

**FACTORS INFLUENCING PERFORMANCE OF STUDENTS IN KCSE AND
MANAGEMENT STRATEGIES FOR IMPROVING KCSE PERFORMANCE IN
PUBLIC SECONDARY SCHOOLS IN NAKURU DISTRICT, KENYA.**

BY

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DECLARATION

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

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DEDICATION

I dedicate this work to my spouse Catherine, who has always been a constant source of inspiration to me, and my four incredible children, George, Brian, Angela and Mercy.

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Office.
EFA	Education for All.
FPE	Free Primary Education
INSET	In Service Teacher Training.
K.C.S.E	Kenya Certificate Secondary Education.
KESI	Kenya Education Staff Institute.
KSSHA	Kenya Secondary School Heads Association
MDGs	Millennium Development Goals.
MOEST	Ministry of Education, Science and Technology.
SMASSE	Strengthening Maths and Sciences in Secondary School Education.
SES	Socio-economic status.
UNESCO	United Nations Educational, Scientific and Cultural Organization.

ABSTRACT

Since independence, the Kenya Government has given education high priority in its development agenda. This is in recognition of the strategic importance of raising the overall education level of Kenyans within the context of poverty reduction and economic growth. In this regard, education is not only perceived as a welfare indicator but also as a key determinant of earnings and therefore an important exit route from poverty. Therefore, government investment in the education of the people is identified as one of the pillars of the Government's overall economic recovery strategy. Student's academic performance has dominated current discussions on education circles and the student's performance leaves much to be desired. This has resulted in finger pointing among stake holders. The overall educational policy of the government of Kenya is to achieve education for all. The priority is to ensure equitable access and improvement in quality and efficiency at all levels of education. The ultimate goal is to develop an all inclusive and quality education that is accessible and relevant to all Kenyans for self reliance. The factors influencing performance of students in KCSE and management strategies for improving KCSE performance in Public Secondary Schools in Nakuru District were assessed in the study. The specific objectives of the study were; to find out teacher-student ratio and its influence on KCSE performance of students in Public Secondary Schools in Nakuru District, to establish the influences of indiscipline on KCSE performance of students in public Secondary Schools in Nakuru District, to examine the schools management styles and its influence on KCSE performance of students in public Secondary Schools in Nakuru District and to assess management strategies which can be used to improve performance in KCSE in Nakuru District. The study used a descriptive survey design and structured questionnaires were used to collect data in the selected 12 Public Secondary Schools. Questionnaires were used to collect primary data while secondary data was obtained from published materials and review of documents from schools. The study targeted Principals, Teachers, Education Officers, PTA class representatives and students from selected schools who were used for data collection. The sample used 12 Public Secondary Schools from the 24 Public Secondary Schools in the District. The schools were selected using stratified random sampling and were categorized into Public Day Secondary Schools, Public Girls Boarding Secondary Schools and one Public Boys Boarding Secondary School. A sample size of 256 was used which included 12 Secondary School Principals, 2 officers from The Ministry of Education, 36 teachers, 12 PTA class representatives and 194 students selected from every school. The data obtained was organized, checked for completeness and analyzed using Statistical Package for Social Sciences. Self-administered questionnaires were used to collect data. 256 questionnaires were administered and the return rate was 91%. Findings showed that 56% of the respondents felt that Teacher-student ratio though a significant factor, contributed little to the overall performance of students in KCSE. 82% of the respondents felt that Student indiscipline was another significant factor but which again had minimal impact on the overall performance of students in KCSE in Nakuru District. The variable with the highest impact on student academic performance was school management style where 68% of the respondents indicated that School management style played a vital role in determining the overall performance of students in KCSE. 73% of the respondents indicated that motivation of teachers and students was the best strategy to improve students' academic performance. The study recommends that the number of teachers be maintained and where the teachers are not adequate, the number to be increased through employment. This can be done by the government or the BOG. Indiscipline results in overall decline in performance of students in KCSE, and therefore it is critical for the vice to be arrested. Also school management was found to be wanting regarding motivation. Schools should device strategies that will help motivate their students and staff in order to make them perform better. The study will benefit Education Officers, Principals, Teachers and other stakeholders in Nakuru District since the results obtained will help them in improving KCSE performance of students in Public Secondary Schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Since independence, the Kenya Government has placed high priority on education in its development agenda. This is in recognition of the strategic importance of raising the overall education level of Kenyans within the context of poverty reduction and economic growth. In this regard, education is not only perceived as a welfare indicator but also as a key determinant of earnings and, therefore, an important exit route from poverty. Therefore, investing in the education of its people is identified as one of the pillars of the Government's overall economic recovery strategy.

The provision of quality education and training to all Kenyans is fundamental to the success of the Government's overall development strategy. Kenya Vision 2030 articulates the development of a middle income country in which all citizens will have embraced entrepreneurship, be able to engage in lifelong learning, learn new things quickly, perform more non-routine tasks, be capable of more complex problem-solving, willing and able to take more decisions, understand more about what they are working on, require less supervision, assume more responsibility, and as vital tools towards these ends, have better reading, quantitative, reasoning and expository skills. The Government recognizes secondary education as part of basic education with aim of enhancing the citizens' access to quality and equitable education so as to achieve the Vision 2030 goals.

During the last few years, major reforms and innovations have included the implementation of Free Primary and Free Day Secondary Education. This has enabled the country to make significant progress towards attaining Education for All (EFA) and the Millennium Development Goals (MDGs). To date, the main focus has been on improving levels of access, retention, equity, quality, relevance, and the overall efficiency of the education sector. The education system in Kenya is examination oriented and the quality of education is often seen in terms of the number of students passing national examinations (Eshiwani, 1993). Educators and the general public have often expressed concern over factors that influence student performance in examinations. Schools are in sense factories in which raw children are shaped and finished to meet the various demands of life. At policy level examination results are used to make decisions that have far reaching implications on the lives of learners. Besides being used for certification and selection, they enable learning to be measured, thus

giving some indication of the successes of the curriculum. The results of student achievement are reported not only to the government but also to the parents, teachers, curriculum developers and the department of quality assurance and standards.

Both the government and parents expect teachers to perform better at their present levels of training. The whole issue of students' performance should be considered from the broad framework of input and output. One of the core functions of schools is to take human raw material (students) and convert them into something more valuable and useful in the society. Of paramount importance, therefore, is the proper management of teachers and all of an institution's valuable resources since the lack of it will invariably lead to low productivity on the part of the teachers and hence low academic achievement (Republic of Kenya, 1988). The overall educational policy of the government of Kenya is to achieve education for all (MOEST, 2008). The priority is to ensure equitable access and improvement in quality and efficiency at all levels of education. The ultimate goal is to develop an all inclusive and quality education that is accessible and relevant to all Kenyans for self reliance (Sifuna, 2003). This is guided by the understanding that good education can contribute significantly to economic growth, improved employment prospects and income generating opportunities for sustainable development.

The issue of poor academic performance of students in Kenya has been of much concern to all stakeholders. The problem is so much that it has led to the widely acclaimed fallen standards of education in Kenya at large. Due to the observed deterioration in the academic performance, attitude and values of Secondary School students in Public Secondary Schools, one wonders if such poor performance may be a reflection of the institutional, instructional and structural qualities in the school. The question that continues to poke the minds of many educational scholars and stakeholders is whether these deteriorations could be as a result of teachers' ineffectiveness in classroom, interaction with students or students' characteristics, structural and infrastructural faults or inadequacies, the nature of the facilities and learning environment or socio-cultural factors. Students' academic performance could be adduced to several pedagogical and socio-psychological factors, or intervening variables (Yoloye, 2000)

Studies on teacher effectiveness have been done eg by Okumbe (1999) and recommended that for purposes of effectiveness of school teachers, school managers, and curriculum implementers, an effective in-service training should be provided to them. Management styles have been shown to influence group and organizational effectiveness (Lowe, Kroeck, Sivasubramanian (1996). There is also a close relationship between management style and

human resource management practices such as promotion, information sharing, comprehensive training, performance compensation and equitable reward (Laka-Mathebula, 2004). However, there are rare studies related to the relationship between management style and academic performance in schools.

According to Ongiri and Abdi, (2004), the quality of education as measured by student achievement in national examinations is considered as below average standards. The government of Kenya also noted in its Master Plan on Education and Training (1997-2010) that the majority of schools fall short of providing for the learning needs of their students, leading to poor academic performance (Republic of Kenya, 1998).

Considering the quality of those students that graduate every year, it looks like secondary education is not realizing the goals and objectives for which it is set up. The District Mean score has remained below average that is, below 6 out of a possible 12. This shows that the schools do not give value for the resources invested in them in return. This revelation therefore necessitated the study. This study will therefore seek to assess the factors influencing performance of students in KCSE and the strategies used to improve the performance in Public Secondary Schools in Nakuru District.

1.2 Statement of the problem

The main issues facing the education sector have been challenges of access, equity, quality, relevance and efficiency in the management of educational resources.

Kenya Vision 2030 recognizes that education and training of all Kenyans is fundamental to the success of the Vision. In order to realize the national development goals, relevant and quality education and training is required to meet the human development needs of a rapidly changing and a more diverse economy. The desire to provide quality education for all Kenyan children was one of the major objectives of the struggle for independence. The government is currently implementing measures to improve the quality of education in secondary schools in Kenya for example in-service education for teachers. Despite the efforts to provide quality education, the secondary sector continues to face challenges that could compromise the quality of education manifested by reduced level of academic performance among the students.

Information from The District Education Office, for the last four years in a row, (2009-2012) students KCSE performance has remained below average. On average in the four years, students who scored Mean Grade D and below were 1,313 (32.59%) out of 4029 and a District KCSE Mean Score of 4.85 out of a possible 12.

Looking at the number of students that graduate from secondary schools in Nakuru District every year, one may say that secondary education in the District is trying to fulfill national goals of education in line with vision 2030. But on the other hand, considering the quality of those students that graduate every year, it looks like secondary education is not realizing the goals and objectives for which it is set up. The District Mean score has remained below average that is, below 6 out of a possible 12. This shows that the schools do not give value for the resources invested in them in return. This revelation therefore necessitated the study. This study will therefore seek to assess the factors influencing performance of students in KCSE and the strategies used to improve the performance in Public Secondary Schools in Nakuru District.

1.3 Purpose of the study

The main objective of the study was to assess the factors influencing performance of students in KCSE and management strategies for improving KCSE performance in Public Secondary Schools in Nakuru District.

1.4 Objectives of the study

The study was guided by the following objectives;

1. To assess teacher-student ratio and its influence on the students' performance in KCSE in Public Secondary Schools in Nakuru District
2. To assess students indiscipline and its influence on KCSE performance of students in Public Secondary Schools in Nakuru District.
3. To examine the school's management style and its influence on KCSE performance of students in Public Secondary Schools in Nakuru District.
4. To assess strategies used to improve students' performance in KCSE in Public Secondary Schools in Nakuru District.

1.5 Research Questions

The study was guided by the following research Questions;

1. What is the teacher-student ratio and its influence on the KCSE performance of students in Public Secondary Schools in Nakuru District?
2. What are the causes of students indiscipline and the influence of indiscipline on students KCSE performance in Public Secondary Schools in Nakuru District?
3. How does the school's management style influence KCSE performance of students in Public Secondary Schools in Nakuru District?

4. What are the strategies used to improve KCSE performance in Nakuru District?

1.6 Significance of the study

This study sought to assess the factors influencing performance of students in KCSE and management strategies for improving KCSE performance in Public Secondary Schools in Nakuru District.

Quality of education in Kenya is judged by the performance in examination hence it is important to undertake this study and consequently assess the strategies used to improve KCSE performance in Public Secondary Schools in Nakuru District. The study will be significant to Education Officers, Principals, Teachers and other stakeholders in Nakuru District since the results obtained will help them use the strategies to improve KCSE performance. Second on the practical value, the findings will serve as reference points for school Principals in Nakuru District on staff management skills that would lead to improvement of students' performance in national examinations.

1.7 Delimitation of the study

The study included a sample of Public Secondary Schools in Nakuru District. The study focused on the measurable factors that influence KCSE performance of students and the strategies used to improve the performance in the selected twelve Public Secondary Schools. The factors were; teacher-student ratio, student's indiscipline, school management style and also assessment of strategies of improving the KCSE performance. The Principals, teachers, PTA class representatives and students of the sample schools were the respondents. Two Education Officers were also used in the study. They provided information on the factors that influence KCSE performance of students in the selected twelve Public Secondary schools and the strategies used to improve KCSE performance in Public Secondary Schools in Nakuru District. The study covered Public Secondary Schools in Nakuru District only. Performance in this study was only limited to KCSE examination results which was the main focus of the study. Other relevant variables that were not covered formed the basis for further research recommended by the study.

1.8 Limitations of the study

The study faced challenges in that the information obtained could have been exaggerated or limited. To counter this challenge the researcher encouraged the respondents to be as truthful as possible and also assured the respondents of the confidentiality of the information given.

The study covered a relatively small area and therefore the findings could not be generalized in the whole country since different regions have different challenges.

1.9 Basic assumptions of the study

The study assumed that; The Kenya Certificate of Secondary Education examination is a reliable and accurate instrument for measuring students' and school's achievement at the secondary school level, the sample selected represented the entire population, and also the respondents answered questions correctly and truthfully and that the answers which were given on the questionnaires reflected the true facts of what was on the ground.

1.10 Definition of the significant terms

Academic performance	The outcome of education or the extent to which a student or school has achieved their educational goals.
Indiscipline	Unwillingness of an individual to demonstrate decent conduct, and respect for authority.
In-service Teacher training	The provision of organized programmes for practicing teachers, to support their development.
Leadership	The process of influence leading to the achievement of desired purposes.
Management	The art of getting people together to accomplish desired goals through planning, organizing, sourcing, directing, and controlling an organization for the purpose of accomplishing goals.
Strategic Plan	A document used by a school showing the process of determining a school's long-term goals and then identifying the best approach for achieving those goals.
Strategy	A general direction set for a school by integrating organizational activities, utilizing and allocating resources within the school environment so as to meet the present objectives and achieve a desired state in the future.
Teacher-Student ratio	This is the number of students who attend a school divided by the number of teachers in the institution.

1.11 Organization of the Study

This study contains five chapters and an appendices section. Chapter one, which is the introduction, gives the background of the study, statement of the problem, research objectives and research questions that guided the study, the significance of the study, underlying assumptions, limitations of the study and delimitations of the study. The chapter also contains the definition of significant terms used in the study.

Chapter two contains a comprehensive literature review of past research studies and publications conducted regarding the assessment of factors that influence KCSE performance of students and the strategies used to improve KCSE performance in Public Secondary schools.

Chapter three gives a description of the research methodology that was used for the study. The research design and sampling techniques that were used are explained. The method of sample selection and determination, data collection, data analysis, data presentation and the operational definition of variables are also contained in this chapter.

Chapter four contains the data analysis, data presentation and interpretation of the findings. The findings are presented in form of tables with an explanation of the findings below each table.

Chapter five contains the summary of findings, discussion, conclusions and the research recommendations. The chapter contains a section for suggested areas for further studies arising from the study findings and is concluded with a section for the study's contribution to the body of knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on assessment of factors that influence KCSE performance of students and the strategies used to improve KCSE performance in Public Secondary schools in Kenya. The chapter also captures the conceptual framework showing the relationship between the independent and dependent variables under study.

2.2 Secondary School Students' Academic Performance

Educational services are often not tangible and are difficult to measure because they result in the form of transformation of knowledge, life skills and behaviour modifications of learners (Tsinidou, Gerogiannis, and Fitsilis, 2010). There is no commonly agreed upon definition of quality that is applied to the education field. The definition of quality varies from culture to Culture. The environment and the personal characteristics of learners play an important role in their academic success. The school personnel, members of the families and communities provide help and support to students for the quality of their academic performance. This social assistance has a crucial role for the accomplishment of performance goals of students at school (Goddard, 2003). Besides the social structure, parents' involvement in their child's education increases the rate of academic success of their child (Furstenberg and Hughes, 1995).

The issue of poor academic performance of students in Kenya has been of much concern to all stakeholders. The problem is so much that it has led to the widely acclaimed fallen standards of education in Kenya at large. Due to the observed deterioration in the academic performance, attitude and values of Secondary School students in Public Secondary Schools, one wonders if such poor performance may be a reflection of the institutional, instructional and structural qualities in the school. The question that continues to poke the minds of many educational scholars and stakeholders is whether these deteriorations could be as a result of teachers' ineffectiveness in classroom, interaction with students or students' characteristics, structural and infrastructural faults or inadequacies, the nature of the facilities and learning environment or socio-cultural factors. Students' academic performance could be adduced to several pedagogical and socio-psychological factors, or intervening variables (Yoloye, 2000)

Such socio-psychological variables may include focus of control, self-efficacy, interest in schooling, self-concept, self-esteem, self-confidence, self-regulation, school environment, study-habits among others.

Teachers definitely play the vital role in students' learning and performance in the Schools subjects. Whether teachers should be solely held responsible for the poor performance of their students is a matter yet to be conclusively agreed by stakeholders in the education sector. While every situation in every community, nation or educational system may be different there are no doubts that teachers as well as parents or guardians have a great responsibility to help the student succeed, the student should be assisted to hold and positively discharge the most responsibility (Wenglinsky, 2002). On the other hand, teachers' performance in every parameter has a significant impact on students' understanding and performance. For instance, if a teacher is effective in teaching, his students would most likely do better in class. If however the teacher is ineffective and inefficient, the students could do much worse. It is also possible that with an ineffective or careless classroom teacher a student could still get an A grade; a student could also fail from a class with a "good" teacher. These issues are pointless to the extreme symbiotic relationship between the teacher and the learner.

2.2.1 Self-efficacy as a factor contributing to Students Academic Performance

People's beliefs about their abilities in particular domains are thought to be important in motivating them to do what they can do to achieve (Hawthorne, 2004). Bandura, (1997) introduced the concept of self-efficacy as a key component in social cognitive theory in the late 1970s and it has been found to be an important predictor of student achievement.

According to Pajares (1996), and Zimmerman's (2000) self-efficacy and other expectancy beliefs share some similar characteristics because they are beliefs about one's perceived capacity; but however, they differ in the self-efficacy as defined in terms of individuals' perceived capabilities to attain designated types of performance and achieve specific results. In the intellectual realm, self-efficacy belief has received increasing attention in such areas as academic motivation and self-regulation.

Academically therefore, self-efficacy refers to one's perceived capability to perform given academic tasks at the desired level (Schunk, 2004). Self-efficacy is related only to performance expectations and does not depend on the value placed on the task (Hawthorne, 2004). For example (Bandura, 1997) notes that it is possible to have high self-efficacy about a capacity that one does not particularly value as well as the reverse. Such can mean that, the

more specific and skill-related a self-efficacy measure is, the more predictive it is likely to be for positive performance.

Studies have confirmed strong relationships between self-efficacy and academic achievement or learning outcomes. For example (Pajares, (1996); and Zimmerman's (2000) review of the major findings into self-efficacy beliefs concludes that they are positively related to motivation. Researchers have found that students who are self-efficacious are more likely to undertake difficult and challenging tasks than students who are not self-efficacious. They are also more likely to exert more effort and to persist longer in the face of difficulties. It has been found that perceived self-efficacy influences students' methods of learning as well as their motivational processes. Students who are self-efficacious appear to use more self-regulating strategies which lead to higher achievement (Hawthorne, 2004).

2.3 Teacher-Student ratio

Student–teacher ratio is the number of students who attend a school or an institution divided by the number of teachers in the institution. For example, a student–teacher ratio of 10:1 indicates that there are 10 students for every one teacher. The term can also be reversed to create a teacher–student ratio.

The student-teacher ratio is an indicator of education quality. Study has shown that crowded classrooms with a high number of pupils per teacher the quality of education suffers. For students it is difficult to follow the course and teachers can dedicate less time to the needs of each individual student. Data from UNESCO on the pupil-teacher ratio in schools show that crowded classrooms are more common in Sub-Saharan Africa and Southern Asia than in other parts of the world. 22 of the 27 countries with 40 or more pupils per school teacher are located in Sub-Saharan Africa.

A low student–teacher ratio is often used as a selling point to those choosing schools for education. On the other hand, high student–teacher ratio is often cited for criticizing proportionately underfunded schools or Schools systems, or as evidence of the need for legislative change or more funding for education.

Classes with too many students often disrupt education. Also, too many students in a class results in a diverse field of students, with varying degrees of learning ability. Consequently, the class will spend time for less academic students to assimilate the information, when that time could be better spent progressing through the curriculum. In this way, student–teacher ratios are compelling arguments for advanced classes.

Smaller classes are often perceived as allowing teachers to focus more on the needs of individual students and reducing the amount of class time needed to deal with disruptions. Yet, while there is some evidence that smaller classes may benefit specific groups of students, such as those from disadvantaged backgrounds (Krueger, 2002), overall the evidence of the influence of differences in class size on student performance is weak. There is more evidence to support a positive relationship between smaller class size and aspects of teachers' working conditions and outcomes (e.g. allowing for greater flexibility for innovation in the classroom, improved teacher morale and job satisfaction) (Hattie, 2009).

The ratio of students to teaching staff indicates how resources for education are allocated. Smaller student-teacher ratios often have to be weighed against higher salaries for teachers, increased professional development and teacher training, greater investment in teaching technology, or more widespread use of assistant teachers and other paraprofessionals whose salaries are often considerably lower than those of qualified teachers.

Along with the teaching demands, teachers are charged with other duties such as; guiding and counseling, disciplining students, managing classes and participating in curriculum development panels. Coupled with this, the freezing of the hiring of teachers to public schools by the Kenyan government in 1998 created a teacher shortage in many secondary schools leading to increased workload. During the 35th Kenya Secondary School Heads Association (KSSHA) national conference, the shortage of teachers in public schools was declared a national disaster. The KSSHA national chairman put the current shortfall at 66,000 teachers (The Nation, 22nd June, 2010). Kenya is a developing country in which enrolment at secondary level has been considerably been expanding since the introduction of Free Primary Education in 2003 and now Subsidized Secondary Education since 2008 (Ayodo, 2009). This has created a strain on the teacher student ratio.

2.4 Students' Indiscipline

Discipline plays an essential role in the moral development of a child and in creation of a healthy society. Okumbe, (1999) indicates that in order to successfully achieve the objectives of a school, all members of the educational organization are required to strictly adhere to the various behaviour patterns necessary for maximum performance. According to Afolabi (1998), discipline is 'the readiness or willingness of an individual to demonstrate decent and decorous conduct, respect for authority, high sense of responsibility, love for orderliness, eagerness to discharge duties with promptitude and efficiency'.

Learning institutions in Kenya have been plagued with cases of students' unrest and indiscipline. Students' unrest and indiscipline undermine the quality of education. As a result

of students' unrest and indiscipline, there has been destruction of property and even lives have been lost. The issue of indiscipline can lead to poor academic performance of students in the school, which can ultimately affect the career of such students. Indiscipline can further promote dropout in school or repetition of a class which sometimes terminates the student's educational career.

Curbing indiscipline in educational institutions calls for concerted efforts of the education stakeholders. In this regard, schools' administrators should be alive to their responsibilities, live above board, lead by example, communicate with students regularly and attend to students' problems promptly. Parents should also give proper moral training to their children at the home setting, particularly at tender age.

2.4.1 Indiscipline in Kenyan Secondary Schools

Over the last decade, the standards of discipline are fast deteriorating in the school environment. Schools are just not what they used to be anymore as very few schools are able to maintain the same standards of behaviour. Maybe the teachers' do not have that same confidence and commanding personality as they used to, or maybe work pressures have increased to such a degree that all the teachers can think of is completing the curriculum on schedule. Quite obviously, most of them seem to lack the dedication to go beyond the call of duty and the syllabus and contribute to the all-round development of the child.

The government has responded to the unrest in schools in various ways. Concerned stakeholders have aired their views regarding possible causes and also prescribed a number of solutions to the problem. The government has set up committees and commissions to investigate the causes of the problem of unrest in schools and various recommendations have been made. For example, the Sagini Report (Government of Kenya, 1991) on unrest and indiscipline in Secondary Schools notes that the problem has not been restricted to Public Secondary Schools but that the Public universities have also experienced their fair share of student unrest and indiscipline. (Shitanda Report, Government of Kenya, 2000) and Wangai Report of Republic of Kenya, 2001). As an example, the year 2008 saw a lot of unrest in Public Secondary Schools. There was an outcry from the Public regarding this perennial problem. The government responded by setting up yet another committee. There is reason for concern regarding this problem, given the fact that it has persisted for the last 100 years and is growing in frequency and gravity of damage and long-term repercussions on all parties involved (<http://www.breakingnewskenya.com>).

Reports on the problem of indiscipline and unrests in schools have been a common feature in the media for a long time. Muchemi (The Nation 2001, May 21) gave a chronological account of protests and destruction in public schools. According to Muchemi, the issue of unrests and indiscipline in schools is of great concern. It has become a worrying trend in that it has evolved from simple protests to the destruction of property and burning of prefects. The upshot was that student disturbance was negatively affecting academic performance. The report prepared by the Provincial Education Board (Central Province) indicated that indiscipline was rampant, not only in Central province but in the whole country.

The problem of indiscipline in schools is not unique to Kenya. It is a global issue of great concern, spanning political, economic, geographical, racial and even gender boundaries. There is a growing concern regarding indiscipline in schools within the United Arab Emirates where teaching methods were blamed for the children's indiscipline. The parents were getting anxious and frustrated as they complained of the rising incidents of indiscipline and violence in schools. The concern was not only on the risk of destruction of property and injury to persons but also the poor academic performance associated with the growing trend of indiscipline.

2.4.2 Drug abuse

Substance abuse has become a major challenge in Secondary Schools in Kenya. A study carried out in Kenya observed that 20% of adolescents aged between 12 and 22 years smoke cigarettes, 9% smoke bhang while 23% drink commercial beer and spirits. This is the age in which most youths are in schools. A number of authors and researchers have shown that there are many contributing factors to drug abuse among students. Rice (1981), states that in a Schools setting, drug abuse affects the children of the rich as well as those from poor families. Shoemaker (1984:56) argues that drug abuse is caused by a combination of environmental, biological, and psychological factors. The environmental factors include the family, peer association, school performance and social class membership.

The school environment plays a part in deviant behaviour including drug abuse. These activities include poor school performance and conflict between the Schools system and the values of lower class youth. Shoemaker (1984) says that effects of low academic expectations leading to drug abuse cannot be ignored. He asserts that low performance in class may lead to misuse of drugs such as marijuana, which is believed to improve understanding and insight. This misconception is based on the belief that people who use or abuse substances will become bold, confident or courageous.

2.4.3 Absenteeism

Regular school attendance is an important factor in school success (Rothman, 2001). Research has shown a direct correlation between good attendance and student achievement. Poor attendance has been linked to poor academic achievement (Ziegler, 1972).

Educators are faced with a significant challenge to reduce the rate of absenteeism to increase students' achievement in school. Students who are absent from school receive fewer hours of instruction and this in turn affects the academic performance.

Research is increasingly showing that attendance at all ages is incredibly important and is directly correlated to student success and graduation rates.

2.5 School management style

There are factors that lead to success of a school and at the same time brings about the success of a student's academic achievement. According to Ayot and Briggs (1992), there is positive relationship between leadership and student academic achievement. The general public has time and again expressed concern over factors that influence student performance in examinations. The most outstanding factor has to do with the organizational management of schools. For instance, Utter (1979) notes that to improve students' performance, Principals are required first to improve the management of the schools.

Lack of vision in the management of schools often leads to imbalance in the allocation and use of resources. This is why Ayot and Briggs (1992) point out that, poor results in education are related to the resources allocated to it. If this parameter is not recognized, it becomes very difficult to understand why a school continues to perform poorly in national examinations. For example in schools where parents are doing their best in providing school facilities, such as science equipment, textbooks and physical structures, the blame for poor performance is shifted to teachers. Schools can make a difference to students' achievement and Principals' leadership is one of the factors which contribute to success or failure. Other school factors that the Principal ought to address due to their influence on students' behaviour and scholastic achievement include: Amount of teaching and degree of academic emphasis, the extent and nature of ability groupings, teacher expectation, styles of teaching and classroom management, size of the school, patterns of discipline and characteristics of school climate (Rutter, 1979). Principals in effective schools therefore involve themselves in improving instruction and training and are responsible for day-to-day assignment of duties and supervision of the teachers (Republic of Kenya, 1988). Teachers are normally required to

follow the directions given by the Principal of which they are liable for disciplinary action in case of defiance. According to Sushila (2004), the Principal is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative. The Principal should be involved in making most of the decisions of the school. It is therefore important that the Principal is a leader, a thinker and a decision maker. A discreet Principal will employ teamwork as a working strategy. He will set up committees and smaller groups of members of staff to investigate ideas or strategies. It therefore means that the Principal should be a good team player. Study has shown that in Kenya, there are no set criteria enumerating the skills a person should possess to qualify for appointment as a Principal (Eshiwani, 1993; Okumbe 1999; Mutai, 2003). This creates a leadership gap in public secondary schools since without basic managerial training, the Principals are less likely to be knowledgeable in elementary management practices and cannot readily grasp the provisions of the Education Act. In the Kenyan context, a number of researches have conducted research on Principals training needs and made various recommendations. For example, Okumbe (1999) recommended that for purposes of effectiveness of school teachers, school managers, and curriculum implementers, an effective in-service training should be provided to them. Management styles have been shown to influence group and organizational effectiveness (Lowe, Kroeck , Sivasubramanian (1996). There is also a close relationship between management style and human resource management practices such as promotion, information sharing, comprehensive training, performance compensation and equitable reward (Laka-Mathebula, 2004). However, there are rare studies related to the relationship between management style and academic performance in schools.

2.6 School leadership and academic performance

In the early and mid 1980s, academic research on school leadership focused primarily on the individual role of the school head. The belief that leadership matters when it comes to academic performance is generally accepted within educational leadership studies (Hallinger and Heck, 1998;Spillane 2004; Wahlstrom and Louis, 2008), yet some scholars have questioned the validity of this claim (Witziers, Bosker, and Krüger, 2003). Those that hold this divergent position have argued that there is no sufficient proof that school leadership really matters. Some empirical studies, especially in the Netherlands, have reported finding no significant influence of school leadership on students' academic performance (Hallinger and Heck, 1998). Despite general agreement in school leadership studies that leadership matters in improving academic performance in schools, less is known about how school

leadership is enacted to develop and sustain in-school conditions that foster innovation and successful schooling (Spillane, Halverson, and Diamond, 2004). Further, some scholars have questioned whether school leadership matters contending that there is insufficient evidence to support its relationship with performance (Witziers, Bosker, and Krüger, 2003).

A number of researchers in other countries have addressed the relationship between school leadership and student achievement (Hallinger and Heck, 1998) but relatively little such work has been done in Kenya. The few school leadership studies there have focused on the administrative role of school Principals (for example Ngware, Wamukuru, and Odebero, 2006).

Today's Principal is the facilitator of staff and student learning—the leader of a learning community (Blase and Blase, 1998). Teachers teach and work in schools that are usually administered by managers, often known as Principals. The conditions of teachers' working life are influenced by the administration and leadership provided by Principals, and it is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement outcomes of students. There are three types of leadership that Principals can use in schools which are: transformational leadership which focuses on Helping staff develop and maintain a collaborative, professional school culture, teacher development and helping teachers solve problems more effectively. The other type of leadership is Facilitative Leadership which focuses on the behaviours that enhance the collective ability of a school to adapt, solve problems, and improve performance. The key word is collective; the facilitative leader's role is to foster the involvement of employees at all levels. The third type of leadership is Visionary Leadership where Principals ensure that schools are deeply committed to shared vision, and the Principals remain the key players, both before and after the school adopt a new direction. A common denominator in Kenyan education studies (including the SMASSE project) is that none takes into account the role of school leadership in changing teachers' instructional practices and schools' performance. Incongruously, some of the studies have identified school management and administration to be some of the causes of poor academic performance (Sifuna and Kaime, 2007). By overlooking the influence of school leadership, the Kenyan studies have left out a potentially critical factor in successfully changing teachers' instructional practices and consequently improving student academic performance.

2.7 Strategies to improve KCSE performance

Societies all over the world have used education as an instrument for the achievement of their national interests and objectives. Education is an instrument par excellence for effecting national development. It fosters the worth and development of the individual, for the individual's sake and for the general development of the society (National Policy on Education, 2004). All these call for functional education for the promotion of a progressive and united country. Therefore, school programs need to be relevant, practical and comprehensive, while interest and ability should determine the individual's direction in education. It is only when these two factors come together that we can achieve the National Education Objectives. Many education systems have investigated ways to improve student academic achievement in schools. The U.S. Department of Education states that effective schools have high standards, intensive parent involvement and a willingness to experiment with a variety of strategies to improve education. Several options provide ways to help student achievement within the Schools system.

2.7.1 Parent involvement

Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance. However, there has been little investigation of the mechanisms that explain this association. Parental education and family social economic status level have positive correlations with the student's quality of achievement (Jeynes, 2002; Parelius, D., and Parelius, A., 1987;). The students with high level of SES perform better than the middle class students and the middle class students perform better than the students with low level of SES (Garzon, (2006) and Kirkup, (2008).

The achievement of students is negatively correlated with the low SES level of parents because it hinders the individual in gaining access to sources and resources of learning (Eamon, 2005; Lopez, 1995). Low SES level strongly affects the achievement of students, dragging them down to a lower level (Sander, 2001). This effect is most visible at the post-secondary level. It is also observed that the economically disadvantaged parents are less able to afford the cost of education of their children at higher levels and consequently do not work at their fullest potential.

2.7.2 Motivation

When a student is motivated, he or she is inspired to pursue greater academic goals. Underlying motivations can include grades, entrance to college, social acceptance or parental

approval. Motivation of students is very important for better output in the academic pursuit. Student's motivation has high positive correlation in their academic performance.

Attitudes toward school and learning involve students' opinions of the classroom environment and self-efficacy in learning (Entwistle, 1968). Several researchers have suggested that only motivation directly influence academic achievement; all other factors affect achievement only through their effect on motivation (Tucker, Zayco, and Herman, (2002). However, it is not as easy to understand what motivates students. Numerous studies have been conducted on this topic, which has led to the development of several theories of motivation. Aside from goals, many other factors contribute to students' motivation. Self-Determination Theory states that students need to feel a sense of competence, a sense of relatedness to others, and a sense of autonomy (Anderman and Midgley, 1997).

Positive engagement may help students achieve in school. Interactive lessons that foster engagement in the classes will help students become motivated, according to education.com. If students feel that their academic success helps a team, this provides an incentive to do well in school. Fostering an environment that encourages students supporting one another may help improve overall student achievement. (Awanbor, 2005). Because of poor motivation due to inadequate remuneration, poor teaching environment as a result of lack of basic teaching materials, listless and unmotivated learners in the classroom, among others, the teachers have become the endangered species in their own profession. They no longer teach and the students in turn no longer learn. He suggested that students should be academically motivated as this will go a long way to solving most of the problems faced in the education system and also increase student's academic performance. He further remarked that motivating students will help them to be more responsible and have more interest in studies. He also holds that motivation of students will reduce, if not completely eliminate, high school dropout rates, low enrolment rates, and truancy. In the view of Renchler (1992), every educator needs to be concerned about motivation. Students need motivation to learn, parents need it to track the educational progress of their sons and daughters, teachers need it to become better teachers and school administrators need it to ensure that every facet of the schools they manage continues to improve. The Longitudinal Research on the National Certificate of Educational Achievement and Student Motivation and Achievement made several findings related to achievement and motivation. How a student perceives his teacher significantly affects his motivation to perform well in school.

2.7.3 Empowering teachers

When educators work collaboratively to seek, share, and act on their learning, they develop a community of practice. In the schools, this includes providing ongoing, job-embedded professional development, training, and support for educators to improve their practices and help increase student achievement. It should also include teachers attending teaching improvement workshops in their various subjects, encourage peer coaching, mentoring and consultations. Establishing common planning times for collaborative development of curriculum, instruction, assessment, and data analysis is a primary task in fostering communities of practice. Principals have a positive effect on professional development when they offer a vision of learning, support collaborative change, and discuss professional research with their teachers. Teachers who work in a stimulating and supportive environment can reach higher stages of professional development. Principals should frequently work with teachers to improve weaknesses and address pedagogical problems, and also to solve problems with teachers when there are challenges to learning in a particular classroom. Also, they often inform teachers about possibilities to update their curricular knowledge and instructional skills.

2.5 In-service training for teachers and its influence on students' academic performance

Teachers have a tremendous impact on students' academic achievement, and they vary greatly in their effectiveness. There is evidence that governmental and non-governmental organizations all over the world are groping for solutions to ineffective teaching. For example, the U.S. government is hoping to solve the problem by identifying ineffective teachers for assessment, assistance, and support, and then dismissing them if they do not improve. However, research shows that it is difficult to accurately identify ineffective teachers, that teachers are rarely dismissed from employment for ineffective teaching and that dismissal of ineffective teachers as a means of improving students' academic performance has received least attention and mixed reactions. Teacher unions in particular are against dismissal of ineffective teachers because they believe that poor academic performance among students is a complex problem that cannot be attributed to ineffective teaching only. They also argue that there are no proper measures in place to identify ineffective teachers.

In-service teacher training enhances the performance of a teacher. A teacher feels enrichment with new addition of ideas, concepts and activates. In-service Training improves the overall personality of a teacher and enables them to respect diverse personalities. In-service training (INSET) improves the aspects of overall performance of a teacher. It is necessary for a teacher to update his or her profession. Sharif (1960) has discussed it in the following words;

In--service education and training of teachers (INSET) has become a compulsory feature for every teacher who wants to keep himself well performed, competent, and distinguished among his peers. Emphasis is being laid on the need of continuous in-service training and education of the teacher. There are three main reasons or purposes for a continuous improvement of the total professional staff. The first reason is that all teachers and administrators must constantly study in order to keep up with advances in subject matter and in the theory and practice of teaching. Continuous education is needed to keep the profession abreast of new knowledge and to release creative abilities. The second reason is to give the much-needed help to teachers who are new in a particular school, to those who are entering a new responsibility or a new field of work within the profession. The third reason for in-service education is to eliminate deficiencies in the background preparation of teachers and other professional workers in education.

2.7.4 Team Building

Developing the right team is critical to a school's fortunes. This applies not just to the senior leadership team but to every single unit within the school. For many Principals team-building is all about getting relationships right and is a crucial first step to achieving their overall vision and ambitions for their schools. It's not just a matter of appointing the right staff to the right jobs. It is about developing good relations between the leadership, staff, pupils, parents and wider community. This process is tied with the values the Principal wants to instill. Studies show that Principals in the high performing schools encourage teamwork in schools by having a get together to celebrate and review any achievement, ensuring regular staff meetings, constant briefings, consultation, appreciating each others' contribution and participation in decision making. They also promote peer teaching and mentoring.

2.7.5 Guidance and counseling.

Guidance and Counseling was introduced formally in Kenya in 1967 under the Ministry of Education (Nasibi, 2003). In Kenya, Guidance and Counseling has been the concern of some of the education commissions. In 1976 for instance, the Gachathi Report recommended that the ministry of education expand its services to include guidance and counseling services. The Kamunge Report (1988) further recommended that schools should establish guidance and counseling services with senior teachers being responsible for them (Republic of Kenya, 1988, p. 34). However, a study by Kiprop (2004) on the challenges faced by teachers and Principals in maintaining student discipline in the post-caning era in Kenya revealed that teachers and Principals experienced problems in the implementation of these alternative

approaches to discipline. The study by Kiprop (2004) established that teachers lacked the necessary skills to implement guidance and counseling programmes. Teachers felt that the Ministry's emphasis on guidance and counseling failed to take into account the fact that many schools were staffed by ill-prepared teachers and also lacked necessary resources like books and office. It was also found out that guidance and counseling as a method of disciplining learners is not comprehensive. The reason given was that teachers were not willing to subject students to guidance and counseling because of its demand in terms of time and besides this, it does not produce instant results since it requires patience. Given the volatile situation in Kenyan secondary schools today as manifested in the spirit of violence, there is need for the MOEST to strengthen Guidance and Counseling both at the ministry and school level by providing teacher counselors to every public school, facilitate their training and provide the necessary resources to enable them perform their duties effectively. It is imperative that all teachers have some basic skills in guidance and counseling services so that they can manage learners effectively.

2.8 Government Policies in Education

Policy is a government statement of interest to carry out an activity. National policies are indeed the road maps of practices in education in any country. However, the degree to which they succeed will depend on certain variables; environment, resources, political, economic capacity and the implementation process. Kenyan education has been guided by policy guidelines since independence. Policy documents have been in the form of commissions, presidential working parties, committees and development plans to guide education practice (Oduol, 2006).

In Kenya, since independence, education was always predominantly a government responsibility which provided most resources required as per policy. However, over the years resources have dwindled and the needs have been exponential. The challenge has been the growth in public schools to keep up with population increase but the resources have not improved significantly. Government response had been to create and introduce policy measures such as cost sharing so that education could still be provided albeit with many challenges for poorer families.

Growth in both primary and secondary schools has stretched the government's capacity to provide education services. Resource provisions have entailed teachers, school buildings and checking of school fees and levies to manageable levels. The cost sharing policy relieved the government but pressure persists because demand for teachers continues due to increase in student enrolment, while checked by natural teacher attrition. The Free Primary Education

(FPE) is a case in point that was implemented by the current government when it came to power in 2003. In Kenya, education has served several functions, among which are; to unify the country and create nationhood (single curriculum, single instructional language); provide basic skills and basic education; to create purpose and determination among citizens and to be developmental and incremental (provide equity, access, efficiency and gender parity). Education practices are affected by policy guidelines. Perhaps the biggest challenge here is the lack of connection between desired education practices as espoused in policy and the actual education practices on the ground. Disconnect between the two dichotomies, brings into fore the state of skills that the schools are supposed to engender. The latest and most dramatic public policy is the Free Primary Education (FPE), which came at the time when education in Kenya had become too expensive for ordinary citizens. In particular, both primary and secondary schools regardless of being private or public were beset by ever-rising school fees. The 2003 FPE initiative brought relief but it has had challenges. Initially, the initiative brought back to school many students that had either dropped out of school or never started school because of high fee levies.

2.9 School Environment

School is the primary setting where individual first encounter the world of work. Schools are vital forces in children's development affecting their motivation to learn the modes of remembering, reasoning, problem solving, social and moral understanding. Previous research suggests that student achievement is associated with a number of school characteristics. The five most commonly mentioned characteristics are an emphasis on teaching basic skills, high expectations for student achievement, frequent evaluation of student progress, a safe and orderly school climate, and educational leadership. Collaborative leadership between teachers and administrators also positively influences student achievement (Wang, Haertel, & Walberg, (1997). They also noted that it is important that both the school and classroom environments be learner-centered. Teachers need to be aware of students' cultural and learning differences and how these differences affect their ability to perform in the classroom. In addition, they suggested that, "...attention must be given to what is taught (information, subject matter), why it is taught (understanding), and what competence or mastery looks like".

A good school environment has been found to predict not only superior academic achievement but also positive self-esteem. Schools play an important role in raising the

academic aptitude of a child by providing a stimulating, motivating and encouraging environment which indirectly results in to good and higher academic achievement.

School environment and academic achievement are interrelated and dependent of each other. Schools can be structured in many different ways and are important containers of significant factors of student's achievement beyond the styles of individual teacher, the curriculum, and the properties of individual teacher student relationship. A stimulating educational environment responsive to the needs of the individual can result in positive, motivational consequence.

2.10 Theoretical framework

The study was based on two theories; the theory of Education Production Function and Continuous Improvement theory by Edward Deming. Education production function theory states that educational outcomes are a function of various inputs that are employed in the education process. A simple production model lies behind much of the analysis in the economics of education. The common inputs are things like school resources, teacher quality, and family attributes, and the outcome is student achievement. Historically, the most frequently employed measure of schooling has been attainment, or simply years of schooling completed. The value of school attainment as a rough measure of individual skill has been verified by a wide variety of studies of labour market outcomes (e.g., Mincer, (1970). Family background is usually characterized by such socio-demographic characteristics as parental education, income, and family size. Peer inputs, when included, are typically aggregates of student socio-demographic characteristics or achievement for a school or classroom. School inputs typically include teacher background (education level, experience, sex, race, and so forth), school organization (class sizes, facilities, administrative expenditures, and so forth), and district or community factors (for example, average expenditure levels). The theory of Continuous Improvement by Edward Deming provides clear guidelines for successful organizational transformation and effective change management in his 14 strategies to support continuous improvement in an organizational setting.

2.11 Conceptual Framework

In this conceptual frame work in Figure 1, there are four independent variables selected for this study namely; Teacher-Student ratio, indiscipline, school management style and strategies for improving KCSE performance. In the conceptual framework there is also one

moderating and one intervening variable which have a significant contributory or contingent effect on the relationship between dependent and independent variable.

Independent Variables

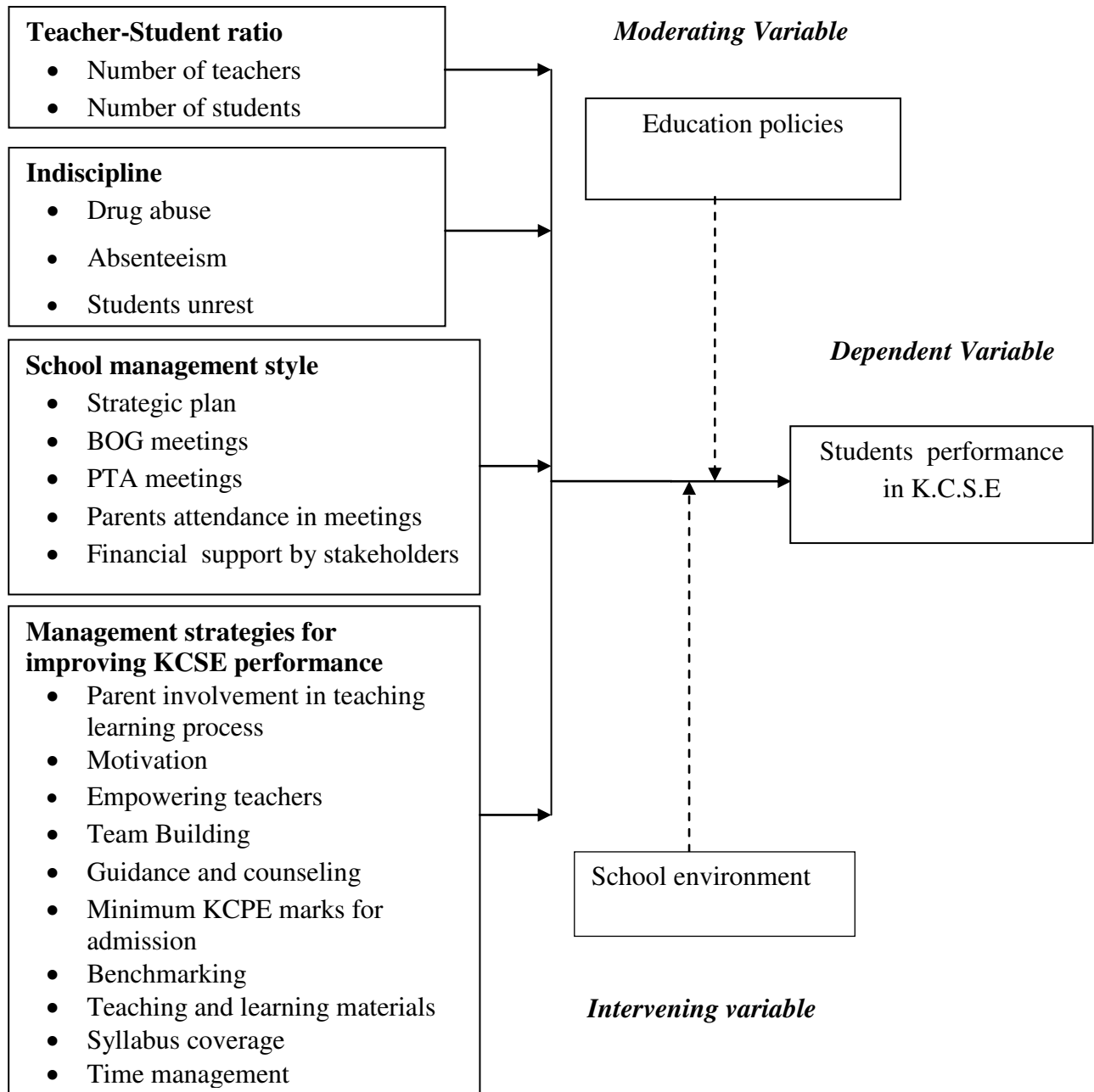


Figure 1. Conceptual Framework on factors influencing performance of students in KCSE and management strategies for improving KCSE performance in public secondary schools in Nakuru District.

2.12 Knowledge gaps

From the above literature, it is evident that various studies have been carried out which have sought to highlight factors that influence academic performance in Secondary Schools in Kenya. Most of these studies have however focused on the contributing factors to academic performance in all Secondary Schools and none have specifically looked into the Public Secondary Schools in Nakuru District. Despite Nakuru District having the oldest and well equipped schools and a well trained teaching workforce; it continues to perform dismally in KCSE. This was the basis of this study which attempted to specifically look into the assessment of teacher-student ratio and its influence on the students' performance in KCSE in Public Secondary Schools in Nakuru District, to establish the influence of indiscipline on students' KCSE performance in Public Secondary Schools in Nakuru District, to examine the schools management style and its influence on KCSE performance of students in Public Secondary Schools in Nakuru District and to assess strategies used to improve performance in KCSE in Nakuru District

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives the description of the procedures used in carrying out the study. It focuses on the research design, target population, sampling procedures and sample size, data collection instruments and procedures, data analysis techniques, ethical considerations and operational definition of variables.

3.2 Research design

A research design, according to Kothari (2003), constitutes the blueprint for the collection, measurement and analysis of data. Orodho, (2003) defines it as the scheme, outline or plan that is used to generate answers to research problems.

The study used descriptive survey design which sought to deduce the factors influencing Kenya Certificate Of Secondary Education performance of students in Public Secondary Schools in Nakuru District and assessing strategies which can be used to improve the KCSE performance. Kothari, (2003) describes descriptive survey design as a method used to collect detailed description of existing phenomena with the view of employing data to justify current conditions and practices or to make more intelligent plans for improving them. This design was be the most appropriate in meeting the requirements of the research questions and objectives. The research adopted the use of well structured questionnaires.

3.3 Target Population

The study targeted Public Secondary Schools in Nakuru District. The District has a total of twenty four Public Secondary Schools. The study targeted the Principals, Education Officers, Parents Teachers Association Class Representatives, Teachers and Form three and Form four students in the selected schools who were used in the data collection. The total target population was 4,000 students, 48 Class Teachers and 76 Administrators.

3.4 Sample Procedure and sample size

The study used twelve Public Secondary Schools from the twenty four Public Secondary schools in Nakuru District. The schools were selected using stratified random sampling and were categorized into Public day Secondary Schools, Public Girls Boarding Secondary

Schools and a Public Boys Boarding Secondary School. This was done to ensure that the study captured data from schools in different learning environments and settings and therefore make generalized conclusions on its findings.

Data was collected from a population of 4000 form three and form four students in all the twenty four Public Secondary Schools in Nakuru District. Yamane (1967) provides a simplified formula to calculate sample sizes. This formula was used to calculate the sample size. A 93% confidence level and $P = 0.07$ was used in the study as shown below.

$$n = \frac{N}{1+N(e)^2}$$

Where n is the sample size,

N is the population size,

e is the level of precision.

The calculated sample size of one hundred and ninety four students was used in the study. The sample for study included one hundred and ninety four students, twelve Public Secondary School Principals, thirty six teachers, two Education Officers twelve PTA Class Representatives and one hundred and ninety four students. Therefore the total sample size was two hundred and fifty six respondents.

Simple random sampling technique was used to select the candidates from the strata who formed the respondents of study as shown in Table 3.1. The Principals and teachers were selected using purposive sampling technique.

Table 3.1: Sampling Frame

Sample category	Target population	Sample Size
Schools		
Public Day Secondary School	21	9
Public Girls Boarding Secondary School	2	2
Public Boys Boarding Secondary School	1	1
Respondents		
Principals	12	12
Deputy Principals	12	12
Class Teachers	24	12
Guidance and Counseling Teachers	12	12
PTA Class Representatives	24	12
Education Officers	2	2
Students	4000	194
Total		256

Source: Nakuru District Education Office, 2013

3.5 Research Instruments

The researcher used both primary and secondary sources of data. Self-administered questionnaires were used to collect the data. Questionnaires were used because they provided high degree of data standardization and adoption of generalized information amongst the population. Secondary data was obtained from past published materials, review of documents from schools and records from the DEO's office.

3.5.1 Pilot testing of the instrument

The study used five Public Secondary Schools outside Nakuru District for pilot testing the questionnaires used. This helped in testing whether the questionnaires were relevant and dependable. It also helped in reconstructing the questions by eliminating any ambiguous items and improving them for easy interpretation and understanding by the respondents.

3.6 Data collection Procedures

A permission letter was obtained from The University of Nairobi and The National Council of Science and Technology. An informed consent was then sought from the Principals of the twelve Secondary Schools selected for study. The researcher distributed the research questionnaires to the respondents and explained to them the purpose of carrying out the research. The researcher also gave clarifications on the questions which were not well understood by the respondents. This was done to ensure high return rates and relevant response to questions in the questionnaires. A drop and pick method was used during administration of the questionnaires.

3.7 Validity and Reliability of research instruments

This subsection describes how the study achieved quality by observing validity and reliability of the questionnaires.

3.7.1 Validity of research instruments

Wainer and Braun (1998), describe validity as “construct validity”. ‘The construct’ is the initial concept, idea, question or hypothesis that determines which data is to be gathered and how it is to be gathered. Validity determines whether the research actually measures that which it was intended to measure. An instrument can be validated by providing that its items or questions are representatives of the skills or characteristics that it is intended to measure (Mutahi 2000). The researcher used construct validity by discussing the content of the questionnaires with other colleagues and consultation with the supervisor. The questionnaires were subjected to a pilot test and then subjected to an expertise opinion on their validity.

3.7.2 Reliability of research instruments

Reliability is a measure of the degree to which a research method yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). Joppe, (2000) defines reliability as; The extent to which results are consistent over time and accurate representation of the total population under study and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. Charles (1995) adheres to the notions that consistency with which questionnaire test items are answered or individuals scores remain relatively the same can be determined through the test-re-test method at two different times. This definition applies where there are no confounding factors during the intervening time interval. A high degree of stability indicates a high degree of reliability of an instrument. The questionnaire instrument was pilot tested in five Public

Secondary Schools outside Nakuru District which was later used to modify and improve the questionnaire hence enhancing reliability, accuracy and consistence of the instrument and the test score. Reliability of instruments was tested using the split half method. The test scores were divided into two parts comprising of even and odd numbers and the two equivalent forms correlated with each other using the Spearman Brown prophecy formula. A reliability coefficient of 0.8 was obtained and was regarded as reliable according to Charles, (1995)

3.8 Data analysis Techniques

Data analysis involved the use of both qualitative and quantitative techniques. The data obtained was organized, checked for completeness, coded and analyzed using Statistical Package for Social Sciences. The researcher made use of means and percentages to report on proportions as well as correlations to determine the degree of association between variables under study. This was derived from the responses obtained from the questionnaires. The percentages of responses for each category of respondents were calculated. The findings were used to make conclusions and recommendations.

3.9 Ethical Considerations

The researcher ensured that the consent to carry out the research was obtained from the District Education Office in Nakuru District. The researcher further sought the informed consent of the Principals of the selected Public Secondary Schools to carry out the research. The purpose and significance of carrying out the study were explained to the Principals and the respondents by the researcher. The respondents were assured of confidentiality of the information provided in the questionnaire.

3.10 Operational Definition of Variables

The operational definition of variables is given as shown in the Table 3.2

Table 3.2: Operational Definition of Variables

Objective	Variables	Indicators	Measurement scale	Tools of analysis
To find out teacher-student ratio and its influence on performance of students in KCSE in Public Secondary Schools in Nakuru District.	Independent <ul style="list-style-type: none"> • Teacher-Student ratio 	<ul style="list-style-type: none"> • Number of students • Number of teachers 	Ratio	Means percentages
To establish the influence of indiscipline on students' performance in Public Secondary Schools in Nakuru District.	<ul style="list-style-type: none"> • Students Indiscipline 	<ul style="list-style-type: none"> • Number of students suspended under Drug abuse • Number of students absent in a term • Number of students suspected to be truant. 	Interval	Means percentages
To examine the schools management styles and its influence on KCSE performance of students in public Secondary Schools in Nakuru District.	<ul style="list-style-type: none"> • Management styles 	<ul style="list-style-type: none"> • Number of BOG meetings per term • Number of PTA meetings per term • Number of trained BOG members in project management. 	Ratio	Means percentages
To assess the strategies used to improve KCSE performance in Nakuru District.	<ul style="list-style-type: none"> • Parent involvement in the teaching learning process • Motivation • Empowering teachers • Team building • Guidance and counseling. • KCPE entry marks for form one students. • Teaching learning materials. • Syllabus coverage • Time management 	<ul style="list-style-type: none"> • Number of parents paying fees promptly. • Number of parents attending meetings • Number of motivated teachers and students. • Minimum KCPE marks for school admissions 	Ratio	Means Percentages
	Dependent <ul style="list-style-type: none"> • KCSE performance 	<ul style="list-style-type: none"> • Schools' KCSE mean grade. 	Ratio	Means percentages

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter contains data analysis, presentation and interpretation. The study assessed factors which influence performance of students in KCSE and improvement strategies in Public Secondary Schools in Nakuru District, Kenya. The chapter is subdivided into the following sub-sections; questionnaires return rate, background information regarding respondents, teacher-student ratio, indiscipline, management factors and strategies to improve student academic performance.

4.2 Questionnaire return rate

A total of 256 questionnaires were administered. The questionnaire return rate is given in Table 4.1.

Table 4.1 Questionnaire return rate

Response	Number of respondents	Percentage
Expected responses	256	100
Received responses	232	91
Un-received	24	9

The return questionnaire return rate was 91 %. This rate was adequate to represent the target population.

4.3 Background of the respondents

In this section, the respondents' gender, age, level of study, and level of education are discussed.

4.3.1 Distribution of respondents by gender

The researcher sought to establish the gender of respondents who participated in the study. In order to accomplish this, a cross-tabulation of gender and designation was carried out. The findings of this process are shown in Table 4.2.

Table 4.2 Distribution of respondents by gender

Designation	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Students	67	64	97	78	164	71
Teachers	25	24	15	12	40	17
Principals	7	6	5	4	12	5
Education Officers	2	2	0	0	2	2
PTA class representatives	5	5	7	6	12	5
Total	104	100	126	100	232	100

The findings revealed that 71% of total respondents were students, 17% were teachers, 5% were Principals, 5% were PTA class representatives, while 2% were Education Officers. Among the male respondents, 64% were students, 24% were teachers, 5% were Principals, 5% were PTA class representatives, while the remaining 2% were Education Officers. For female respondents, 75% were students, 11% were teachers, 6% were Principals, 6% were PTA class representatives while 4% were Education Officers. These findings mean that there are more female students than males in the schools targeted; there were more male teachers than female; there were more male Principals than females and there were more female PTA class representatives than males.

4.3.2 Respondents' Age

The researcher sought to determine the age of respondents. There were two distinct categories of respondents, that is, students and the other four groups of respondents. Different ranges were used to capture their age. The findings are captured in Tables 4.3 and 4.4.

Table 4.3 Students' age

Age in years	Frequency	Percentage
15-17	84	52
18-19	70	42
20 and above	10	6
Total	164	100

The findings revealed that 52% of the respondents were aged between 15-17 years, 42% were aged between 18-19 years while the remaining 6% were aged 20 years and above. This means that majority of the students in schools targeted were aged between 15-17 years.

Table 4.4 Age of teachers, Principals, Education Officers and PTA class representatives

Age in years	Frequency	Percentage
21-30	9	13
31-40	23	34
Above 40	36	53
Total	68	100

The findings revealed that 53% of the respondents were above 40 years of age; 34% were aged between 31-40 years; while the remaining 9% were aged between 21-30 years. This implies that majority of respondents in this category were above 40 years of age.

4.3.3 Respondents level of study

The study sought to establish the class in which students were in the targeted school, that is, whether in form three or four. The findings are captured in Table 4.5.

Table 4.5 Respondents level of study

Class	Frequency	Percentage
Form III	85	52
Form IV	79	48
Total	164	100

The findings revealed that 52% of respondents were in form three class while the remaining 48% were in form four. This implies that there is an appropriate balancing of the number of students in either category.

4.3.4 Respondents' academic qualification

The study sought to determine academic qualification of teachers, Principals, Education Officers and PTA class representatives that took part in the research. The findings are shown in Table 4.5.

Table 4.6 Respondents' level of education

Academic qualification	Frequency	Percentage
Diploma	15	22
Degree	31	46
Post-graduate	22	32
Total	68	100

The findings revealed that 46% of respondents had earned a university degree, 32% of them had post graduate qualification while the remaining 22% had studied up to the diploma level. These findings imply that most of the above identified stakeholders are well qualified to hold the positions they currently do since the qualifications empower them to be effective.

4.4 Teacher-student ratio

The researcher also sought to find out the student-teacher ratio in the various target schools. The findings are captured in Table 4.7.

Table 4.7 Teacher-student ratio

Teacher-student ratio	Frequency	Percentage
1:20-1:30	118	51
1:31-1:40	50	21
1:41-1:50	52	23
1:51 and above	12	6
Total	232	100

According to the findings, 51% of respondents indicated that the teacher-student ratio was 1:20-1:30, 23% indicated a ratio of 1:41-1:50, 21% indicated a ratio of 1:31-1:40 while the remaining 6% indicated that the ratio was 1:51 and above. These results imply that most respondents are in agreement that the teacher-student ratio is within the agreeable limits of 1:30.

4.4.1 Level of teacher adequacy

The study sought to find out the level of adequacy of the teacher student-ratio in the targeted schools. The results are captured in Table 4.8.

Table 4.8 Level of teacher adequacy

Level of teacher adequacy	Frequency	Percentage
Very inadequate	32	14
Inadequate	83	35
Adequate	100	43
Very adequate	17	8
Total	229	100

The findings indicated that 51% of respondents felt that the teacher-student ratio was adequate while the remaining 49% felt that the ratio was inadequate. This implies that the targeted students, teachers, Principals, Education Officers and PTA class representatives felt that most schools had acceptable levels of teacher-student ratio.

4.4.2 Influence of high teacher-student ratio on student performance in KCSE

The study also sought to determine the influence of high teacher-student ratio on student performance in KCSE. The findings are captured in Table 4.9.

Table 4.9 Influence of high teacher-student ratio on student performance in KCSE

Direction of influence	Frequency	Percentage
Negative	131	56
None	29	13
Positive	72	31
Total	232	100

The findings indicated that 56% of respondents felt that high teacher-student ratio impacts negatively on student performance in KCSE, 31% indicated that the current teacher-student ratio had positively influenced the said performance while the remaining 13% stated that the ratio did not have any influence on performance. These findings indicate that high teacher-student ratio has a negative influence on students' academic performance.

4.4.3 Extent of influence of high teacher-student ratio on student performance in KCSE

The study also sought to determine the extent of influence of teacher-student ratio on student performance in KCSE. The findings are presented in Table 4.10.

Table 4.10 Extent of influence of high teacher-student ratio on student performance in KCSE

Direction of influence	Extent of influence	Extent of influence			Total
		Low	Moderate	High	
Negative	Frequency	11	63	56	130
	Percentage	8	49	43	100
Positive	Frequency	6	34	25	65
	Percentage	9	52	39	100
Total	Frequency	17	97	81	195
	Percentage	9	50	41	100

The findings indicated that for respondents who felt that the teacher-student ratio had negatively impacted on student performance in KCSE, 49% stated that it was to a moderate extent, 43% felt that it was to a high extent while the remaining 9% stated that the influence was to a low extent. On the other hand, for respondents who felt that teacher-student ratio had positively affected the performance, 52% stated that this happened to a moderate extent, 39% felt that it was to a high extent while the remaining 9% stated that the extent was low. These results show that extent of both the negative and positive influence on student performance was significant.

4.4.4 Strategies to improve teacher-student ratio

The researcher sought to determine strategies which schools should implement in order to improve teacher-student ratio. The findings are presented in Table 4.11.

Table 4.11 Strategies to improve teacher-student ratio

Strategy	Frequency	Percentage
Employing more teachers	44	65
Reducing class sizes	15	22
Curriculum revision	7	10
Increase number of classes	2	3
Total	229	100

According to the results, 65% of the respondents preferred employment of teachers as a strategy of improving the teacher-student ratio, 22% felt that reduction of class sizes would

do, 10% indicated that revising the curriculum would be a more appropriate strategy while 3% felt that increasing the number of classes would be the best strategy. In light of this, the most preferred strategy therefore to be employed would be teacher employment.

4.5 Indiscipline behaviour in schools

In this section the following items are discussed: cases of indiscipline in schools and the frequency of their occurrence, factors contributing to indiscipline cases and the extent of their contribution, influence of indiscipline cases on student performance in KCSE, strategies employed in tackling identified indiscipline cases and the level of effectiveness.

4.5.1 Type of indiscipline cases reported in schools

The researcher also sought to determine the nature of indiscipline cases being reported in the targeted schools. The findings are shown in Table 4.12.

Table 4.12 Type of indiscipline cases reported in schools

Indiscipline behaviour	Frequency	Percentage
Absenteeism	44	19
Drug abuse	48	20
Student strikes	8	3
Rudeness	40	18
Theft	58	25
Fighting	34	15
Total	232	100

Findings revealed that 25% of respondents indicated that theft was the most common form of indiscipline behaviour, 20% stated that it was drug abuse, 19% felt that it was absenteeism, 18% stated that it was rudeness, 15% felt that it was fighting while the remaining 3% thought it to be student strikes. These findings indicated that the most commonly registered form of indiscipline in the targeted schools was theft while cases of student strikes were least common.

4.5.2 Frequency of occurrence of indiscipline cases in schools

The researcher also sought to determine the frequency of occurrence of the identified cases of indiscipline in schools. The findings are shown in Table 4.13

Table 4.13 Frequency of occurrence of indiscipline cases in schools

Indiscipline case		Extent of occurrence					Total
		Never	Rarely	Sometimes	Often	Always	
Absenteeism	Frequency	2	28	60	89	46	223
	Percentage	1	12	7	40	20	100
Drug abuse	Frequency	4	58	96	18	5	181
	Percentage	2	32	52	11	3	100
Strikes	Frequency	1	15	7	0	0	23
	Percentage	4	65	31	0	0	100
Rudeness	Frequency	46	90	0	15	8	159
	Percentage	29	57	0	9	5	100
Theft	Frequency	2	20	52	90	48	212
	Percentage	1	9	25	43	22	100
Fighting	Frequency	4	65	33	12	4	118
	Percentage	3	55	29	10	3	100

With regards to cases of absenteeism, the findings revealed that 60% of the respondents felt that it occurred frequently, 27% stated that it occurred on occasional basis while the remaining 13% stated that such cases were rare. These findings indicate that absenteeism is an indiscipline issue in most schools given the rate of occurrence.

Regarding cases of drug abuse, the findings showed that 52% of respondents felt that they occurred on occasional basis, 34% stated that they happened on rare occasions while the remaining 14% felt that the cases were frequent. These findings imply that cases of drug abuse in most schools were not that many.

On cases of strikes, the findings indicated that 69% of respondents stated that they rarely took place while the remaining 31% were of the opinion that they did happen on occasional basis. These results mean that cases of strikes in most schools were uncommon.

As far as cases of students being rude were concerned, the findings revealed that 86% of the respondents felt that they rarely took place while the remaining 14% believed that their occurrence was on occasional basis. This implies that cases of students being rude were few in number.

On theft, the findings showed that 65% felt that such cases were frequently reported, 25% felt that the cases occurred on occasional basis whereas the remaining 10% were of the mind that

such cases were rare. These findings indicate that cases of theft are among the frequently reported indiscipline cases in most schools.

Finally, concerning cases of fighting, 58% of the respondents felt that they rarely occurred, 29% of them stated that such cases took place on occasional basis while the remaining 13% reported that such cases were common. These findings imply that cases of fighting rarely happen in schools and are reported on occasional basis.

4.5.3 Factors contributing to indiscipline cases in schools

The study also set out to determine factors contributing to indiscipline cases in schools. The findings are shown in Table 4.14.

Table 4.14 Factors contributing to indiscipline cases in schools

Indiscipline behaviour	Frequency	Percentage
Peer group influence	68	29
Family background	49	22
Drugs	47	20
Maladministration	22	10
Mass media influence	46	19
Total		100

The findings revealed that 29% of respondents felt that the greatest contributor to indiscipline behaviour in schools was peer group influence, 22% of them stated that it was due to the student's family background, 20% thought it to be the influence of drugs, 19% stated that it was influence from the media whereas the remaining 10% cited maladministration as the most significant contributor to student indiscipline in schools. These findings indicated that the greatest contributor to student indiscipline in schools was influence from peers while the least contributor was school maladministration.

4.5.4 Extent of influence of factors contributing to indiscipline cases in schools

The study also set out to establish the extent to which the identified factors contributed to indiscipline behaviour in schools. The findings are shown in Table 4.15.

Table 4.15 Extent of influence of factors contributing to indiscipline cases in schools

Indiscipline drivers		Extent of contribution				Total
		Very low	Low	High	Very high	
Peer group influence	Frequency	0	21	97	106	224
	Percentage	0	10	43	47	100
Family background	Frequency	4	92	52	16	164
	Percentage	2	56	32	10	100
Drugs	Frequency	2	56	74	26	158
	Percentage	1	35	47	17	100
Maladministration	Frequency	3	42	22	7	158
	Percentage	3	57	30	10	100
Mass media influence	Frequency	0	66	51	36	153
	Percentage	0	43	33	24	100

Regarding the extent of influence of peer group on indiscipline behaviour, the findings revealed that 90% of the respondents believed that the influence was to high extent while the remaining 10% felt that it was to a low extent. The implication of these findings is that influence of peer group to the overall state of indiscipline in schools is to a rather high extent. On family background, 58% of respondents stated that the extent of its influence to overall state of indiscipline of students was low, whereas the remaining 42% felt that the influence was to a high extent. This implies that the contribution of this factor to overall indiscipline behaviour in schools is low but given the closeness of the two values, it remains a significant factor nevertheless.

With regards to drugs, the extent of its influence to overall indiscipline of students was as follows: 64% of respondents felt that its influence was high whereas the remaining 36% stated that its influence was to a low extent. This implies that drugs were a key contributor to the overall state of indiscipline in schools.

On maladministration, 60% of respondents felt that its influence was to a low extent whereas the remaining 40% stated that it was to a high extent. This means that the contribution of maladministration to the overall state of indiscipline in schools is to low extent. Finally, concerning the extent of influence of the mass media on overall student discipline, 57% of respondents felt that the influence was to a high extent while the remaining 43% thought that the influence was to a low extent. This implies that the mass media plays a negative role when it comes to determining how students conduct themselves in schools.

4.5.5 Influence of indiscipline on student performance

The study in addition sought to determine the overall influence of indiscipline on student performance in KCSE. The findings are captured in Table 4.16.

Table 4.16 Influence of indiscipline on student performance

Direction of influence	Frequency	Percentage
Negative	192	82
None	18	8
Positive	22	10
Total	232	100

The findings indicate that 82% of respondents felt that indiscipline had negatively impacted on student performance in KCSE, 10% of them indicated that indiscipline had positively influenced student performance while the remaining 8% stated that the factor did not have any influence on student performance. These findings indicate that most schools had the performance of their students negatively impacted upon by the prevailing poor state of indiscipline.

4.5.6 Extent of influence of indiscipline on student performance in KCSE

The study also sought to determine the extent to which indiscipline affects student performance in KCSE. The findings are captured in Table 4.17.

Table 4.17 Extent of influence of indiscipline on student performance in KCSE

Direction of influence	Extent of influence	Extent of influence			Total
		Low	Moderate	High	
Negative	Frequency	25	50	117	192
	Percentage	13	26	61	100
Positive	Frequency	0	12	10	65
	Percentage	0	55	45	100
Total	Frequency	17	97	81	195
	Percentage	9	50	41	100

The findings revealed that for respondents who felt that indiscipline had negatively impacted on student performance in KCSE, 48% stated that it was to a moderate extent, 43% felt that it was to a high extent, while the remaining 9% stated that the influence was to a low extent.

The respondents who felt that indiscipline had highly affected the performance, 52% stated that this happened to a moderate extent, 39% felt that it was to a high extent while the remaining 9% stated that the extent was low. These results show that the extent of both the negative and positive influences on student performance were significant.

4.5.7 Strategies employed to tackle cases of indiscipline in schools

The study furthermore sought to establish strategies employed by schools in order to arrest cases of indiscipline among students. The findings are shown in Table 4.18.

Table 4.18 Strategies employed to tackle cases of indiscipline in schools

Indiscipline remedy	Frequency	Percentage
Physical punishment	61	26
Suspension	60	25
Expulsion	16	7
Payment for damages	22	10
Recovery of stolen property	19	8
Guidance and counseling	54	24
Total	232	100

According to the findings, 26% of respondents indicated that physical punishment was employed in tackling the issue of indiscipline, 25% of them cited suspension method, 54% of them chose guidance and counseling, 10% of respondents settled for payment for damages made, 8% chose the recovery of stolen property approach while the remaining 7% settled for expulsion. These findings show that the most preferred modes of addressing the issue of student indiscipline in schools were physical punishment, suspension and guidance and counseling. On the other hand, the least employed method to address cases of student indiscipline was expulsion.

4.5.8 Effectiveness of strategies employed to tackle cases of indiscipline in schools

The researcher sought to establish the level of effectiveness of selected strategies used to arrest cases of indiscipline among students. The findings are shown in Table 4.19.

Table 4.19 Effectiveness of strategies employed to tackle cases of indiscipline in schools

Indiscipline remedy		Level of effectiveness				Total
		Ineffective	Least effective	Effective	Most effective	
Physical punishment	Frequency	7	24	136	28	195
	Percentage	4	12	70	14	100
Suspension	Frequency	6	26	105	58	195
	Percentage	3	13	54	30	100
Expulsion	Frequency	7	8	22	12	49
	Percentage	14	16	45	25	100
Payment for damages	Frequency	2	21	30	14	67
	Percentage	3	31	45	21	100
Recovery of stolen property	Frequency	0	18	32	11	61
	Percentage	0	30	52	18	100
Guidance and counseling	Frequency	10	30	56	76	172
	Percentage	6	17	33	44	100

With regards to the effectiveness of physical punishment strategy, 84% of the respondents indicated that it was very effective while the remaining 16% were of the contrary opinion. In light of this, physical punishment was considered as the most effective way of dealing with student indiscipline in schools.

On the effectiveness of suspension as a remedy to student indiscipline cases, 84% of respondents who employed it felt that it was very effective while the remaining 16% felt otherwise. From these results suspension is also another effective method of addressing cases of student indiscipline in schools.

With regards to expulsion, 70% of respondents who had employed the method stated that it was effective while the remaining 30% thought that the method was not effective. This implies that the method is also suitable to address cases of student indiscipline but should nevertheless be employed with caution given that it lead to increased number of drop-outs and subsequent delinquents.

As far as payment for damages was concerned, 66% of respondents who had employed the method stated that it had been effective in tackling student indiscipline, while the remaining 34% felt differently. Given this outcome, the method is also suitable in arresting indiscipline cases in schools.

When it comes to recovery of stolen property, 70% of respondents who had adopted the approach reported that it was effective in addressing indiscipline cases, while the remaining 30% felt that it was not effective. These findings indicate that recovery of stolen items was also an effective way of dealing with indiscipline issues in schools.

Finally, concerning the effectiveness of guidance and counseling as a way of tackling student indiscipline in schools, 77% of respondents who had employed the strategy felt that it had played a significant role in managing cases of student indiscipline while the remaining 23% felt that the method was not effective. Given these outcome, guidance and counseling was accepted as one of the sure means of addressing cases of student indiscipline in schools.

4.6 School management practices

In this section the following items are discussed: level of stakeholder satisfaction with the current state of management practices in their respective schools, influence of identified management practices on student performance in KCSE, and respondents' training in project management.

4.6.1 Level of stakeholder satisfaction with existing school management practices

The study sought to establish the level of stakeholder satisfaction with the existing management practices of planning, organizing, staffing, directing, controlling and Budgeting in their schools.

4.6.1.1 Level of stakeholder satisfaction with the management practice of planning

To begin with, the researcher sought to determine the level of stakeholder satisfaction with the management practice of planning in their respective schools. Consequently, the findings are captured in Table 4.20.

Table 4.20 Level of stakeholder satisfaction with the management practice of planning

Planning function		Level of satisfaction					Total
		Very dissatisfied	Dissatisfied	Unsure	Satisfied	Very satisfied	
Vision	Frequency	1	0	8	42	17	68
	Percentage	1	0	12	62	25	100
Mission	Frequency	0	1	5	44	18	68
	Percentage	0	1	7	65	27	100
Objectives	Frequency	0	3	9	33	23	68
	Percentage	0	4	13	49	34	100
Goals	Frequency	0	3	5	41	19	68
	Percentage	0	4	7	60	29	100

According to the findings, 90% of respondents were satisfied by the current vision of their school, 12% were unsure of the same while the remaining 1% was dissatisfied with the same. This means that stakeholders of a majority of schools were in agreement with the future aspiration which their institutions stood for.

In addition, 92% of respondents registered their satisfaction with the current mission statement their schools represented, 7% of them were unsure of the mission of their schools while the remaining 1% were dissatisfied by the same. This implies that again most schools' are in agreement with the mission statements of the entities.

Regarding the objectives of respective schools, 83% registered their satisfaction with the same, 13% were unsure of them while the rest (4%) were dissatisfied with the existing objectives. This means that schools objectives are aligned to the aspiration of the various stakeholders involved in their day-to-day running.

Finally, on the goals which schools aimed at realizing, 89% of the respondents were satisfied that the prevailing goals would facilitate the realisation of the vision, mission and objectives of the various institutions. This implies that most schools have formulated goals which are in line with the wishes of its stakeholders.

4.6.1.2 Level of stakeholder satisfaction with the management practice of organizing

The researcher sought to determine the of stakeholder satisfaction level with the management practice of organizing in their respective schools. The findings are captured in Table 4.21.

Table 4.21 Level of stakeholder satisfaction with the management practice of organizing

Organizing function		Level of satisfaction					Total
		Very dissatisfied	Dissatisfied	Unsure	Satisfied	Very satisfied	
Division of labour	Frequency	0	16	9	35	8	68
	Percentage	0	24	13	51	12	100
Delegation	Frequency	2	20	8	29	9	68
	Percentage	3	29	12	43	13	100
Coordination	Frequency	0	12	4	47	5	68
	Percentage	0	18	6	69	7	100
Departmentalization	Frequency	2	11	2	45	8	68
	Percentage	3	16	3	66	12	100

According to the results, 63% of respondents felt that the way division of labour as a management practice had been implemented was satisfactory, 24% of them were unsatisfied while the remaining 13% were unsure. This means that most stakeholders were in agreement with the way the practice had been implemented.

On coordination as a management practice, 76% of the respondents were satisfied with the way it was being undertaken in their respective entities, 18% of them were dissatisfied while the rest 6% were undecided. This findings imply that majority of stakeholders are in agreement that the current methodology being employed to coordinate schools affairs were satisfactory.

Concerning the departmentalization of school units, 78% of respondents were satisfied with the current state of affairs, 19% were on the other hand dissatisfied with the same while only 3% of respondents were unsure of the prevailing state of departmentalization. These results thus imply most stakeholders are satisfied with the way departments in their schools have been set up in order to realize the set goals and objectives

4.6.1.3 Level of stakeholder satisfaction with the management practice of staffing

Furthermore, the study sought to establish the level of stakeholder satisfaction with the management practice of staffing in their respective schools. The findings are captured in Table 4.22.

Table 4.22 Level of stakeholder satisfaction with the management practice of staffing

Staffing function		Level of satisfaction					Total
		Very dissatisfied	Dissatisfied	Unsure	Satisfied	Very satisfied	
Hiring	Frequency	2	18	9	37	2	68
	Percentage	3	27	13	54	3	100
Training	Frequency	1	18	11	35	3	68
	Percentage	1	27	16	52	4	100
Development	Frequency	2	26	10	24	6	68
	Percentage	2	38	14	35	8	100

With reference to the management practice of hiring, 57% of respondents were satisfied with the way it was being conducted, 30% however registered their displeasure with the current state of affairs while the rest (13%) were undecided. These findings imply that a significant number of stakeholders are okay with the mode employed in hiring staff in their respective institutions.

On training of staff, 56% of respondents were satisfied with the way the practice was being undertaken in their respective schools, 28% registered their dissatisfaction with the way staff training was being done while the remaining 16% were unsure. This outcome means that a significant number of stakeholders were fine with the way the practice was being undertaken.

On staff development, 45% of respondents were satisfied with the way the practice was being undertaken in their respective entities, 41% were dissatisfied with the same while the remaining 14% were unsure of the same. This outcome shows that the practice of staff development is an issue that has to be looked in order to see how measures can be put up to woo more people into supporting the system.

4.6.1.4 Level of stakeholder satisfaction with the management practice of directing

The researcher in addition sought to determine the level of stakeholder satisfaction with the management practice of directing in their respective schools. The findings are captured in Table 4.23.

Table 4.23 Level of stakeholder satisfaction with the management practice of directing

Organizing function		Level of satisfaction					Total
		Very dissatisfied	Dissatisfied	Unsure	Satisfied	Very satisfied	
Motivation	Frequency	4	29	10	21	4	68
	Percentage	6	43	15	30	6	100
Communication	Frequency	0	20	8	37	3	68
	Percentage	0	29	12	55	4	100
Discipline	Frequency	0	6	8	49	5	68
	Percentage	0	8	12	73	7	100
Conflict resolution	Frequency	0	4	14	45	5	68
	Percentage	0	6	21	66	7	100

According to the findings, 36% of respondents registered their satisfaction with the way the school personnel were being motivated, 49% were dissatisfied while the rest (15%) were unsure of the state of affairs. This means that a significant number of stakeholders are not comfortable with the presently used approaches of motivating the staff.

Regarding communication, 59% of respondents were comfortable with the way it was being done, 29% were dissatisfied while the remaining 12% were unsure whether the methods of communication currently in place were fine or not. Thus, the results imply that functional communication channels are in place in most schools and which facilitate the smooth flow of information from one individual to the next.

On discipline, 80% of respondents were satisfied with the current state of affairs, 12% were not sure while 8% were dissatisfied. The high number of respondents registering their approval of the prevailing standards of discipline among their employees implies that achievement of goals and objectives of their respective entities would be a possible feat.

Regarding conflict resolution, 73% of the respondents registered their satisfaction with the way cases of conflicts were being addressed by their institutions, 21% were unsure of the state of affairs relating to this practice while the remaining 6% were dissatisfied. This means that majority of stakeholders were satisfied with the way conflicts were being managed by their institutions.

4.6.1.5 Level of stakeholder satisfaction with the management practice of controlling

The researcher also sought to find out the level of stakeholder satisfaction with the management practice of controlling in their respective schools. The findings are captured in Table 4.24.

Table 4.24 Level of stakeholder satisfaction with the management practice of controlling

Controlling function		Level of satisfaction					Total
		Very dissatisfied	Dissatisfied	Unsure	Satisfied	Very satisfied	
Performance	Frequency	1	8	12	42	5	68
	Percentage	1	12	18	62	7	100
Preventive action	Frequency	0	5	14	48	1	68
	Percentage	0	7	21	71	1	100

According to the results, 69% of respondents were satisfied with the approaches their institutions had put in place to follow up on performance of their staff, 18% were unsure while the rest (13%) were dissatisfied with the same. This outcome means that majority of schools had implemented acceptable ways of assessing employee performance.

On preventive actions, 71% of respondents were satisfied with the current measures put up to check any deviations that would hinder the achievement of organizational goals and objectives, 21% were unsure of the same while 7% were dissatisfied. These results imply that most schools had effective methods of checking and arresting any deviations that would prevent their institutions from realizing their goals.

4.6.1.6 Level of stakeholder satisfaction with the management practice of budgeting

The study also sought to establish the level of stakeholder satisfaction with the management practice of budgeting in their respective schools. The findings are captured in Table 4.25.

Table 4.25 Level of stakeholder satisfaction with the management practice of budgeting

Budgeting function		Level of satisfaction					Total
		Very dissatisfied	Dissatisfied	Unsure	Satisfied	Very satisfied	
Resource mobilization	Frequency	1	4	18	40	5	68
	Percentage	1	6	27	59	7	100
Resource Utilization	Frequency	1	16	14	28	9	68
	Percentage	1	24	21	41	13	10

On resource mobilization, 66% of respondents were satisfied with the way their entities were carrying out this function, 27% of them were unsure while 7% were dissatisfied with the same. This implies that most schools have adopted workable methods of mobilizing resources in order to bolster the achievement of organizational goals.

Finally, concerning resource utilization, 54% of respondents were satisfied with the way resources were being utilized in an effort to realize organizational vision and mission. On the other hand 25% of them were dissatisfied with the way the practice was being undertaken while the remaining 21% were neither satisfied nor dissatisfied.

4.6.2 Influence of school management practices on student performance in KCSE

The researcher also sought to find out how the management practices in their respective schools had influenced student performance in KCSE. The outcome is shown on Table 4.26.

Table 4.26 Influence of school management practices on student performance in KCSE

Management practice		Influence on student performance			Total
		Negative	None	Positive	
Planning	Frequency	9	21	38	68
	Percentage	13	31	56	100
Organizing	Frequency	7	23	38	68
	Percentage	10	34	56	100
Staffing	Frequency	18	0	50	68
	Percentage	27	0	73	10
Directing	Frequency	9	3	56	68
	Percentage	13	4	83	100
Controlling	Frequency	5	7	56	68
	Percentage	7	10	83	100
Budgeting	Frequency	22	6	40	68
	Percentage	32	8	58	100

According to the findings, 56% of respondents felt that the planning function as currently implemented in their institutions had a positive influence on student performance, 34% it had no influence, while the remaining 13% stated that the influence was negative. These results mean that the way schools are executing the planning function is in tandem with the overall objective the institutions to realize not only academic excellence but also growth.

On organizing, 56% of respondents believed that the function as currently in place had a positive contribution to overall student performance in KCSE, 34% felt that it had not impacted on student performance in either way while the remaining 10% were of the opinion that the implementation of the function did have a negative influence on student performance. This means that most schools have implemented this function of management rightly leading to the realisation of the positive impact on performance.

Concerning staffing, 73% of respondents felt that the implementation of the function had positively contributed to student performance while the remaining 17% felt that it had negatively impacted on performance. This outcome implies that most schools have rightly executed the various functions of hiring in the right way thus leading to the positive influence on performance.

On directing, 83% of respondents stated that the function had a positive influence on overall student performance, 13% of them felt that it had a negative influence on the performance while the remaining 4% felt that it had neither impacted positively nor negatively on student performance. This means that majority of schools have correctly influenced the directing function hence its positive influence on students' performance.

With regards to controlling, again 83% of the respondents felt that it had positively impacted on the performance of students in KCSE, 10% stated that it had no influence at all on the performance while the remaining 7% observed that it had negatively affected students' performance. These findings indicate that the controls put up by most schools to check the running of schools' programs in case of deviations were functioning optimally, hence the positive impact.

Finally, with regards to budgeting, 58% of respondents felt that the implementation of the function did have a positive influence on students' performance, 34% of them felt that the impact was negative while the rest (8%) stated that it had neither influence on the said performance. This outcome means that a good number of schools had properly undertaken the function of budgeting hence its positive influence on the performance of students.

4.6.3 Respondents' training in project management

In addition, the researcher sought to determine whether or not respondents had been trained in the field of project management as well as the level of training they had attained in the said field. The findings are captured in Table 4.27.

Table 4.27 Respondents' level of training in project management

Level of study	Frequency	Percentage
Diploma	14	47
Degree	6	20
Post-graduate	10	33
Total	30	100

Regarding respondents who had been trained in the area of project management, 47% of them had a diploma qualification, 33% had a post graduate qualification whereas the remaining 20% had a degree in the said field. This implies that most of the stakeholders involved in the management of schools had good understanding in the area of project management which when applied would bolster the performance of students in KCSE among other positive impacts on the running of schools.

4.7 Strategies to improve student performance in KCSE

The following items are discussed in this section: influence of some selected factors on student performance in KCSE, sources of student motivation, previous performance of students in KCPE and lastly, strategies to improve student performance in KCSE.

4.7.1 Influence of selected factors on performance of students in KCSE

In this regard, the study sought to determine the influences of selected factors on the performance of students in KCSE. The findings are captured in Table 4.28.

Table 4.28 Influence of selected factors on performance of students in KCSE

Factor		Influence on student performance			Total
		Negative	None	Positive	
Parent involvement	Frequency	45	49	138	232
	Percentage	19	21	60	100
Guidance and counseling	Frequency	12	43	177	232
	Percentage	5	19	76	100
Teaching/learning materials	Frequency	45	27	160	232
	Percentage	19	12	69	100
Syllabus coverage	Frequency	30	26	176	232
	Percentage	13	11	76	100
Time-management	Frequency	71	20	141	232
	Percentage	31	9	61	100
Student motivation	Frequency	23	38	171	232
	Percentage	10	16	73	100

The findings revealed that 60% of respondents felt that involvement of parents in student's academic life had positively affected performance in KCSE, 21% stated that the factor had no influence on performance while the remaining 19% registered a negative influence of this factor on performance. These findings indicate that the parental involvement in the academic matters of their children directly impacts on how they ultimately perform in KCSE.

On matters concerning guidance and counseling, 76% of respondents observed that the factor had a positive influence on performance of students in KCSE, 19% felt that it had no impact whatsoever on performance while the remaining 5% stated that the factor negatively impacted on performance. These results show that schools with comprehensive guidance and counseling programs will most likely register improved performance in KCSE.

Regarding the influence of teaching and learning materials on student performance, the findings showed that 69% of respondents felt that the influence was positive, 19% stated that it was negative while the remaining 12% were of the mind that the presence or absence of such materials was of insignificant influence on student performance. The findings thus imply that schools with better facilities in terms of teaching and learning materials would be better placed to produce excellent results in the KCSE.

In addition, 76% of respondents stated that exhaustive syllabus coverage positively impacted on student performance in KCSE, 13% felt that the influence was negative whereas the rest (11%) observed that the factor had no bearing on student performance. These results mean that if teachers can manage themselves efficiently enough and thereby conclude the syllabus on time, then students' performance in KCSE will be excellent.

As far as time management is concerned, 61% of respondents indicated that the factor had a positive influence on performance of students in KCSE, 31% of them felt that the factor had a negative influence on performance while 9% of them were of the mind that the influence was of no consequence as far as students' performance was concerned. This means that time management is a key factor in determining performance of students in KCSE.

On student motivation, 73% of respondents acknowledged that the factor had positively affected students' performance, 16% felt that the factor was of no consequence while the remaining 10% stated that the influence was negative. This means that student motivation in whatever form would most certainly lead to improved student performance in KCSE.

4.7.2 Parent involvement in teaching/learning processes

The study sought to find out the extent of parent involvement in teaching/learning processes. The findings are represented in Table 4.29.

Table 4.29 Parent involvement in teaching/learning processes

Parent involvement		Rating				Total
		Very few	Few	Average	Majority	
School fees payment	Frequency	4	10	40	14	68
	Percentage	6	15	58	21	100
Student progress follow-up	Frequency	29	24	11	4	68
	Percentage	43	35	16	6	100
Attendance of school meetings	Frequency	3	10	48	7	68
	Percentage	4	15	71	10	100

The findings revealed that 58% of parents were at the average level in terms of school fees payment, 21% of them were fully compliant with schools fee payment requirements while another 21% were not that committed to payment of school fees on time. Given that a student's stay in the school is pegged on payment of school fees, it will be imperative for

parents to ensure that they are prompt in making the payments in order to ensure that their children never miss any lesson or classes for that matter.

On making follow-ups relating to the performance of their children, 80% of them did very little in making such follow-ups, 48% were at the average level while the remaining 6% did make such follow-ups. This trend is almost certain to impact negatively on the performance of students in the exam.

Concerning attendance of school meetings, 71% of respondents indicated that an average number of parents actually did attend such meetings, 19% believed that few parents did attend such meetings while the remaining 10% indicated that majority of parents were always in attendance. The implication of this finding is that parents treat school meetings with some degree of casualness, a trait that is more likely to impact negatively on student performance during KCSE.

4.7.3 Marks scored by students in their KCPE

The researcher also sought to determine the marks scored by students in KCPE. The findings are shown in Table 4.30.

Table 4.30 Marks scored by students in their KCPE

Measure	Value
Mean	310
Mode	300
Range	250
Minimum	210
Maximum	440

According to the findings, the mean score was 310 marks, the mode was 300, the range between the highest and lowest score was 250, and the minimum marks scored in the KCPE exam were 210 while the maximum was 440. Given that the mean mark was 310, the findings imply that most students had scored above average marks of 250.

4.7.4 Sources of motivation for students

The study also sought to determine the sources of student motivation in terms of academic performance. The results are shown on Table 4.31.

Table 4.31 Sources of motivation for students

Source of motivation	Frequency	Percentage
School administration	23	15
Teachers	59	35
Parents	76	46
No one	6	4
Total	164	100

According to the findings, 46% of respondents stated that parents were the highest contributors towards student motivation, 35% felt that it was teachers, 23% thought that it was the school administration while 6% of them indicated that there was no one to offer motivation of any kind to students. These findings indicate that parents play the major role in motivating students while the school administration played the least role.

4.7.5 Strategies used to improve performance in KCSE

Furthermore, the researcher sought to establish strategies used to improve performance of students in KCSE. The results are shown in Table 4.32.

Table 4.32 Strategies used to improve performance

Strategy	Frequency	Percentage
Revision	95	42
Benchmarking	22	9
ICT incorporation	18	8
Fees	16	6
Follow-up by parents	35	15
Consult KNEC examiners	46	20
Total	232	100

According to the findings, 42% of respondents stated that revision was the best strategy to be used to improve performance of students in KCSE, 20% of them felt that consultations with KNEC examiners would be better placed to improve performance, 15% of them thought the best strategy would be follow-ups by parents, 9% felt that benchmarking would do it, 8% stated that incorporation of ICT in school learning would be beneficial while 6% felt that

payment of school fees on time would help boost performance of students in KCSE. These findings mean that revision is the best placed strategy to boost student performance while prompt payment was the least effective strategy.

4.7.6 Number of BOG meetings recommended

The study sought to find out the number of BOG meetings that were recommended by the ministry of education. The findings are shown on Table 4.33.

Table 4.33 Number of BOG meetings recommended

Number of BOG meetings	Frequency	Percentage
1	12	100
Total	12	100

The study established that the recommended number of BOG meetings per term was just one.

4.7.7 Number of PTA meetings recommended

The study sought to find out the number of PTA meetings that were recommended by the ministry of education. The findings are shown on Table 4.34.

Table 4.34 Number of PTA meetings recommended

Number of PTA meetings	Frequency	Percentage
1	12	100
Total	12	100

The study established that the recommended number of PTA meetings to be held per term was one.

4.7.8 Attendance of parents in PTA meetings

The researcher thereafter sought to determine the average attendance of PTA meetings by parents in a given term. The results are shown on Table 4.35.

Table 4.35 Average attendance of PTA meetings

Percentage attendance	Frequency	Percentage
50	1	9
55	1	9
60	2	16
65	1	9
70	3	25
75	2	16
90	2	16
Total	12	100

According to the results, 25% of parents had recorded a percentage attendance of 70, 16% of respondents had a percentage attendance of 90, 75 and 60, 9% of them had a percentage attendance record of 65, 55 and 50. This findings imply that the highest attendance record of meetings were 90% while the least was 50%.

4.8 Answers to research questions

This section answers the research questions given in chapter one.

4.8.1 What is the influence of teacher-student ratio on the KCSE performance of students?

The study sought to find out the influence of teacher-student ratio on the KCSE performance of students. The findings are shown on Table 4.36.

Table 4.36 Model summary showing influence of teacher-student ratio on student performance in KCSE

Model	R	R Square	Adjusted square	R Std. Error of the estimate
1	0.165	0.27	0.08	3.90

Predictors: (constant) teacher-student ratio

Dependent variable: Student performance

R shows multiple regression coefficient.

The value obtained under the adjusted R Square was 0.08. This implies that only 8% of the variance in student performance in KCSE could be predicted from the independent variable – teacher student ratio.

Table 4.37 ANOVA showing influence of teacher-student ratio on performance in KCSE

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	21.3	1	21.23	1.40	0.24
	Residual	761.7	50	15.23		
	Total	782.9	51			

These results indicated that $F=1.40$ at p value of 0.24. Given that $p > 0.05$, then F is not statistically significant in this case. Therefore, this means that teacher-student ratio did not significantly predict student performance in KCSE.

Table 4.38 Coefficients showing influence of teacher-student ratio on performance in KCSE

Variable	B	B	Sig. (p)
Teacher-student ratio	0.59	0.49	0.24
Constant	13.9		

Note. $R^2 = 0.08$; $F=1.40$, $p>0.05$

The results indicated that the variable teacher-student ratio did not have a uniquely significant contribution to the variance in student performance in KCSE, since the p value was greater than 0.05 (i.e. $p>0.05$), as per the last column. In conclusion, given that the values provided under column B are used to construct the regression equation for the model, the identified equation to understand the relationship between the dependent and independent variable was: student performance in KCSE = 13.9 + 0.59 teacher-student ratio.

4.8.2 What is the influence of student indiscipline on performance in KCSE?

The study sought to determine the influence of student indiscipline on performance in KCSE. The findings are shown on Table 4.39.

Table 4.39 Model summary showing influence of student indiscipline on performance in KCSE

Model	R	R Square	Adjusted square	R Std. Error of the estimate
1	0.168	0.029	0.09	3.90

Predictors: (constant) Indiscipline

Dependent variable: Student performance

The value obtained under the adjusted R Square was 0.09. This implies that only 9% of the variance in student performance in KCSE could be predicted from the independent variable – student indiscipline.

Table 4.40 ANOVA showing influence of student indiscipline on performance in KCSE

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	22.22	1	22.22	1.46	0.233
	Residual	760.7	50	15.21		
	Total	782.9	51			

These results indicated that $F=1.46$ at p value of 0.23. Given that $p > 0.05$, then F is not statistically significant in this case. Therefore, this implies that student-indiscipline did not significantly predict student performance in KCSE.

Table 4.41 Coefficients showing influence of student indiscipline on performance in KCSE

Variable	B	β	Sig. (p)
Indiscipline	-1.22	-1.68	0.233
Constant	17.25		

Note. $R^2 = 0.09$; $F=1.46$, $p>0.05$

The results indicated that the variable student indiscipline did not have a uniquely significant contribution to the variance in student performance in KCSE, since the p value was greater than 0.05 (i.e. $p > 0.05$) as per the last column. In conclusion, given that the values provided under column B are normally used to construct the regression equation for the model, the identified equation to understand the relationship between the dependent and independent variable was: student performance in KCSE = 17.25 - 0.59 student-indiscipline.

4.8.3 How do management practices employed by schools affect KCSE performance of students?

The study sought to determine the influence of school management practices on student performance in KCSE. The findings are shown in Tables 4.42, 4.43 and 4.44.

Table 4.42 Model summary showing influence of school’s management practices on student performance in KCSE

Model	R	R Square	Adjusted square	R Std. Error of the estimate
1	0.381	0.145	0.14	3.86

Predictors: (constant), budgeting, organizing, planning, staffing, controlling, directing

Dependent variable: Student performance

The value obtained under the adjusted R Square was 0.14. This implies that 14% of the variance in student performance could be predicted from the identified independent variables.

Table 4.43 ANOVA showing influence of school management practices on performance in KCSE

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	113.62	6	18.93	1.27	0.038
	Residual	669.31	45	14.87		
	Total	782.92	51			

The results indicated that $F=1.27$ at $p < 0.038$. Given that $p < 0.05$, then F was statistically significant. This meant that the combination of the identified independent variables i.e., planning, organizing, staffing, directing, controlling, and budgeting, significantly predicted student performance in KCSE.

Table 4.44 Coefficients showing influence of school management practices on performance in KCSE

Variable	B	β	Sig. (<i>p</i>)
Planning	-0.69	-0.14	.453
Organizing	0.29	0.51	.802
Staffing	0.72	0.16	.329
Directing	1.07	0.19	.041
Controlling	-2.48	-0.37	.032
Budgeting	0.53	0.13	.431
Constant	15.93		0.00

Note. R² = ; F=1.27, p<0.05

The results indicated that directing and controlling were the only variables which had a uniquely significant contribution to the variance in student performance. The other variables did not have a uniquely significant contribution to the variance in student performance given that each had a $p > 0.05$. Nevertheless, from the values given in the column labeled β , the variable with the highest influence on student performance were organizing and controlling while the one with the least influence on student performance was budgeting. As is always the case, values provided under column B are used to construct the regression equation for the model.

4.9 Overall contribution of the independent variables to student performance in KCSE

In order to determine the overall influence of teacher-student ratio, state of indiscipline and school management practices on student performance in KCSE, the researcher summed up the adjusted R Square values that were obtained. This gave a value of 0.31. This implies that 31% of the variance in student performance can be predicted from the combination of teacher-student ratio (0.08), student indiscipline (0.09) and school management practices (0.14).

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of findings, discussion, conclusions and recommendations of the study based on the findings. Contribution of the study to the body of knowledge is provided at the end of the chapter.

The purpose of the study was to investigate factors influencing the performance of students in KCSE and improvement strategies in public secondary schools in Nakuru District. The chapter therefore summarizes, discusses and concludes the findings of the study.

5.2 Summary of findings

Of the 256 questionnaires which were administered, only 232 (91%) were completely filled up and collected. To achieve this return rate, the questionnaires were administered, then the respondents were allowed some time to complete them and thereafter they were collected. According to the findings, students comprised the highest number of respondents (71%), followed by teachers (117%), then Principals (5%), PTA class representatives (5%) and finally Education Officers (2%). Furthermore, the results revealed that there were more female students than males in the schools targeted, there were more male teachers than females, there were more male Principals than females, there were more male Education Officers than females, and lastly, more female PTA class representatives than males.

The study further indicated that majority of the students in schools targeted were aged between 15-17 years. On the other hand, amongst the teachers, Principals, Education Officers and PTA Class Representatives the age brackets were above 40 years. The findings also showed that most students that were targeted by the study were in the form three and the remaining ones were in form four. The findings revealed that majority of respondents excluding students were holders of a university degree while still a good number had post graduate qualification, nevertheless a few of them had diplomas.

It was also established that majority of respondents had above 15 years experience thus were well empowered to the discharge their duties. Regarding the teacher-student ratio in some schools, the results indicated that it was within the agreeable limits of 1:30. However, in a substantial number of schools, it was established that the current teacher-student ratio had negatively impacted on student performance in KCSE. The findings also indicated that for cases where the teacher-student ratio had negatively impacted on student performance, it had

happened to a moderate extent. The study found that the most preferred strategy to be adopted for increasing the teacher-student ratio would be to employ more teachers.

The study found that the most common form of indiscipline behaviour was drug abuse while the least common was cases of student strikes. The findings also indicated that the greatest contributor to indiscipline behaviour in schools was peer group influence while the least contributor was school maladministration. The study also established that most schools had the performance of their students negatively impacted upon by the prevailing state of indiscipline.

In order to tackle cases of indiscipline, the study found out that the most preferred modes of addressing the issue of student indiscipline in schools were physical punishment, suspension and guidance and counseling. On the other hand, the least employed method was expulsion. In line with these findings, physical punishment was considered as the most effective way of dealing with student indiscipline in schools.

With reference to the management practices in schools, most respondents were satisfied with the current practices of hiring and training of staff in the schools. However, a significant number of stakeholders were not comfortable with the approaches employed in motivating students and the staff. Furthermore, functional communication channels were found to be in place in most schools thereby facilitating a smooth flow of information from one level to the next. The prevailing standard of discipline among school employees was also found to be at acceptable levels. Mechanisms of conflict resolution were also found to be adequate. In addition, most schools were found to have developed efficient mechanisms of assessing employee performance as well as ways of checking and arresting any arising deviations from set targets. The study also found that most schools had adopted competitive resource mobilization strategies as well as utilizing them to bolster the achievement of organizational goals. Finally, the management functions of planning, staffing, organizing and budgeting were all found to have a positive influence on the performance of students. However, directing and controlling were found to have impacted negatively on the students' academic performance.

The study also established that most stakeholders involved in the running of school programs had project management qualifications. Regarding respondents who had been trained in the area of project management, majority had a diploma qualification while a few post-graduate qualification.

On strategies needed to improve performance in KCSE, parental involvement, implementing effective guidance and counseling programs, acquiring better facilities in terms of teaching and learning materials as well as observing strict time management practices, and motivation

would all lead to better students' performance in KCSE. Prompt fee payments, keeping students on toes through making academic follow-ups, and attending school meetings, were found to be a sure way to bolster student performance in KCSE.

According to the findings, the mean score for KCPE was found to be 310 marks. The study further established that parents played a major role in motivating students while the school administration played the least role. Furthermore, it was established that revision was the best placed strategy to boost student performance while prompt fee payment was the least effective strategy. The study established that the recommended number of BOG meetings to be held per term was one. The study also determined that the recommended number of PTA meetings to be held per term was one. The study also determined that the highest attendance record of meetings by parents was 90% while the least was 50%.

5.3 Discussion of findings

A discussion of findings is presented in this section.

5.3.1 Influence of teacher-student ratio on performance of students in KCSE

The student-teacher ratio is an indicator of the quality of education being offered. It has been established empirically that crowded classrooms with a high number of pupils per teacher, the quality of education suffers. For students it is difficult to follow the course and teachers can dedicate less time to the needs of each individual student. A low student-teacher ratio is often used as a selling point to those choosing schools for tertiary education. On the other hand, high student-teacher ratio is often cited for criticizing proportionately underfunded schools or Schools systems, or as evidence of the need for legislative change or more funding for education. The study found that only 8% of the variance in student performance in KCSE could be predicted from the independent variable – teacher student ratio. In addition, given that $p > 0.05$, it was concluded that teacher-student ratio did not significantly predict student performance in KCSE.

5.3.2 Influence of indiscipline on performance of students in KCSE

Discipline plays an essential role in the moral development of a child and in creation of a healthy society. According to Mwangi (2003), in his study on indiscipline and academic performance, there is a correlation between school organizations where there is discipline and academic performance.

The study findings indicated that in Nakuru District only 9% of the variance in student performance in KCSE could be predicted from the independent variable – student

indiscipline. It was also found that the variable – student indiscipline – did not have a uniquely significant contribution to the variance in student performance in KCSE, since the p value was greater than 0.05 (i.e. $p > 0.05$).

5.3.3 Influence of management factors on performance of students in KCSE

There are numerous management factors that lead to the success of school and at the same time brings about the success of a student's academic achievement. Ayot and Briggs (1992), states that there is positive relationship between prevailing management factors and student academic achievement. The general public has time and again expressed concern over factors that influence student performance in examinations. The most outstanding factor has to do with the organizational management of schools. For instance, utter (1979) notes that to improve students' performance, Principals are required first to improve the management of the schools. Lack of vision in the management of schools often leads to imbalance in the allocation and use of resources. This is why Ayot and Briggs (1992) point out that, poor results in education are related to the resources allocated to it. The study findings established that 14% of the variance in student performance in KCSE could be predicted from the independent variable – school management factors which were planning, organizing, staffing, directing, controlling and budgeting. The results indicate that directing and controlling were the only variables which had a uniquely significant contribution to the variance in student performance. This is in agreement with Lowe et al, (1996), Spillane, (2004), Sifuna 2007, and contradicts Witziers' study that concluded that there is no evidence that school leadership influences students performance. The other variables did not have a uniquely significant contribution to the variance in student performance given that each had a $p > 0.05$.

5.4 Conclusions of the study

The following conclusions were made from the study

1. 51% of the respondents felt that the teacher student ratio was adequate. Teacher-student ratio though a significant factor, contributed little to the overall performance of students in KCSE. However schools with high teacher-student ratio, had been impacted negatively in KCSE performance. This impact was to a moderate extent.
2. Student indiscipline was another significant factor but which again had minimal impact on the overall performance of students in KCSE. The most common indiscipline cases were those involving abuse of drugs, while the least common were cases of student staging strikes. The greatest contributor to indiscipline behaviour in schools was peer

group influence while the least contributor was school maladministration. In most schools, poor performance was registered as a result of high levels of indiscipline.

3. School management factors played a vital role in determining the overall performance of students in KCSE. More specifically, the management functions of directing and controlling had the greatest influence on students' academic performance. The practices of hiring and training of staff in the schools had been done satisfactorily. However, student and staff motivation is still not appropriately handled. Functional communication channels were in place. Discipline of staff in most schools was found to be fine. Moreover, most schools had developed efficient mechanisms of assessing employee performance as well as means of checking and arresting any arising deviations from set targets. Finally, the management functions of planning, organizing, staffing, and budgeting all had a positive influence on the academic performance of students.
4. Identified strategies to improve student performance in order of impact are: revision, consulting with KNEC examiners, parental follow-ups, benchmarking, incorporation of ICT in school curriculum, and prompt fee payment.

5.5 Recommendations of the study

The following recommendations were made from the study.

1. It is recommended that the teacher student ratio be maintained in the District by employing teachers to replace those that leave the teaching service. However, in the schools with a high teacher student ratio, there is need employ more teachers. This can be done by the government or the BOG.
2. Student indiscipline should be arrested sooner than letter if academic performance is to improve. It is recommended that physical punishment be used to deal with student indiscipline in schools as it was considered to be the most effective mode in arresting indiscipline. Guidance and counseling should be strengthened. Indiscipline results in overall decline in performance of students in Kenya Certificate of Secondary Education.
3. Schools should device strategies that will help motivate their students and staff in order to make them perform better. Forms of motivation may be either monetary or non-monetary and would entirely depend on the availability of resources in order to be effectively implemented. Motivation of students and teachers was found to be wanting regarding how it was being implemented in majority of schools.

5.6 Contribution to the existing Body of knowledge

Objective	Contribution
1. To assess teacher-student ratio and its influence on the students' performance in KCSE in Public Secondary Schools in Nakuru District.	Majority of schools in the District had a teacher student ratio of between 1:20 to 1:30 which is in line with the recommended ratio of 1:30. Majority of schools in Nakuru District have adequate number of teachers.
2. To assess students indiscipline and its influence on KCSE performance of students in Public Secondary Schools in Nakuru District.	Majority of indisciplined students in the District (82%) performed poorly in KCSE. For students' academic performance to improve, students' indiscipline should be eradicated. This can be achieved through strengthening guidance and counseling departments in schools.
3. To examine the school's management factors and its influence on KCSE performance of students in Public Secondary Schools in Nakuru District.	Majority of schools in Nakuru District perform poorly due to poor management practices. Directing and controlling management functions in schools were found to have the greatest negative impact in student academic performance in the District. All stakeholders should be trained in project management.
4. To determine strategies used to improve students' performance in KCSE in Public Secondary Schools in Nakuru District.	The identified strategies to improve student academic performance in order of impact include: revision, consulting with KNEC examiners, parental follow-ups, benchmarking, incorporation of ICT in school curriculum, and prompt fee payment.

5.7 Suggestions for further study

The following are the areas suggested for further research.

1. A similar study should be carried out in a different District and the findings compared with the current study to identify areas of overlap among other parallels in order to make improvement where necessary.
2. Another similar research in the District could be undertaken but which targets the private secondary schools again to discover and parallels or otherwise to the further research relating the current study.
3. A research on the role of project management training in the management of secondary schools in Kenya would also be a viable undertaking.
4. Another research on causes and remedies of drug and substance abuse among secondary school students in Nakuru District could be undertaken.

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APPENDICES

APPENDIX 1: LETTER TO THE DISTRICT EDUCATION OFFICER

THE DEO NAKURU DISTRICT,

PO BOX 124, NAKURU.

Dear Sir/Madam,

RE: REQUEST TO COLLECT INFORMATION FROM PUBLIC SECONDARY SCHOOLS ON factors influencing performance of students in KCSE and management strategies for improving KCSE performance IN PUBLIC SECONDARY SCHOOLS IN NAKURU DISTRICT

I refer to the above mentioned subject. I am requesting for permission from your office to collect data from Public Secondary Schools in Nakuru District.

The project area of study is on factors influencing performance of students in KCSE and management strategies for improving KCSE performance in public secondary schools in Nakuru District

I need this information for a research project I want to submit to the University for the Partial Fulfillment of the requirements of Master of Arts degree in Project Planning and Management in The University of Nairobi. The information given will only be used for the intended purpose and not in any other way and will be considered confidential.

Any assistance by your office will be highly appreciated.

Thank you.

Yours Faithfully,

Macharia Peter Kirugo

L50/71687/2011

APPENDIX 2: LETTER TO PRINCIPALS

Macharia Peter Kirugo

Po Box 9668'

Nakuru.

Dear Sir/Madam,

RE: Request to collect data

My name is Macharia Peter Kirugo. I am a student at the University of Nairobi. I am carrying out a research for my Master of Arts degree in Project Planning and Management. The study area is on factors influencing performance of students in KCSE and management strategies for improving KCSE performance in public secondary schools in Nakuru District.

I wish to request your participation in the study. The information will be for the purpose of the research only and will be held in confidence.

Thank you

Yours Faithfully,

Macharia Peter Kirugo

L50/71687/2011

APPENDIX 3: AUTHORISATION LETTER FROM THE NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/1285**

Date: **12th July 2013**

Peter Kirugo Macharia
University of Nairobi
P.O Box 1120
Nakuru.

RE: RESEARCH AUTHORIZATION

Following your application dated **11th July, 2013** for authority to carry out research on "*Factors influencing performance of students in KCSE and improvement strategies in public secondary schools in Nakuru District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Nakuru District** for a period ending **30th September, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Nakuru District** before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Nakuru District.

APPENDIX 4: SUMMARY OF POOR PERFORMING STUDENTS IN NAKURU DISTRICT KCSE PERFORMANCE FOR THE YEARS 2009 – 2012

Years	Entry	Grade D	Grade D-	Grade E	KCSE Mean grade	Percentage of grade D and below
2009	3847	666	541	127	4.3007	34.68
2010	4218	677	639	112	4.9236	33.85
2011	3944	588	455	99	5.2213	28.96
2012	4110	693	569	87	5.0594	32.85

Source: Nakuru District Education Office, 2013

APPENDIX 5: QUESTIONNAIRE FOR EDUCATION OFFICERS

Instructions

Please fill the necessary spaces and mark inside the appropriate boxes.

SECTION A: Respondent's biodata

1. Gender:

Male

Female

2. Age in years

21-30

31-40

Above 40

3. Level of education

Diploma

Degree

Post Graduate

4. For how long have you served as an education officer?

Less than 5 years

5-10 years

10-15Years

15years and above

SECTION B: Teacher-student ratio

1. What is the average teacher-student ratio in schools in Nakuru District?

1:20 – 1:30

1:31 – 1:40

1:41 – 1:50

1:51 and above

2. How can you describe the teacher-student ratio in schools within the District?

Very inadequate

Inadequate

Adequate

Very adequate

3. What is the influence of high teacher-student ratio on student performance in KCSE?

<u>Influence</u>		<u>Extent of influence</u>	
Negative	<input type="checkbox"/>	Low	<input type="checkbox"/>
No influence	<input type="checkbox"/>	Moderate	<input type="checkbox"/>
Positive	<input type="checkbox"/>	High	<input type="checkbox"/>

4. What measures should be taken to improve the teacher-student ratio in schools in Nakuru District?

Employing more teachers (government/BOG)

Reducing class sizes

Curriculum revision

Other

SECTION C: Indiscipline

1. (a) Which of the following indiscipline behaviors have been rampant in the schools in Nakuru District?

Absenteeism

Drug abuse

Student strikes

Rudeness

Stealing

Fighting

(b) What is the frequency of occurrence of the identified indiscipline cases?

Indiscipline indicators	Never	Rarely	Sometimes	Often	Always
Absenteeism					
Drug abuse					
Student strikes					
Rudeness					
Stealing					
Fighting					

2. (a) Which of the following factors contributes to indiscipline in schools in Nakuru District?

- Peer group influence
- Family background
- Drugs
- Maladministration
- Mass media influence

(b) To what extent have the above factors contributed to indiscipline behavior in the District?

Indiscipline drivers	Very low	Low	High	Very high
Peer group influence				
Family background				
Drugs				
Maladministration				
Mass media influence				

3. What is the influence of high teacher-student ratio on student performance in KCSE in Nakuru District?

- | | <u>Influence</u> | <u>Extent of influence</u> |
|--------------|--------------------------|-----------------------------------|
| Negative | <input type="checkbox"/> | Low <input type="checkbox"/> |
| No influence | <input type="checkbox"/> | Moderate <input type="checkbox"/> |
| Positive | <input type="checkbox"/> | High <input type="checkbox"/> |

(a) Which among the following strategies have been employed in tackling the issue of indiscipline in schools?

- Punishment
- Suspension
- Expulsion
- Payment for damages
- Recovery of stolen property
- Guidance and counseling

5. (b) How would you rate the level of effectiveness of the above methods in addressing the indiscipline problem in Nakuru District?

Indiscipline remedy	Ineffective	Least effective	Effective	Most effective
Punishment				
Suspension				
Expulsion				
Payment for damages				
Recovery of stolen property				
Guidance and counseling				

6. How does student indiscipline impact on KCSE performance?

- | <u>Influence</u> | | <u>Extent of influence</u> | |
|------------------|--------------------------|----------------------------|--------------------------|
| Negative | <input type="checkbox"/> | Low | <input type="checkbox"/> |
| No influence | <input type="checkbox"/> | Moderate | <input type="checkbox"/> |
| Positive | <input type="checkbox"/> | High | <input type="checkbox"/> |

SECTION D: School management practices

1. Please rate your satisfaction level with the following management functions in school.

Management function	Level of satisfaction				
a) Planning	Very dissatisfied	Dissatisfied	Unsure	Satisfied	Very satisfied
Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Organizing					
Division of labour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delegation of authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Departmentalization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Staffing					
Hiring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Directing					
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Controlling					
Performance measurement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preventative action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Budgeting					
Resource mobilization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource allocation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What is the influence of the identified management practices on student performance in KCSE?

	<u>Influence</u>			<u>Extent of influence</u>		
	<u>Negative</u>	<u>No influence</u>	<u>Positive</u>	<u>Low</u>	<u>Moderate</u>	<u>High</u>
Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staffing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Controlling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Have you been trained in any project management course?

- Yes
- No

(b) If yes, up to which level?

- Diploma
- Degree
- Post-graduate

4. How many BOG meetings are recommended to be held in a school per term?

5. How many PTA meetings are recommended to be held in a school per term?

SECTION E: Strategies to improve performance

1. How would you rate the involvement of parents in the following teaching/learning processes in Nakuru District?

	Very few	Few	Average	Majority
School fees payment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student progress follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School meetings attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What is the influence of the following factors on student performance in KCSE in the District?

	<u>Influence</u>		<u>Extent of influence</u>			
	Negative	No influence	Positive	Low	Moderate	High
Parent involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidance and counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching/learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Syllabus coverage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher/Student motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Suggest two strategies which the school should adopt to improve performance in KCSE.

.....

- Thank you -

APPENDIX 6: QUESTIONNAIRE FOR PRINCIPALS

Instructions

Please fill the necessary spaces and mark inside the appropriate boxes.

SECTION A: Respondent's biodata

5. Gender:

Male

Female

6. Age in years

21-30

31-40

Above 40

7. Level of education

Diploma

Degree

Post graduate

8. For how long have you been in the teaching profession?

Less than 5 years

5-10 years

10-15Years

15years and above

SECTION B: Teacher-student ratio

1. What is the teacher-student ratio in the school?

1:20 – 1:30

1:31 – 1:40

1:41 – 1:50

1:51 and above

2. How can you describe the teacher-student ratio in the school?

Very inadequate

Inadequate

Adequate

Very adequate

3. What is the influence of high teacher-student ratio on student performance in KCSE?

<u>Influence</u>		<u>Extent of influence</u>	
Negative	<input type="checkbox"/>	Low	<input type="checkbox"/>
No influence	<input type="checkbox"/>	Moderate	<input type="checkbox"/>
Positive	<input type="checkbox"/>	High	<input type="checkbox"/>

4. What measures should be taken to improve the teacher ratio?

Employing more teachers (government/BOG)

Reducing class sizes

Curriculum revision

Other

SECTION C: Indiscipline

1. (a) Which of the following indiscipline behaviors have been rampant in the school?

Absenteeism

Drug abuse

Student strikes

Rudeness

Stealing

Fighting

(b) What is the frequency of occurrence of the identified indiscipline cases?

Indiscipline indicators	Never	Rarely	Sometimes	Often	Always
Absenteeism					
Drug abuse					
Student strikes					
Rudeness					
Stealing					
Fighting					

2. (a) Which of the following factors contributes to indiscipline in the school?

Peer group influence

Family background

Drugs

Maladministration

Mass media influence

(b) To what extent have the above factors contributed to indiscipline behaviour?

Indiscipline drivers	Very low	Low	High	Very high
Peer group influence				
Family background				
Drugs				
Maladministration				
Mass media influence				

3. What is the influence of indiscipline on student performance in KCSE?

	<u>Influence</u>	<u>Extent of influence</u>
Negative	<input type="checkbox"/>	Low <input type="checkbox"/>
No influence	<input type="checkbox"/>	Moderate <input type="checkbox"/>
Positive	<input type="checkbox"/>	High <input type="checkbox"/>

4. (a) Which among the following strategies have been employed in tackling the issue of indiscipline in the school?

- Punishment
- Suspension
- Expulsion
- Payment for damages
- Recovery of stolen property
- Guidance and counseling

(b) How would you rate the level of effectiveness of the above methods in addressing the indiscipline problem?

Indiscipline remedy	Ineffective	Least effective	Effective	Most effective
Punishment				
Suspension				
Expulsion				
Payment for damages				
Recovery of stolen property				
Guidance and counseling				

SECTION D: School management practices

1. Please rate your satisfaction level with the following management functions in the school.

Management function	Level of satisfaction				
	Very dissatisfied	Dissatisfied	Unsure	Satisfied	Very satisfied
(a) Planning					
Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Organizing					
Division of labour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delegation of authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Departmentalization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Staffing					
Hiring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Directing					
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Controlling					
Performance measurement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preventive action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Budgeting					
Resource mobilization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource allocation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What is the influence of the identified management practices on student performance in KCSE?

	<u>Influence</u>			<u>Extent of influence</u>		
	<u>Negative</u>	<u>No influence</u>	<u>Positive</u>	<u>Low</u>	<u>Moderate</u>	<u>High</u>
Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staffing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Controlling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Have you been trained in any project management course?

Yes

No

(b)If yes, up to which level?

Diploma

Degree

Post-graduate

4. How many BOG meetings do you hold per term?

5. How many PTA meetings do you hold per term?

6. What is the percentage of the parents who attend PTA meetings in your school?

SECTION E: Strategies to improve performance

1. How would you rate the involvement of parents in the following teaching/learning processes?

	Very few	Few	Average	Majority
School fees payment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student progress follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School meetings attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What is the influence of the following factors on student performance in KCSE?

	<u>Influence</u>			<u>Extent of influence</u>		
	<u>Negative</u>	<u>No influence</u>	<u>Positive</u>	<u>Low</u>	<u>Moderate</u>	<u>High</u>
Parent involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidance and counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching/learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Syllabus coverage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher/Student motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How has the school performed in K.C.S.E in the last five years? Please fill the Table below.

Year	Entry	School Mean score	Number of students who scored C+ and above.	Number of students who scored C and below.
2009				
2010				
2011				
2012				

4. Suggest two strategies which the school should adopt to improve performance in KCSE.

.....

- Thank you -

APPENDIX 7: PTA CLASS REPRESENTATIVES QUESTIONNAIRE

Instructions

Please fill the necessary spaces and mark inside the appropriate boxes.

SECTION A: Respondent's biodata

1. Gender:

Male

Female

2. Age in years

21-30

31-40

Above 40

3. Level of education

Diploma

Degree

Post Graduate

SECTION B: Teacher-student ratio

1. What is the teacher-student ratio in the school?

1:20 – 1:30

1:31 – 1:40

1:41 – 1:50

1:51 and above

2. How can you describe the teacher-student ratio in your school?

Totally inadequate

Inadequate

Adequate

Totally adequate

3. What is the influence of high teacher-student ratio on student performance in KCSE?

	<u>Influence</u>		<u>Extent of influence</u>
Negative	<input type="checkbox"/>	Low	<input type="checkbox"/>
No influence	<input type="checkbox"/>	Moderate	<input type="checkbox"/>
Positive	<input type="checkbox"/>	High	<input type="checkbox"/>

4. What measures should be taken to improve the teacher-student ratio?

- Employing more teachers (government/BOG)
- Reducing class sizes
- Curriculum revision
- Other

SECTION C: Indiscipline

1. (a) Which of the following indiscipline behaviors have been rampant in the school?

- Absenteeism
- Drug abuse
- Student strikes
- Rudeness
- Stealing
- Fighting

(b) What is the frequency of occurrence of the identified indiscipline cases?

Indiscipline indicators	Never	Rarely	Sometimes	Often	Always
Absenteeism					
Drug abuse					
Student strikes					
Rudeness					
Stealing					
Fighting					

2. (a) Which of the following factors contributes to indiscipline in the school?

- Peer group influence
- Family background
- Drugs
- Maladministration
- Mass media influence

(b) To what extent have the above factors contributed to indiscipline behaviour?

Indiscipline drivers	Very low	Low	High	Very high
Peer group influence				
Family background				
Drugs				
Maladministration				
Mass media influence				

3. What is the influence of indiscipline on student performance in KCSE?

	<u>Influence</u>	<u>Extent of influence</u>
Negative	<input type="checkbox"/>	Low <input type="checkbox"/>
No influence	<input type="checkbox"/>	Moderate <input type="checkbox"/>
Positive	<input type="checkbox"/>	High <input type="checkbox"/>

4. (a) Which of the following strategies have been employed in tackling the issue of indiscipline in the school?

- Punishment
- Suspension
- Expulsion
- Payment for damages
- Recovery of stolen property
- Guidance and counseling

(b) How would you rate the level of effectiveness of the above methods in addressing the indiscipline problem?

Indiscipline remedy	Ineffective	Least effective	Effective	Most effective
Punishment				
Suspension				
Expulsion				
Payment for damages				
Recovery of stolen property				
Guidance and counseling				

SECTION D: School management practices

1. Please rate your satisfaction level with the following management functions in school.

Management function	Level of satisfaction				
	Very dissatisfied	Dissatisfied	Unsure	Satisfied	Very satisfied
e) Planning					
Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Organizing					
Division of labour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delegation of authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Departmentalization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Staffing					
Hiring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Directing					
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Controlling					
Performance measurement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preventative action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Budgeting					
Resource mobilization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource allocation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What is the influence of the identified management practices on student performance in KCSE?

	<u>Influence</u>			<u>Extent of influence</u>		
	<u>Negative</u>	<u>No influence</u>	<u>Positive</u>	<u>Low</u>	<u>Moderate</u>	<u>High</u>
Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staffing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Controlling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Have you been trained in any project management course?

- Yes
 No

(b) If yes, up to which level?

- Diploma
 Degree
 Post-graduate

SECTION E: Strategies to improve performance

1. How would you rate the involvement of parents in the following teaching/learning processes?

	<u>Very few</u>	<u>Few</u>	<u>Average</u>	<u>Majority</u>
School fees payment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student progress follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School meetings attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What is the influence of the following factors on student performance in KCSE?

<u>influence</u>	<u>Influence</u>			<u>Extent of</u>	
	<u>Negative</u>	<u>No influence</u>	<u>Positive</u>	<u>Low</u>	<u>Moderate</u>
<u>High</u>					
Parent involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidance and counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching/learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Syllabus coverage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher/Student motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Suggest two strategies which the school should adopt to improve performance in KCSE.

.....

- Thank you -

APPENDIX 8: TEACHERS' QUESTIONNAIRE.

Instructions

Please fill the necessary spaces and mark inside the appropriate boxes.

SECTION A: Respondent's biodata

1. Gender:

Male

Female

2. Age in years

21-30

31-40

Above 40

3. Level of education

Diploma

Degree

Postgraduate

4. For how long have you been in the teaching profession?

Less than 5 years

5-10 years

10-15Years

15years and above

SECTION B: Teacher-student ratio

1. What is the teacher-student ratio in the school?

1:20 – 1:30

1:31 – 1:40

1:41 – 1:50

1:51 and above

2. How can you describe the teacher-student ratio in the school?

Very inadequate

Inadequate

Adequate

Very adequate

3. What is the influence of high teacher-student ratio on student performance in KCSE?

	<u>Influence</u>		<u>Extent of influence</u>
Negative	<input type="checkbox"/>	Low	<input type="checkbox"/>
No influence	<input type="checkbox"/>	Moderate	<input type="checkbox"/>
Positive	<input type="checkbox"/>	High	<input type="checkbox"/>

4. What measures should be taken to improve the student-teacher ratio?

- Employing more teachers (government/BOG)
- Reducing class sizes
- Curriculum revision
- Other

SECTION C: Indiscipline

1. (a) Which of the following indiscipline behaviors have been rampant in the school?

- Absenteeism
- Drug abuse
- Student strikes
- Rudeness
- Stealing
- Fighting

(b) What is the frequency of occurrence of the identified indiscipline cases?

Indiscipline indicators	Never	Rarely	Sometimes	Often	Always
Absenteeism					
Drug abuse					
Student strikes					
Rudeness					
Stealing					
Fighting					

2. (a) Which of the following factors contributes to indiscipline in the school?

- Peer group influence
- Family background
- Drugs
- Maladministration
- Mass media influence

(b) To what extent have the above factors contributed to indiscipline behaviour?

Indiscipline drivers	Very low	Low	High	Very high
Peer group influence				
Family background				
Drugs				
Maladministration				
Mass media influence				

3. How does student indiscipline impact on KCSE performance?

<u>Influence</u>		<u>Extent of influence</u>	
Negative	<input type="checkbox"/>	Low	<input type="checkbox"/>
No influence	<input type="checkbox"/>	Moderate	<input type="checkbox"/>
Positive	<input type="checkbox"/>	High	<input type="checkbox"/>

4. (a) Which among the following strategies have been employed in tackling the issue of indiscipline in the school?

- Punishment
- Suspension
- Expulsion
- Payment for damages
- Recovery of stolen property
- Guidance and counseling

(b) How would you rate the level of effectiveness of the above methods in addressing the indiscipline problem?

Indiscipline remedy	Ineffective	Least effective	Effective	Most effective
Punishment				
Suspension				
Expulsion				
Payment for damages				
Recovery of stolen property				
Guidance and counseling				

SECTION D: School management practices

1. Please rate your satisfaction level with the following management functions in school.

Management function	Level of satisfaction				
	Very dissatisfied	Dissatisfied	Unsure	Satisfied	Very satisfied
i) Planning					
Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Organizing					
Division of labour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delegation of authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Departmentalization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Staffing					
Hiring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Directing					
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Controlling					
Performance measurement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preventative action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Budgeting					
Resource mobilization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource allocation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What is the influence of the identified management practices on student performance in KCSE?

	<u>Influence</u>			<u>Extent of influence</u>		
	<u>Negative</u>	<u>No influence</u>	<u>Positive</u>	<u>Low</u>	<u>Moderate</u>	<u>High</u>
Planning <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizing <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staffing <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directing <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Controlling <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budgeting <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Have you been trained in any project management course?

- Yes
 No

(b) If yes, up to which level?

- Diploma
 Degree
 Post-graduate

SECTION E: Strategies to improve performance

1. How would you rate the involvement of parents in the following teaching/learning processes?

	<u>Very few</u>	<u>Few</u>	<u>Average</u>	<u>Majority</u>
School fees payment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student progress follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School meetings attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What is the influence of the following factors on student performance in KCSE?

<u>influence</u>	<u>Influence</u>				<u>Extent of</u>	
	<u>Negative</u>	<u>No influence</u>	<u>Positive</u>		<u>Low</u>	<u>Moderate</u>
<u>High</u>						
Parent involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidance and counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teaching/learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Syllabus coverage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher/Student motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Suggest two ways of improving student KCSE performance in the school.

.....

- Thank you -

APPENDIX 9: STUDENTS' QUESTIONNAIRE

Instructions

Please fill the necessary spaces and mark inside the appropriate boxes.

SECTION A: Respondent's biodata

1. Gender:

Male

Female

2. Age in years

15-17

18-19

20 and above

3. What is your level of study?

Form III

Form IV

SECTION B: Teacher-student ratio

1. What is the teacher-student ratio in the school?

1:20 – 1:30

1:31 – 1:40

1:41 – 1:50

1:51 and above

2. How can you describe the teacher-student ratio in the school?

Very inadequate

Inadequate

Adequate

Very adequate

3. What is the overall influence of high teacher-student ratio on student performance in KCSE?

Influence

Negative

No influence

Positive

Extent of influence

Low

Moderate

High

SECTION C: Indiscipline

1. (a) Which of the following indiscipline behaviors have been rampant in the school?

- Absenteeism
- Drug abuse
- Student strikes
- Rudeness
- Stealing
- Fighting

(b) What is the frequency of occurrence of the identified indiscipline cases?

Indiscipline indicators	Never	Rarely	Sometimes	Often	Always
Absenteeism					
Drug abuse					
Student strikes					
Rudeness					
Stealing					
Fighting					

2. (a) Which of the following factors contributes to indiscipline in the school?

- Peer group influence
- Family background
- Drugs
- Maladministration
- Mass media influence

(b) To what extent have the above factors contributed to indiscipline behaviour?

Indiscipline drivers	Very low	Low	High	Very high
Peer group influence				
Family background				
Drugs				
Maladministration				
Mass media influence				

3. What is the overall influence of student indiscipline on performance in KCSE?

<u>Influence</u>		<u>Extent of influence</u>	
Negative	<input type="checkbox"/>	Low	<input type="checkbox"/>
No influence	<input type="checkbox"/>	Moderate	<input type="checkbox"/>
Positive	<input type="checkbox"/>	High	<input type="checkbox"/>

4. (a) Which among the following strategies have been employed in tackling the issue of indiscipline in the school?

- Punishment
- Suspension
- Expulsion
- Payment for damages
- Recovery of stolen property
- Guidance and counseling

(b) How would you rate the level of effectiveness of the above methods in addressing the indiscipline problem?

Indiscipline remedy	Ineffective	Least effective	Effective	Most effective
Punishment				
Suspension				
Expulsion				
Payment for damages				
Recovery of stolen property				
Guidance and counseling				

SECTION E: Strategies to improve performance

1. What is the influence of the following factors on student performance in KCSE?

	<u>Influence</u>			<u>Extent of influence</u>		
	Negative	No influence	Positive	Low	Moderate	High
Parent involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidance and counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching/learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Syllabus coverage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How many marks did you score in KCPE?

3. From whom do you get motivation in your academic performance?

School administration

Parent/guardian

Teachers

No one

4. Suggest two ways through which the school can improve performance in KCSE.

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- Thank you -