

**HEADTEACHERS' AND INSTITUTIONAL FACTORS INFLUENCING
STUDENTS' PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY
EDUCATION IN PUBLIC SECONDARY SCHOOLS IN NYAMIRA
DISTRICT, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirement for the
Degree of Master of Education in Educational Administration**

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DECLARATION

This research project is my original work and has not been submitted for a degree in any other university.



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This research project has been submitted for examination with our approval as University Supervisors.



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DEDICATION

This work is dedicated to my dear wife Norah Moraa, and children Griffins Aoga, Ian Onsongo and Tim Nyakundi. It is also dedicated to my parents dad James Mirera and my late mum Jemimah Kemunto.

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
DQASO	District Quality Assurance and Standards Officer.
FDE	Free Primary Education
FDSE	Free Day Secondary Education
K.C.S.E	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
LATF	Local Authority Trust Fund
MOE	Ministry of Education
ROK	Republic of Kenya
SMASSE	Strengthening Mathematics and Sciences in Secondary Education
TSC	Teachers' Service Commission
UNICEF	United Nations Children's Education Fund

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ABSTRACT

Despite the measures and efforts put in place to enhance good academic results, gaps have been identified; student's performance in KCSE in Nyamira District is still wanting. This poor performance diminishes students' opportunity for future job placement and at the same time reduces their chances of meaningful participation in national development. It is in the light of this background that the researcher intends to identify the headteachers and institutional factors that may be influencing the performance in the district. The study sought to achieve five objectives which centered on selected institutional factors in relation to KCSE performance. The objectives were: to establish the influence of provision of teaching and learning resources on students' performance in KCSE in Nyamira District. To assess the influence of teachers' characteristics on students' performance in KCSE in Nyamira District. To determine the influence of the headteachers' supervision in teaching and learning process on students' performance in KCSE in Nyamira District. To establish whether physical facilities have any influence on students' performance in KCSE in Nyamira District and to examine the influence of appropriate student personnel services on students' performance in KCSE in Nyamira District.

Survey research design was employed in the study. The study was carried out on 45 public secondary schools within Nyamira district. A review of related literature was carried out under the following sub-headings: teachers' characteristics, teachers' qualification, teachers' teaching experience, teachers' in-service training, and provision of instructional materials, supervision, appropriate students' personnel services and their influence on students' performance. The study embarked on ex-post facto design and the data was collected using two sets of questionnaires that is; the headteachers and form 4 subject teachers. The instruments were piloted and tested for validity and reliability. Descriptive and inferential statistics were used in data analysis. A total 124 questionnaires were returned giving average response rate of 80.5 from headteachers and form 4 subject teachers. This percentage deemed adequate for data analysis using SPSS statistical package.

The study established that the provision of teaching and learning resources had significant influence on students' performance. There was a statistically significant influence of teaching and learning resources on students' performance, the influence had weak relationship. Although, teacher characteristics may affect students' performance in ideal situations, however there may be some inherent characteristics among the head teachers that can revert to the ideal situations.

It was noted that instructional supervision improves the relationship between the head teacher, teachers and students, however, teachers felt uneasy during supervision. Lack of school library significantly affected students' achievement in the district.

Lastly, all the head teachers indicated that they do not have adequate teachers in their schools. To mitigate the shortage the schools have employed BOG teachers to

supplement the TSC employed teachers. The study concluded that, student's performance in Nyamira is affected by lack of requisite physical facilities, teaching, learning resources, students discipline, absenteeism, inadequate funding of school activities, inadequate teachers, poor syllabus coverage due to professionalism lapse and motivation among teachers, poor involvement of parents, BOG and other stakeholders. Headteachers also contribute to the poor performance of KCSE in the district for having not implemented the policy of instructional supervision in their respective schools.

TSC should employ more teachers to reduce workloads. Parents should be involved in the Management of School activities especially they should supplement the government fund to provide learning and teaching facilities for effective learners' performance. The study recommended the following areas of further research: the impact of instructional supervision on KCSE performance, the role of TSC on effectiveness of headteachers in instructional supervision, research be conducted on other factors that may influence performance in KCSE other than headteachers' and institutional factors, other researchers could carry out similar study in private schools in the District for comparison, the study focused on a rural setting a similar study could be carried out in an urban setting to give a balanced views of the headteachers and institutional factors that influence students' performance in public secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is any act that has formation effect on the mind, character or physical ability of an individual. It is regarded and valued greatly. The community through various institutions like schools, colleges and universities transmits its' cultural heritage accumulated virtues, knowledge and skills from one generation to another. The very core societal values like honest, chastity, faithfulness, hardworking, courage, and obedience were passed on for generations as well as formation of social personalities through education (Eshiwani, 1993). Apart from other educational systems, the secondary education in Kenya is one of the formal educations that are used in inculcating core values and virtues to learners. After the first years of primary education, the second years of education deal with youths on their thirteen year of school life.

The success of education system is measured in the learner's academic performance in both internal and national examinations. A student's academic performance in secondary school examination is dependent on many factors. Such factors range from availability of physical facilities, provision of instructional materials, teachers' characteristics, adequate supervision and appropriate student personnel service (UNESCO, 2002). The student academic performance is usually gaudged through annual examinations which is timed, written tests under

controlled conditions. The secondary examination is Kenya Certificate of Secondary Education (KCSE) and it is administered at the end of fourth year. This mode of regular and routine evaluations encourages the process of teaching and learning as well as measuring its outcome.

The Teachers Service Commission Act (Cap 212) of the laws of the Republic of Kenya (ROK, 1967) made provision for the registration and employment of teachers in public schools. TSC was mandated to appoint head teachers to administer the day to day activities of schools. Griffins (1996) observe that administrators have a direct bearing on achievement of learners because they have a key role to play in coordinating, directing and facilitating the learning process. The stability of any school therefore depends on the quality, competence, commitment and dedication of the head teacher. He/she sets the time of the school and has the responsibility to create a healthy and enabling environment, conducive to effective teaching and learning.

According to Okumbe (1998), an effective headteacher is one who sets high standards and develops good and clear channels of communication in order to keep all parties work as a unit. The head teacher's chief responsibility is creating an enabling atmosphere for learning, teaching and optimizing of all the resources.

Many schools are brought down by poor management. Achieng (2005) in her research she sought to find out headteachers' communication strategies and their effects on academic performance in public secondary schools in Nyando district. The research results indicated that effective communication from headteachers

created free atmosphere for teaching and learning to take place thus impacting positively on academic performance.

The process that create the conversion activities to professionalism are embedded in the management principles of planning, organizing, directing, supervising, coordinating, recording and budgeting. Each process must be followed carefully in accordance with the procedure provided by the Ministry of Education. The school administrator is mandated to co-ordinate and organizes the effective implementation of curriculum and instruction as one of main task areas (MOE, 1979). Duignan (1986) observes that school administration is a crucial factor in the success of a school. Maneno (1991), supports the idea by saying that school heads are responsible for planning, organizing, co-coordinating, actualizing the educational goals and objectives of the institution.

For the school principal to perform the tasks he/she should possess qualities like being in a position to set the right atmosphere of order, create a climate of high expectations for staff and collaborative leadership but being commitment to school goals among students and staff. Campbell (1986) notes that the school principal should be held responsible for seeing that suitable learning and working environment are established and maintained. Headteacher need to put in place deliberate interventions to meet specific needs of students' performance. The schools success therefore entirely depends on the head teacher's academic and professional qualification and commitment in his/her administrative task areas.

Globally, success in public examinations is of great importance to the students. In china for example, achievement in public examinations is highly valued, and so education is transmitted by highly trained and qualified teachers. Teachers are committed for they all aim at success in public examinations leading to employment. For Tanzania, education is perceived as a means for self reliance. They don't emphasize on the success in public examinations, instead what should be acquired during learning and teaching process (www.org/eteenye.htm).

Coleman (1966) in his study, where he sought to establish role played by school plant on learner's academic performance, indicated that some factors are effective while others have shown the opposite .It revealed that, for instance in the USA physical facilities or the schools bring little influence to student performance. The students are usually independent of their home background influence. Coulough (1993) carried out a study in twenty three developing countries trying to investigate factors determining school achievements. The findings were that learner's home background greatly determined their success in school. It is important to note here that Coulough (1993) and Coleman (1966) researches employed data from USA where schools are of high quality.

According to Hyremann and Loxley (1983), institutional factors are significant determinants of success. In there study the two researchers sought to find out the role played by institutional factors in the students' academic performance. They used a sample of 16 least developed countries and 13 developed countries where findings revealed that absolute achievement levels of students in developing

countries are lower for a given time spent at school than in the richer groups. The factors that influence these levels of achievement in the two groups were also significantly different. The result suggests that per capita income in a country influence socio-economic background hence affect school status. The review of the above research revealed that institutional factors influence achievement of learners in developing countries more than in the developed nations.

Eshiwani (1993) in his research on factors influencing academic performance in primary and secondary schools in western Kenya found out that the level of material inputs allocated to schools per student and the level of efficiency with which a fixed amount of material input are organized and managed thus contribute to the student's academic achievement. He also noted that the quality of instructions process experienced by each student determines the school performance in Kenya National Council Examinations (KNEC). Moses (2009) in his study on effects of headteachers' leadership styles on students' performance in KCSE in public schools in Homabay district revealed that; there is significant relationship between the leadership styles of headteachers and students performance in KCSE.

The government of Kenya has continued to be committed to provision of basic education through Free Primary Education (FPE), introduction of food programme in schools and Free Day Secondary Education (FDSE). The government, parents, and other stakeholders have over the years invested significant resources to expand and improve education at all levels. This is

because; education is a fundamental strategy for human resource development in the development process of human capital that is embodied on its beneficiaries. Education has therefore turned out to be one of the most important social institutions in the modern society (KESPP, 2005). The government and other agencies support secondary education greatly. For instance, the infrastructure fund meant to put up physical facilities, the local Authority Trust Fund (LATF) and donations from well wishers all meant to improve quality of education that is measured in the students' academic performance. Despite the measures and efforts put in place to enhance good academic results, gaps have been identified; student's performance in KCSE in Nyamira District is still wanting. Table 1.1 shows the KCSE performance trend in the district in comparison with neighbouring districts; Manga and Borabu. There is need for improving the mean of the district. The administrative tasks of headteachers will be thoroughly investigated to determine whether they play a great role towards the above performance.

Table 1.1**KCSE mean grade performance for Nyamira, Manga and Borabu districts**

District		2005	2006	2007	2008	2009	2010	2011
Nyamira	Entry	9345	6673	7751	4620	4700	4910	4600
	M.S.S.	4.313	3.994	4.357	3.415	4.017	4.021	4.214
	Grade	D+	D+	D+	D	D+	D+	D+
Manga	Entry				1721	1704	1993	1820
	M.S.S				4.439	4.961	5.494	5.501
	Grade				D+	C-	C	C
Borabu	Entry			1000	1094	1049	1146	1108
	M.S.S.			4.591	5.102	5.117	4.565	5.685
	Grade			C-	C	C	C-	C

Source: DEO'S main offices (January 2012).

Table 1.1 shows the performance of Manga and Borabu districts at an average of a mean grade of C while in Nyamira district has an average grade of D+. This performance is quite low and this makes the situation worrying considering the significant financial and material commitment made by all stakeholders to provide secondary education.

According to the District Quality Assurance and Standards Unit (DQASO), this poor students' academic performance would be attributed to: laxity among students, drug abuse, negative and carefree attitude of stakeholders towards education (DEO's Office, Nyamira).

This poor performance diminishes students' opportunity for future job placement and at the same time reduces their chances of meaningful participation in national development. It is in the light of this background that the researcher intends to

identify the institutional factors that may be influencing the performance in the district.

1.2 Statement of the problem

Headteacher's and institutional factors influencing students' performance in KCSE in public Secondary schools in Nyamira District, Kenya. Headteachers influence students' performance in KCSE in their respective schools due to their positions. The institutional factors include the physical facilities, instructional materials and equipment that are relevant to the school curriculum. Both students and teachers require these facilities to enhance teaching and learning in the school, all geared towards students' performance.

Table 1.1 shows that Manga district started with a mean grade of D+ but has been improving steadily. Borabu district has recorded a fair performance. The two districts' performance is averagely at a mean grade of C while Nyamira district is at D+. Even with immense government resources invested in education the performance of the district is still wanting. The study will unfold the headteachers administrative tasks influencing students' performance in KCSE in Nyamira District

1.3 Purpose of the study

The purpose of the study is to determine headteacher and institutional factors influencing students' academic performance in KCSE examinations in Nyamira District, Kenya.

1.4 Objectives of the study

The study sought to:

- i Establish the influence of provision of teaching and learning resources on students' performance in KCSE in Nyamira District.
- ii Asses the influence of teacher's characteristics on students' performance in KCSE in Nyamira District.
- iii Determine the influence of the headteachers' supervision in teaching and learning process on students' performance in KCSE in Nyamira District.
- iv Establish whether physical facilities have any influence on students' performance in KCSE in Nyamira District.
- v Examine the influence of appropriate student personnel services on students' performance in KCSE

1.5 Research questions

The following research questions were developed to facilitate the achievement of the objectives of the study.

- i. To what extent does the provision of teaching and learning resources influence students' performance in KCSE in Nyamira District?

- ii. To what extent do the Teachers' characteristics influence students' performance in KCSE in Nyamira District?
- iii. How much does the headteachers' supervision in teaching and learning process influence students' performance in KCSE in Nyamira District?
- iv. What role do physical facilities play towards students' performance in KCSE?
- v. What is the influence of appropriate student personnel services in the students' performance in KCSE in Nyamira District?

1.6 Significance of the study

The findings of the study may be significant in many ways. The Ministry of Education and secondary school headteachers will be informed on how to eliminate those factors contributing to low academic performance. The research findings will pave way for future researchers to be able to identify priority areas on which to carry more research in Nyamira or the entire province or both. The research findings will instil more knowledge in head teachers' roles and institutional factors that may influence academic performance in general.

1.7 Limitations of the study

The study had the following limitations. It was not possible to control attitudes of respondents which may affect validity of their responses. Respondents might have given socially acceptable answers just to please the researcher. The researcher did

not have any control of independent variables for their manifestations had already occurred and were inherently not manipulatable. The performance considered was for students who had already left schools where the study was carried out. The researcher was also limited to headteachers' and institutional factors that influence students' performance although it may be influenced by other factors.

1.8 Delimitations of the study

The research was conducted only in public secondary schools in Nyamira District which is made up of two divisions namely: Township, and Nyamaiya divisions. This may not reflect the social structure and situation of the entire country unless prevalent circumstances do exist. Private schools were not considered because they operate under different settings. The respondents of the study included the headteachers and form four subject teachers. Other stakeholders were not included although they had variable information. The research also majored on institutional factors such as supervision, teachers' characteristics and physical facilities though there may be other varied factors that may influence academic performance of the students like psychological and cultural issues just to mention a few.

1.9 Basic assumptions of the study

The researcher assumed

- i All the respondents will co-operate and provide honest and reliable answers.

- ii That the KCSE examination is acceptable and is true reflection of candidates' performance.

1.10 Definition of significant terms

An achievement refers to successful performance in examinations after hard work.

Academic performance refers to grades representing the sample of students' achievement with respect to attained academic skills or knowledge for instance KCSE.

Motivation refers to arousal of the tendency to act to produce one or more effects.

Secondary school administration refers to the act of mobilizing the efforts of staff and learners in order to achieve good KCSE results.

Supervision refers to administrative activity whose strategy is to stimulate teachers towards greater pedagogic effectiveness and productively.

Teacher characteristics refers to teachers professional and academic level , teaching experience and training.

Teaching and learning resources refers to items like text books and equipment which facilitates teaching and learning.

Physical facilities refer to school plant, infrastructure, fields and school automobile.

Student personnel services refer to management of students' personnel welfare.

Head teachers factors refers to administrative task areas of school head teacher

Institutional factors refers to both the physical and instructional facilities within the school

1.11 Organization of the study

The study was organized into five chapters. Chapter one contains the background to the study, the statement of the problem, the objectives of the study, the research questions, the significance of the study, the limitations of the study, the delimitations of the study, the basic assumptions of the study and the definitions of significant terms as used in the study. Chapter two deals with the literature review related to the study which is organized thematically. The main themes included factors influencing student's performance in KCSE examination. The conceptual framework depicting inter-relationship among the factors influencing students' performance is also provided. Chapter three covers the research design and methodology that will be used in the study. Research design contains target population, sample size and sampling techniques, research instruments, data collection procedures and data analysis, techniques. Chapter four covers data analysis, interpretation and discussing of results of the analysis. Chapter five

contains summary of findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviews literature related to headteachers and institutional factors influencing students performance in Kenya Certificate of Secondary Education (KCSE). The headteacher was focused on his/her administrative task areas to facilitate institutional factors that enhances performance in KCSE. These factors are done under the following sections: Teachers characteristics, provision of teaching and learning materials, headteacher's adequate supervision and appropriate student personnel services. The theoretical and conceptual frameworks and the conclusion of the entire section of literature review are also covered.

2.2 Teachers' characteristics and students' performance

The school headteacher delegates duties and responsibilities to other members of staff. Headteacher aims at academic achievement thus he/she motivates the staff to work towards attaining the achievement. Teaching staff needs to be driven towards attainment of quality education that will eventually make the school shine in terms of academic performance. Education is a result-oriented discipline since candidates are gauged by their grades they attain. The headteacher therefore is obliged to strive to enhance achievement among teachers through the following means (Okumbe 1998).

2.2.1 Teachers' qualification and students' performance

A school teacher is a person who transmits a body of knowledge such as literacy, numeracy and technology as well as societal norms and beliefs (Barasa 2007). The headteacher should ensure that the school employs only qualified teachers. Makau and Sommerret (as quoted in Mulusa 1990) noted that academic and professional qualifications of teachers were crucial factors in influencing performance.

The differences in teaching affect performance. Those schools with best qualified teachers tend to be the most successful in examinations. Ngatu (as quoted in Mulusa 1990) states that teachers' professional qualifications matter but their academic qualification is inevitable. Teachers are crucial in creating and enhancing school culture by the kind of conditions they create in classrooms and the school compound in general. These conditions must create interest and curiosity for students to know and to learn as the teacher, through their disposition and support them.

Teachers do not settle for school routines but take time to learn how students learn and think. Teachers also create high expectations for success in their schools. A teachers' role centres on integrity, humor, communication, learning and organization precepts of their creativity (Bett, 1986). Teachers are curriculum implementers by teaching areas of their specialization. They need to have a masterly of content of their disciplines. The goal is to establish a sound

knowledge on which students will be able to build as they are exposed to different life experiences. He/she teaches students the importance of respect for elders and cautions them against disobedience (Barasa, 2007). Good teachers can translate information, good judgment, experience and wisdom into relevant knowledge that a student can understand, retain and pass to others.

Research findings from the United States of America reveal that the quality of a teacher is the single most important factor affecting student performance and those countries which score highly on international tests have multiple policies in place to ensure that the teachers they employ are effective as possible. Majority of teachers are holders of masters' degree (<http://ilen.wipenda.org/wiki/Education>).

2.2.2 Teachers' teaching experience and students' performance

Performing teachers are motivated and encouraged to stay longer in the school. Research has shown that the length of a teachers' experience is associated to learners' performance but among qualified teachers (Hncesfied as quoted in Betts 1986). The World Bank report (1987) states that the number of years of experience of a teacher was the most consistently positive and significant contributor to learners' academic achievement. Veenman (as quoted in Betts 1986) noted that unsupported environment, most beginning teachers experience wide range of problems in learning to teach, problems with classroom management, motivating students, dealing with individual learning needs and differences and instructional strategies. According to Griffins (1985)

inexperienced teachers may be assisted from considerable help in the early stages of their teaching careers until such a time when they are more experienced.

2.2.3 Teachers' in-service training and students' performance

According to Okumbe (2001) training is the process of providing teachers and other employees with specific knowledge and skills in order to enable them perform specific teaching tasks. Development provides conceptual skills for general duties. No single employee is a perfect fit at the time of hiring and so training in education must take place. Headteachers should encourage and support their staff to develop themselves through studies and in-service training. Campbell, Curbally and Ramseyer (1977) argues that headteacher should recommend their staff for promotion.

Lockhead (1991) found out that teachers' training levels were significant to performance in Brazil. This means that teacher training colleges must become deeply involved in research and experimentations and themselves become centres of innovation. The methodology of training teachers should change from traditional lecture methods that emphasize on mere content to methods geared towards building skills in the teacher.

2.3 Provision of instructional materials and students' performance

The headteacher should provide money for buying teaching materials and equipment. It is the duty of the school headteacher to ensure that there exist proper selection and procurement of instructional materials by the subject

teachers. Shiundu and Omulando (1985) points out that the relationship between teaching and learning is determined by the way the teacher teaches and what he or she teaches. It is also determined by how and what learners learn. The systematic transmission of knowledge and values from teacher to learners needs must proceed smoothly. This can only be possible if there is adequate learning and teaching materials. The headteacher is responsible for the provision of support materials for curriculum and instructional activities. For curriculum innovation to succeed, the teachers must have the tools for the job. Relevant textbooks, teachers' guide and other materials needed for instructional purposes should be availed to teachers.

2.3.1 Availability of library materials and students' performance

According to Court and Ghai (1974) the availability of the teaching and learning resources makes a difference to the achievement of students. Fuller (1985) asserts that instructional materials, especially textbooks and library activity are related to achievement. Eshiwani (1988) supports these observations for he states that most schools which perform poorly spend less money on the purchase of teaching resources. He further observes that availability of adequate textbooks makes teaching task easy. Shiundu and Omulando (1985) argues that proper organization of learning resources and the use of appropriate teaching and learning strategies will enhance the acquisition of the subject matter. An efficient mechanism for the distribution of teaching and learning resources leads to successful curriculum

implementation. With the provision of the learning and teaching resources students' academic performance will always be desirable and achievable.

2.3.2 Availability of teaching equipment and students' performance

Research has revealed that availability of essential and required equipment in the science department impacts greatly on the students' performance in the science discipline. Kyalo (1984) conducted a study to find out the factors that influence the teaching of science in Changwithya location in Kitui District and established that lack of teaching equipment in most rural schools contribute to the poor performance in sciences. Most schools were well equipped; a factor which he observed that would motivate the teachers to facilitate learning. He further noted that most teachers were not innovative enough and failed to utilize and improvise from resources available in the school environment to improve teaching. SMASSE (2001) realized that many science teachers complained about insufficient teaching or learning materials in their respective subjects though many asserted that they were not efficiently using whatever was available as evidenced by expired chemicals in the laboratories.

Teachers therefore should develop their courses with whatever equipment and materials readily available locally. Producing one's own teaching materials can ensure that they are relevant and adoptable.

2.3.3 Availability of physical facilities and students' performance

Lockhead (1991) notices that appropriate budgetary allocation for physical facilities like classrooms, workshops and laboratories can highly influence performance of the school. Okumbe (2001) notes that headteachers are responsible for the management and maintenance of school plant equipment. This area is concerned with maintenance and repair of school plant and facilities, enhancing order and cleanliness in classrooms, dormitories, halls, eating areas and within surrounding environment. Organized school plant gives good appearance of the school and this act as an important source of inspiration and motivators for the members of the school, the community and other stakeholders. Davces (1970) suggested in his study that motivational strategies which include a happy and secure emotional climate created through a satisfying consistent harmonious relationships and interesting meaningful projects enhances performance for the learners. Heynemann and Loxley (1993) states that the presence of a school library related significantly to the achievement in Brazil, China, Botswana and Uganda. This was concluded after carrying a study on the effects of availability of physical facilities in learning.

Appropriate budgetary allocation of physical facilities can highly influence learning in public secondary schools. The UNICEF statement in education in Kenya revealed that critical shortage of textbooks and physical facilities in many schools contributed greatly to poor performance in examinations. Okumbe (2001) asserts that all school projects should meet the needs of the curriculum and must

be adequately managed. Diligent sitting of school plant and faculties should be the concern and responsibility of headteacher. Other school facilities include land, vehicles, school hall, and learning resources, all of which require proper utilization. Campbell (1983) explains that the physical faculties exist to facilitate the instructional programme and the headteacher must ensure it is kept safe, clean, attractive and ready for teaching and learning.

2.4 Headteachers' supervision and students' performance

The headteacher acts as both the guider and supervisor to the teachers, non teaching staff and the students. He/she organizes and controls teachers in their teaching process. Mbiti (1974) agrees by saying that a headteacher's main task is to ensure that the necessary equipment and monetary resources are available for school use to motivate his/her staff, students and parents to provide lively spirit as well as excellence in work performance.

Olembo et al (1992) says that the headteacher enforces the TSC code of regulations for teachers thus ensuring a high level of professionalism among the staff. He/she must check the professional documents such as schemes of work, lesson plans, lesson notes, records of work done, students' exercise books and actual teaching in classrooms.

The headteacher should also have conceptual, human relation and technical skills in order to provide an effective supervisory leadership (Okumbe 1998).

According to Olembo (1998) supervision concerns the tactics of efficient and proper management of personnel and those aspects of administration that are aimed at maintaining efforts of personnel in line with the goal of administration. Opiyo (2004) indicates that supervision is a basic component of administration. Every administration needs an in built supervision system to provide the cohesion and direction necessary to achieve the purpose of the organization.

2.5 Appropriate students' personnel services and its influence on performance

Mbiti (2007) argues that the school headteacher must chart out his/her course with the child (student) at the centre. Griffins (1996) also say that whatever activities that take place in the school should therefore have the student as the focal point. The school headteacher should have everyone get used with the idea that the school is child centred. The headteacher should have strong interest in students' welfare, be it spiritual, academic or social. He or she determines the number of students enrolled in his or her school. The headteacher ensures that students are guided and counseled by competent teachers.

Campbell (1983), Mbiti (1974) and Ozigi (1977) look at pupil personnel management as entailing the following duties; making pupil inventory, pupil accounting, taking care of pupils interests and rights, giving health, guidance and counselling services, maintaining disciplinary standards and identification of pupils' individual challenges and helping to sort them out.

Okumbe (1998) supports the idea that with good discipline, health guidance and counseling and evaluation of students done in good time all these will enhance good academic performance.

2.6 Summary of literature review

This chapter looked at the headteacher and factors that may influence students' academic performance such as teachers' characteristics, provision of teaching and learning resources, and availability of physical facilities, appropriate students' personnel service and headteachers' supervisory duties.

2.7 Theoretical framework

The study adopted administrative management theory by Henry Fayol (1841-1925). In this theory Fayol came up with essential teaching principles and elements of management which needs to be embraced by all teachers. Elements of management which are inevitable in secondary school administrative processes include; planning, organizing, commanding, coordinating and control. School headteachers use the above principles in their every day administrative duties. This theory of management is majorly concerned with improvement of human relations, production, efficiency and administration of the organization.

The study therefore embarks on the theory for its main concern is on institutional factors that influence academic performance of a school. it is crucial that the headteacher understands these elements for administration, since as the school

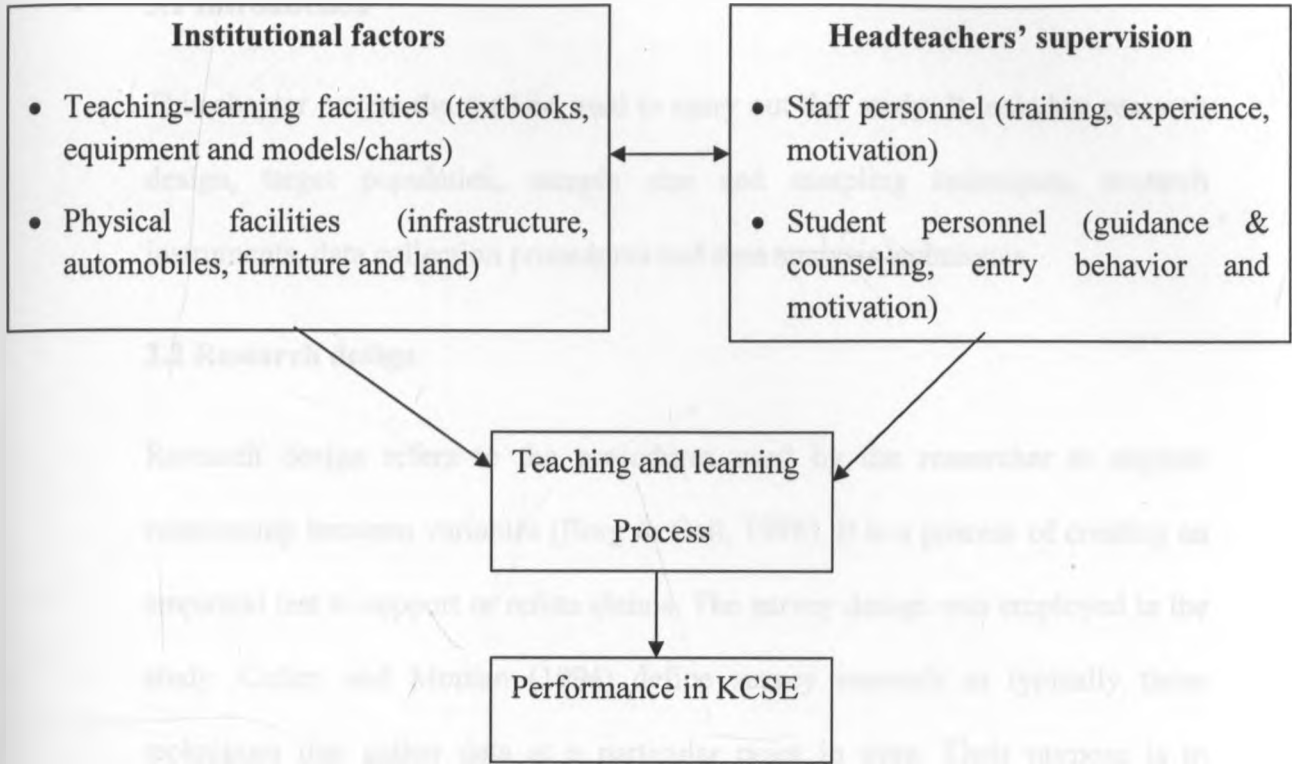
administrator he/she will apply the Fayol's principles for effective administration thus influence performance in examinations.

2.8 Conceptual framework

The conceptual framework was based on institutional factors that influence academic performance. Inter-relationship between variables is shown. Academic performance is dependent on headteachers' and institutional factors as shown in figure 2.1. Considering how the two variables relate, the performance may be poor or good. The headteacher by applying the Henry Fayol's principles of administration like planning and organizing the school's resources may impact positively on students' performance.

Figure 2.1

Headteachers and institutional factors influencing academic performance



According to the conceptual framework, the headteacher is tasked to provide supervisory services on the teaching staff and the students' personnel. He/she ensures that teaching and learning takes place. The instructional facilities and physical facilities are also required. With the headteachers planning and coordination the teaching and learning process takes place thus producing results.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the method used to carry out this study. It includes: research design, target population, sample size and sampling techniques, research instruments, data collection procedures and data analysis techniques.

3.2 Research design

Research design refers to the procedures used by the researcher to explore relationship between variables (Borg & Gall, 1996). It is a process of creating an empirical test to support or refute claims. The survey design was employed in the study. Cohen and Monian (1994) define survey research as typically those techniques that gather data at a particular point in time. Their purpose is to describe the nature of existing condition or identify standards against which existing conditions can be compared or determine the relationship that exist between specific events. The study took on ex-post facto design because it involves studying conditions or events that had already occurred and do not exist. The K.C.S.E performance under study had occurred and does not exist while the institutional factors influencing it cannot be manipulated.

3.3 Target population

Target population refers to all members of area or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the study (Borg and Gall, 1983). The targeted population was derived from 45 public secondary schools within Nyamira district, distributed in 6 administrative zones. The study targeted 500 form 4 subject teachers and 45 headteachers because they are key administrators that could give first hand information in institutional factors that may influence students' performance.

3.4 Sample size and sampling procedures

According to Mugenda and Mugenda (1999), a sample is a small group of accessible population. Sampling refers to a process of selecting a sample from a finite population with the intent that the sample accurately represents that population (Borg and Gall, 1996). The researcher stratified schools from which she/he picked proportionately headteachers from each stratum as shown in the table 3.2 below, so as to ensure reasonable representation. The 45 secondary schools thus 45 headteachers in the district comprised the target population. 500 form 4 subject teachers from the 45 schools were also targeted.

The number of schools that were sampled in the study was determined by using the formula $n = 0.3N$ where n represents the sample size and N the population (Best and Kahn, 2004). The sample size of the schools therefore was $0.3 \times 45 = 13.5$ which is approximately 14 schools (14 headteachers). For the form 4 subject

teachers, sample size was $0.3 \times 500 = 150$. The 150 form 4 teachers in each of the sample schools was randomly selected to take part in the study. This method is suitable for the study because the population is small and finite (Sapsford, 2007).

To determine the schools to take part in the study, stratified sampling was used. In this case schools were categorized into; boys only (boarding), girls only (boarding), mixed (day), mixed (girls boarding), mixed (day/boarding). In each category, each school was assigned a number on a piece of paper. The pieces of papers put in a basket in each category were thoroughly mixed to ensure that each number had an equal chance of being selected. Once mixed, representative sample was selected by picking a piece of paper from the basket and recording the school's name. The procedure continued until the required sample size was selected.

Table 3.2
Sampling of the target population

Category Type of school	Target population		Sample size	
	HTs	F4 Trs	HTs	F4 Trs
Boys only (boarding)	04	70	01	21
Girls only (boarding)	04	60	01	18
Mixed (day)	25	250	08	75
Mixed (girls boarding)	05	60	02	18
Mixed (day/boarding)	07	60	02	18
	45	500	14	150
Total	545		164	

3.5 Research instruments

The study used questionnaires as the main instrument of data collection. The questionnaires were administered to headteachers and Form 4 subject teachers. The headteachers' questionnaire consisted four sections; A background information like age, gender, B sought information related to academic performance, C information on human resource and physical facilities, D information on teaching and learning resources. There was a separate questionnaire for form 4 subject teachers. Section A consisted background information, section B academic performance, teaching experience and training.

3.5.1 Instrument validity

Mugenda and Mugenda (1999), define validity as the accuracy and meaningfulness in inferences which are based on the research results. Borg and Gall (1996), define validity as the degree to which a test measures what it purports to measure. Validity of instruments was tested through content validity. Content validity is the degree to which the sample of the test items represents the content the test is designed to measure. Sampling validity was used to select a representative of indicators from the institutional factors that influence performance.

The pre-testing of the instruments was done in four schools in the neighbouring Masaba North District. This assisted to check on the validity. Identify possible

problems likely to be experienced during the main study and clarify on the instrument and appropriateness of the language. The pilot schools were selected randomly from the district and were not part of the main study. Based on the feedback from the pilot schools, the questionnaires were adjusted accordingly. The questionnaires were distributed among head teachers and form four subject teachers. The researcher assessed the compact to ensure that set of items accurately represented the concept under study.

3.5.2 Instrument reliability

The study used internal consistency technique which is determined from scores obtained from single test administered by the researcher to a sample of subjects.

A score obtained in one item was correlated with scores obtained from the other items in the instrument cronbach's coefficient. Alpha was computed to determine how item correlated among themselves. The Kuder Richard (K-R) 20 formula was used as adopted from Mugenda and Mugenda (1999).

$$KR_{20} = \frac{(K)S^2 - \sum S^2}{(F)(K-1)}$$

Where :

KR_{20}	=	Reliability coefficient of internal consistency
K	=	Number of items used to measure the concept
S^2	=	variance of all scores
S^2	=	Variance of individual items

Responses of each question in the questionnaire were correlated with those of the other questions in the questionnaire. The internal consistency was calculated

using cronbach's Alpha for each questionnaire. Reliability of .8152 for headteachers items and .7870 for teachers' item was obtained indicating very good reliability.

3.6 Data collection procedure

The researcher sought permission to conduct the study from the Ministry of Education and then proceeded to seek authority from the District Commissioner (D.C) and District Education Officer (DEO) Nyamira District in order to carry the research. The researcher personally proceeded to administer the questionnaire as per the sampling procedure. Appointments were made before administering the questionnaire to avoid disappointment.

3.7 Data analysis techniques

Data analysis is the process of bringing order and meaning to raw data collected (Mugenda and Mugenda, 1999). The data collected was edited by cross-examining the completed questionnaires to ascertain their accuracy, completeness and uniformity. The data collected tabulated to facilitate the summation of items and the detection of errors of omissions. The quantitative data were analyzed using descriptive statistics formulae provided by the statistical package for social sciences (SPSS). The statistics that was calculated included frequencies, percentage and coefficient of correlation. This enabled the researcher to generalize the results from the sample of population.

Description and inferential statistics was used to answer the research questions and objectives in relation to the topic. The research questions sought to establish the influence of the institutional factors (independent variables) on academic performance (dependant variable). The Levene's Test of equality of variances was used to determine the influence of headteachers and teachers' characteristics on students' performance.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis and findings of the study. It provides general information of the study population on headteachers' and institutional factors influencing students' performance in Kenya Certificate of Secondary Education in public secondary schools in Nyamira District, Kenya.

4.2 Study population

To determine the representation of the study population, the questionnaire return rate was analyzed and presented as follows;

Table 4.1

Questionnaire return rate

Category	Sample targeted	No. Collected	Percent return rate
Headteachers	14	11	78.5
Teachers	150	113	75.3

As shown in Table 41, the study targeted a total of 164 respondents from 14 secondary schools in Nyamira District. A total of 124 questionnaires were returned giving average response rate of 80.5 percent as shown in Table 4.1. This was deemed adequate for data analysis. The sample was equitably distributed to

capture information on headteachers' institutional factors that affect students' performance.

4.3 Demographic information

The background information on gender, age, academic level, experience of the headteacher and school category were analyzed and the results presented in table and charts.

4.3.1 Description of Gender and its significance in this study

The study used data collected from the headteachers and teachers from Nyamira District and results shown in table 4.2.

Table 4.2
Distribution of respondents by Gender

Gender	Headteacher		Teachers	
	Frequency	Percent	Frequency	Percent
Male	11	100	86	76.1
Female	0	0	27	23.9
Total	11	100	113	100

From Table 4.2, gender representation was well captured for the teacher responses, however, in the headteachers category the gender consideration was biased because all the schools sampled had male headteachers an indication that unlike in the urban areas, in rural schools, there is gender bias in headteachers representation.

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4.3.2 Respondents' age

The age of the headteachers and form 4 subject teachers varied from one category to the other as shown in Table 4.3

Table 4.3
Age of the respondent

Age category	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
25 years and below	0	.0	25	22.1
26 - 34 years	1	9.0	42	37.2
35 - 44 years	5	45.5	24	21.2
45 years and above	5	45.5	17	15
No response	0	.0	5	4.4
Total	11	100	113	100

From the results in Table 4.3, about 91 percent of the headteachers were aged above 35 years. Conversely, 58.4 percent of the teachers were aged between 26 and 44 years, indicating that the respondents were mature people to provide analytical opinion on the influence of the instructional supervision factors on student's performance.

4.3.3 Educational level

Educational qualification of teachers is very crucial factors in influencing performance. Good teachers can translate information, good judgment, experience and wisdom into relevant knowledge that a student can understand, retain and pass to others.

The headteachers and teachers' respondent's educational levels were presented as shown in table 4.4

Table 4.4
Academic qualification of respondents

Level	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Masters	0	0	4	3.5
Degree	0	0	79	69.9
Diploma	0	0	19	16.8
KACE (A- Level)	8	72.7	0	0.0
No response	3	27.3	11	9.7
Total	11	100	113	100

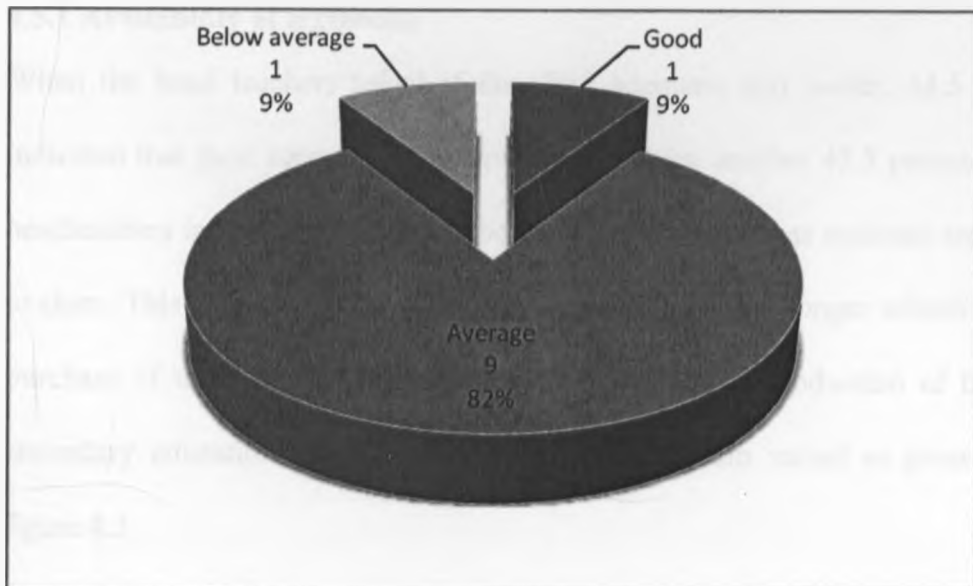
As shown in table 4.4, all headteachers and form 4 teachers had attained A-level qualification and above, meaning that, the respondents were well qualified to provide analytical opinion on the practice of institutional factors that influence students' performance.

4.4 Students performance

The performance of the students varied from one school to the other. The average rating was presented as shown in figure 4.1.

Figure 4.1

Students' performance



As shown in figure 4.1, the performance of secondary schools in Nyamira District was average as indicated by 82 percent of the headteachers, confirming the problem statement that performance in the district needs warranty academic study. The result was further confirmed from the number of students who join universities with 36.4 percent indicating that only 1 or 2 students join universities. Another category of headteachers (27.3 percent) indicated that 4-8 students join universities with the remaining percent not responding to the question. The findings confirm the observation that schools in Nyamira district perform poorly in KCSE.

4.5 Influence of teaching and learning resources on students' performance

Headteachers should provide teaching/learning materials for curriculum and instructional activities. Teachers need tools like textbooks, teacher's guide books and other materials needed for instructional purposes.

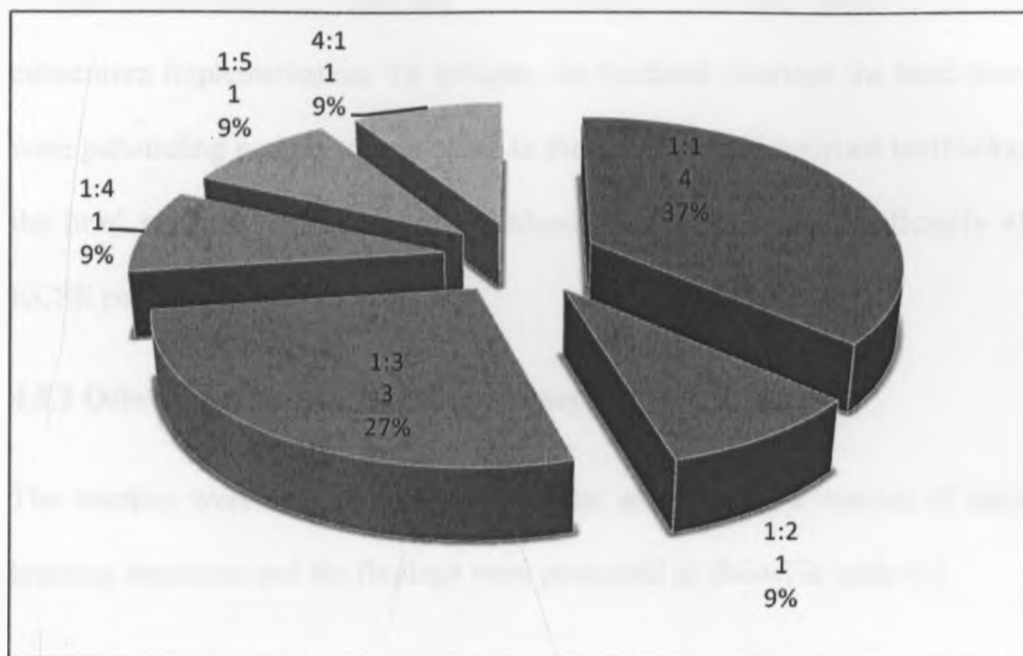
The teaching and learning resources were analysed in two categories as follows.

4.5.1 Availability of textbooks

When the head teachers asked if they had adequate text books, 54.5 percent indicated that their schools had adequate text books, another 45.5 percent of the headteachers indicated that the text books were inadequate as students are forced to share. This was attributed to the fact that parents were no longer subsidising the purchase of teaching and learning resources since the introduction of free day secondary education. The students and text book ratio varied as presented in figure 4.3.

Figure 4.2

Students textbook ratio



As illustrated in figure 4.2, the students to textbooks ratio varied with 37 percent of the schools having students' textbook ratio 1:1 and 27 percent having 1:3, indicating that a substantial number of schools did not have adequate number of text books; the situation was bigger in some schools with students to text book ratio of 1:4 and 1:5. The inadequacy of text books is likely to affect the student performance as observed by Eshiwani (1987) that most schools which perform poorly spend less money on the purchase of teaching resources. The distribution of the text books were efficient where students were either allocated textbooks to use per term or allowed to borrow on specific days through card system and recording. The schools' policy that provides that a student borrow one book per

subject on weekly basis was implemented in all schools, supporting the recommendation by Shiundu and Omulando (1985) that an efficient mechanism for the distribution of teaching and learning resources leads to successful curriculum implementation. To mitigate the textbook shortage the head teachers were persuading parents to cost share in the purchase of important textbooks. All the head teachers agreed that the students' text book ratio significantly affect KCSE performance.

4.5.2 Other learning and teaching resources

The teachers were also asked to indicate the adequacy of a number of teaching learning resources and the findings were presented as shown in table 4.5.

Table 4.5

Other learning teaching resources

Other Resources	Status	N	
		Statistic	Statistic
Chalkboard	Available	11	1
Science equipment	Adequate	10	2
Students exercise	Adequate	10	2
Reference books	Adequate	11	2
Duplicating Machine	Adequate	11	2
Models	Adequate	11	2
Photocopier	Inadequate	9	3

As shown in table 4.5, the chalkboards were available and adequate. Science equipments, students exercise, reference books, duplicating machines and models were also adequate while the photocopiers were inadequate. To determine the influence of the provision of teaching and learning resources on students' performance, a Univariate analysis was carried out, with KCSE performance being the dependent variable and the provision of text books being the independent variable and the findings were presented as shown in table 4.6

Table 4.6

Influence of teaching and learning resources on students' performance

Sum of Squares	df	Mean Square	F	Sig
39.962	1	39.962		
16043.248	34	471.860	18.796	.000
853.544	34	25.104		
16896.791	68	248.482		
Total	16936.754	69	245.460	

As shown in table 4.6, a significant p value [p=0.000, [F (1, 34 =18.796] was obtained. Indicating that there was a statistically significant influence of teaching and learning resources on students' performance, however, a further analysis on the magnitude of the relationship gave a $R^2=0.183$ implying a weak relationship. The findings indicate that textbooks alone are not a adequate to influence a positive performance, other combination of factors are required to influence a positive performance. The findings support the observation by Fuller (1985) that,

provision of textbooks as instructional materials are related to students achievement.

4.6 Influence of teacher's characteristics

To determine the influence of teachers' characteristics on students performance, characteristics like; academic level, gender, age, teaching experience and professional qualification were regressed with the rating of students performance using Univariate Analysis.

To determine the influence of each of the head teacher's characteristics on students' performance, the ANOVA statistics were presented as shown in table 4.8.

Table 4.7**Influence of head teacher's characteristics on students performance**

Characteristic		Sum of Squares	df	Mean Square	F	Sig.
Academic Level	Between Groups	.000	1	.000	0	0
	Within Groups	.000	6	.000		
	Total	.000	7			
Gender	Between Groups	.000	2	.000	0	0
	Within Groups	.000	8	.000		
	Total	.000	10			
Age	Between Groups	.545	2	.273	.545	.600
	Within Groups	4.000	8	.500		
	Total	4.545	10			
Teaching Experience	Between Groups	1.960	2	.980	3.527	.080
	Within Groups	2.222	8	.278		
	Total	4.182	10			
Professional Qualification	Between Groups	1.354	2	.677	3.481	.082
	Within Groups	1.556	8	.194		
	Total	2.909	10			

As shown in table 4.7, the ANOVA results gave p-values [$p= 0.600, 0.08,$ and 0.082] at $p>0.05$ for age, teaching experience and professional qualification of the headteacher respectively indicating that age, teaching experience and professional qualification of the headteacher did not significantly affect student KCSE

performance. However, academic qualification, gender gave significant $p=0.000$, 0.000 respectively at $p<0.05$ indicating that academic qualification, gender of the headteacher significantly affect students performance. Further regressions analysis of the combined variables gave $R=0.532$ and $R^2=0.274$ indicating a moderate relationship. This study findings varied from the studies in the literature by (Okumbe, 1998), implying that teacher characteristics may affect students performance in ideal situations. The findings from Nyamira indicate that there may be some inherent characteristics among the head teachers that can revert to the ideal situations.

4.7 The influence of the headteachers' supervision on teaching and learning process on students' performance

Instructional supervision improves the relationship between the headteacher, teachers and students. When headteachers were asked if they conduct instruction supervision, 54.5 percent indicated that they supervise teachers while in class to streamline teaching, thereby improving performance. About 18.2 percent do not supervise as most teachers feel uneasy and the policy of instructional supervision has not been effected in their schools.

When teachers were asked if the headteachers supervise them in class only 21.2 percent confirmed having been supervised in class, while the remaining did not. The findings imply that majority of the teachers are enforcing the TSC code of regulations for teachers as elaborated by Opiyo (2004) that instructional supervision is a basic component of administration.

During supervision, the head teachers indicated that when they supervise, they observe a number of teaching resources and their status were presented as shown in Table 4.8.

Table 4.8

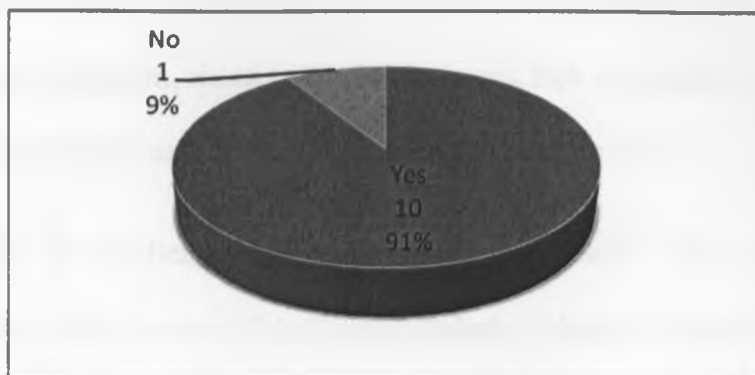
Instructional supervision records

Record	Status	N Statistic	Mean Statistic	Std. Error
Students register	Available and Updated or complete	11	1	.157
Students progress record	Updated or Complete	11	2	.273
Class notes	Updated or Complete	11	2	.304
Scheme of work	Updated or Complete	11	2	.251
Records of work	Updated or Complete	11	2	.251
Lesson Plan	Not Updated and Incomplete	10	3	.401
Valid N (list wise)		10		

As shown in table 4.8, the research finding indicated that the headteacher during supervision only found the lesson plans not updated or incomplete. The other records were updated and complete as reported by the head teacher, meaning that technical records are completed and updated by the teachers. When asked if the technical documents contribute to effectiveness in teaching, the results were presented as shown in figure 4.3.

Figure 4.3

Influence of technical documents on teaching effectiveness



As shown in figure 4.3, about 91 percent of the headteachers indicated that the professional documents contribute to effectiveness in teaching thus influence students' performance in KCSE. The practice in Nyamira is in line with the assertion by Olembo et al (1992) that headteacher must check the professional documents, thereby ensuring professionalism among the staff. In addition, documents provide a better metric to assess teachers performance. 9% of the headteachers indicated that the professional documents does not contribute to students' performance.

Other methods used to assess the performance include, class performance, developed reports and academic improvements. The headteachers also discuss the evaluation results with the respective teachers, encourage good performance by motivating the well performing teachers. About 14.2 percent of the teacher respondents agreed that the headteachers provide feedback, while 85.8 percent

did not. However, the research established that only 45.5 percent of the teachers like the assessment while the remaining do not like it citing the assessment as waste of time , unnecessary and maybe biased. Students on the other hand are assessed through CATs, Mid term test and mocks examinations. The headteachers cited students absentism, cheating, avoiding exams, lack of morale and inadequate examination materials as the challenge to students assessments.

To mitigate the challenge the head teachers indicated that guidance and counselling is used to correct the affected students. About 91 percent of the head teachers agreed that they have guidance and counselling masters, with only 45.5 percent of them having been trained in guidance and counselling. Unfortunately 81.8 percent of the guidance and counselling offices are not equipped with facilities like offices. Meaning, that they may not be capacitated to provide requisite counselling sessions.

4.8 Influence of physical facilities on students' performance

The analysis targeted the general physical facilities and the toilets and the findings were presented as follows

4.8.1 General physical facilities

To determine the influence of the provision of physical facilities on students' performance, the respondents were asked to indicate if a number of facilities were provided in their schools and the average performance of the school within the period and the findings were presented as shown in table 4.9.

Table 4.9**Influence of physical facilities on students' performance**

		N	Mean	Std.
	Status	Statistic	Statistic	Error
Headteacher's office	Available	11	1	.091
Classrooms	Adequate	11	2	.247
Office equipment	Adequate	11	2	.273
Fire extinguisher	Adequate	11	2	.423
HDTS office	Adequate	11	2	.368
Electricity	Adequate	11	2	.456
Laboratory	Adequate	11	2	.263
Play ground	Adequate	11	2	.310
HOD's office	Inadequate	11	3	.407
Library	Inadequate	11	3	.384
Dining Hall	Inadequate	11	3	.392
Valid N (listwise)		11		

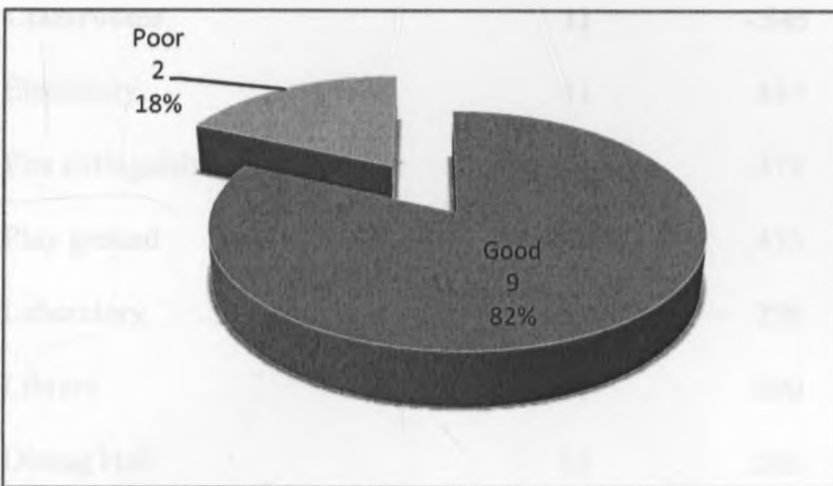
As shown in Table 4.9, the head teacher respondents indicated that, the head teachers' office was available, with adequate number of classrooms, office equipment, fire extinguisher, HDTS office, electricity, laboratory and the play ground. However, HOD's office, library and Dining hall facilities were inadequate. Lack of library implies that students may not have alternative facilities for in depth learning and is likely to affect performance as observed by Heynemann and Loxley (1993) that the presence of a school library is related significantly to the achievement. The size of the school land hactarage ranged from 0.08 Ha to 6 Ha. In general 90.9 percent of the head teachers indicated that the physical facilities in the school were adequate.

4.8.2 Toilet facilities

The Number of toilets for boys ranged from 2 to 8 with majority of the schools (45.5 percent) having either 4 or 8 toilets. The girls toilets too ranged from 2 to 10 with majority (27.3 percent) having 6 toilets for girls. The teachers had 2 toilets as indicated by 54.5 percent of the headteachers. When asked about the condition of the toilets the finding was presented as shown in figure 4.5.

Figure 4.4

Condition of the toilets



As shown in figure 4.4, about 82.2 percent of the head teachers indicated that the toilets in their schools were in a good condition. 12% of the headteachers indicated that toilets in their schools were in a bad condition. To determine the influence of physical facilities on school performance a linear regression analysis

was carried out with student performance as dependent variable and physical facilities independent and the finding were presented as shown in table 4.13.

Table 4.10

Influence of teaching and learning resources on students' performance

Physical Facility	N	Pearson	Sig
Headteacher's office	11	.000	.500
HOD's office	11	.497	.060
HDTS office	11	.366	.134
Office equipment	11	-.247	.232
Classrooms	11	-.545	.041
Electricity	11	.443	.086
Fire extinguisher	11	.479	.068
Play ground	11	.435	.090
Laboratory	11	.256	.224
Library	11	.000	.500
Dining Hall	11	.000	.500

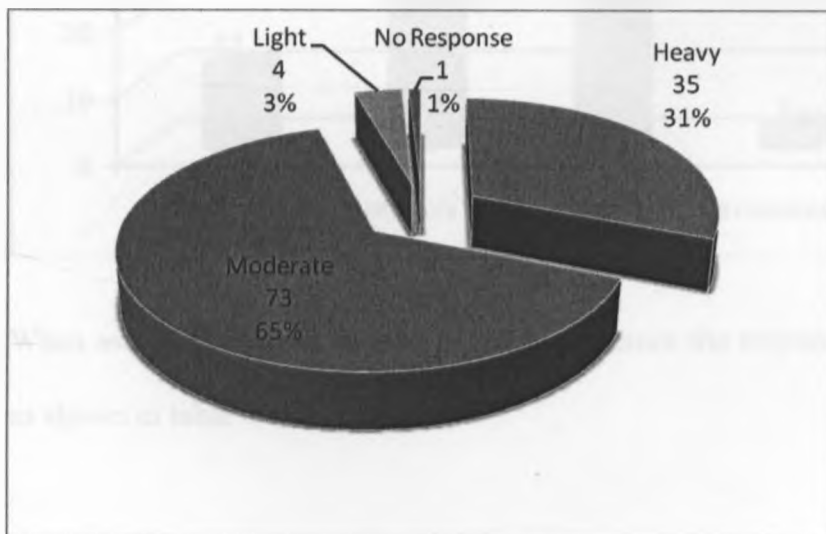
As shown in table 4.10, only class rooms gave a significant $p=0.041$ at $p<0.05$ implying that the size of the classroom had a significant influence on the KCSE performance. The influence of the other physical facilities was not statistically significant, meaning that, the facilities alone will not significantly influence student performance other institutional factor play a crucial role.

4.9 Influence of appropriate student personnel services on students' performance

The number of the teachers varies from 4 to 11 per school, with all the head teachers indicating that they do not have adequate teachers in their schools. To mitigate the shortage the schools have employed BOG teachers to supplement the TSC employed teachers. The teachers work load ranged from 18 to 26 lessons per week against the recommended 28 per week indicating that the teachers are overloaded, meaning that they may not have adequate time to provide necessary attention to students for better performances. When the teachers were asked to indicate their workload the findings were as shown in figure 4.5.

Figure 4.5

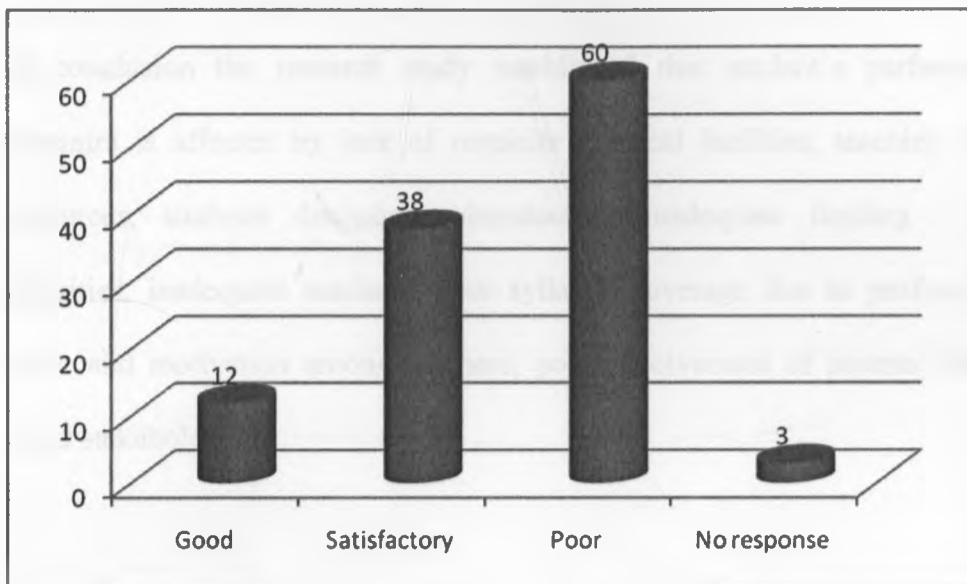
Teachers workload



As illustrated in figure 4.5, about 65 percent the teachers indicated that they have moderate workload, with another 31 percent indicating heavy workload. A total of 74.3 percent indicated that they teach the subjects they were trained in. when teachers were asked about the parent's participation on the students academics the findings were presented as shown in figure 4.6.

Figure 4.6

Parents support on students academic



When asked if the qualification affect performance the responses were presented as shown in table 4.11.

Table 4.11

Effects of teachers qualification on students performance

Response	Frequency	Percent
Yes	8	72.7
No	3	27.3
Total	11	100.0

As shown in table 4.11, about 72.7 percent agreed indicating that qualification affects content delivery hence the performance.

In conclusion the research study established that student's performance in Nyamira is affected by lack of requisite physical facilities, teaching, learning resources, students discipline, absenteeism, inadequate funding of school activities, inadequate teachers, poor syllabus coverage due to professionalism lapse and motivation among teachers, poor involvement of parents, BOG and other stakeholders.

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSION

AND RECOMMENDATION

5.1 Introduction

This chapter explains the summary, conclusion, recommendations of the study and the extent to which the research objectives have been achieved. The study focused on headteachers' and institutional factors influencing students' performance in Kenya Certificate of Secondary Education in public secondary schools in Nyamira District, Kenya

5.2 Summary of the study

The stability of any school therefore depends on the quality, competence, commitment and dedication of the head teacher. Despite the measures and efforts put in place to enhance good academic results, gaps have been identified; student's performance in KCSE in Nyamira District is still wanting. This poor performance diminishes students' opportunity for future job placement and at the same time reduces their chances of meaningful participation in national development. It is in the light of this background that the researcher intends to identify the institutional factors that may be influencing the performance in the district.

The institutional factors include the physical facilities, instructional materials and equipment that are relevant to the school curriculum. Both students and teachers require these facilities to enhance teaching and learning in the school, all geared towards students' performance. The study unfolded the headteachers administrative tasks influencing students' performance in KCSE in Nyamira District.

Survey research design was employed in the study. A total 124 questionnaires were returned giving average response rate of 80.5 percent which was deemed adequate for data analysis. The sample was equitably distributed to capture information on headteachers' institutional factors that affect students' performance. The data was analyzed using frequencies and ANOVA in SPSS statistical package.

The first objective of the study sought to establish the influence of provision of teaching and learning resources on students' performance where 54.5 percent of the respondents indicated that their schools had adequate text books, another 45.5 percent of the headteachers indicated that the text books were inadequate as students are forced to share. This was attributed to the fact that parents were no longer subsidising the purchase of teaching and learning resources since the introduction of free primary education. The distribution of the text books were efficient where students were either allocated textbooks to use per term or allowed to borrow on specific days through card system and recording. All the head teachers agreed that the students' text book ratio significantly affect KCSE performance. A further analysis gave a significant p value [$p=0.000$, $F(1,34$

=18.796], indicating that there was a statistically significant influence of teaching and learning resources on students' performance, however, a further analysis on the magnitude of the relationship gave a $R^2=0.183$ implying a weak relationship, meaning that textbooks alone are not adequate to influence a positive performance, other combination of factors are required influence a positive performance.

The second objective of the study sought to assess the influence of teacher's characteristics on students' performance. ANOVA results gave p-values [p= 0.600, 0.08, and 0.082] for age, teaching experience and professional qualification of the headteacher respectively indicating that age, teaching experience and professional qualification of the headteacher did not significantly affect student KCSE performance in Nyamira district at $p>0.05$. However, academic qualification, gender gave significant $p=0.000, 0.000$ respectively indicating that academic qualification, gender significantly affected the students performance. Further regressions analysis of the combined variables gave $R=0.532$ and $R^2=0.274$ indicating a moderate relationship. This study varied from the studies in the literature by (Okumbe, 1998), implying that teacher characteristics may affect students performance in ideal situations. The findings from Nyamira indicate that there may be some inherent characteristics among the head teachers that can revert to the ideal situations.

The third objectives objective of the study sought to determine the influence of the headteachers' supervision in teaching and learning process on students'

performance. The study established that, instructional supervision improves the relationship between the headteacher, teachers and students. It was established that 54.5 percent supervise to streamline teaching, thereby improving performance. About 18.2 percent do not supervise as most teachers felt uneasy and the policy has not been effected in their schools. Only the lesson plans were not updated or incomplete, the other records were updated and complete as reported by the head teacher, meaning that technical records are completed and updated by the teachers. The practice in Nyamira is in line with the assertion by Olembo et al (1992) that headteacher must check the professional documents, thereby ensuring professionalism among the staff.

The fourth, objective of the study sought to establish whether physical facilities have any influence on students' performance. The head teacher respondents indicated that, the head teachers' office was available, with adequate number of classrooms, office equipment, fire extinguisher, HDTS office, electricity, laboratory and the play ground. However, HOD's office, library and Dining hall facilities were inadequate. Lack of library implies that students may not have alternative facilities for in depth learning and is likely to affect performance as observed by Heynemann and Loxley (1993) that the presence of a school library related significantly to the achievement. The size of the school land hactarage ranged from 0.08 Ha to 6 Ha. In general 90.9 percent of the head teachers indicated that the physical facilities in the school.

Lastly, to examine the influence of appropriate student personnel services on students' performance. The number of the teachers varied from 4 to 11 per school, with all

the head teachers indicating that they do not have adequate teachers in their schools. To mitigate the shortage the schools have employed BOG teachers to supplement the TSC employed teachers. About 65 percent the teachers indicated that they have moderate workload, with another 31 percent indicating heavy workload.

5.3 Conclusions

From the above findings, it can be concluded that;

- I. Teachers' characteristics were significant in influencing KCSE performance.
- II. Availability of instructional resources significantly influenced performance.
- III. Headteachers supervisory role during instructional processes did influence KCSE performance.
- IV. Physical facilities greatly influenced performance in schools.

5.4 Recommendations

- I. The schools should strive to provide adequate instructional resources. The CDF and LATF should work with school headteachers to enable the schools acquire what may be lacking instead of them initiating projects for them.
- II. TSC should deploy more teachers to reduce workload.

- III. Teachers should be provided with opportunities for more exposure through in-service programmes.
- IV. Though teachers are inadequate, students' personnel service should be enhanced both by headteachers and teachers to ensure peaceful co-existence.
- V. Schools should ensure adequate physical facilities are available to avoid processes.

5.5 Areas for further research

The study recommends the following as areas for further research;

- I. The impact of instructional supervision on KCSE performance
- II. The role of TSC on effectiveness of headteachers in instructional supervision that may influence performance in KCSE other than headteachers' and institutional factors.
- III. Other researchers could carry out similar study in private schools in the district for comparison.
- IV. Research could be conducted on other factors that may influence performance in KCSE other than headteachers' and institutional factors.
- V. The study focused on a rural setting a similar study could be carried out in an urban setting to give a balanced view of the headteachers and institutional factors that influence students' performance in public secondary schools.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Evans Mirera
University of Nairobi
Dept. Educational Administration
& Planning
P.O Box 30197
NAIROBI

31st May, 2012

Headteacher

_____ School

Dear Sir/Madam

RE: Participation in Research

I am currently a post graduate student in the University of Nairobi. As part of this programme, I am carrying out a study on headteachers' and institutional factors that influence students' academic performance in KCSE in Nyamira District, Nyanza Province.

Kindly fill in the questionnaire and provide any other information that may help to carry out the research. The data collected is meant for the research only.

Therefore your identity will be treated with great confidentiality.

Thank you
Yours sincerely

Evans Mirera

APPENDIX II

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is meant to collect information about headteachers' and institutional factors influencing students' academic performance in Nyamira district, Nyanza province. The information provided will be treated with great confidentiality and is only meant for this study. Please, fill in each question with a tick (✓) on the spaces provided where applicable.

Part A: Background information

1. What is your gender? Male [] Female []
2. Please indicate your age bracket
24 years and below [] 25-34 years [] 35-44 years [] 46 and above []
3. Indicate your teaching experience before you were appointed to the current position. 0-5 years [] 6 – 10 years [] 11-15 years [] 16 and above []
4. What is your professional qualification? Masters [] Degree [] Diploma []
Others (specify)
5. Indicate the number of students in your school?
Below 100 [] 101-200 [] 201-300 [] Over 300 []
6. Indicate the average number of students per form
Form I [] Form II [] Form III [] Form IV []
7. For how long have you been a headteacher?
Less one year [] 1-5 years [] 6-10 years [] 11-15 years [] Over 15 years []
8. How old is your school in years
0-5 years [] 6-10 years [] 11-15 years [] 16-20 years [] Above 21 years []

9. Indicate your academic level

- a. KJSE []
- b. KCE/KCSE (O-LEVEL) []
- c. KACE (A-LEVEL) []
- d. Others (specify)

Part B: Academic performance

10. In the period 2006-2010, how many students were admitted to public universities from your school?

11. How would you rate your school in KCSE performance trend?

Excellent [] Good [] Average [] Below average []

Explain your answer

Part C: Human resource (Teachers/students)

12. How many TSC teachers are in your school?

13. Do you have enough teachers in your school? Yes [] No []

14. If your answer in question 13 is No, how do you handle the understaffed areas?

15. On average what is each teacher's workload per week?

16. On average how many teachers have taught for the following number of years? 0-5 years [] 6-10 years [] 11-15 years [] 16 – above []

17. In your opinion, does the qualification of teachers influence students' performance in KCSE? Yes [] No []

Explain your answer

18. Do you experience any problem in student absenteeism? Yes [] No []

19. On average, how many students miss school per month?

Form I [] Form II [] Form III [] Form IV []

Part D: Physical facilities

20. Do you have enough physical facilities in your school? Yes [] No []

21. What is the school total land area in hectares?

22. Below is a table of physical facilities and equipment the school may be having. Tick (✓) as appropriate

Facility/equipment	Available	Adequate	Inadequate	Not available
Headteacher office				
HOD'S office				
DHTS office				
Office equipment				
Classrooms				
Electricity				
Fire extinguisher				
Play ground				
Laboratory				
Library				
Dining hall				

23. Indicate the type of buildings in the school.

Permanent [] Semi-permanent [] Temporary []

24. (a) How many toilets are in school? Boys [] Girls [] Teachers []

(b) What is their (toilets) condition? Good [] Poor []

Explain your answer

.....

Part E: Learning teaching resources

25. Do your students have enough textbooks in all the subjects? Yes [] No []

If no above explain

26. What is the students textbooks ratio per class?

27. In your opinion does the above establishment of textbooks contribute to your schools KCSE performance? Yes [] No []

If your answer above is No explain

28. (a) Where is the school textbooks kept?

(b) Which method is used in issuing textbooks?

(c) What is the school policy on textbooks?

29. The table below shows instructional materials that may be available in the school. tick as appropriate

Materials/equipment	Available	Adequate	Inadequate	Not available
Science equipment				
Models				
Chalkboard				
Reference books				
Student exercises				
Duplicating machine				
Photocopier				

30. Do you supervise teachers as they teach in class? Yes [] No []

If yes, do teachers like it? Yes [] No []

If no give reasons

31. In your own opinion do the number of textbooks and other teaching/learning materials contribute to students' performance in KCSE? Yes [] No []

If no explain your answer

32. The table below show professional documents that may be available in the school. Tick as appropriate.

Document/material	Available	Updated/complete	Not updated incomplete	Not available
Lesson plan				
Records of work				
Schemes of work				
Students' progress record				
Students register				
Class notes				

33. In your own opinion, do professional documents of a teacher contribute to effectiveness in teaching? Yes No
 If no explain your answer?
34. How do you evaluate your teachers' performance?
35. After evaluation how do you give feedback to your teacher?
36. Do teachers like assessment? Yes No
 Explain
37. What is your school policy on students' assessment?
 Continuous assessment test (CAT) Midterm exam End of term exam
 Other (specify)
38. What challenges if any, do you and teachers staff face in assessing students' academic progress?
39. Is there any functional guidance and counseling done in your school?
 Yes No
 (b) Is the staff incharge of guidance and counseling trained? Yes No
 (c) Is the department of guidance and counseling well equipped/prepared for the task? Yes No
 If no explain your answer
40. What are the most common disciplinary challenges among students in your school?

Thank you

APPENDIX III

SUBJECT TEACHERS' QUESTIONNAIRE

This questionnaire is designed to collect information about headteachers' and institutional factors influencing students' academic performance in Nyamira district, Nyanza province. The questionnaire is divided into two sections; A and B, please complete each section according to instructions given. Do not write your name or the school's name to ensure complete confidentiality. Kindly respond to all questions.

Section A: Background information

Respond to each item by ticking (✓) where appropriate

1. Please indicate your gender? Male [] Female []
2. What is your age bracket? 25 years and above [] 25-34 years []
36-44 years [] 45 and above []
3. Indicate your teaching experience in years 0-5 years [] 6-10 years []
11-15 Years [] 16 and above years []
4. What is your professional qualification? Masters [] Degree [] Diploma []
Others (specify)
5. Indicate the subjects that you have been trained in
6. How many years have you handled examination/form 4 class?

Section B: Academic Performance and training

7. What is your current teaching workload per week?
8. How do you rate this workload? Heavy [] Moderate [] Light []
9. Do you teach both subjects that you were trained in? Yes [] No []
If no, explain your answer
- 10 Are you assigned to teach subjects that you were not trained for?
Yes [] No []

If yes, above give reasons

11. How do you rate the parents/guardians participation in their children's academic work? Good [] Satisfactory [] Poor []

12. Have you been observed in class while teaching by the headteacher?

Yes [] No []

If yes did the headteacher inform you before coming to your class? Yes[]No[]

13. Did you get written feedback after observation? Yes [] No []

14. In your opinion, suggest other factors that influence academic performance in KCSE in your school

.....
.....

15. What in your opinion can be done to improve the performance?

.....
.....

Thank you

APPENDIX IV
RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

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

Our Ref: NCST/RCD/14/012/747

22nd June 2012
Date:

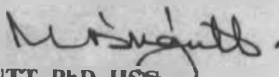
Evans Mirera
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Headteachers' and institutional factors influencing students' performance in Kenya Certificate of Secondary Education in public secondary schools in Nyamira District, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in Nyamira District for a period ending 31st July, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Nyamira 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
Nyamira District.

APPENDIX V
RESEARCH PERMIT

<p align="right">PAGE 2</p> <p>THIS IS TO CERTIFY THAT: Prof./Dr./Mr./Mrs./Miss/Institution Evans Mirera of (Address) University of Nairobi P.O. Box 30197-00100, Nairobi has been permitted to conduct research in</p> <table border="0"> <tr> <td style="text-align: right;">Location</td> <td>Nyamira</td> </tr> <tr> <td style="text-align: right;">District</td> <td>Nyanza</td> </tr> <tr> <td style="text-align: right;">Province</td> <td></td> </tr> </table> <p>on the topic: Headteachers' and institutional factors influencing students' performance in KCSE in public secondary schools in Nyamira District, Kenya.</p> <p>for a period ending: 31st July, 2012.</p>	Location	Nyamira	District	Nyanza	Province		<p align="right">PAGE 3</p> <p>Research Permit No. NCST/RCD/14/012747 Date of issue 22nd June, 2012 Fee received KSH. 1,000</p> <div style="text-align: center;">  </div> <table border="0"> <tr> <td style="text-align: center;"><i>(Signature)</i></td> <td style="text-align: center;"><i>(Signature)</i></td> </tr> <tr> <td style="text-align: center;">Applicant's Signature</td> <td style="text-align: center;">Secretary</td> </tr> <tr> <td></td> <td style="text-align: center;">National Council for Science & Technology</td> </tr> </table>	<i>(Signature)</i>	<i>(Signature)</i>	Applicant's Signature	Secretary		National Council for Science & Technology
Location	Nyamira												
District	Nyanza												
Province													
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Applicant's Signature	Secretary												
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