INFLUENCE OF PRINCIPALS’ GOVERNANCE PRACTICES ON STUDENTS’ PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN RACHUONYO SOUTH DISTRICT, KENYA

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A Research Proposal Submitted in Partial Fulfilment of the Requirement for the Award of the Degree of Master in Corporate Governance,

University of Nairobi

2013
DECLARATION

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

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This project has been submitted for examination with our approval as the University supervisors.

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DEDICATION
To all my family members who provided me with both moral and monetary support throughout the journey of my research.
ACKNOWLEDGEMENT

In the process of writing this project, many people provided me invaluable help and support. First of all, I would like to appreciate and thank the Board of Post Graduate Studies of the University of Nairobi for giving me the opportunity to take this course. Secondly, I wish to express my greatest gratitude to my supervisors Dr. Jeremiah Kalai and Mr. Kanori without whose support this research project would have not been successfully completed. Thank you so much for generously giving of your time to give guidance, with in depth and constructive comments and more particularly keeping me on track during the entire period of undertaking the research. You also invested major time and effort in reading through and discussing with me numerous drafts, providing suggestions for improvements and encouragement to finalize the work in good time.

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Finally, I thank my family and friends for continued love, patience, wonderful encouragement and unlimited material and financial support throughout the process of working on this research.
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<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>AU</td>
<td>African Union</td>
</tr>
<tr>
<td>BOG</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>CIPFA</td>
<td>Chartered Institute of Public Finance and Accountancy</td>
</tr>
<tr>
<td>FDI</td>
<td>Foreign Direct Investment</td>
</tr>
<tr>
<td>KACE</td>
<td>Kenya Advanced Certificate of Education</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>OECD</td>
<td>Organization for Economic Cooperation &amp; Development</td>
</tr>
<tr>
<td>PSCGT</td>
<td>Private Sector Cooperative Governance Trust</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
</tr>
<tr>
<td>SOLACE</td>
<td>Society of Local Authority Chief Executives</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational Science and Cultural Organizations</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
</tr>
</tbody>
</table>
ABSTRACT

Corporate governance in Kenya is now gaining some level of recognition and it reflects the interaction among those persons who provide services thus contributing to improved performance. The purpose of this study is to investigate the influence of corporate governance practices on the students’ academic performance in Kenya Secondary Certificate of Education in Rachuonyo South District, Homa Bay County. The study objectives sought to determine the extent to which secondary school principals’ use mentoring, monitoring incentives, letter of recommendation and academic target setting to influence students’ Kenya Certificate of Secondary Education performance (KCSE); in Rachuonyo South District.

The study employed the descriptive survey design and all the 74 principals of the secondary schools and at least two teachers from each school participated using census sampling. The questionnaire was the main instrument of data collection in this study, which was structured, and self-administered. The data was analyzed using descriptive statistics, linear multiple regression and factor analysis methods using Statistical Package for Social Sciences (SPSS).

The study findings revealed that most of the principals were conscious of the benefits of mentoring their teachers and were actually putting it into practice. The teachers appreciated that the mentorship program by the principals was towards having improvement in the academic performance of the students in their assigned subjects. They also recognized mentorship as an effective strategy for enhancing the performance of students in secondary schools. Mentorship was recognized as a useful strategy in helping slow learning students to help them improve their academic performance. The use of monetary incentives was found to an effective strategy in improving the academic performance, since the teachers would be motivated to dedicate more time and effort towards coaching students and teachers would feel more motivated and ignite their commitment for improving academic performance. The use of letters of recommendation by principals would inspire teachers to strive harder to have their students improve their performance and would create fair and health competition. Further setting of performance targets would instil a sense of personal accountability and will motivate the teachers into putting more efforts for the realization of such targets, thus improving performance of students in national examination.

The research sought to encourage the principals to adopt objectivity and have regular mentorship sessions for teachers as opposed to one of mentorship for the teachers. This should be done through monitoring and evaluation of the mentorship process by doing proper documentation and ensuring that learning is on what is working and what is not working so as to enhance effectiveness. The principals and Board of Governors should consider initiating and strengthening monetary incentives to subject teachers in order to improve performance in Kenya Certificate of Secondary Education (KCSE). Teachers
Service Commission (TSC) on the other hand should ensure that they encourage healthy competition for performance in the national examination.

The study also identified areas requiring further study. This included an assessment of the effects of corporate governance practices in secondary school management in Rachuonyo South District an investigation into the influence of corporate governance practices on the performance of students in Rachuonyo South District a study to establish the barrier to effective teacher mentorship program the RSD and also establish the negative effects of teacher target setting on secondary school students in Rachuonyo South District.
CHAPTER ONE
INTRODUCTION

1.1 Background to the study

Developing countries are now increasingly embracing the concept of corporate governance knowing it leads to sustainable economic growth (World Bank, 2002). Corporate Governance has become an issue of worldwide importance in Private Sector Corporate Governance Trust (PSCGT, 2000). It is the engine of growth internationally, and increasingly responsible for providing employment, public and private services, goods and infrastructure (PSCGT, 2000). Corporate Governance is concerned with the establishment of an appropriate legal, economic and institutional environment that would facilitate and allow business enterprises to grow, thrive and survive as institutions for maximizing shareholder value while being conscious of and providing for the well-being of all other stakeholders and society (Vinten, 2002). Good corporate governance, therefore, becomes a prerequisite for national economic development.

Shleifer & Vishny (1997) define corporate governance in terms of the ways in which suppliers of finance to a firm assure themselves of a good return to their investment. This definition is shallow in that it emphasizes the suppliers of finance and it does not recognize the relationships between a firm’s stakeholders and managers. Each firm has numerous stakeholders whose different interests must be taken care of. This is why corporate governance has also been referred to as a collective group of people united as one body with
the power and authority to direct, control and rule an organization (Ruin, 2001).

The Australian Standard (2003) defines corporate governance as the process by which organizations are directed, controlled and held to account. This implies that corporate governance encompasses the authority, accountability, stewardship, leadership, direction and control exercised in the process of managing organizations. Since this definition recognizes the need for checks and balances in the process of managing organizations, it can be considered to be more comprehensive (Gregory, 1992). Moreover, it is similar to the definitions provided by the Audit Commission (2009) and Chartered Institute of Public Finance and Accountancy and the Society of Local Authority Chief Executives (CIPFA/SOLACE, 2007) which emphasize the core aspects of accountability and control in the governance of organizations.

In education, effective governance promotes educational standards leading to efficiency in service delivery, improved student performance and reduced corruption (Leo, 2008). Improved governance has been known for curbing mismanagement, demonizing corruption and ultimately improving overall efficiency in offering educational services. Competitively getting and retaining qualified school principals has also been another nightmare especially in private secondary schools (Harry, 2007).

Corporate governance is now an international topic due to globalization of businesses. It is acknowledged to play a major role in the management of organizations in both developed and developing countries. Nevertheless,
Davies and Schlitzer (2008) note that corporate governance practices are not uniform across nations. In fact, the Organization for Economic Cooperation and Development (1998) acknowledges the lack of a single model of corporate governance practice that is applicable to all organizations even within one country. Consequently, every country adopts a unique set of corporate governance procedures that are based on factors such as the country’s legal and financial system, corporate ownership structures, culture and economic circumstances.

In many countries across the world, political and economic pressures are influencing change within the education system. Underlying the desire for change is the perceived need to raise educational standards because these are believed to have a direct link to future economic success (Whetton et al., 2000). This apparent link between education and economic success is believed to exist because education provides access to employment and employment is a key facilitator in economic growth, not only at the national level but also at the individual level. An Organization for Economic Co-operation and Development (OECD) study indicated that improved educational outcomes were also related to greater personal income levels (OECD, 2007).

The link between economic success and educational performance is supported by many international surveys and studies, particularly those of the Organization for Economic Co-operation and Development (OECD). Studies in the United States of America (USA) also show that raising student
achievement leads directly to national economic growth (Bils & Klenow, 2000; The Teaching Commission, 2004).

Godfrey (2002) posits that in addition to the South African King Report, there has been a rapid growth in the development of African thinking on corporate governance. New thinking is to attack on the supply side of corruption (company bribes) by complementary anti-corruption measures by the state. The recent initiative of the African Union (AU) to develop an AU Convention on Combating Corruption addresses the importance of declaring public officials’ assets, and also breaks ground by targeting unfair and unethical practices in the private sector. Corporate governance is now established as an important component of the international financial architecture, but barely half a decade ago it was little known beyond specialists in a few countries such as the US, the UK, Australia, Canada and South Africa.

In Uganda, the Ugandan Development Corporation created in 1963 a subsidiary known as African Business Promotion Ltd., the objective of which was to “establish and promote our own people in the trade and commerce field generally so that Ugandans may play a commerce” (Kamung’a, 2000). Similarly in Kenya, for desire of sufficient indigenous private entrepreneurship after independence, the government had to use parastatals to fill the existing entrepreneurship gap. Thus, public enterprises served as a means to promote the establishment of private African enterprises (Wamalwa, 2003).
Indeed, corporate governance in Kenya is now gaining some level of recognition with very little work in the area even in the well-regulated institutions and sectors (PSCGT, 2000). The first Kenya Certificate of Secondary Education exam was held in 1989 at the same time as the last Kenya Advanced Certificate of Education (KACE), which it replaced as the entrance requirement for Kenyan Universities. Initially, Kenya Secondary Certificate of Education was a minimum of 10 subjects. Kenya Secondary Certificate of Education has since been reviewed twice, and the minimum number of subjects is now seven.

In Kenya, this examination is the entrance to public and private universities and the pass mark is grade C+. Students who attain a lower mark than C+ join other tertiary institutions for non-degree courses. Over time, stringent measures have been taken by the government to ensure and sustain the credibility of the Kenya Certificate of Secondary Education examination. However, there have been instances of breaches of these measures leading to examination vices such as leakage to some selected students who if undetected end up scoring high grades. In detected cases, such students have been punished by having their results cancelled and examination officials who participated in the vice charged in a court of law.

Of great concern in this study is that minimal corporate governance practices have been adopted to improve the academic performance of students in secondary schools in Rachuonyo South District. The study therefore seeks to establish how the variables such as mentoring, target setting, monetary
incentives and issuance of letters of recommendation influence academic performance in the secondary schools.

**Table 1.1: Students’ performance in the last four years**

<table>
<thead>
<tr>
<th>Year/Grades</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>No. of students admitted to public universities</th>
<th>Total number of students who sat examination</th>
<th>% of students admitted to public universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>0</td>
<td>20</td>
<td>75</td>
<td>131</td>
<td>1666</td>
<td></td>
<td>13.56</td>
</tr>
<tr>
<td>2010</td>
<td>2</td>
<td>35</td>
<td>87</td>
<td>146</td>
<td>1979</td>
<td></td>
<td>13.64</td>
</tr>
<tr>
<td>2011</td>
<td>16</td>
<td>103</td>
<td>175</td>
<td>235</td>
<td>1577</td>
<td></td>
<td>34.18</td>
</tr>
<tr>
<td>2012</td>
<td>20</td>
<td>92</td>
<td>204</td>
<td>247</td>
<td>3939</td>
<td></td>
<td>14.30</td>
</tr>
</tbody>
</table>

**Source:** Kenya Certificate of Secondary Education Results Report, Rachuonyo South District

### 1.2 Statement of the problem

The Government of Kenya’s mission is to provide quality education to students in a holistic manner in order to facilitate the intellectual and personal development in the students (Tam, 2002). It is expected that the students in the secondary schools are prepared to acquire minimum aggregate grades for entry into the universities, as approved and monitored by the Commission for Higher Education.

A small percentage (approximately 18.92%) of the overall number of students in Rachuonyo South District who complete secondary education gets admission into the Kenyan universities to pursue degree courses and other middle level colleges courses that are hoped to enable them become more established and useful members of the society. A majority of the candidates score low grades, below the minimum entry points of C+, hence do not qualify to get the admissions to the public universities. The problem of poor academic performance is largely attributed to inadequate practices of principals of
corporate governance such as mentoring, setting targets, issuance of letters of recommendation and monetary incentives by the teachers to attain improved academic performance at national examination level.

According to the statistical data of Kenya Certificate of Secondary Education performance in table 1.1, the worrying trend of poor academic performance is depicted. The candidates have performed below expectation, a situation that would have been checked by adoption of corporate governance practices.

1.3 Purpose of the study
The purpose of this study is to investigate the influence of corporate governance practices on the students’ academic performance in Kenya Secondary Certificate of Education in Rachuonyo South District, Homa Bay County.

1.4 Research objectives
The study will be guided by the following objectives:

i) To determine the extent to which secondary school principals’ use of mentoring influences students’ academic performance at Kenya Certificate of Secondary Education level examination in Rachuonyo South District.

ii) To establish the extent to which principals’ use of monetary incentives for teachers influences academic performance at Kenya Certificate of Secondary Education level in secondary schools in Rachuonyo South District.
iii) To determine the influence of letters of recommendation by principals to good performing teachers on academic performance at Kenya Certificate of Secondary Education level in Rachuonyo South District.

iv) To analyse the influence of principals’ use of academic target setting on Kenya Certificate of Secondary Education performance in Rachuonyo South District.

1.5 Research questions

The study sought to answer the following research questions;

i. How does mentoring teachers by principals influence students’ academic performance at Kenya Certificate of Secondary Education level?

ii. How do principals’ use of monetary incentives influence students’ academic performance at Kenya Certificate of Secondary Education level?

iii. How do principals’ letters of recommendation to teachers influence student performance at Kenya Certificate of Secondary Education level?

iv. How does setting of targets influence students’ academic achievement at Kenya Certificate of Secondary Education level?

1.6 Significance of the study

There is need for stakeholders in the education sector to understand how adoption of corporate governance practices influence Kenya Secondary Certificate of Education performance improvement, thus enhancing the academic performance at secondary school level. The findings of the study are expected to provide insight to secondary school principals, teachers, students,
parents, guardians, education officials and the teaching fraternity on the potential influence of corporate governance practices, namely; setting targets, mentoring, both teacher and student motivation, benchmarking on student’s academic performance.

The study is expected to provide information to secondary school students on how adoption of corporate governance practices impact on their academic performance. The students will be equipped with necessary information that would enable them to make wise decisions and how to adjust their participation in order to enhance their academic performances at Kenya Secondary Certificate of Education and other levels of higher learning.

On a wider spectrum, the study is expected to contribute to the body of knowledge on the influence of adoption of corporate governance practices in improving academic performance in learning institutions for which an appropriate policy can be formulated and enacted.

1.7 Limitations of the study
Use of primary data from the field coupled with review of recent research data will be used to overcome this. Certain respondents might not be willing to give information due to beliefs associated with disclosing secret information. The study dealt with this by not asking for sensitive data.

1.8 Delimitations of the study
The study will be done in Rachuonyo South District, Home Bay County in the Republic of Kenya. The study will specifically target secondary school principals, and teachers.
1.9 Basic assumptions of the study

The study is guided by the assumption that secondary schools exist in Rachuonyo South District and that they have experienced low Kenya Secondary Certificate of Education performances due to poor corporate governance practices. It will be presupposed that adoption of good corporate governance practices such as good leadership, motivation of learners and teachers and incorporating welfare activities will lead to enhanced learning environment thus improving academic performance in the district. It was is presumed that there was enough time to carry out all the research procedures as outlined in the proposal without a hitch so as to fulfil the intended purpose.

1.10 Definition of significant terms as used in the study

**Academic performance**: is the degree of achievement by students in their class assessment tests, beginning of term exams, mid-term exams, terminal and national examinations. It is the measured ability and achievement level of a learner in a school, subject or particular skills.

**Achievement**: is successful accomplishment of performance in a particular subject, area and course usually by reasons of skill, hard work and interest typically realized in various types of grades and marks that would qualify one for University entrance

**Corporate governance**: corporate governance is a management practice that encompasses the authority, accountability, stewardship, leadership, direction and control exercised in the process of managing organizations.
**Incentive:** is an inducement to improve performance delivery. It can be monetary and non-monetary.

**Letter of recommendation:** is an acknowledgement of good performance and serves as a trigger to continue doing well.

**Mentoring:** mentoring is a managerial practice where an experienced member of staff imparts knowledge, provides support, and offers guidance to another staff or student who is less experienced and less knowledgeable.

**Setting targets:** is a greed academic performance measure set by the principals for the teachers to achieve at periodic intervals of time.

**1.11 Organization of the study**

The study will be organized into five chapters. Chapter one is the introductory chapter in which an introduction to the study is discussed. This is followed by a look at the background to the study, a statement of the problem, the purpose of the study, the study objectives, research questions, and significance of the study, scope of the study, limitations of the study, definition of significant terms and organization of the study. Chapter two of the study delves into review of related literature. General literature is reviewed followed by empirical literature.

A theoretical framework and conceptual framework are looked at and knowledge gaps pinpointed. Chapter three outlines the study methodology, the research questions and research objectives, study design, the area of study, the sampling procedure, the data collection methods and instruments and the data
analysis techniques. Chapter four is presentation of the study findings. It outlines the response return rate, demographic characteristics of respondents. Chapter five consists of summary of findings, conclusions, recommendations for policy action and for further research and study contribution to body of knowledge.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter reviewed the literature related to the influence of principals’ governance practices on students’ performance in Kenya Certificate of Secondary Education, focusing on academic performance in relation to governance practices, rationale for corporate governance, critical review of corporate governance, corporate governance practices which include, setting targets and academic achievements, student mentoring and academic achievement, motivation by monetary incentive and academic performance the influence of monetary rewards, letters of recommendation and academic performance. The study looks at the theoretical background, the status of governance practices from the global, regional and national levels and also reviews studies carried out previously by other authors on the issue of governance practices. The chapter also summarizes the research gaps.

2.2 General review of corporate governance
Vinten (1998) stated that corporate governance is not a new issue. It dates back to when incorporation with limited liability became available in the 19th century, with the need for legislation and regulation. Recent debate has however, focused on more specific concerns. These revolve around the accountability of those in control of companies to those with residual financial interest in corporate success, normally the shareholders and other stakeholders.
Zabihollah (2003) stated that good corporate governance promotes relationships of accountability among the primary corporate participants and this may enhance corporate performance. It holds management accountable to the board and the board accountable to shareholders. A key function of board is to ensure that quality accounting policies, internal controls, and independent and objective outside auditors are in place. This may deter fraud, anticipate financial risks, and promote accurate, high quality and timely disclosure of financial and other material information to the stakeholders.

Corporate failure and scandals have led to demand for reforms and for better regulations particularly in the field corporate governance. In the UK a number of issues in the early 1990's most notably the collapse of the Maxwell business empire, stimulated discussions and debate about structures for controlling executive power (Power 2002). In the U.S.A an increasing number earnings restatements by publicly traded companies coupled with allegations of financial statements fraud and lack of responsible corporate governance of high profile companies has sharpened the ever increasing attention on corporate governance in general and audit committees in particular. Further, the Sarbanes-Oxely act of (2002) was signed into law and one of its major provisions was that listed companies establish audit committees (Joshi and Wakil, 2004).

In Kenya, the Private Sector Corporate Governance Trust (PSCGT) in conjunction with the Commonwealth Association for Corporate Governance produced a sample code of best practice for corporate governance in June
2000 (PSCGT 2000). One of the key recommendations in the PSCGT (2000) code was that companies establish audit committees composed of independent non-executive directors to keep under review the scope and results of audit, its effectiveness and the independence and objectivity.

2.3 Corporate governance practices
This section seeks to highlight the governance practices and how these practices influence academic performance

2.3.1 Setting targets and academic achievement
The school stakeholders have over the past periods put considerable pressure on schools to improve the educational outcomes of students, particularly in relation to lower achieving students and students from ethnic minority groups. This pressure to improve has arisen from two main sources. The first arises from the argument that if a country requires its economy to be competitive internationally, there needs to be an improvement in student educational outcomes (Bils & Klenow, 2000; Warrington, 2008; Whetton, Twist, & Sainsbury, 2000).

The second source is governments wanting to ensure they are getting value for money from their investment in education (Linn, 2000). During target setting respective school board of governors make sure that their schools set targets for their performance that are consistent with steady progress towards national objectives (Earley, 2003).

Recent educational policies in Kenya have focused on measurable targets set by government for the performance in most sectors including the education
sector (Griffin, 2004). The targets are mostly based on the average number of passes in Kenyan certificate of secondary examinations. With the targets properly laid down, secondary school teachers now concentrate on meeting the targets. They are also evaluated based on their efforts toward meeting the set targets, the student are not left behind in target setting. They are also given both collective and individual targets to work against.

The main aim of target setting is to raise educational standards. Target setting is also a key tool for raising expectations and standards. The level at which targets are set may be used to induce more effort from teachers and schools, providing that incentives are sufficient. The target benchmark may be set either on the basis of the achievements of the average or the most ‘successful’ school or teacher (Piscitelli, 2001).

Mentoring “is the relationship in which an individual with more expertise provides knowledge and information to a less experienced individual” (Peyton, Morton, Perkins, & Dougherty, 2001). Mentoring is common in tertiary education, but would be adopted in secondary schools (Gray & Smith, 2000; Lloyd Jones, Walters & Akehurst, 2001, and Cahill, 1996). Motivation has been used to encourage teachers as well as students themselves to increase students' academic performance. Although research on motivation is extensive, few researchers have examined teachers' perceptions of teacher motivation and its impact on student achievement.
The motivational theories of Herzberg, Vroom, and McClelland served as the conceptual framework. All participants reported that teacher motivation affected student achievement and they believed it played a role in their student's achievement. Findings provide district and community stakeholders with an understanding of the perceptions of mathematics teachers' on teacher motivation. The implications for positive social change include improving teacher motivation, which may lead to improved student academic achievement.

Benchmarking is the process of identifying "best practice" in relation to both products (including) and the processes by which those products are created and delivered. The objective of benchmarking is to understand and evaluate the current position of a business or organization in relation to "best practice" and to identify areas and means of performance improvement. Benchmarking involves looking outward (outside a particular business, organization, industry, region or country) to examine how others achieve their performance levels and to understand the processes they use.

2.4 Academic performance in relation to governance practices

Academic performance in this study was perceived as the degree of achievement by students in their class assessment tests, beginning of term exams, mid-term exams, terminal and national examinations, Kenya Secondary Certificate of Education. Page, Thomas and Marshall (1999), described performance as action of a person or a group when given a learning task. In education, performance is often presented as synonymous with
academic achievement or attainment, in carrying out of a task, course or assignment. Derek (1981) argued that academic performance is the measured ability and achievement level of a learner in a school, subject or particular skills. Therefore academic performance has to do with a learner’s scholastic ability and attainment, as regards his or her work and this is often measured through tests, exams, course works and assignments.

Hawes (1982), shared the same idea with Derek (1981), and defined achievement as successful accomplishment of performance in a particular subject, area and course usually by reasons of skill, hard work and interest typically realized in various types of grades and marks. According to Rosen (1997) and Slee (1995), discipline includes a branch of knowledge, training that develops self-control, character, orderliness or efficiency, strict control to enforce obedience and treatment that controls or punishes and a system of rules and regulations. Good discipline is considered to be one of the major attributes of effective schools and many failing schools have been blamed for lack of discipline (Rosen, 1997).

2.5 Motivation by monetary incentive and academic performance

There is clear relationship between motivation by monetary incentives and academic performance of students. Motivation is the driving force that catalyzes and maintains behaviour (Mwamwenda, 2004). Nonis and Hudson (2006) observed that academic performance is a multiplicative function of both ability and motivation. Models have been developed to portray motivational variables that influence academic performance.
Tuckman’s (1999) triplicate model considers attitudes, drives and strategies as generic motivational factors. Karimi (2008) maintains that drive is the desire to attain an outcome based on the value people place on it and strategies that people employ to gain outcomes they desire. According to Karimi (2008), this latter view supports that of Abry and Tuckman (1998) that regards metacognitive strategies of planning, monitoring and utilization of feedback, locus of control and self-efficiency which are motivational variables, as predictors of the academic performance. Additionally, Robbins et al. (2006) the learners and teachers need to adopt drive motivation; set academic goals, performance goals and mastery goals to reflect goal motivation and self-efficacy and outcome expectations to reflect expectation motivation.

Tuckman (1999) identified two attitudes that influence academic performance as self-efficacy and locus of control that must be adopted. Smith (2001) defined self-efficacy as belief or lack of belief in one’s personality to master a situation. According to Wilson and Corpus (2005), increasing the students’ belief in their own capability to achieve, perform and apply skills could cause them to experience a sense of control over their learning.

Bandura (1997), Carol and Garavalia (2004) and Mwamwenda (2004) identified the factors that influence self-efficacy to include mastery experiences, identifying with people similar to oneself, managing task demands successfully, social persuasion that one has the ability to succeed in given activities and inferences from somatic and emotional states that indicate one’s personal strength. Carroll and Garavalia considered that high achieving
students have greater self-efficacy than low achieving students. Karimi (2008) therefore reiterated the importance of parents, teachers and community to develop students’ self-concept and self-worth so as to make them valued individuals and thus positively impact on their academic performance.

A few other studies have notably pointed out positive relationships between self-efficacy and academic performance (Andrew 1998, Stajkovic and Luthan 1998, Harackiewicz et al 2002, Ofori and Charlton 2002, Carrol and Garavalia 2004, Facey-Shaw and Golding 2005). Ofori and Charlton (2002) study revealed stronger self-efficacy lead to higher outcome expectations and fewer academic worries, thus guaranteeing better performances. Carroll and Caravalia (2004) emphasized that self-efficacy is an important determinant of students’ goal orientation, behavior and ultimately performance. They observed self-efficacy to affect students’ choice of activities, amount of effort to be expended and levels of persistence in times of difficulty, all of which are aspects of student’s learning strategies. However, Zeegers (2004) observed that there was no significant relationship between self-efficacy and academic performance of the learners.

Driscoll (2005) noted that students with little confidence in their abilities to display helplessness when faced with high performance goals. Conversely, students with high confidence in themselves tackle challenges and demonstrate persistence towards attaining high performance goals.
2.6 Mentoring and academic achievement

Mentoring programmes serve communities, businesses, government, the military, universities and schools around the world. Mentoring aims may be as diverse as keeping young people out of gangs, succession planning in multinational corporations, sending corporate executives to work with community leaders in tribal cultures – to build the skills of both, or career development for disadvantaged and minority groups.

A successful mentoring programme is one that is planned, supported and managed so that it meets the needs of the people involved and the organization that runs it. Mentoring conversation model can be applied in order to lift up the performance of Kenya Secondary Certificate of Education candidates. The mentoring conversation aims at facilitating self-development and the students will be able to reflect and assess their situations. The model is based on four questions: where am I now? Where do I want to be? How do I get there? And how am I doing? According to Rolfe, A. (2006) the mentor firstly facilitates reflection and the exploration of options; then assists the mentee to make informed decisions, set goals and formulate practical strategies to achieve them.

2.7 Summary of reviewed literature

Monetary rewards for teachers facilitate the drive to innovation, since they no longer have to focus on process, but rather student outcomes (Solomon & Podgursky, 2001). The study has identified knowledge gaps in corporate governance that can form the basis for future research projects. Firstly, there is
very little research done in the area of corporate governance in developing economies especially those in Africa (Okeahalam, 2004; Shleifer & Vishny, 1997). Hynes (2010) notes that the Kenyan government is trying to improve ethics and governance in public and private enterprises in an effort to attract foreign direct investment (FDI). This implies that there is need for more research on corporate governance in the developing countries.

Secondly, the corporate governance practices used in developed countries are not directly applicable in developing economies because of political, economic, technological and cultural differences (Mensah 2002; Rabelo & Vasconcelos, 2002). This means that there is a need to develop models of corporate governance that consider the conditions in each developing country and that are not directly borrowed from developed countries.

2.8 Theoretical framework of corporate governance

Neumann (2006) defines a theory as a system of interconnected ideas that condense and organize knowledge about the world. Stewardship theory is the main theory underlying the concept of corporate governance. The stewardship theory, also known as the stakeholders’ theory starts from the premise that organizations serve a broader social purpose than just maximizing the wealth of shareholders.

The stakeholders’ theory holds that corporations are social entities that affect the welfare of many stakeholders where stakeholders are groups or individuals that interact with a firm and that affect or are affected by the achievement of the firm’s objectives (Donaldson & Preston, 1995; Freeman, 1984). Successful
organizations are judged by their ability to add value for all their stakeholders. Some scholars consider the natural environment to be a key stakeholder (Starik & Rands, 1995; Dunphy et al., 2003).

In summary, the stewardship theory suggests that a firm’s board of directors and its CEO, acting as stewards, are more motivated to act in the best interests of the firm rather than for their own selfish interests. This is because, over time, senior executives tend to view a firm as an extension of themselves (Clarke, 2004; Wheelen & Hunger, 2002). Therefore, the stewardship theory argues that, compared to shareholders, a firm’s top management cares more about the firm’s long term success (Mallin, 2004). A school principal is therefore more concerned about the output than his own gain by being a responsible steward (Barney & William, 2008).
2.9 Conceptual framework of corporate governance

Fig 2.1: Conceptual Framework of aspects of corporate governance and academic performance

According to Karimi (2008) both self-efficacy and self-regulatory learning strategies influence each other. While self-efficacy is shown through previous studies to have an influence on goal orientations, goal orientation in turn influence learning strategies, which in turn influence academic performance. There is close relationship between self-regulatory learning strategies and attitudes, goals and personality traits. Self-regulatory learning strategies are linked to academic performance. The study will seek to test the interactive effects of the strategies on the academic performance of students. In summary, self-regulatory learning strategies contribute to academic performance, which
in turn contribute to self-efficacy, which also in turn influence goal orientations, which also in turn influence self-regulatory learning strategies and the cycle is repeated as conceptualized as in figure 2.1.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
The methodology explores research design, target population, the sample size and sampling procedure, research instruments, instrument validity and reliability, data collection and analysis techniques.

3.2 Research design
A research design is a conceptual structure that the researcher applies to the collection, measurement, and analysis of data that is meant to be used in the investigation of the study problem (Cooper & Schindler 2003; Kothari 2004). The research design consisted of description of the population of the study focusing on its sample, the techniques and procedures that were used in gathering the information from the sample and the methods that were used in the processing of the information obtained and its analysis (Kothari 2004). The researcher employed the descriptive survey and ex post factor survey. A survey design involves asking a large group of respondents’ questions about a particular issue (Mugenda & Mugenda, 1999). According to Creswell (2003) a survey design provides a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population.

All the principals of the secondary schools and two teachers from each school participated in this study as consensus sampling.
3.3 Target population
The study targeted 74 secondary schools located in Rachuonyo South District. This translated into 74 principals or principals and 184 teachers, a total of 258 respondents.

3.4 Sample size and sampling procedure
Census sampling was used whereby a total of 74 principals and 184 teachers; at least two teachers from each school were sampled for interview in the study, bringing a total sample to 258 respondents. Stratified random sampling techniques were employed in selecting the sample of respondents (Mugenda & Mugenda, 1999). The sampling by census was preferred and all the target population was interviewed as respondents. A total of 258 respondents were selected to participate in the survey.

3.5 Data collection instruments
The study employed both primary and secondary data. The primary data was directly obtained from respondents using questionnaires. The principals’ and teachers’ questionnaires consisted of items that addressed the demographic data on age, gender, regional location of schools, setting targets, mentoring teachers and students, motivation and school performance improvement strategies and their influence on academic performance. The questionnaire was the main instrument of data collection in this study, which was structured, and self-administered. The researcher designed questionnaires for the principals and teachers in the selected schools. Structured questionnaires were simple to administer and relatively cheaper to analyze (Kothari, 2004). A
questionnaire was also preferred as the main instrument in this study because it was easy to use on a large number of subjects. The variables in the questionnaire were mainly developed based on the themes in the literature review section and research objectives. Prior to data collection, ethical approval was sought from National Council of Science and Technology which issued research permit.

3.5.1 Validity of instruments

Validity has been defined by the extent to which a test measures what it claims to measure (Gregory, 1992). Therefore validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 1999). If such data is a true reflection of the variables, then the inferences based on such data will be accurate and meaningful.

To ensure face validity of the research instruments, the research instruments were thoroughly scrutinized and tested on non-respondent group. The researcher also shared the instruments with the experts in the respective field of study and their suggestions were used in revising the questionnaires before preparing the final copy. Face validity is a non-statistical assessment of whether or not a test appears to be valid (Fairchild, 2002). This concept is really not an index of validity at all; rather it simply addresses the layman acceptability of a measure (Gregory, 1992).
3.5.2 Reliability of instruments

Reliability is a measure of degree to which research instruments yields consistent results or data after repeated trials or the degree to which test scores are free from measurement errors (Fairchild, 2003; Mugenda & Mugenda, 1999; Gall & Borg, 1996). A cross disciplines competent researchers not only fail to report the reliability of their measures (Nunnally & Bernstain, 1994), but also fall short of grasping the inextricable link between reliability and effective research.

The test – retest method will be employed to establish the reliability of the questionnaires. The technique involves administering the same instrument twice to the same group of subjects (Gregory, 1992). The most critical problem with this method is to determine the correct delay between the two administrations of measure (Gall & Borg, 1996). If the re-test is administered too soon after the initial test, students may recall their responses to many of the items, which will tend to produce artificially high reliability coefficient. On the other hand, if the re-testing is delayed too long there is a good possibility that the students’ ability to answer some items will change, and this may lead to lower reliability coefficient (Crocker & Algina, 1986). A period of two to four weeks is the most appropriate for most social researchers (Gregory, 1992).

The questionnaires were administered to the same secondary schools used in the pilot study within an interval of two weeks. Pearson Product Moment Correlation Coefficient was calculated for each questionnaire. Pearson Product
Moment Correlation Coefficient (r) is computed when both variables to be correlated are expressed as continuous scores. The coefficient r is the most widely used bivariate correlation technique because most educational measures yield continuous scores and because r has a small standard error (Gall & Borg, 1996). In social sciences, acceptable reliability coefficient ranges from 0.6 (Nunnally & Bernstein, 1994; Gregory, 1992; Crocker & Algina, 1986; Gall and Borg 1996; Mugenda & Mugenda, 1999).

3.6 Data collection procedures
The researcher obtained a research permit from National Council of Science, Technology and innovation by getting a clearance letter from Department of Educational Administration and Planning. Upon receipt of the research permit, the researcher paid a courtesy call to the Rachuonyo South District Commissioner and District Education Officer for clearance to do research. Thereafter the researcher contacted secondary school Principals to be allowed to conduct research in their respective institutions. The researcher collected data from respondents with the aid of a research assistant who were trained on the research instruments. In order to assure quality in data collection and ensure maximum response rate, the researcher closely supervised and monitored data collection process.

3.7 Data analysis techniques
The process of data analysis begun with pre-processing collected data through editing to detect errors and omissions and making corrections where possible. This involved a careful analysis of the completed questionnaires in order to
ensure that data collected was accurate and consistent with other information
gathered. The data was coded by the researcher for efficiency in order to
reduce the replies given by the respondents to a small number of classes.
After the coding was completed, the data was classified on the basis of
common characteristics and attributes.

The raw data was then assembled and tabulated inform of statistical tables to
allow for further analysis. The data was analyzed using descriptive statistics,
linear multiple regression and factor analysis methods using Statistical
Package for Social Sciences (SPSS). For descriptive statistics the researcher
examined all the completed questionnaires, and the information contained
therein was tabulated in frequency tables and percentages. In this study,
quantitative data from the questionnaires was analyzed using frequency counts
and frequency tables derived from the responses to the research questions.
Then Pearson product moment correlation was used to determine the existing
relationship between corporate governance practices and students academic
performance since the study was involving two variables. Content analysis
was applied for qualitative data in order to identify patterns, themes and
biases. Qualitative data from interviews were analysed descriptively and
information presented in the narrative form, stored in soft and hard copies in
form of tables.
4.1 Introduction

This chapter presents the data, analyzes the data and interprets the findings of the study. This chapter also discusses the findings in light with the earlier findings. The presentation, analyses interpretation and discussions of the findings are in accordance with the four major objectives of the study.

4.2 Instrument return rate

The research targeted 74 principals and 184 teachers of secondary schools in Rachuonyo South District. Of the 74 principals, 69 responses were received, representing 93.24%; while 173 of 184 teachers responded, representing 94.02% of total population targeted.

4.3 Demographic characteristics of the respondents

The section presents information on the sex, year of service and training on education administration for the respondents.

4.3.1 The Sex of the respondent

The respondents were able to indicate their sex and the results are as shown in the table below:
Table 4.1: Sex of the respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Male</td>
<td>39</td>
<td>56.5</td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>43.5</td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
<td>100.0</td>
</tr>
</tbody>
</table>

This was an indication that there were more male principals. This scenario would impact negatively on the performance of girls since there would not be enough mentors and role models for the girls. It is important to have a balance of both male and female teacher especially in mixed schools. However, among the teacher respondents there was a good balancing of both male and female teachers with almost equal percentage.

4.3.2 Year of service as principals and as teachers

The respondents were able to indicate their years of service as principles and the results are as shown in the table below:
Table 4.2: Year of service as principals and as teachers

<table>
<thead>
<tr>
<th>Years</th>
<th>Principals</th>
<th></th>
<th>Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>1-5 Years</td>
<td>28</td>
<td>40.6</td>
<td>76</td>
<td>43.9</td>
</tr>
<tr>
<td>5-10 Years</td>
<td>30</td>
<td>43.5</td>
<td>58</td>
<td>33.5</td>
</tr>
<tr>
<td>Over 10 Years</td>
<td>11</td>
<td>15.9</td>
<td>39</td>
<td>22.5</td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
<td>100.0</td>
<td>173</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The principals were asked to indicate the number of years in which they have been in service as principals. These findings gave an indication that most of the principals had adequate work experience serving as principals and therefore could apply necessary techniques to enhance the performance of students in secondary schools. On the other hand, among the teacher respondents majority at indicated 5-10 years. A minority of the teachers had served as teachers for over 10 years. The study benefitted from the fact that majority of the teachers had a wealth of work experience and were able to give accurate and useful information to the study.

4.3.3 Training on education administration

The respondents were able to indicate whether or not they have acquired training on education administration and the results are as shown in the table below:
Table 4.3: Training on education administration

<table>
<thead>
<tr>
<th></th>
<th>Principals</th>
<th></th>
<th>Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Yes</td>
<td>45</td>
<td>65.2</td>
<td>131</td>
<td>75.7</td>
</tr>
<tr>
<td>No</td>
<td>24</td>
<td>34.8</td>
<td>42</td>
<td>24.3</td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
<td>100.0</td>
<td>173</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As asked if they had acquired training on education administration, majority of the principals indicated that they had acquired the training while a minority of the principals indicated that they had not acquired training on education administration. Most teachers indicated yes while the minority indicated no. This is an indication that most schools had well trained principals and teachers and this is likely to translate into better academic performance at the national exams.

4.4 mentoring of school teachers and academic performance

In this section the researcher presents data on role of principals in mentorship, effectiveness of mentorship as a strategy for improving performance and perception of teachers on mentorship.

4.4.1 Active role of principal in mentoring teachers

The respondents were able to indicate whether or not as principals they have taken an active role in mentoring teachers and the results are as shown in the table below:
Table 4.4: Active role of principal in mentoring teachers

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>26.1</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>49</td>
<td>71.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>69</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Asked if they take an active role in mentoring the teacher, majority of the respondents indicated that they agreed, while a minority of the respondents indicated that they disagreed. This gave a strong indication that most of the principals are conscious of the benefits of mentoring their teachers and are actually putting it into practice. This is likely to have a very positive influence on the performance of students in the national exams.

### 4.4.2 Mentoring by principal for improved academic performance

The respondents indicated whether they appreciate mentoring by principal as a way of helping them improve academic performance on their subjects and the results are as indicated in the table below:
Table 4.5: Appreciation of mentoring by principal for improved academic performance on my subject

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>7</td>
<td>4.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>5.2</td>
</tr>
<tr>
<td>Agree</td>
<td>67</td>
<td>38.7</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>90</td>
<td>52.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>173</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Asked if they appreciated mentoring by the principal so as to improve academic performance in their assigned subjects, majority of the respondents agreed, while minority disagreed. This confirmed the active role that the principals are playing to mentor the teachers. The teachers appreciated that the mentorship program by the principals is towards having them improve the academic performance of the students in their assigned subjects.

### 4.4.3 Mentoring as a successful strategy and academic performance

The respondents indicated whether mentorship was a successful in building the capacity of teachers for improved performance and the results are as indicated in the table below:
Table 4.6: Mentoring as a successful strategy and academic performance

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>4</td>
<td>5.8</td>
</tr>
<tr>
<td>Agree</td>
<td>29</td>
<td>42.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>36</td>
<td>52.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>69</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As asked of their opinion on whether mentoring had proved a successful strategy in building capacity and confidence of teachers for improved academic performance, majority of the respondents agreed, while minority respondents disagreed. From these findings it can be implied that principals have mentored their teaching staff and have seen some positive results. It can therefore be deduced that mentorship of teachers is an effective strategy in enhancing the performance of students in secondary schools.

4.4.4 Mentoring as an important strategy for performance improvement

The respondents were able to indicate whether teachers consider mentoring an important strategy for performance improvement and the results are as shown in the table below:
Table 4.7: Mentoring as an important strategy for performance improvement

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>5</td>
<td>7.2</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>37.7</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>38</td>
<td>55.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>69</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As asked if their teachers considered mentoring an important strategy for performance improvement, majority of the respondents agreed, while minority of the respondents disagreed. These findings show that teachers have a buy in that mentorship is an important strategy for performance improvement and this can really enhance the effectiveness of the strategy.

4.4.5 Mentorship of candidates and academic performance

The teachers were able to indicate whether they value mentoring candidates in order to improve academic performance in national examination, the results are as shown below:
Table 4.8: Mentorship of candidates and academic performance

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>1.7</td>
</tr>
<tr>
<td>Agree</td>
<td>74</td>
<td>42.8</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>95</td>
<td>54.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>173</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The teachers were asked if they value mentoring candidates in order to improve academic performance in national examination, majority of the respondents agreed, while minority disagreed. This finding gave an indication that the teachers also value mentoring as a useful strategy for helping students improve their academic performance in the national examinations. It is clear that the teachers are passing down the mentorship to the students.

4.4.6 Mentorship support to students with learning difficulties and academic performance

The teachers were able to indicate whether they use mentoring to support slow learning students to improve academic performance, the results are as shown below:
Table 4.9: Mentorship support to students with academic performance

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>0.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>1.7</td>
</tr>
<tr>
<td>Agree</td>
<td>86</td>
<td>49.7</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>83</td>
<td>48.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>173</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The teachers were asked if they use mentoring to support slow learning students to improve academic performance, majority of the teachers agreed, while the minority of the teachers disagreed. This finding indicated that mentorship has been used as a strategy to help the slow learning students to help them improve their academic performance. To this end the overall performance of the schools can be pulled up and have the academic performance improved.

4.4.7 Mentoring contributing to improved academic performance

The respondents were able to give their views on whether mentorship had contributed to improved academic performance in their schools and the results are as shown below:
Table 4.10: Mentoring contributing to improved academic performance

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>37</td>
<td>53.6</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>32</td>
<td>46.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>69</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As asked to indicate whether mentoring of teachers had contributed to the academic performance in their schools, majority of the respondents agreed while minority of the respondents disagreed. This is an indication that mentorship programs for the teachers had a positive influence on the academic performance at the schools. It also points to the effectiveness of mentorship as a strategy of enhancing academic performance of the students in national exams.
4.4.8 Mentoring students for good grades is satisfying

The teachers were able to give their views on whether mentoring students for good grades is satisfying for them and the results are as shown below:

Table 4.11: Mentoring students for good grades is satisfying

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>6.9</td>
</tr>
<tr>
<td>Agree</td>
<td>72</td>
<td>41.6</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>88</td>
<td>50.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>173</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

 Asked if Mentoring students to get good grades is one of the most satisfying things for them majority of the respondents of the respondents agreed, while minority of the respondents disagreed. This was a good sign that the teachers actually found mentorship program to students as satisfying to them, as a result it can be self-sustaining and is likely to realize better outcomes in enhancing the academic performance of the students in national examinations.
4.5 Aspect of principals’ use of monetary incentives and academic performance

This section presents and discusses data on the effectiveness of monetary incentive in improving academic performance, monetary incentive as a way of igniting dedication among teachers and monetary incentive as a motivating factor for better performance.

4.5.1 Effectiveness of monetary incentive and academic performance of students

The respondents were able to give their opinion on whether the use of monetary incentives is effective in improving academic performance of students and the result are as shown below:

Table 4.12: Effectiveness of monetary incentive in improving academic performance of students

<table>
<thead>
<tr>
<th></th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Agree</td>
<td>23</td>
<td>33.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>44</td>
<td>63.8</td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Asked if monetary incentives to teachers would have a high chance of realizing improved academic performance of students, majority of the principals agreed, while minority of the principals disagreed. Higher percentage of the teachers agreed to the use of monetary incentives as a way of improving performance at national examination while few of them disagreed. It can therefore be inferred from the findings that monetary incentives can be effective in improving the academic performance of students at the national examination. The teachers would be motivated to dedicate more time and effort to ensure that the students do well in the examinations.

4.5.2 Teachers dedicating more time to coach students if monetary incentives are implemented

The respondents were able to give their opinion on whether teacher can dedicate more time and coach students if monetary incentives are implemented and the result are as shown below:
Table 4.13: Teachers dedicating more time to coach students if monetary incentives are implemented

<table>
<thead>
<tr>
<th></th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>8.7</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>37.7</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>37</td>
<td>53.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>69</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The principals were asked if the teachers can dedicate more time and coach students if monetary incentives are implemented, majority of the respondents agreed, while minority of the principals disagreed. The teachers also responded to this question whereby majority of the teachers agreed, while minority disagreed. This findings is supported by the finding of the previous question that financial incentive is effective in enhancing academic performance of students in national exams. This finding reaffirms the previous findings and established that the improvement of academic performance would actually be attributed to the more time that the teachers would dedicate to coach the students.
4.5.3 Use of financial incentives and academic performance

The respondents were able to give their opinion on whether teacher will feel motivated by financial incentives and get more committed to improvement of performance and the result are as shown below:

Table 4.14: Use financial incentives and academic performance

<table>
<thead>
<tr>
<th></th>
<th>Principal</th>
<th></th>
<th>Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>8.7</td>
<td>12</td>
<td>6.9</td>
</tr>
<tr>
<td>Agree</td>
<td>28</td>
<td>40.6</td>
<td>75</td>
<td>43.4</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>35</td>
<td>50.7</td>
<td>84</td>
<td>48.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>69</strong></td>
<td><strong>100.0</strong></td>
<td><strong>173</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The principles were asked if the teachers would feel more motivated by introduction of monetary incentives and get more committed to improving academic performance. A large proportion of the principals indicated that they agreed, while smaller proportion of the principals indicated that they disagreed. The teachers also responded to this question, majority of the teachers indicated that they agreed, while minority of the teachers indicated that they disagreed. It can be inferred from the findings that monetary incentives would make teachers feel more motivated and ignite their commitment for improving academic performance.
4.5.4 Improving academic performance and progressive improvement of students’ academic performance

The researcher did a cross tabulation to establish the relationship between effectiveness of monetary incentive and progressive improvement of academic performance from one semester to another. The table is as show below:

Table 4.15: Use of monetary incentive and progressive improvement of students’ academic performance

<table>
<thead>
<tr>
<th>Use of monetary incentive is effective in improving academic performance of students</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>10</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>6</td>
<td>18</td>
<td>20</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>29</strong></td>
<td><strong>34</strong></td>
<td><strong>69</strong></td>
</tr>
</tbody>
</table>

Only 6 out of 44 respondents who agreed that the use of monetary incentive is effective in improving academic performance of the students disagreed that students’ performance had progressively improved from one semester to another. 18 out of the 44 who agreed that the use of monetary incentive is effective in improving academic performance of the students agreed that students performance had progressively improved from one semester to another. Majority at 20 out of 44 respondents who agreed that the use of monetary incentive is effective in improving academic performance of the students strongly agreed that students’ performance had progressively improved from one semester to another. From the findings relationship between monetary incentive as an effective way in improving academic...
performance of students and the progressive improvement of students’ performance from one semester to another is a positive one.

4.6 Letter of recommendation by teachers on students’ academic performance

The respondents were able to give their opinion on whether teacher would feel recognized by issuance of recommendation letters whenever their students’ academic performance improve and the result are as shown below:

<table>
<thead>
<tr>
<th></th>
<th>Principals</th>
<th></th>
<th>Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>1.4</td>
<td>11</td>
<td>6.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>8.7</td>
<td>9</td>
<td>5.2</td>
</tr>
<tr>
<td>Agree</td>
<td>33</td>
<td>47.8</td>
<td>75</td>
<td>43.4</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>29</td>
<td>42.0</td>
<td>78</td>
<td>45.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>69</strong></td>
<td><strong>100.0</strong></td>
<td><strong>173</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Asked if teachers will feel more recognized by the issuance of letters of recommendation whenever their students ‘performance improve, a large proportion of the principals agreed while a smaller proportion disagreed. The teachers responded to the same question, majority of them agreed while
minority of the teachers disagreed. It can be inferred from these findings that the issuance of letters of recommendation will make teachers to feel recognized and as a result enhance their hard work in them.

4.6.1 Letter of recommendation as an inspiration to improve academic performance

The respondents were able to give their opinion on whether letter of recommendation will inspire teachers to equally strive to improve academic performance, the result were as shown below:

<table>
<thead>
<tr>
<th></th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Agree</td>
<td>45</td>
<td>65.2</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>21</td>
<td>30.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>69</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Asked if the letters of recommendation to the high performing teachers will inspire other teachers to equally strive to improve the academic performance, majority of the principals agreed while minority of the principals disagreed.

The teachers were also able to respond to the question, majority of the teachers agreed while minority of the teachers disagreed. These findings gave a clear indication that letters of recommendation will inspire other teachers to strive harder to have their students improve their performance so that they can also
have this form or recognition. Ultimately this would contribute to improved performance at the national examinations.

4.6.2 Issuance of letters of recommendation creating fair and healthy competition among teachers for better performance

The teachers were able to indicate whether the issuance of letters would create fair healthy competition among teachers for better performance, the responses were as shown below:

<table>
<thead>
<tr>
<th>Table 4.18: Issuance of letters of recommendation creating fair and healthy competition among teachers for better performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principals</strong></td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly Agree</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Asking if the issuance of letters of recommendation will create fair and healthy competition among teachers to produce students who excel higher in national examinations, most of the principals agreed, while few of them disagreed. Majority of the teachers agreed, while minority of the teachers disagreed. These finding showed that letters of recommendation can create fair and healthy competition whereby every teacher will try to do their best and have their students perform well so that they can get a recommendation. This would have an overall effect of improving the performance of students in the national examinations.
4.6.3 Letter of recommendation and progressive improvements of students’ performances

The researcher did a cross tabulation to establish the relationship between Letter of recommendation for the teachers and progressive improvement of academic performance from one semester to another. The results were as shown below:

**Table 4.19: Letter of recommendation and progressive improvements of students’ performances**

<table>
<thead>
<tr>
<th>Letter of recommendation will inspire teachers to equally strive to improve academic performance</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>19</td>
<td>23</td>
<td>45</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>3</td>
<td>8</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>29</strong></td>
<td><strong>34</strong></td>
<td><strong>69</strong></td>
</tr>
</tbody>
</table>

Only 3 out of 45 respondents who agreed that the letters of recommendation will inspire teachers to equally strive to improve academic performance disagreed that students’ academic performance have progressively improved from one semester to another. 19 out of the 45 respondents who agreed that
letters of recommendation will inspire teachers to equally strive to improve academic performance also agreed that students’ academic performance have progressively improved from one semester to another. 23 out of 45% of the respondents who agreed that letters of recommendation will inspire teachers to equally strive to improve academic performance strongly agreed that students’ academic performance have progressively improved from one semester to another. It can be inferred from this finding that there is a strong positive relationship between letter of recommendation and the progressive improvement of students’ performance from one semester to another.

4.7 Principals’ target setting on teachers and academic performance

This section presents data and discusses finding on teacher discussion on academic performance targets, progressive improvement of students’ performance, target setting as motivating for actual realization of the same, teacher confidence on target setting and correlation between the principals’ role in mentoring teachers and students’ academic performance.

4.7.1 Teachers discuss and agree on academic performance targets

The principals were able to give their views on whether teachers in their respective schools discuss and agree on academic performance targets, the results were presented as shown in the table below:
Table 4.20: Teachers discuss and agree on academic performance targets

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>4.3</td>
</tr>
<tr>
<td>Agree</td>
<td>29</td>
<td>42.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>35</td>
<td>50.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>69</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Asked if in their schools, the teachers discuss and agree on academic performance targets, majority of the respondents agreed, while minority of the respondents disagreed. It can be deduced that discussion of academic and consensus on the set academic performance is a way of getting the teachers commitment toward the realization of such targets and is very important in improving the performance of students at the national examination.

4.7.2 Progressive improvement of students’ academic performance

The principals were able to indicate whether students’ academic performance have progressively improved from one terms to another, the results were as shown in the table below:

Table 4.21: Progressive improvement of students’ academic performance

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>8.7</td>
</tr>
<tr>
<td>Agree</td>
<td>29</td>
<td>42.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>34</td>
<td>49.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>69</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Asked if students’ academic performances have progressively improved from one term to another, majority of the principals agreed, while minority of the principals disagreed. These findings give an indication that there is a strong positive relationship between the corporate governance practices and the performance of students at the national examinations.

**4.7.3 Target setting for each teacher motivates more efforts for realization of the set targets**

The principals were able to give their views whether target setting for each teacher motivates them to put more efforts to realize the set targets, the results were as shown in the table below:

**Table 4.22: Target setting for each teacher motivates more efforts for realization of the set targets**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>7.2</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>20.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>48</td>
<td>69.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>69</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Asking if target setting for each teacher can motivate them to put in more efforts to realize their set targets majority of the respondents agreed, while minority of the respondents disagreed. It can be inferred from this findings that target setting with each teacher will instil a sense of personal accountability and will motivate the teachers into putting more efforts for the realization of such targets.
4.7.4 Confidence about target setting and its advocacy at all levels.

The teacher indicated whether they are confident about target setting and if it should be for at all levels, the results are as shown below:

**Table 4.23 Confidence about target setting and its advocacy at all levels.**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>1.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>7.5</td>
</tr>
<tr>
<td>Agree</td>
<td>83</td>
<td>48.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>75</td>
<td>43.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>173</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Asked if they were confident about target setting and if it should be advocated for at all levels, majority of the teachers agreed, while minority disagreed. This finding showed that teachers are strongly convinced that target setting is an effective strategy and should be advocated for at all levels. This is also an indication that target setting has been tried by the teachers and has turned out as effective way of having an improvement in performance of students at the national examination.

4.7.5 Performance targets setting propels dedicated efforts for improvements

The teachers were able to give their views on whether setting performance targets will propel them to dedicate efforts for improved performance at the national examination; the results are as shown below:
Table 4.24: Performance target setting propels dedicated efforts for improvements

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>8</td>
<td>4.6</td>
</tr>
<tr>
<td>Agree</td>
<td>84</td>
<td>48.6</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>81</td>
<td>46.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>173</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As asked if they believe that setting targets will propel them to perform to dedicate efforts geared towards improved performance at national examination, majority of the teachers agreed, while minority disagreed. The finding showed that setting performance target would impel the teachers to devote more time and efforts for the improvement of national examinations. Ultimately, performance targeting would contribute to improved performance at the national examinations.

4.7.6 The principals’ role in mentoring teachers and students academic performance

The researcher did a correlation analysis between the principals’ role in mentoring teachers and students academic performance the results are as shown below:
Table 4.25: The principals’ role in mentoring teachers and students academic performance

<table>
<thead>
<tr>
<th>As principal I take active role in mentoring teachers</th>
<th>Student's academic performance have progressively improved from one semester to another</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.129</td>
</tr>
<tr>
<td>N</td>
<td>69</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.291</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.291</td>
</tr>
<tr>
<td>N</td>
<td>69</td>
</tr>
</tbody>
</table>

There was a correlation between the principals’ role in mentoring teachers and improved academic performance of students. The students’ academic performances were noted to have improved from one semester to another.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the findings, discussions, conclusions reached, and recommendations following the objectives of the study and contribution to knowledge base. It also gives suggestions for further studies.

5.2 Summary of the study

It was found out that the principals are playing a very important an active role in mentoring the teacher, majority of them at 71.0% indicated that they strongly agreed with 26.1% of them agreeing. Majority of the teachers appreciated mentoring by the principal so as to improve academic performance in their assigned subjects with 52.0% of the teachers strongly agreeing and 38.7% of the teachers agreeing. Asked for their opinion on whether mentoring has proved a successful strategy in building capacity and confidence of teachers for improved academic performance, majority of the principals at 52.2% and teachers at 55.1% strongly agreed, 42% of the principals and 37.7% of the teachers agreed. Teachers indicated that they value mentoring candidates in order to improve academic performance in national examination with majority of the respondents at 54.9% strongly agreeing and 42.8% agreeing.
The study established that teachers use mentorship to support slow learning students to improve academic performance with majority of the teachers at 49.7% agreeing, 48.0% of the teachers strongly agreeing. Mentorship of teachers by principals had contributed to the academic performance in their schools, majority of the respondents since 53.6% of the respondents agreed while 46.4% of the respondents strongly agreed. Mentoring students to get good grades came out as one of the most satisfying things for teachers with majority of the respondents at 50.9% of the respondents strongly agreeing and 41.6% of the respondents agreeing.

On principals’ use of monetary incentives in influence academic performance, it was found out that monetary incentives to teachers would have a high chance of realizing improved academic performance of students. Majority of the principals at 63.8% and 50.9% of the teachers strongly agreed, 33.3% of the principals and 46.2% of the teachers agreed. It was established teachers would dedicate more time and coach students if monetary incentives are implemented, majority of the principals at 53.6% and 54.3% of teachers strongly agreed, 37.7% of the principals and 34.7% agreed.

The study found out that teachers will feel more motivated by introduction of monetary incentives and get more committed to improving academic performance. A large proportion of the principals at 50.7% and 48.6% of the teachers indicated that they strongly agreed, 40.6% of the principals and 43.4% of the teachers indicated that they agreed. A cross tabulation analysis showed a positive relationship between monetary incentive as an effective way
in improving academic performance of students and the progressive improvement of students’ performance from one semester to another is a positive one.

It was established that teachers will feel more recognized by the issuance of letters of recommendation whenever their students’ performance improve, a large proportion of the principals at 47.8% and 43.4% of the teachers agreed with 42.0% of the principals and 45.1% strongly agreed. Letters of recommendation to the high performing teachers was found to inspire other teachers to equally strive to improve the academic performance, 65% of the principals and 41.0% of the teachers agreed, 30.4% of the principals and 53.2% of teachers strongly agreed. The issuance of letters of recommendation created fair and healthy competition among teachers to produce students who excel higher in national examinations, 60.9% of the principals 46.8% of the teachers agreed, 34.8% of the principals and 47.4% teachers strongly agreed. A cross tabulation analysis between the issuance of letters of recommendation academic performance showed a positive relationship.

The use of target setting strategy to enable teachers to improve academic performance was established to be effective. In most schools teachers discuss and agree on academic performance targets, majority of the respondents at 50.7% strongly agreed, 42.0% of the respondents agreed, 4.3% of the respondents disagreed while 2.9% of the respondents strongly disagreed. Students’ academic performances have progressively improved from one
semester to another, majority of the principals at 49.3% strongly agreed, 42.0% of the principals agreed, while only 8.7% of the principals disagreed.

It was established that target setting for each teacher can motivate them to put in more efforts to realize their set targets majority of the respondents at 69.6% strongly agreed, 20.3% of the respondents agreed. Majority of the teachers at 48.0% agreed, 43.4% strongly agreed that they felt confident about target setting and urge that it should be advocated for at all levels. Majority of the teachers at 48.6% agreed while 46.8% strongly agreed that they believe that setting targets will propel them to perform to dedicate efforts geared towards improved performance at national examination.

5.3 Conclusion

Based on the findings of the study as summarized above, it can be concluded that the establishment of governance practices is a worthy initiative as it enhances the academic performance of students at the national examination, KCSE.

The first objective was to determine the extent to which secondary school principals’ use mentoring to influence students’ academic performance at Kenya Certificate of Secondary Education level examination in Rachuonyo South District. From the findings, it was concluded that most of the principals are conscious of the benefits of mentoring their teachers and are actually putting it into practice. The teachers appreciated that the mentorship program by the principals is towards having them the academic performance of the students in their assigned subjects.
Teachers recognize mentorship as an effective strategy for enhancing the performance of students in secondary schools. Teachers have a buy in that mentorship is an important strategy for performance improvement and this can really enhance the effectiveness of the strategy. Teachers also value mentoring as a useful strategy for helping students improve their academic performance in the national exams. It was deduced that the teachers are passing down the mentorship to the students. This study further concludes that mentorship has been used as a strategy to help the slow learning students to help them improve their academic performance.

The second objective was to establish the extent to which principals’ use of monetary incentives influence academic performance at Kenya Certificate of Secondary Education level in secondary schools in Rachuonyo South District. From the findings it can therefore be inferred from the findings that monetary incentives can be effective in improving the academic performance of students at the national exams. The teachers would be motivated to dedicate more time and effort to ensure that the students do well in the exams. The improvement of academic performance was actually be attributed to the more time that the teachers would dedicate to coach the students. It can be inferred from the findings that monetary incentives would make teachers feel more motivated and ignite their commitment for improving academic performance.

The third objective was to determine the influence of letters of recommendation by principals to good performing teachers on academic performance at Kenya Certificate of Secondary Education level in Rachuonyo
South District. It can be concluded from the findings that letters of recommendation would inspire other teachers to strive harder to have their students improve their performance so that they can also have this form of recognition. Ultimately this would contribute to improved performance at the national examinations. It can be inferred from these findings that the issuance of letters of recommendation will make teachers to feel recognized and as a result enhance their hard work in them.

Letters of recommendation would create fair and healthy competition whereby every teacher will try to do their best and have their students perform well so that they can get a recommendation. This would have an overall effect of improving the performance of students in the national examinations. It can be inferred from this finding that there is a strong positive relationship between letter of recommendation and the progressive improvement of students’ performance from one semester to another.

The fourth objective was to analyze the influence of principals’ target setting on Kenya Certificate of Secondary Education performance in Rachuonyo South District. It can be deduced that discussion of academic and consensus on the set academic performance is a way of getting the teachers commitment toward the realization of such targets and is very important in improving the performance of students at the national examination. These findings give an indication that there is a strong positive relationship between principals’ target setting and the performance of students at the national examinations.
It can be inferred from this findings that target setting with each teacher will instil a sense of personal accountability and will motivate the teachers into putting more efforts for the realization of such targets. Teachers are strongly convinced that target setting is an effective strategy and should be advocated for at all levels. This is also an indication that target setting has been experimented by the teachers and has turned out as effective way of having an improvement in performance of students at the national exams. Setting performance targets would impel the teachers to devote more time and efforts for the improvement of national examination; ultimately, performance targeting would contribute to improved performance at the national examinations.

5.4 Recommendations

Based on the finding of the study, the researcher wishes to make the following recommendations;

The principals should adopt objectivity and have regular mentorship sessions for teachers as opposed to one off mentorship for the teachers.

The principals should monitor and evaluate the teacher mentorship process, do proper documentation and ensure that there can be learning on what is working, what is not working so as to enhance effectiveness.

The principals and Board of Governors (BOG) should consider initiating and strengthening monetary incentive to subject teachers for improved performance in the national examinations, KCSE.
The Teachers Service Commission (TSC) should consider having a performance based promotion system for teachers to encourage healthy competition for performance improvement in the national examinations.

The Teachers Service Commission (TSC) should consider adopting performance contracting with the teachers for uniform setting of objectives and goal and commitments towards their achievement.

5.5 Contribution to Knowledge base

<table>
<thead>
<tr>
<th>Objective</th>
<th>Contribution to knowledge base</th>
</tr>
</thead>
<tbody>
<tr>
<td>To determine the extent to which secondary school principals’ use mentoring to influence students’ academic performance at Kenya Certificate of Secondary Education level examination in Rachuonyo South District.</td>
<td>The study established that most of the principals are conscious of the benefits of mentoring their teachers and are actually putting it into practice. Teachers appreciate that the mentorship program by the principals is towards having them improve the academic performance of the students in their assigned subjects is effective. Mentorship of teachers is an effective strategy in enhancing the performance of students in secondary schools and is a useful strategy that helps the slow learning students to help them</td>
</tr>
</tbody>
</table>
Mentorship programs for the teachers had a positive influence on the academic performance at the schools.

To establish the extent to which principals’ use of monetary incentives influence academic performance at Kenya Certificate of Secondary Education level in secondary schools in Rachuonyo South District, it was established that monetary incentives is effective in improving the academic performance of students at the national exams. The teachers would be motivated to dedicate more time and effort to ensure that the students do well in the exams if monetary incentives are implemented.

There is a positive relationship between teachers’ dedication of more time to coach the students as a result of monetary incentives and improvement of academic performance. Monetary incentives make teachers feel more motivated and ignite their commitment for improving academic performance.

To determine the influence of letters...
of recommendation by principals to good performing teachers on academic performance at Kenya Certificate of Secondary Education level in Rachuonyo South District. Letters of recommendation inspire other teachers to strive harder to have their students improve their performance so that they can also have this form of recognition. It was noted that the issuance of letters of recommendation will make teachers to feel recognized and as a result enhance their hard work in them. Letters of recommendation would create fair and health competition whereby every teacher will try to do their best and have their students perform better. It was noted that there is a strong positive relationship between letter of recommendation and the progressive improvement of students’ performance from one semester to another.
To analyze the influence of principals’ target setting on Kenya Certificate of Secondary Education academic performance, it was found that discussion of academic and consensus on the set academic performance is a way of getting the teachers’ commitment toward the realization of such targets and is very important in improving the performance of students at the national examination. A strong positive relationship between principals’ target setting and the performance of students at the national examinations.

5.6 Suggestion for further research

This study proposes the following areas of further study:

i. An assessment of the effects of corporate governance practices in secondary school management and administration in Rachuonyo South District.

ii. An investigation into the influence of corporate governance practices on the performance of secondary school board of governance structure in Rachuonyo South District.
iii. A study should be done to establish the barrier to effective teacher mentorship program in secondary schools in Rachuonyo South District.

iv. A study should be done to establish the negative effects of teacher target setting on secondary school students.
REFERENCES


Bils & Klenow, (2000); The teaching commission 2004

Bils & Klenow, (2000); Warrington,2008; Whetton, Twist & Sainsbury, 2000)


(CIPFA/SOLACE,2007)


(Peyton, Morton, Perkins, & Dougherty, (2001)

PSCGT (2000)," Principles for corporate governance in Kenya", PSCGT, Nairobi


APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

Lynet Achieng’ Mollo
Department of Educational Administration and Planning
University Of Nairobi
P.O. BOX 30197
Nairobi

Dear Sir/Madam

Re: Research project

I am a post-graduate student at the University of Nairobi pursuing a master’s degree in Educational Administration. I am carrying out a research on ‘Influence of Principals’ Governance Practices on Students’ KCSE Performance In Secondary Schools In Rachuonyo South District’. The findings in this study are purely for academic purpose in education and possibly put measures in place to improve the current situation. I therefore kindly request you to participate in the study by filling the questionnaires as honestly as possible and to the best of your knowledge. You are therefore asked not to indicate your name or any other form of identification. Confidentiality of respondents is highly respected.

Your cooperation will be highly appreciated.

Yours faithfully,

Lynet Achieng’ Mollo
APPENDIX B

RESEARCH QUESTIONNAIRE FOR PRINCIPALS

The questionnaire intends to establish corporate governance practices you have adopted in your school and their relationship with academic performance at national examination, KCSE.

Section A:

In this section you are required to tick as appropriate

1. Sex: Male [   ]   Female [   ]

2. Year of Service as Principal: 1-5 Years [   ] 5-10 Years [   ] above 10 Years [   ]

3. Have you acquired training on education administration? Yes [   ] No [   ]

Section B

Using the key given, choose by ticking the right alternative that fits your opinion on mentoring of school teachers and its influence on academic performance of students

SD=strongly disagree D= Disagree A= Agree SA= Strongly Agree

<table>
<thead>
<tr>
<th>Aspect of mentoring of school teachers and its influence on academic performance</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 As the principal I take an active role in mentoring teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Mentoring has proved a successful strategy in building capacity and confidence in teachers that has realized performance improvement in our school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Teachers consider mentoring an important strategy that contributes to academic performance improvement in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Mentoring of teachers has contributed to academic performance improvement in our school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aspect of principals’ use of monetary incentives influence academic performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The use of monetary incentives to teachers has high chances of realizing improved academic performance of students.

Teachers can dedicate more time and coach students if monetary incentives are implemented.

Teachers will feel more motivated by introduction of monetary incentives and get more committed to improving academic performance.

**Aspect of letter of recommendation by teachers on students’ academic performance**

1. Teachers feel recognized by issuance of letters recommendation whenever their student’ academic performances improve.
2. Issuing letters of recommendation to high performing teachers will inspire other teachers to equally strive to improve the academic performances.
3. Issuance of letters of recommendation will create fair and healthy competition among teachers to produce students who excel higher in national examinations.

**Aspect of principals’ target setting on teachers to improve academic performance**

1. In our school, the teachers discuss and agree on academic performance targets.
2. We have noted that students’ academic performances have progressively improved from one semester to another.
3. Target setting for each teacher can motivate them to put in more efforts to realize their set targets.
APPENDIX C

RESEARCH QUESTIONNAIRE FOR TEACHERS

The questionnaire intends to establish corporate governance practices you have adopted in your school and their relationship with academic performance at national examination, KCSE.

Section A:

In this section you are required to tick as appropriate

1. Sex: Male [ ] Female [ ]

2. Year of Service as Teacher: 1-5 Years [ ] 5-10 Years [ ] above 10 Years [ ]

3. Have you acquired training on education administration? Yes [ ] No [ ]

Section B

Using the key given, choose by ticking the right alternative that fits your opinion on mentoring of school teachers and its influence on academic performance of students

SD=strongly disagree D= Disagree A= Agree SA= Strongly Agree

<table>
<thead>
<tr>
<th>Aspect of mentoring of school teachers and its influence on academic performance</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 As a teachers I appreciate mentoring by the principal so as to improve academic performance in my assigned subjects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 I value mentoring candidates in order to improve academic performance in national examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 In my classes I use mentoring to support slow learning students to improve academic performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Mentoring students to get good grades is one of the most satisfying things for me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aspect of principals’ use of monetary incentives influence academic performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The use of monetary incentives to teachers has high chances of realizing improved academic performance of students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teachers can dedicate more time and coach students if monetary incentives are implemented.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teachers will feel more motivated by introduction of monetary incentives and get more committed to improving academic performance.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Aspect of letter of recommendation by teachers on students’ academic performance**

<table>
<thead>
<tr>
<th></th>
<th>Teachers feel recognized by issuance of letters recommendation whenever their students’ academic performances improve.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Issuing letters of recommendation to teachers in whose subjects students have performed well will inspire other teachers to equally strive to work harder.</td>
</tr>
<tr>
<td>3</td>
<td>Issuance of letters of recommendation will create fair and healthy competition among teachers to adequately prepare students for national examinations</td>
</tr>
</tbody>
</table>

**Aspect of principals’ target setting on students to improve academic performance**

<table>
<thead>
<tr>
<th></th>
<th>I consider setting performance targets for every teacher a useful strategy to help achieve higher grades at national examination.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>I believe setting targets will propel me to perform to dedicate efforts geared towards improved performance at national examination.</td>
</tr>
<tr>
<td>3</td>
<td>Whenever I teach I find it a noble practice to set targets for myself in order to direct my activities.</td>
</tr>
<tr>
<td>4</td>
<td>I am confident about target setting and this should be advocated for at all levels.</td>
</tr>
</tbody>
</table>
APPENDIX D

AUTHORIZATION LETTER

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213475, 2541346, 254-010-2673550
Mobile: 0713 781 787, 0735 404 245
Fax: 254-010-2213215
When replying please quote
secretary@ncst.or.ke

Our ref: NCST/RCD/14/013/974

Date: 7th June 2013

Lynet Achieng’ Mollo
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated 31st May, 2013 for authority to carry out research on “Influence of principals’ practices on students’ Kenya Certificate of Secondary Education performance in secondary schools in Rachuonyo South District, Kenya.” I am pleased to inform you that you have been authorized to undertake research in Rachuonyo South District for a period ending 31st July, 2013.

You are advised to report to the District Commissioner and District Education Officer, Rachuonyo South 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. RUGUTTI, PhD, HSc.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Rachuonyo South District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."
APPENDIX E

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:  
Professor Miss Institution
Lydia Acheng Moko,  
(Address) University of Nairobi
P.O. Box 30-50102, Kikuyu
has been permitted to conduct research in

Location: Nkuru South District, 
Nairobi, Province

the aspect influence of principal attributes on students Kenya Certificate of Secondary Education performance in secondary schools in Nkuru South District, Nairobi.

Applicant's Signature

[Signature]

NOTES:

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit. 

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (four) bound copies of your final report for Kenyans and non-Kenyans respectively.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

[Signature]

[Signature]
APPENDIX F

MAP OF RACHUONYO SOUTH DISTRICT
APPENDIX G

LIST OF SCHOOLS INVOLVED IN THE STUDY

1. Adega
2. Agape
3. Angino
4. Agoro Mixed
5 Agoro Sare High
6 Atela
7 Bishop Linus
8 Blogss
9 Buoye
10 Danhill
12 Danish Obara
11 Dol
13 Dudi Girls
14 G.E.B
15 Gangre
16 Gideons
17 God Agulu
18 God Ber
19 Got-Rateng’
20 Harambee
21 Kachieng’ Mixed
22 Kakelo Mixed
23 Kalando
24 Kandegwa
25 Karabok
26 Kilusi
27 Kojwach
28 Kokwanyo
29 Kolweny
30 Kotienditi
31 Kotieno
32 Kowidi
33 Kwoyo Kotieno
34. Lady Sharon
35 Luanda
36 Misambi
37 Mithui
38 Mititi
39 Nyabola Girls
40 Nyagowa
41 Nyahera Girls
42 Nyamwaga
43.Nyandiwa
44.Nyang’iela
45.Nyasore
46 Nyatindo
47. Ober
48 Obisa
49.Ogilo
50 Ombek
51 Omiro
52 Opana
53.Orera
54.Othoro
55.Owiro
56 Oyugis Sec
57.Pala
58 Ponge
59.Ringa Boys
60 Ringa Girls
61 Saye
62 Siany
63 SinoS.D.A
64 St. Annes
65 St. D. Nyawango
66 St. Georges
67 St. Nyalgosi
68 St. P. God Agak
69 St. P. Nyabondo
70 St. Pauls
71 St. Vincent
72 Wang’apala
73 Wire Mixed
74 Yala Kotieno