteristic of the teachers

			Gender		Academic qualification			Years of teaching					Total
			Male	Female	Diploma	Bachelor's degree	Master's degree	1 - 5 years	6 - 10 years	11 - 15 years	16 - 20 years	Above 20 years	
Age of the Teacher	21 - 27 years	Count	17	10	9	18	0	27	0	0	0	0	**27**
		% of Total	29.8%	17.5%	15.8%	31.6%	0.0%	47.4%	0.0%	0.0%	0.0%	0.0%	**47.4%**
	28 - 35 years	Count	9	4	1	12	0	10	3	0	0	0	**13**
		% of Total	15.8%	7.0%	1.8%	21.1%	0.0%	17.5%	5.3%	0.0%	0.0%	0.0%	**22.8%**
	36 - 42 years	Count	10	4	3	8	3	0	3	5	6	0	**14**
		% of Total	17.5%	7.0%	5.3%	14.0%	5.3%	0.0%	5.3%	8.8%	10.5%	0.0%	**24.6%**
	43 - 50 years	Count	1	1	0	0	2	0	0	0	1	1	**2**
		% of Total	1.8%	1.8%	0.0%	0.0%	3.5%	0.0%	0.0%	0.0%	1.8%	1.8%	**3.5%**
	51 and above	Count	1	0	1	0	0	0	0	0	1	0	**1**
		% of Total	1.8%	0.0%	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	0.0%	**1.8%**
Total		**Count**	**38**	**19**	**14**	**38**	**5**	**37**	**6**	**5**	**8**	**1**	**57**
		% of Total	**66.7%**	**33.3%**	**24.6%**	**66.7%**	**8.8%**	**64.9%**	**10.5%**	**8.8%**	**14.0%**	**1.8%**	**100.0%**

Table 4.4: General characteristic of the parents

			Gender		Highest Level of Education				Total
			Male	Female	None	Primary level	Secondary level	Tertiary level	
Age of the Parent	21 - 27 years	Count	0	1	1	0	0	0	**1**
		% of Total	0.0%	2.2%	2.2%	0.0%	0.0%	0.0%	**2.2%**
	28 - 35 years	Count	9	8	1	3	5	8	**17**
		% of Total	19.6%	17.4%	2.2%	6.5%	10.9%	17.4%	**37.0%**
	36 - 42 years	Count	8	7	1	3	2	9	**15**
		% of Total	17.4%	15.2%	2.2%	6.5%	4.3%	19.6%	**32.6%**
	43 - 50 years	Count	6	3	3	3	0	3	**9**
		% of Total	13.0%	6.5%	6.5%	6.5%	0.0%	6.5%	**19.6%**
	51 and above	Count	4	0	1	0	0	3	**4**
		% of Total	8.7%	0.0%	2.2%	0.0%	0.0%	6.5%	**8.7%**
Total		**Count**	**27**	**19**	**7**	**9**	**7**	**23**	**46**
		% of Total	**58.7%**	**41.3%**	**15.2%**	**19.6%**	**15.2%**	**50.0%**	**100.0%**

4.4 Factors Affecting Academic Performance in Secondary Schools

The questions used in the survey, the focused group discussion and observations were aimed at addressing the factors that affect the academic performance in secondary schools. The results were organised in the following subsections; syllabus coverage, school management, school infrastructure, teacher motivation and parental participation. The questionnaires contained both closed and open ended questions. In open-ended questions the respondents were given room to explain their answers in detail. Closed-ended questions were refined using Arbitrary and Likert scales or made a choice of "Yes" or "No" answers.

4.4.1 Syllabus coverage

37.5% of the principals who participated in this study admitted that syllabus coverage in their schools was just fair with 56.3% saying that syllabus coverage was good. It's only 6.3% of them who rated syllabus coverage as excellent. Similar response was reported by the teachers where 75.4% rated the syllabus coverage as good and 21.1% rating it as fair. 3.5% rated the syllabus coverage in their school as excellent. Some of the reasons given for excellent coverage of the syllabus included committed teaching staff, remedial classes, consistent efforts applied, regular monitoring by the head of department and evaluation targets based on syllabus coverage as per schemes of work. The hindrances to effective coverage of the syllabus includes absenteeism among teachers and students, students ability, attitude, and motivations, inadequate learning and teaching facilities, teachers turn-over and lack of motivation, teacher workload due to understaffing, poor time management and events like strikes, elections and co-curricular activities. Table 4.5 summarizes the syllabus coverage rating by principals and teachers.

Table 4.5 Syllabus coverage rating

Respondent	Rating	Frequency	Percentage (%)
Teachers	Fair	12	**21.1**
	Good	43	**75.4**
	Excellent	2	**3.5**
Principals	Fair	6	**37.5**
	Good	9	**56.3**
	Excellent	1	**6.3**

4.4.2 School management

All the principals agreed that the Board of Governors (BOG) in their schools were very cooperative and were always involved in the matters of academics in the schools. Teachers were also comfortable with the management in their schools. 57.9% of the teachers who participated rated the management as good with 26.3% rating the management as fair but 7.0% of the teachers rated it as poor. Only 8.8% rated the management as excellent. Similarly, 52.2% of the parents who participated rated the management as good and another 21.7% said the management was excellent. 66.7% of the teachers felt that the management style was consultative while 10.5% rated it as authoritative. All the parents admitted that the school management encouraged parental participation in running of the schools.

Parents also admitted that they did get regular updates on the academic performance of their children. 91.3% of the parents said that they received report cards at the end of each term and also attended academic clinics upon request by the school management. The frequency of discussions on subject and classes taught of the teacher with the management varied widely. 10.5% discussed the performance daily, 17.5% discussed on a weekly basis, 21.1% discussed on a monthly basis while the majority (47.4%) discussed once per term. However, 3.5% of the teachers said they did not discuss the subject and class performance with the management at all. 56.1% of the teachers' participant said the Board of Governors in their schools spent time with the teachers occasionally to discuss academic issues. This has been summarized in Table 4.6.

Table 4.6 Management factors

Variable	Respondent	Rating	Frequency	Percentage (%)
Management Rating	Parent	Excellent	10	21.7
		Good	24	52.2
		Fair	12	26.1
		Poor	0	0
	Teacher	Excellent	5	8.8
		Good	33	57.9
		Fair	15	26.3
		Poor	4	7.0

		Authoritative	6	10.5
Management Style	Teacher	Consultative	38	66.7
		Democratic	8	14.0
		Laissez-faire	5	8.8
Participation Encouragement	Parent	Yes	46	100
		No	0	0
Performance Updates	Parent	Yes	42	91.3
		No	4	8.7
Performance Discussion	Teacher	Daily	6	10.5
		Weekly	10	17.5
		Monthly	12	21.1
		Termly	27	47.4
		Not at all	2	3.5

Teachers agreed that they got support from the management that facilitated the execution of their calling and duties. This was in form of teaching and learning materials, meals, accommodation (though few cases), ensuring smooth running and overseeing school routines were followed, organizing internal and external contests and symposiums and enhancing discipline among the students.

The principals lamented about the challenges they faced in their daily running of the schools. Some of the challenges included limited finances due to poor and delayed funding from the government and parents, high teacher turn-over leading to insufficient teaching manpower, lack of good will from some stakeholders, lack of support and negative attitude of parents due to their illiteracy levels, cultural practices, political interference, drop out of students due to early marriages and pregnancies and low entry behavior due to poor education backgrounds.

4.4.3 School infrastructure

On school academic infrastructure, 56.3% of the principals said that they lacked enough facilities to ensure smooth running with only 43.8% saying they had sufficient facilities in their schools. Similar sentiments were echoed by the parents where 54.3% of the parents admitted that their schools lacked essential facilities. 52.6% of the teachers said there were sufficient facilities in the schools. 75.4% of the teachers said that the available buildings were

in good conditions. However, 63.2% of the teachers' participants said that they laboratories were not well equipped. Another 87.7% said that the schools lacked teachers' houses, a position that was agreed by 76.1% of the parents. 45.6% of the teachers and 47.8% of the parents said that their school lacked adequate water. However, all the participants admitted that there was electricity in their schools. Only 50.9% of the teachers and 52.2% of the parents said that there were adequate sanitation facilities. This is summarized in Table 4.7.

Table 4.7: School infrastructure

Variable	Respondent	Rating	Frequency	Percentage (%)
Availability of well-equipped laboratory	Parents	Yes	20	43.5
		No	26	56.5
	Teachers	Yes	21	36.8
		No	36	63.2
Availability of houses for teachers	Parents	Yes	11	23.9
		No	35	76.1
	Teachers	Yes	7	12.3
		No	50	87.7
Availability of electricity	Parents	Yes	46	100
		No	0	0
	Teachers	Yes	57	100
		No	0	0
Availability of adequate water	Parents	Yes	33	71.7
		No	13	28.3
	Teachers	Yes	31	54.4
		No	26	45.6
Availability of adequate sanitation facilities	Parents	Yes	24	52.2
		No	22	47.8
	Teachers	Yes	29	50.9
		No	28	49.1

The participants agreed that there were some missing facilities for example classrooms and classroom facilities, multipurpose hall, fully equipped laboratories, adequate dormitories,

dining facilities, kitchen, well equipped library, computer labs, administration blocks, staffrooms, offices for heads of departments, transport facilities, ablution blocks, generators, bore holes and playing fields in some schools.

4.4.4 Teacher motivation

75.0% of the principals said that the teachers in their school were motivated with only 25.0% admitting that the teachers were not motivated. However, the teachers themselves gave a contrary response with only 42.1% saying they were happy doing their work. 19.3% of the teachers said that their level of job satisfaction was low. 8.8% said that the working conditions were poor with only 42.1% feeling satisfied about the working conditions. 66.7%, however, said that the working environment was motivating. In addition, 66.7% of the teachers admitted that they would transfer from their current school given the opportunity with 33.3% saying that they would not transfer from their current duty station willingly. It was noted that those with more years of teaching experience and had stayed for more years in their current school were the ones who were not willing to transfer. As expected, 63.2% of the teachers were not happy with their current remunerations. This is summarized in Table 4.8.

The principals highlighted some of the reasons that demotivated their teaching staff. Poor working conditions, underpayment and delayed payments, lack of appreciation of their efforts, lack of promotion, shortage of teaching and learning materials, indiscipline among students, tribalism, lack or poor housing conditions and failing to involve them in decision making demotivated the teachers. The principals gave some practices that they did to motivate their teaching staffs. Empowering them by involving them in school management and decision making, delegation of duties and appointment to various positions in the school motivated the teachers. Other practices included provision of meals and accommodation, recognizing and appreciating their work through rewards and incentives (monetary, verbal, certificates), positive appraisal and recommendation to higher offices, prompt payment for the BOG teachers, annual staff trips, making sure that students are disciplined, providing a good working environment and being concerned about their general welfare. Teachers also said that they like their works and ideas being recognized.

Table 4.8: Teacher motivation summary

			Duration in that particular school				Level of job satisfaction					Happy with current remuneration		Will transfer given the opportunity		Total
			1 - 5 years	6 - 10 years	11 - 15 years	16 - 20 years	Excellent	Good	Ok	Poor	Very poor	Yes	No	Yes	No	
Years of teaching	1 - 5 years	Count	37	0	0	0	0	12	19	6	0	18	19	28	9	**37**
		% of Total	64.9%	0.0%	0.0%	0.0%	0.0%	21.1%	33.3%	10.5%	0.0%	31.6%	33.3%	49.1%	15.8%	**64.9%**
	6 - 10 years	Count	6	0	0	0	0	3	2	1	0	1	5	3	3	**6**
		% of Total	10.5%	0.0%	0.0%	0.0%	0.0%	5.3%	3.5%	1.8%	0.0%	1.8%	8.8%	5.3%	5.3%	**10.5%**
	11 - 15 years	Count	3	2	0	0	2	2	1	0	0	0	5	3	2	**5**
		% of Total	5.3%	3.5%	0.0%	0.0%	3.5%	3.5%	1.8%	0.0%	0.0%	0.0%	8.8%	5.3%	3.5%	**8.8%**
	16 - 20 years	Count	2	5	1	0	1	3	0	2	2	1	7	4	4	**8**
		% of Total	3.5%	8.8%	1.8%	0.0%	1.8%	5.3%	0.0%	3.5%	3.5%	1.8%	12.3%	7.0%	7.0%	**14.0%**
	Above 20 years	Count	0	0	0	1	0	1	0	0	0	1	0	0	1	**1**
		% of Total	0.0%	0.0%	0.0%	1.8%	0.0%	1.8%	0.0%	0.0%	0.0%	1.8%	0.0%	0.0%	1.8%	**1.8%**
Total		Count	**48**	**7**	**1**	**1**	**3**	**21**	**22**	**9**	**2**	**21**	**36**	**38**	**19**	**57**
		% of Total	**84.2%**	**12.3%**	**1.8%**	**1.8%**	**5.3%**	**36.8%**	**38.6%**	**15.8%**	**3.5%**	**36.8%**	**63.2%**	**66.7%**	**33.3%**	**100.0%**

On a closer look, motivating the teachers was seen as principals and the BOGs initiative to a large extent. On appreciation for good work done, 39.1% of the parents who participated said that they responded by doing nothing! This is really demotivating. 26.1% of the parents give cash rewards, 15.2% gave the teachers presents, 15.2% paid for teachers' trips while 4.3% organized a party for the teachers.

4.4.5 Parental participation

According to the principals, the parents were involved in the running of the schools and the academic performance. 75.4% of the teachers' participants also agreed that the parents were always involved. Similarly, 91.3% of the parents who participated in the study agreed that they were being involved in one way or another in the running of the school and academic performance as a result. However, the concern of academic performance of their students and the school generally was lacking. Although 87.0% of the parents who participated in the study said they were concerned about the academic performances, majority of the principals disagreed. They were expecting more from the parents. 91.3% of the parents said that they attended academic days in their schools and 93.0% of the teachers said that they discussed the performance of students with their parents during academic days. 42.1% of the teachers discussed the performance each term but 49.1% of the teachers discussed the performance annually! Annual discussion may not be very effective as a measure to improve the academic performance of a school. Its only 52.2% of the parents who said that parents in their schools provided adequate learning materials compared to 47.8% who admitted that parents did not provided sufficient learning and teaching materials. More so, 71.7% of the parents admitted that parents did not pay the school fees in time. This is discouraging and it leads to absenteeism on the part of the students as they are sent home to collect the school fees. This compromises on their studies and academic performance. The parental participation is summarized in Table 4.9.

Table 4.9: Parental participation

Variable	Respondent	Rating	Frequency	Percentage (%)
Parental Involvement	Principals	Yes	16	100
		No	0	0
	Teachers	Yes	43	75.4

		No	14	24.6
	Parents	Yes	42	91.3
		No	4	8.7
Parents are concerned about academic performance	Principals	Yes	9	56.3
		No	7	43.8
	Parents	Yes	40	87.0
		No	6	13.0
Academic performance discussion with parents	Teachers	Yes	53	93.0
		No	4	7.0
Frequency of student performance discussion with parents	Teachers	Monthly	1	1.8
		Termly	24	42.1
		Annually	28	49.1
		Not at all	4	7.0
Parents academic day attendance	Parents	Yes	42	91.3
		No	4	8.7
Parents provides adequate learning facilities	Parents	Yes	24	52.2
		No	22	47.8
Timely payment of fees	Parents	Yes	13	28.3
		No	33	71.7

All respondents agreed that parents had major roles to play in the academic performances of schools. They were expected to attend school functions like academic days, prayer days, visiting days and AGMs upon request where they evaluated, monitored, discussed and followed-up on students performances and progress. They were also expected to meet the financial needs of a school through school fees and remedial classes' fees, pay for academic trips, infrastructural development, provision of learning and teaching facilities e.g. extra materials for students and revision books, instill and maintain discipline on their children, advise and encourage students both spiritually and morally, motivates teachers through rewards and incentives, build social cohesion in the school and take care of the students especially outside the school compound. However, poverty and financial constraints, cultural practices, ignorance, poor attitude towards education and illiteracy hindered them from meeting their responsibilities. 15.2% of the parents did not have any formal education, 19.6% had up to primary level education while only 15.2% had up to secondary level education.

Some parents blamed local infrastructure as the reason why they failed to participate more often in their children's academic issues. Others said they had other personal commitments that made them not to participate fully.

4.4.6 Academic performance overview

All the respondents were in agreement that the schools academics performances were very poor. 62.5% of the principals rated the performances in their respective schools as below average. A further 12.5% rated the performance as poor. Only 18.8% of the principals rated their schools' performances as average. 70.2% of the teachers rated their schools' performance as just fair and 10.5% said the performance was poor. Only 19.3% of the teachers rated the performance as good. As a result majority of the respondents were not happy with the academic performance in their schools. All the principals were not happy about the performance in their schools. 82.5% of the teachers and 56.5% of the parents were not happy about the performances. In addition, 58.7% of the parents who participated in this study rated the performance of their children as just fair. 39.1% said the performance was ok with only one parent rating the performance of her child as excellent. This is summarized in Table 4.10.

Table 4.10: Academic performance

Variable	Respondent	Rating	Frequency	Percentage (%)
Schools' academic performance rating	Principals	Poor	2	12.5
		Below average	10	62.5
		Average	3	18.8
		Good	1	6.3
	Teachers	Poor	6	10.5
		Fair	40	70.2
		Good	11	19.3
	Parents	Fair	19	41.3
		Good	19	41.3
		Excellent	8	17.4
Happy with the school performance	Principals	Yes	0	0
		No	16	100

	Teachers	Yes	10	17.5
		No	47	82.5
	Parents	Yes	20	43.5
		No	26	56.5
Students' academic performance	Parents	Fair	27	58.7
		Good	18	39.1
		Excellent	1	2.2
Good performance appreciation	Parents	Cash rewards	12	26.1
		Give presents to teachers	7	15.2
		Party to the teachers	2	4.3
		Send teachers to trips	7	15.2
		Do nothing	18	39.1

The respondents give the factors that were responsible for the performances in their schools. School administration that collaborates well with the stakeholders, enough qualified, responsible, committed and motivated workforce, sufficient learning and teaching facilities and infrastructure, and discipline in the school were the factors highlighted for a positive performance. Factors that hindered good performance included undisciplined students, inadequate learning and teaching facilities, poor attitude from parents and students towards education, lack of parental and community support to the school, limited parental guidance and counseling to the students, understaffing, absenteeism among students due to fees problems, cultural beliefs and custom, political influence and interference in school leadership and low entry behavior i.e. student with low KCPE mark joining the school.

4.5 Correlation of Variables

Correlation describes the degree of relationship between two variables. Pearson correlation coefficient (r) is used to measure the strength of association between variables of interest. 2-tail test tests the possibility of a relationship in both directions. This is what has been used in this study. Correlation of the variables was generated from SPSS analysis and is as shown in Table 4.11.

Table 4.11: Correlation of variables

			School's academic performance rating			Students' academic performance rating
			Teachers	Parents	Principals	Parents
1	Syllabus coverage rating	Pearson Correlation	$.413^{**}$	-	.286	-
2	School management rating	Pearson Correlation	-.242	.499	-	.402
	Learning progress involvement frequency	Pearson Correlation	-	.242		$.344^*$
3	Teachers are motivated	Pearson Correlation	-	-	$-.547^*$	-
	Working conditions in the school	Pearson Correlation	.010	.254	-	.249
	Level of job satisfaction	Pearson Correlation	-.044	.318	-	.309
4	Availability of adequate facilities	Pearson Correlation	-.089	-.361	-.466	-.314
	Condition of the available buildings	Pearson Correlation	-.168	-.236	-	-.264
5	Parents are involved in the academic performance	Pearson Correlation	-.168	-.005	-	-.106
	Parental concern on academic performance	Pearson Correlation	-	-.139	-.401	-.073

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

From table 4.11, there is a positive correlation between syllabus coverage, school management and working conditions, and school performances. This means that syllabus coverage, school management and working conditions have a positive influence towards

academic performance. This means that syllabus coverage, school management and working conditions to a certain extent do not contribute to the poor performances of secondary schools in Narok North district. The negative correlation between school management, school facilities, teacher motivation and parental participation, and academics rating in the district means that the current status of these variables in the district impacts negatively towards the academic performance in the district. This is also evident in the descriptive statistics as shown in Table 4.12. Syllabus coverage, school management and working conditions have relatively higher overall means compared to the other variables.

Table 4.12: Descriptive Statistics

	Teachers		Parents		Principals		Overall mean
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	
Rating of the academic performance in Narok North	-	-	-	-	2.00	.516	**2.00**
Narok North schools performance in comparison to national performance	-	-	-	-	2.00	.000	**2.00**
School's academic performance rating	2.09	.544	2.76	.736	2.19	.750	**2.35**
Students' academic performance rating	-	-	-	-	2.43	.544	**2.43**
Syllabus coverage rating	2.82	.468	-	-	2.69	.602	**2.76**
BOG involvement in academic performance	-	-	-	-	1.00	.000	**1.00**
School management rating	2.68	.736	2.96	.698	-	-	**2.82**
Teachers are motivated	-	-	-	-	1.25	.447	**1.25**
Level of job satisfaction	3.25	.912	3.43	.834	-	-	**3.33**
Working conditions in the school	3.35	.813	3.41	.777	-	-	**3.38**

Availability of adequate facilities	1.47	.504	1.54	.504	1.56	.512	**1.52**
Condition of the available buildings	1.25	.434	1.54	.504	-	-	**1.40**
Parents are involved in the academic performance	1.25	.434	1.09	.285	1.00	.000	**1.11**
Parental concern about academic standards	1.07	.258	1.13	.341	1.44	.512	**1.21**

4.6 Summary of Chapter Four

The chapter explored an overall 82.6% survey return rate, summary of respondents' gender, age, years of experience, level of education, factors that affect academic performance in secondary school, syllabus coverage in secondary school, school management, school infrastructure, teacher motivation and job satisfaction, and parental participation in academic matters. Data was collected using questionnaires and observations. The questionnaires used contained both closed and open ended questions. In open-ended questions the respondents provided qualitative data. Closed-ended questions were refined using Likert scale or made a choice of "Yes" or "No" answers. Descriptive statistics such as frequencies and percentages were used in data analysis. The analysed data was presented in tables.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.

This chapter consists of summary of the research findings, a discussion of the findings and then the recommendations based on the research findings. This research was guided by five objectives and five research questions. The descriptive survey research method was used and questionnaires, focused group discussions and observation methods were used as the data collection methods. The summary of the findings is as shown in Table 5.1.

Table 5.1: Summary of findings

RESEARCH OBJECTIVES	RESEARCH FINDINGS
To examine the extent to which syllabus coverage affects academic performance in secondary schools in Narok North District.	- 56.3% of the principals admitted that syllabus coverage in their school was good. 37.5% said that syllabus coverage was just fair. - 75.4% of the teachers rated the syllabus coverage as good while 21.1% rated as just fair. - 6.3% of the principals and 3.5% of the teachers who participated rated the syllabus coverage in their respective schools as excellent. - Proper time management, committed teaching staff, remedial classes and regular monitoring and supervision by the principals or heads of departments were some of the reasons given for excellent syllabus coverage. - Absenteeism among teachers and students, students' ability and attitude, insufficient teaching and learning materials, teachers turn-over and lack of motivation, teacher workload due to understaffing, events like strikes and elections and external influences were the factors that hindered effective syllabus coverage.
To establish the extent to which school	- All the principals agreed that the Board of Governors (BOG) in their schools were very cooperative and were always involved in the matters of academics in the schools.

management and governance affect academic performance in secondary schools in Narok North District.	- 57.9% of the teachers who participated rated the management as good with 26.3% rating the management as fair.
	- 52.2% of the parents who participated rated the management as good and another 21.7% said the management was excellent.
	- 66.7% of the teachers felt that the management style was consultative while 10.5% rated it as authoritative.
	- All the parents admitted that the school management encouraged parental participation in running of the schools.
	- 91.3% of the parents said they received report cards at the end of each term and also attended academic clinics upon request by the school management.
	- Teachers agreed that they get support from the management that facilitates their execution of their calling and duties.
	- Financial constraints due to poor or delayed funding from government and parents affected the day to day running in schools.
	- High rates of teacher turn-over lead to insufficient teaching manpower and jeopardized on syllabus coverage.
	- External influence and political interference affected the effective management in schools.
	- Lack of parental support due to ignorance and illiteracy also hindered effective management in schools.
	- Cultural practices, early marriages and pregnancies leads to absenteeism and dropout rates among the students. This is a challenge to the management of the school.
To examine the contribution of school infrastructure to the academic performance in secondary schools in Narok North district.	- 56.3% of the principals said that they lacked enough facilities to ensure smooth running with only 43.8% saying they had sufficient facilities in their schools.
	- 54.3% of the parents admitted that their schools lack essential facilities.
	- 75.4% of the teachers said that the available buildings were in good conditions.
	- 63.2% of the teachers' participants said that they laboratories were not well equipped.
	- 87.7% of the teachers who participated in the study said that the schools lacked teachers' houses, a position that was agreed by

	76.1% of the parents.
	- 45.6% of the teachers and 47.8% of the parents said that their school lacked adequate water.
	- All the participants admitted that there was electricity in their schools.
	- 50.9% of the teachers and 52.2% of the parents said that there were adequate sanitation facilities.
	- Some missing facilities included classrooms and classroom facilities, multipurpose hall, equipped laboratories, adequate dormitories, dining facilities, kitchen, equipped library, computer labs, administration blocks, staffrooms, offices for heads of departments, transport facilities, ablution blocks, generators, bore holes and playing fields.
To ascertain the extent to which teacher motivation affects academic performance in secondary schools in Narok North District.	- 75.0% of the principals said that the teachers in their school are motivated with only 25.0% admitting that the teachers were not motivated.
	- Only 42.1% of the teachers who participated in this study were happy with their work.
	- 8.8% said that the working conditions were poor with only 42.1% feeling satisfied about the working conditions.
	- 66.7% of the teachers said that the working environment was motivating.
	- 66.7% of the teachers admitted that they would transfer from their current school given the opportunity with 33.3% saying that they would not transfer from their current duty station willingly.
	- 63.2% of the teachers were not happy with their current remunerations.
	- 39.1% of the parents who participated said that they did nothing to appreciate teachers' good work. 26.1% of the parents give cash rewards, 15.2% gave the teachers presents, 15.2% paid for teachers' trips while 4.3% organized a party for the teachers.
	- Poor working conditions, underpayment and delayed payments, and lack of appreciation demotivated the teachers.
	- Shortage of teaching and learning materials, lack or poor housing conditions and lack of empowerment also demotivated the teachers.

	- Rewards and recognition, sufficient teaching and learning materials, proper housing and meals, and general empowerment motivated the teaching staff.
To investigate the influence of parental participation in education in the academic performance in secondary schools in Narok North District.	- 75.4% of the teachers' and 91.3% of the parents' participants also agreed that the parents were always involved running of the school.
	- 87.0% of the parents who participated in the study said they were concerned about the academic performances, but majority of the principals disagreed with that position.
	- 91.3% of the parents said that they attended academic days in their schools and 93.0% of the teachers said that they discussed the performance of students with their parents during academic days.
	- 42.1% of the teachers discussed the performance each term but 49.1% of the teachers discussed the performance annually.
	- 52.2% of the parents said that parents in their schools provided adequate learning materials while 47.8% admitted that parents did not provided sufficient learning and teaching materials.
	- 71.7% of the parents admitted that parents in their schools did not pay the school fees in time.
	- Parents attended school functions like academic days, prayer days, visiting days and AGMs upon request where they evaluated, monitored, discussed and followed-up on students performances and progress.
	- Parents were required to meet the financial needs of a school through school fees and remedial classes' fees, pay for academic trips, infrastructural development, provision of learning and teaching facilities e.g. extra materials for students and revision books.
	- 15.2% of the parents did not have any formal education, 19.6% had up to primary level education while only 15.2% had up to secondary level education.
	- Some parents blamed local infrastructure as the reason why they failed to participate more often in their children's academic issues. Others said they had other personal commitments that made them not to participate fully.

5.2 Discussion of Findings

The researcher successfully investigated and analyzed the critical factors behind the consistent poor academic performance of secondary school students in Narok North District. The factors investigated included syllabus coverage, school management, school infrastructure, teacher motivation and parental participation.

5.2.1 Syllabus coverage and academic performance

Syllabus coverage affects the performance of a student. Late or non-coverage of the syllabus contributes to poor performance. Poor syllabus coverage springs from under teaching which is attributed to lack of sufficient teaching staff and insufficient or inadequate teacher preparedness (Shikuku 2012). 56.3% of the principals admitted that syllabus coverage in their school was good. 37.5% said that syllabus coverage was just fair. 75.4% of the teachers rated the syllabus coverage as good while 21.1% rated as just fair. This could have lead to the poor performance of the schools in Narok North District.

There are a number of factors that hinder the coverage of syllabus in any particular school. Some of the critical factors include: The broad content of the syllabus, Teachers workload as a result of understaffing in schools, leading to a high pupil-teacher ratio, inadequate instructional material, learner's commitment and discipline and difficult content that has to be covered by the learners (Wasike, 2003). Other factors include poor teaching methods and an acute shortage of text books (Eshiwani 2001), the difficult mathematical language (Oterburn and Nicholson, 1996), terminology and utilization of symbols that are unusual and unfamiliar to students and negative attitude of students, teachers and parents (Githua, 2001).

This study agreed with the findings of these scholars. In addition, the study identified other factors that can hinder effective syllabus coverage. For example absenteeism among teachers and students, high rates of teachers turn-over and lack of motivation, and events like strikes and elections. The students' ability is also a contributing factor. Most students in the schools sampled had very low entry marks. This meant that there understanding capacities were low such that the teachers had to work extra hard which meant extra time to help the learners get the required education.

The factors that contributes to efficient syllabus coverage according to this study includes proper time management, committed teaching staff, remedial classes and regular monitoring and supervision by the principals or heads of departments.

5.2.2 School management and academic performance

Management aims at attaining the optimum results in any endeavour, be it educational, production, marketing etc. Education management requires very strong decision making skills. School boards should be composed of members who possess managerial skills, expertise and experience (Wanderi, 2008). All the principals who participated in this study had undergone some training in management. For optimum results, there needs to be cooperation and mutual relationship between the stakeholders. This study revealed that the Board of Governors in the schools were cooperative and always involved in the matters of academics in the schools. In addition, 66.7% of the teachers felt that the management style was consultative while 14.0% rated it as democratic.

A manager is a person who helps others get more done by motivating them, providing direction, making sure they are working together toward a common goal, in this case student performance in national examinations, removing roadblocks and providing feedback that is necessary for performance of their duty (Andevski and Arsenijević, 2010). In this study, teachers agreed that they get support from the management that facilitates their execution of their calling and duties, and 91.3% of the parents said they received report cards at the end of each term and also attended academic clinics upon request by the school management.

Parents typically oppose a school administration if they perceive it to be incompetent, opaque or unaccountable. However, 52.2% of the parents who participated rated the management as good and another 21.7% said the management was excellent. The parents also admitted that the school management encouraged parental participation in the running of the schools. Whereas parents are very quick to blame when things go wrong in a school, they also shy away from making a conscious effort and practical contribution to the management of institutions. They are content to play the roles of paying school fees, electing PTA representatives and attending annual general meetings once a year. This could mean that parents may not make meaningful contributions towards school (Wanderi, 2008).

Management is never without challenges. The managers in this study experienced some challenges in their daily operations. Financial constraints due to poor or delayed funding from government and parents, high rates of teacher turn-over leading to understaffing, external influence especially from local leaders and politicians, cultural practices, early engagements, marriages and pregnancies and non-committed workforce affected the management of schools.

5.2.3 School infrastructure and academic performance

Education support infrastructure plays a critical role in the enhancement of the learning process. Clean, quiet, safe, comfortable and healthy environments are an important component of successful teaching and learning. Nigaglioni, (2005) notes that schools require adequate classrooms, laboratories that are well equipped, comfortable dormitories for the learners to rest, toilets and bathrooms, spacious science and computer laboratories and administration blocks and playing fields that facilitates co-curricular activities. Anandu (1990) argues that physical facilities are vital for pupils in the teaching/ learning situations. Inadequacy of these facilities leads to frustration and the motivating factor in terms of comfort diminishes.

Bakhda (2004) argues that in an ideal situation a teaching institution should have a large and adequate reception area for visitors, an office block with all administrative facilities, computer facilities, telephone system, adequate classrooms to accommodate all classrooms, specialist rooms and adequate laboratories that have good facilities that will support the teaching and learning process. Wanjala (1999) observes that lack of adequate physical facilities like libraries and classrooms affects pupils' participation in school. According to him, enough classrooms facilitate effective teaching while insufficient classrooms make the teaching difficult. So much time is spent in the classroom and that is why it is believed that the condition of school facilities has an impact on student achievement

The status of school infrastructure in Narok North District is devastating. In this study, 56.3% of the principals said that they lacked enough facilities to ensure smooth running with only 43.8% saying they had sufficient facilities in their schools. Furthermore, 54.3% of the parents admitted that their schools lacked essential facilities. A school cannot be expected to perform well in national exams if it lacked essential facilities. School buildings in poor condition can impact education by keeping students away from the classroom thereby decreasing the

classroom time. According to Deborah Moore (2002), the turnover rate of teachers is also influenced by the condition of school facilities. When this happens, valuable resources that could be used to better the educational experience of students are diverted towards recruitment and training new teachers.

75.4% of the teachers said that the available buildings were in good conditions. However, 63.2% of the teachers' participants said that their laboratories were not well equipped. Practical experiments are part of the curriculum and part of national exams. If students are not exposed to practical lessons then they cannot perform well in their exams. 50.9% of the teachers and 52.2% of the parents said that there were adequate sanitation facilities and another 45.6% of the teachers and 47.8% of the parents said that their school lacked adequate water. All the participants admitted that there was electricity in their schools which was very remarkable.

The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons. Due to lack of adequate teaching and learning facilities in schools in Narok North, teachers are left to use the orthodox means of teaching that is talking and chalking, a medium that learners find boring and repetitive. This impacts negatively on their performances in national exams.

5.2.4 Teacher motivation and academic performance

A highly motivated person puts in the maximum effort in his or her job. Several factors produce motivation and job satisfaction. Motivation constitutes one dimension that has received considerable attention for the purposes of understanding the individual worker and his/her working environment (Wofford, 1971). When employees are highly satisfied, the production in the organization will always increase. Lockheed et al. (1991) indicated that lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect the performance of students academically.

Teachers play a very critical part in the learning process. They are the facilitators of learning, the transmitters of knowledge, brokers of relationship between pupils and the society in which they live. Well-trained and motivated teachers are essential to good quality education. The importance of a motivated workforce to providing good quality services is now widely understood and the role of teacher motivation in delivering good quality education has

received increasing recognition over recent years (MEC, 2006). This study revealed that 75.0% of the principals said that the teachers in their schools were motivated, but in the contrary only 42.1% of the teachers admitted to be happy with their work.

High rates of teacher attrition through resignations are a key indicator of low levels of teacher job satisfaction and motivation. High teacher transfer rates between schools are also indicative of teachers who are unhappy with where they are working and, more generally, with what they are doing. Very high levels of teacher transfers seriously undermine the quality of schooling because teachers are not satisfied with where they are working and usually do not stay long enough in a school for their experience to impact pupils' learning and achievement. Teachers, who are unhappy with their working and living conditions and wish to transfer, but are unable to do so, become despondent and are likely to under-perform in their jobs (Young, 1988). This is the case in Narok North where teachers are said to be constantly seeking transfers to move to areas that have access to social amenities and business opportunities hence leading to high time wastage as a teacher moves to the administration seeking for transfers (MOE, 2006). According to this study, 66.7% of the teachers would transfer from their current school given the opportunity.

Teachers are frequently paid little, their education and training needs are neglected they are mired in bureaucracies that support neither their effective performance in their jobs nor career progression. According to this study, 63.2% of the teachers were not happy at all with the payment they were getting. Job satisfaction is said to result when the sum total of the various job facets give rise to feelings of satisfaction; and when the sum total gives rise to feelings of dissatisfaction, job dissatisfaction results. Improving any one of the facets leads to the direction of job satisfaction and eliminating any one of them leads to job dissatisfaction (Mutie, 1993). This study revealed that only 42.1% of the teachers were happy with their work. 8.8% of the teachers said that the working conditions were poor with only 42.1% feeling satisfied with the working conditions.

5.2.5 Parental participation and academic performance

Parental involvement in their children's education and having a positive attitude including carrying out learning activities in the home and transforming the home setting into an educational context, improves the academic attainment of the child and influences quality education. By engaging in educational activities with their children at home such as

supporting homework and modelling reading behaviour, parents communicate clear expectations for achievement, while integrating school curriculum goals within the home. A disconnect between parents and the educational learning experiences of their children result in the child's behavioural problems at school, stress in accomplishing one's responsibilities and weakness in academic performance (Edwards and David, 1997). Parental involvement in their children's performances will ensure monitoring and evaluation of his/her child's performance (Mc Wayne et al., 2004). As this study revealed, 75.4% of the teachers' and 91.3% of the parents' participants also agreed that the parents were always involved in the running of the school.

From observation made in schools in Narok North district, parental involvement is relatively low. In a number of schools, parents come in to pay fees, during annual general meetings and when the school is facing a crisis e.g. a strike or other eventualities. There are very few instances where parents are involved in discussions of academic performance of their learners and hence the role of the parent of being the first line quality assurance and standards officer is lost leaving the teacher scot-free as argued in the education forums held in Narok in the years 2006, 2007 and 2009. This study revealed that 87.0% of the parents were concerned about the academic performances, but majority of the principals disagreed with that position. Very few parents showed the genuine concern of their children's academics. The level of concern was very low which was as a result of factors like cultural practices, ignorance and illiteracy among the parents. 15.2% of the parents did not have any formal education, 19.6% had up to primary level education while only 15.2% had up to secondary level education.

Parents attended school functions like academic days, prayer days, visiting days and AGMs upon request where they evaluated, monitored, discussed and followed-up on students performances and progress. 91.3% of the parents said that they attended academic days in their schools and 93.0% of the teachers said that they discussed the performance of students with their parents during academic days. 42.1% of the teachers discussed the performance each term but 49.1% of the teachers discussed the performance annually. Some parents blamed local infrastructure as the reason why they failed to participate more often in their children's academic issues. Others said they had other personal commitments that made them not to participate fully. Also the school administration scheduled for such events which was beyond parents' control. They had to act within the limits provided by the school administration.

The parents were also required to meet the financial needs of a school through school fees and remedial classes' fees, pay for academic trips, infrastructural development, and provision of learning and teaching facilities e.g. extra materials for students and revision books. But as this study revealed the parents did not pay their children's school fees in time and as required. 71.7% of the parents admitted that parents in their schools did not pay the school fees in time. This jeopardized the schools' operations and lead to poor performances of the students.

5.3 Conclusion

The researcher investigated the factors affecting the academic performance in secondary schools. For us to attain the Millennium Development Goals and Vision 2030 as well as development as nation, education must be emphasised. It is thus important for the policy makers, education ministry administrators and management to understand the challenges facing the schools and students in the pursuit of education and the strategies that can be appropriately explored to curb such challenges, and thus improve the academic performance of the students.

Education plays a central role in the attainment of vision 2030 and remains a central element in the development of a society. Education is also a tool for socio-economic development of a people and society. In order for the education to be of importance it must also be of quality and one that meets the set National goals and objectives that are set in the curriculum. The government is committed towards providing quality education to all Kenyans on the understanding that education is a critical and effective medium for achieving socio-cultural transformation and overall economic growth and development.

Education is a critical element of human development and an essential ingredient for fulfilling other aspects of human rights, such as effective economic and political participation and quality health care. This includes how adults extend health care to children. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills are a central aim of any education system, where the content and time spent in an education system is evaluated and its results are analysed.

With the results reflected by the National examinations outcomes for Narok North District, there is very little hope that the learners from Narok North would benefit from education with

the kind of grades that they are registering. This call for the government and the education stakeholders to work together and see to it the situation is rectified. Also the county government should give priority to education in the area. The quality of education tends to be evaluated in terms of the number of students passing national examinations. The expectation of parents is that their children perform well in national examinations. This can only happen if all the stakeholders work together, provide the necessary teaching and learning resources and be available for guidance and consultation given continuously and consistently.

5.4 Recommendations

After discussing the findings of the research, certain recommendations are put forward for consideration. The research findings and interpretation reveal that measures need to be taken to ensure that the academic performance of schools in Narok North District in national exams improves.

Late or non-coverage of the syllabus contributes to poor performance of students. Poor syllabus coverage could be as a result of under teaching which is attributed to lack of sufficient teaching staff and insufficient or inadequate teacher preparedness. For effective syllabus coverage, consistent efforts need to be applied throughout. Essential teaching and learning materials should be provided. There should a continuous monitoring of lessons attendance by the principals and heads of departments. There should also be evaluation of targets based on syllabus coverage as per the schemes of work. In case of disruptions in the normal school programmes, remedial classes should be held to cover the lost time.

Management plays a critical role in shaping the institutions of learning. Management in learning institutions requires very strong decision making skills. School boards should be composed of members who possess managerial skills, expertise and experience. Power and decision-making should be shared among the members responsibly. Teamwork and team development promotes a shared understanding and common goal within the learning institution. When the principal treats all the teachers and workers as colleagues who are in the school for the common good of the school, then the shared vision will be achieved. There should be teamwork among all the stakeholders with each willing and ready to perform his duties and responsibilities.

Education support infrastructure plays a critical role in the enhancement of the learning process. Ideal situation, a teaching institution should have a large and adequate reception area for visitors, an office block with all administrative facilities, computer facilities, telephone system, adequate classrooms to accommodate all classrooms, specialist rooms and adequate laboratories that that are well equipped, comfortable dormitories for the learners to rest, toilets and bathrooms, computer laboratories and playing fields that facilitates co-curricular activities. Lack of adequate facilities affects the participation and overall performance of a student. The school stakeholders should ensure that adequate and sufficient infrastructure and learning materials are always available. In case of shortages, the teachers should make good use of what is available as they wait for more supply of facilities. This will ensure that there is no total loss on the student.

It is evident that indeed teacher motivation is a critical determinant of the level of achievement of learners in a subject and hence the need to establish the link between the poor marks recorded by learners and the level of teacher motivation. Well-trained and motivated teachers are essential to good quality education. The importance of a motivated workforce to providing good quality services is now widely understood and the role of teacher motivation in delivering good quality education has received increasing recognition over recent years. It is the duty of the stakeholders in a school to ensure that the teachers are motivated. It motivates a teacher to recognise his/her efforts. Incentives like monetary rewards, certificates, trophies, parties, promotions and increment of the salary can be introduced which really motivates the teaching staff. A committed and motivated teacher will produce good result which will be visible through the students' performances.

Parents must be encouraged to participate in their children's education. They have the distinct advantage over anyone else in that they can provide a more stable and continuously positive influence that could enhance and complement what the school fosters on their children. In this regard, parental involvement is undeniably critical. A disconnect between parents and the educational learning experiences of their children result in the child's behavioural problems at school, stress in accomplishing one's responsibilities and weakness in academic performance. Parental involvement in their children's education and having a positive attitude including carrying out learning activities in the home and transforming the home setting into an educational context, improves the academic attainment of the child and influences quality

education. Also, involvement with respect to participating in school functions, buying necessary school equipment (books, uniforms) is important.

It is therefore important to intervene to ensure that the syllabus is covered adequately and on time, schools are managed by competent and committed managers, there is adequate education support infrastructure, that teachers are motivated and supported to perform their duties well and finally that parents' are also brought on board to play their part in ensuring that their learners are getting the quality education that they are paying for. It is only by intervening on the variables identified that the Narok North secondary schools performance will improve.

5.5 Suggestions for Further Studies

The study suggests further research to be done on the impact of culture change and parental attitude towards formal education. In recent days, Non-Governmental Organisations (NGO) and other human rights groups have been fighting the cultural practices like Female Genital Mutilation (FGM), and early and forced engagements and marriages which were rampant within the district. More and more children are now being enrolled in formal education. A study to identify the impact of this culture change and parents attitude towards formal education and whether it has had any influence in the academics performance in the district needs to be done.

The study did not focus on the learner who is the ultimate beneficiary or looser in the learning process. This research suggests that a study should be carried out to find out the role of learners in attainment of good academic performance in Narok North District.

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<div align="center">**APPENDIXES**</div>

APPENDIX I: LETTER OF TRANSMITTAL

Dear respondent,

RE: <u>RESEARCH DATA COLLECTION</u>

I am a Master student at the University of Nairobi. I am carrying out this research as a requirement for my study, as well as availing pertinent information for improving the academic performance in secondary schools in Narok North district.

The questionnaire attached has been designed to gather information from respondents, which will be treated as confidential and no names will be mentioned in the research. The report will make recommendations for the improvement of academic performance in our secondary schools.

Your assistance in facilitating a successful study will be highly appreciated. A copy of research report, upon completion will be availed at your request.

Thanks in advance.

Yours faithfully,

……………………….

Kotoine Joseph Ole Nkaiwuatei

**APPENDIX II: INTERVIEW GUIDE FOR NAROK NORTH DISTRICT
SECONDARY SCHOOL PRINCIPALS**

Dear respondent,

This interview guide is aimed at collecting information about the critical factors contributing to the poor academic performance of students in secondary schools in Narok North District. The information that you will give will support the researcher in achieving his academic goals. The information will be treated with utmost confidentiality and will only be utilized for the purposes of this study.

1. What is your general view of the status of academic performance in Narok North? ----
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2. Do secondary schools in Narok North performing well academically compared to others nationally at KCSE? ---
   ----
   ----

3. How would you rate the KCSE academic performance of your school? ------------------
   ----

   ----

4. If good, what is responsible for the same? --

   ----

5. If no what are the factors contributing to the same? ------------------------------------
   ----

   ----

6. How would you rate syllabus coverage in your school? ------------------------------------
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7. What are the reasons for the response given above in 7? ------------------------------------
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8. How do you as the school manager ensure that your schools KCSE academic performance is good? --
----

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9. Have you undergone training in management? --

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10. How long have you been a school manager? --

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11. What are the challenges that you face as a school manager? ------------------------------
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-- ----------------

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12. Is your Board of Governors involved in improving academic performance in your school? --
----

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13. What role do they play? ---

----

14. Are your teachers motivated? --

----

15. What factors would demotivate teachers in your school?------------------------------------
----

----

16. What do you do to motivate your teachers? --

----

17. Does your school have adequate education support infrastructure and materials that enable academic performance? --
----

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18. What facilities does your school lack? --

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19. Do you involve the parents in your school in academic affairs of their students? ------

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20. Which role do the parents in your school play in academic performance? ---------------

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21. Are the parents in your school concerned about the academic standards of their

students? ---

APPENDIX III: TEACHERS QUESTIONNAIRE

Dear respondent,

This questionnaire is aimed at collecting information about the critical factors contributing to the poor academic performance of students in secondary schools in Narok North District. The information that you will give will support the researcher in achieving his academic goals. The information will be treated with utmost confidentiality and will only be utilized for the purposes of this study.

Please tick as appropriate.

Section A: Teachers background information

1. Indicate your Gender:

    Male (   )   Female (   )

2. Indicate your age:

    21 – 27 years   (   )

    28 – 35 years   (   )

    36 – 42 years   (   )

    43- 50 years   (   )

    51 and above   (   )

3. Indicate your academic Qualifications

    Certificate in Ed   (   )

    Dip in Education   (   )

    B Ed   (   )

    M Ed   (   )

    Any other specify--

4. For how many years have you been teaching?

    1-5 years   (   )

    6-9 years   (   )

10-14 years   (   )

15-19 years   (   )

Any other specify-------------------------------------

5. For how many years have you been teaching in this school?

        0-5 years   (   )

        6-10 years   (   )

        11-15 years   (   )

        16-20 years   (   )

Any other specify---

Section B: Teachers response on academic performance in relation to syllabus coverage

6. How would you rate the academic performance of the school you teach

        Poor   (   )

        Fair   (   )

        Good   (   )

        Excellent (   )

7. Are you happy with the academic performance in your school?

        Yes   (   )   No   (   )

8. What are the factors responsible for your response above---------------------------------------

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9. How would you rate syllabus coverage in your school?

        Poor   (   )

Fair   (   )

Good   (   )

Excellent (   )

10. What are the reasons for the response given above?---

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----

11. What factors hinder effective syllabus coverage in your school?------------------------------

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Section C: Teachers response on school management factors in academic performance

12. As a teacher, how would you rate your current school management

Poor   (   )

Fair   (   )

Good   (   )

Excellent (   )

13. Does the school Board of Governors in your school spend time with teachers to discuss academic performance?

Yes   (   )   No   (   )

14. Does the school management provide adequate support for syllabus coverage in the classes you teach?

   Yes   (   )   No   (   )

15. How would you describe the management style of your principal?

   Authoritative (   )

   Consultative   (   )

   Democratic   (   )

   Laizess fairre (   )

16. Does the school management encourage teachers in your school work as a team?

   Yes   (   )   No   (   )

17. How would you rate the level of consultation of your school management in relation to academic performance

   Poor   (   )

   Fair   (   )

   Good   (   )

   Excellent (   )

18. What support do you get from the school management in the execution of your class teaching duty? --
----

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19. How often do you discuss the performance of the subject and class you teach with the school management?

   Daily   (   )

   Weekly   (   )

   Monthly   (   )

   Termly   (   )

Not at all   (   )

Section D: Teachers response on teacher motivation and academic performance

20. How would you rate your current level of job satisfaction?

Very poor   (   )

Poor   (   )

Ok   (   )

Good   (   )

Excellent   (   )

21. How would you score the working conditions in your school?

Very poor   (   )

Poor   (   )

Ok   (   )

Good   (   )

Excellent   (   )

22. What are the possibilities for upgrading your professional qualifications in this school?

Very poor   (   )

Poor   (   )

Ok   (   )

Good   (   )

Excellent   (   )

23. Are you happy with your current remuneration?

Yes   (   )   No   (   )

24. Is your school environment motivating enough for you to continue teaching there?

Yes   (   )   No   (   )

25. Given the opportunity, would you transfer from your current school to another school?

Yes   (   )   No   (   )

26. What should the school do to motivate you in the performance of your teaching duty? ----
----

Section E: Schools education infrastructure and it contribution to academic Performance

27. Does your school have adequate teaching and learning facilities that enable you to teach well?

Yes   (   )   No   (   )

28. Are the school buildings in your school in good condition?

Yes   (   )   No   (   )

29. Are the laboratories in your school well equipped and organised

Yes   (   )   No   (   )

30. Does your school have adequate sanitation facilities for both boys and girls and teachers

Yes   (   )   No   (   )

31. Does your school have electricity?

Yes   (   )   No   (   )

32. Does your school have adequate water?

Yes   (   )   No   (   )

33. Do teachers in your school have adequate housing?

Yes   (   )   No   (   )

34. If your school is a boarding school, does it have a spacious dormitory for the boys and/or girls

Yes   (   )   No   (   )

35. What essential facilities does your school miss that are essential for your effective teaching and learning?--
----

Section F: Teachers Response on parental Involvement in academic Performance

36. Do parents in your school have a role in academic performance of the school?

Yes   (   )   No   (   )

37. Are parents of your school involved in the academic performance in your school?

Yes   (   )   No   (   )

38. Do you discuss the academic performance of your students with their parents?

Yes   (   )   No   (   )

39. How often do you discuss student performance with their parents?

Daily   (   )

Weekly   (   )

Monthly   (   )

Termly   (   )

Not at all   (   )

40. What role do parents in your school play in academic performance---------------------------
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APPENDIX IV: PARENTS QUESTIONNAIRE

Dear respondent,

This questionnaire is aimed at collecting information about the critical factors contributing to the poor academic performance of students in secondary schools in Narok North District. The information that you will give will support the researcher in achieving his academic goals. The information will be treated with utmost confidentiality and will only be utilized for the purposes of this study.

Please tick as appropriate.

Section A: Parents background information

1. Indicate your Gender:

    Male   ( )   Female   ( )

2. Indicate your age:

    21 – 27 years   (   )

    28 – 35 years   (   )

    36 – 42 years   (   )

    43- 50 years   (   )

    51 and above   (   )

3. Indicate your level of education

    None   (   )

    Primary Level   (   )

    Secondary level   (   )

    Tertiary level   (   )

    Any other specify---

4. For how many years have you been a parent in this

    1 years   (   )

    2 years   (   )

3 years   (   )

4 years   (   )

5 and more (   )

5. How many children do you have in this school?

1   (   )

2   (   )

3   (   )

4   (   )

5 and more ( )

Section B: Parents response on academic performance in the school

6. How would you rate the academic performance of the school where your student is?

Poor (   )

Fair   (   )

Good (   )

Excellent (   )

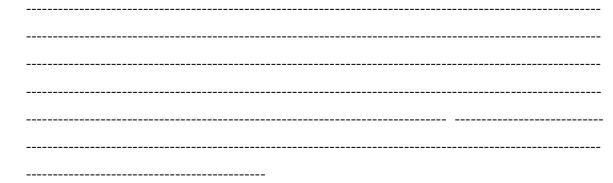7. Are you happy with the academic performance in your school?

Yes   (   )   No   (   )

8. What are the factors responsible for your response above---------------------------------

----

----

9. How often do you get involved in the learning progress of your school?

Weekly   (   )

Monthly   (   )

Termly ( )

Annually ( )

Not at all ( )

10. What are the reasons for the response given above?---

----

11. What factors hinder effective performance in your school?---------------------------------
----

Section C: Parents response on school management factors in academic performance

12. As a Parent in this school, how would you rate your current school management

Poor ( )

Fair ( )

Good ( )

Excellent ( )

Don't know ( )

13. Does the school management update you on the academic progress of your student regularly?

Yes ( ) No ( )

14. Do you take time to discuss the academic performance with your student regularly?

Yes ( ) No ( )

15. How would you rate the academic performance of your student in this school?

       Poor   (   )

       Fair   (   )

       Good   (   )

       Excellent   (   )

       Don't Know (   )

16. Does the school management encourage parents to participate in academic performance in your school?

       Yes   (   )   No   (   )

17. What role do you play as a parent to support management in improving academic performance in your school? ---
----

Section D: Parents' response on teacher motivation and academic performance

18. How would you rate the current level of job satisfaction of the teachers in your school?

       Very poor   (   )

       Poor   (   )

       Ok   (   )

       Good   (   )

       Excellent   (   )

19. How would you score the working conditions in your school?

       Very poor   (   )

       Poor   (   )

Ok   (   )

Good   (   )

Excellent   (   )

20. Are you happy with the current remuneration of your teachers?

       Yes   (   )   No   (   )

21. Is your school environment motivating enough for your teachers to continue teaching there?

       Yes   (   )   No   (   )

22. Given the opportunity, would you transfer your student from this school to another school?

       Yes   (   )   No   (   )

23. What should the school do to motivate the teachers in this school? ----------------------

----

Section E: Schools education infrastructure and it contribution to academic Performance

24. Does your school have adequate teaching and learning facilities that enable good academic performance?

       Yes   (   )   No   (   )

25. Are the school buildings in your school in good condition?

       Yes   (   )   No   (   )

26. Are the laboratories in your school well equipped and organised

       Yes   (   )   No   (   )

27. Does your school have adequate sanitation facilities for both boys and girls and teachers

        Yes   (   )   No   (   )

28. Does your school have electricity?

        Yes   (   )   No   (   )

29. Does your school have adequate water?

        Yes   (   )   No   (   )

30. Do teachers in your school have adequate housing?

        Yes   (   )   No   (   )

31. If your school is a boarding school, does it have a spacious dormitory for the boys and/or girls

        Yes   (   )   No   (   )

32. What essential facilities does your school miss that are essential for effective teaching and learning?---
----

Section F: Parents response on parental Involvement in academic Performance

33. Are parents in your school concerned about the academic performance in your school?

        Yes   (   )   No   (   )

34. What do parents in your school do when the school performs poorly at KCSE?---------
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35. Are parents of your school involved in the academic performance in of students in your school?

           Yes   (   )   No   (   )

36. Do parents in your school have a role in academic performance of your school?

           Yes   (   )   No   (   )

37. What role do parents in your school play in academic performance----------------------

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38. Do parents in your school attend academic day meetings and discuss the performance of their students

           Yes   (   )   No   (   )

39. Do parents in your school pay fees on time?

           Yes   (   )   No   (   )

40. How do parents in your school appreciate good academic performance?

           Cash rewards   (   )

           Give presents to teachers   (   )

           Party to the teachers   (   )

           Send teachers to trips   (   )

           Do nothing   (   )

41. Do parents in your school provide their students with adequate learning facilities?

           Yes   (   )   No   (   )