INFLUENCE OF TEACHERS STRIKES ON STUDENTS ACHIEVEMENT IN SECONDARY SCHOOLS IN BUNGOMA COUNTY, KENYA

BY

WAMBHEYE KIMWELI MARAKIA

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DECLARATION

DECLARATION BY THE CANDIDATE:

I declare that this research project is my original work and has not been presented for any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words) graphics, pictures or tables have been borrowed from other sources, including the internet, they are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

WAMBWEY KIMWELI MARAKIA  
DATE

E55/CE/23015/2010

DECLARATION BY SUPERVISORS:

This research project has been submitted with our approval as university supervisors.

DR. THADDEAUS O. RUGAR  
Lecturer  
Department of Educational Management,  
Policy and Curriculum Studies  
Kenyatta University  
DATE

DR. JACKLINE K. NYERERE  
Lecturer  
Department of Educational Management,  
Policy and Curriculum Studies  
Kenyatta University.  
DATE
DEDICATION

To my wife Josephine, Deborah (Our Daughter) and Nathan (our Son).
ACKNOWLEDGEMENT

This research project is what it is today, because of the guidance, instruction and support I received from various people and institutions. Special thanks go to my University supervisors Dr. Thaddeus Rugar and Dr. Jacklyne Nyerere for their comments, criticism, suggestions and encouragement. Secondly I want to thank Lecturers in the department of educational management, policy & curriculum studies for enabling me to realize my dream. Third, I also extend my sincere appreciation to my fellow students and friends at Kenyatta University for the academic and moral support we shared while together, to me they were more than friends. Fourth, Jeremiah Marakia, Elizabeth Muthoka, Mr and Mrs Musiomi for offering me accommodation during my studies in Kenyatta University. Finally I want to thank the Mwiruti Girls Secondary school staff and all those groups of people I have not mention by name, I say, please accept my sincere appreciation and may God bless you mightily.
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<tr>
<td>BOM</td>
<td>Board of Management</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya certificate for secondary examination</td>
</tr>
<tr>
<td>KNUT</td>
<td>Kenya National Union of teachers</td>
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<tr>
<td>KUPPET</td>
<td>Kenya Union of Post Primary Education Teachers</td>
</tr>
<tr>
<td>MoEST</td>
<td>Ministry of education science and technology</td>
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<td>OFSTED</td>
<td>British Office for Standards in Education</td>
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ABSTRACT

Teachers’ strikes in Kenya have been reported as far back as 1962. Since then, there has been an increase in the frequency and number of teachers’ strikes in recent years. The increase in the teachers’ strike in Kenya has led to renewed attention to the effects these labour disputes have had on students’ academic achievement. While strikes have undoubtedly disrupted the child care function of school in the country, there have been few empirical studies of the potential academic effects of strikes. This study adopted descriptive survey design and used Kenya Certificate for Secondary Examination (KCSE) test scores from 2003 to 2012 and several different statistical models to study the effects of teachers’ strikes on student academic achievement, the researcher was able to find a statistical relationship between the incidence of teacher strikes or their duration and their effect on student performance in Kenya Certificate for Secondary Examination (KCSE) tests. This result statistically agrees with early research carried out by early researchers. Another part of this project found out other causes of poor performance in Kenya Certificate for Secondary Examination (KCSE) test scores from 2003 to 2012 in Bungoma county. The target population consisted of 275 secondary schools with about 3678 teachers, 275 Principals, KNUT, KUPPET officials, and Education officers in Bungoma County.
CHAPTER ONE
INTRODUCTION

1.0 Introduction
This chapter discusses the background to the research problem, study question and objectives. The purpose and significance of the study, its scope and limitation have also been described. Finally the theoretical and conceptual framework guiding the study is described and operational terms are defined.

1.1 Background to the Study
Teacher strikes and labor conflicts create a difficult, time consuming, and emotionally strained environment for school leaders (Vesneske, 2007). Unions have been known to represent primary and secondary school teachers in many countries. Previous studies by (Johnson; 2009, Baker; 2011) have shown how teacher unions impact student achievement. Much of this research focused on how unionism affects the production of education, through changes in curriculum, changes in the allocation of resources and changes in the incentives. What is known about the impact of strikes on student achievement is very less (Baker, 2011) although strikes can have a multitude of effects, including creating major inconvenience for parents, the more often cited impact in the crusade against the teachers’ right to strike is on student learning. The logic here is simple: students can’t learn if they are not in school. In fact teachers’ right to strike is often portrayed as a threat to children’s right to learn. Several studies from a series of Pennsylvania teacher strikes in the early 1980s found that school strikes had a negative effect on both student attitudes toward school and their achievement in school intensive subjects such as math and science (Caldwell & Jeffreys, 1983). Although later studies (Thornicroft, 1994; Zirkel, 1992) question the conclusions of the earlier authors; they note that the impact of school strikes on
student academic progress is inconclusive, not necessarily inconsequential. For example, although no direct cause and effect was claimed per se, (Thornicroft, 994) acknowledged that most strikes are undertaken by labor unions during collective bargaining. The object of collective bargaining is to obtain a contract (an agreement between the union and the company) which may include a no-strike clause which prevents strikes, or penalizes the union and/or the workers if they walk out while the contract is in force. The strike is typically reserved as a threat of last resort during negotiations between the company and the union, which may occur just before, or immediately after, the contract expires.

In Kenya, the right to strike is recognized and guaranteed by the Constitution of Kenya (2010) under section 41 of the republic of Kenya. Teachers in Kenya have had the legal right to strike since 1962 and they have exercised this right regularly. Between 1962 and 2013 there have been at least 13 teacher strikes that lasted almost 92 instructional days. There were two token strikes staged between March 19th -20th, 1962 covering Nairobi, in which two instructional days were lost. Another strike was held on March 26th-27th, 1962 two instructional days were lost and strike covered Machakos, Kiambu, Murang'a, Taita, Nakuru, Kisii and Central Nyanza. This was followed by a national strike on September 18th to October 11th, 1962 in this stand-off eighteen instructional days were lost. The second national strike took place from October 11th, 1965. The third national strike took place from November 1st-3rd, 1966. The fourth strike was staged from November 4th -11th, 1969. The teachers went on another strike in October 1997 demanding a 300 per cent pay rise. In October 1998, the teachers were on the streets again, protesting the government's refusal to implement pay rises awarded by a presidential committee the previous year. The teachers went on strike again in October 2002 for more than two weeks to demand an
outstanding salary increment, which they won in 1997 after the teachers, paralyzed the education system. Learning was again paralyzed in January 2009 leaving 19,000 primary schools countrywide and more than eight million children affected. More than 1,500 P1 A-level teachers converged in Nairobi in March 2010 to begin a strike intended to force the government to promote them and pay salary arrears dating back 14 years. Members of the 6,000-strong P1 A-level Teachers Pressure Lobby camped at the Knut headquarters and vowed to stay there until their demands were met. Teachers again downed their tools in September 2011 lamenting inadequate staffing which, according to their union, affected the quality of teaching especially with the influx of students since the introduction of free primary education in 2003. The strike of September 2012 lasted for twenty-three instructional days, to mitigate on the effects of the strike; the Cabinet directed that the school term be shifted by 3 weeks to ensure that students are not adversely affected by the work stoppage of the teachers. another strike was staged in 2013. In all this industrial action, at least 92 instructional days were lost. social effects of the Kenyan teachers’ strike include Teens’ pregnancies due to free time among the leaners who meet on their own without supervision of teacher, worsening of teacher’s relationship with the community. The Economic effects include high taxes due to increased wage bill.

This study examines the impact of teacher strikes on student achievement in National examination in the Bungoma County of the republic of Kenya.

1.2 The Statement of the Problem

It is noteworthy that cases of teachers’ strikes have been reported as far back as 1962. Since then, there has been an increase in the frequency and number of teachers’ strikes in recent years. The increase in the teachers strike activity has led to renewed attention to the effects of these labor disputes have on students’ academic
performance. While teacher's strikes have undoubtedly disrupted the teaching in schools, there have been few empirical studies of the potential academic effects of strikes in Kenya. Kenyan education stakeholders have claimed that strikes have an adverse impact on student achievement. However, they have produced no evidence to support this claim. Because many students lose learning time over the striking period and some students need more time on task to master content which is useful during examination, many of this strikes happen during the crucial months of KCSE preparation. The commitment and determination of Kenya government to provide education as a means of developing human resource cannot be overlooked. Over the years, the government has made several policy pronouncements and institutional changes aimed at improving the quality of education. According to Republic of Kenya (2005) the Kenya government spends over 34% of its annual budget on education. However, there is little evidence that this increased expenditure on education has resulted to good KCSE performance. It is against this background that it became necessary to investigate the influence of teachers strike on KCSE achievement.

1.3 The Purpose of the Study
This research investigated and established the influence of teacher's strikes on student performance in the national examination in secondary schools.

1.4 Research Objectives
The main objective found out how teachers strike affected student performance in secondary schools. The study aimed at studying the performance of students in KCSE after the teacher's strike; the specific objectives of the study determined;
i. The relationship between teachers strikes duration and KCSE performance.

ii. How performances varied with students in different school categories.

iii. Other effects of teachers strike actions on students.

1.5 Research Questions

The study answered the following questions:

i. Do teacher's strikes duration affect KCSE performance?

ii. Do this performance vary among students in different school categories?

iii. What are other effects of teachers strike actions on students?

1.6 Significance of the Study

This study provides valuable insights to the government, teachers, development partners and the communities on the effects and challenges of work stoppage. The findings of the study provide the Ministry of Education and those involved in education with data on how to deal with work stoppage in schools. In turn, the Ministry of Education is in a position to analyze these strategies and establish their effectiveness, in order to take effective measures regarding how to deal with future teachers' strikes. By investigating the challenges brought by the strikes, the government is likely to be in a position to come up with strategies to deal with the teachers' strikes more effectively.

The study helps the society to understand the contribution made by the teachers and therefore be part of raising their social and economic status of the teachers by recognizing their role in the national development and therefore be at the forefront in enhancing ways through which attractive condition of service can be provided.
The study is beneficial to teachers because if the recommendation of this study is implemented the challenges they face on the ground as far as the strikes are concerned will be dealt with and teachers will be left more motivated with high morale. The end result would be to improve the quality of secondary education in the country.

This study is beneficial to scholars, researchers and organization that might have an interest in developing the research in teacher’s strikes and student’s achievement further.

1.7 The Scope of the Study

The study investigated how teachers strike affects secondary school performance in Bungoma County. Data was gathered from principals, teachers, and trade union and Educational officers from the county. There are many stakeholders involved who were not included namely, officers serving at the headquarters; Members of the Board of governors were not included in this study because of the inadequacy of time and resource limitation.

1.8 Limitations and Delimitation of the Study

In data collection, the study relied on questionnaires, which included self-assessment interviews to Education and Union officials. As pointed out by Sharma (2008), research has shown that individuals tend to over-rate themselves on desirable traits and under-rate themselves on undesirable traits. This means that some Education and union officials may over-rate themselves, which may lead to the wrong conclusion about the effect of strikes in secondary schools in Kenya.

This study should be carried out in both primary and secondary to improve its validity. Since the study was carried out with a sample of public secondary school in Bungoma County, the findings of the study was limited to this population and may
not be generalized to all Kenyan schools. Any generalization to other populations may be made with dire considerations of the population’s characteristics and norms of such populations.

1.9 Assumption of the Study

The study was carried out on the basis of the following assumptions:

i. That all the respondents would give genuine, truthful, and honest responses to the questionnaires.

ii. That all teachers involved have participated in a teachers strike recently.

1.10 Theoretical Framework

The study was based on the production function theory. An education production function is an application of the economic concept of a production function to the field of education. It relates various inputs affecting a student’s learning (schools, families, peers, neighborhoods, etc.) to measure outputs including subsequent labor market success, college attendance, graduation rates, and, most frequently, standardized test scores. The original study that eventually prompted interest in the idea of education production functions was by a sociologist, James S. Coleman. The report (Coleman et al., 1966) concluded that the marginal effect of various school inputs on student achievement was small compared to the impact of families and friends. Later work, by (Hanushek, 1979), and other economists introduced the structure of "production" to the consideration of student learning outcomes. According to Psacharopoulos and (Woodhall, 1985) the theory states that production is the process that transforms inputs into outputs. Therefore there is a relationship between inputs and outputs in education. (Psacharopoulos and Woodhall, 1985)
regard school as a production unit which receive input process them into outputs. The Inputs are financial, human and physical resources as well as students.

The (World Bank, 1980) distinguishes between outputs in the sense of achievement of students which refers to knowledge, skills behavior and attitudes measured by tests and examination results. A simple production function of education would be:

\[ A = f(T, B, E \ldots) \]

Where,  
A= Achievement  
T= Teacher  
B= books  
E = equipment  

(Psacharopoulos and Woodhall, 1985:15)

The quality of output can be measured using examination scores as a test of attainment as has been done Kenya where scores in KCSE taken at the end secondary schooling (MoEST, 2002). Thus, the production function framework, the inputs can be linked into student achievement of performance.

In this study the specific measures of outputs are the grades attained by the students in the KCSE a national examination taken by fourth form. The problem with the input measures are the qualitative dimensions which are hard to define and difficult to measure. Teacher as the input will been used. Output is then measured by result examination of given students. Examination results provide as easy way to compare performance and achievement. A good school is judged by its production of high scores in examination and it is these scores which will be used in this study. This is because tests are the best known and acceptable measure of achievement.
1.11 Conceptual Framework

Adeyemi (2008) argued that the education system is a productive system that has outputs. The outputs are generally defined in terms of students’ test scores, which denote academic achievement (Worthington, 2001). According to Wobmann (2004), student achievement is produced by several inputs in the educational process. Such inputs include but are not limited to student’s family background characteristics, class size, availability of teaching and learning materials, and teacher characteristics. The teacher as an input is the principal factor in education provision and thus affects the quality of education in a significant way. According to Ankomah, Koomson, Busn and Oduro (2005), teacher factors that have an effect on academic achievement include the number of teachers on post, teacher pupil ratio, teacher qualifications and the personal characteristics of the individual teacher. The personal characteristics include academic qualifications, pedagogical training, content training, aptitude, and years of service/experience. A teacher brings these characteristics to class to facilitate the learning process. The extent to which other inputs can improve the student achievement is directly related to the extent to which teachers effectively use the inputs to improve the teaching and learning process. This study therefore sought to investigate the influence of teachers strike on the academic achievement of secondary schools in Bungoma County.
Figure 1.1 Conceptual framework for the study

- Student’s family background characteristics
- class size,
- availability of teaching and learning materials

- Teachers absence from school
- teachers on post,
- teacher pupil ratio,
- teacher qualifications and
- the personal characteristics of the individual teacher

**Inputs**

**Schooling process**
- Organization
- Time management
- Motivation

**Students Outcome**
- Performance
- Transition
- Employment

**School results**
- KCSE
1.12 Operational Definition of Terms

Teacher: One who teaches or instructs; one whose business or occupation is to instruct others; an instructor; a tutor

Performance: This is the act of doing something successfully. For operational purposes, performance is defined as the scores attained in examinations.

Strike: A work stoppage by union members that is endorsed by the union and that follows the legal requirements for striking. A work stoppage undertaken in support of a bargaining position or in protest of some aspect of a previous agreement or proposed agreement between labor and management. Also called "official industrial action."

Secondary school: refers to post primary institution in which students receive regular instructions for four years from form 1-4
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0 Introduction
This chapter presents a review of related literature in the research problem. Studies carried out on the effects of teachers' strikes on the performance in around the world. The literature will be reviewed in four sub sections; namely: student performance and teachers strike, teachers' strikes in Kenya, teachers characteristics, Socio-economic status and academic achievement of students, examinations performance, type of school and academic performance.

2.1 Student Performance and Teachers Strikes
Baker (2011) compared how standardized test scores rose between grade 3 and grade 6 for students who lost instructional time because of the Ontario strikes, and for students who were Unaffected. Baker found that if the strike happened when a student was in grade 2 or 3, their scores rose by slightly less. But if the strike happened when the student was in grade 5 or 6, their scores rose by a whole lot less. Scores for strike-affected fifth-graders were a full 3.8 percent lower than those for fifth-graders in schools and grades not affected.

David Johnson (2009) studied the same Ontario strikes and found that they hurt student achievement. Like Baker, he found only small effects for students for whom the strike occurred in third grade, but large effects if the student was in sixth grade. In the latter case, the percentage of students getting a passing score on math standardized tests fell by 0.21 percentage points per day, and the percentage getting a non-failing score across all tests fell by 0.10 points per day. The effects were much more dramatic in poorer and more socially disadvantaged school districts, where overall passing
scores went down by 0.35 points per day. Given that strikes typically last a week or more, these results can add up. A nine-day strike, for instance, reduces Passing rates 3.15 percentage points.

The recent study to find no significant results from teacher strikes was conducted by Harris Zwerling (2007), a researcher at the Pennsylvania State Education Association, the state’s largest teacher’s union. That study compared Pennsylvania school districts that experienced strikes to those that didn’t, he found no difference in outcomes once one controls for demographics and years of teaching service; this is much the same methodology as the Ontario studies. One could argue that because the study focused on U.S. schools rather than Canadian, Belgian or Kenya ones, it is more directly relevant.

Zirkel (1992) published a comprehensive review of the empirical literature regarding the effects of teachers’ strikes. Although he found a few studies that suggested a negative impact of teachers’ strikes, he concluded that “contrary to the common conception, teacher strikes do not have a marked effect on the attitudes, attendance, and achievement of public school students.

Thornicroft (1994), published a study of the impact of teacher strikes on Ohio public school students using data from 1984-1990. He concluded: “The foregoing results suggest that strikes, at least in Ohio over the period in question, did not have any meaningful impact on student achievement as measured by standardized test scores despite the lack of evidence indicating teachers’ strikes produce lasting negative academic consequences, some policymakers and think tank analysts continue to cite these putative effects as part of their rationale for restricting or eliminating the right to strike.
Study by Hanushek et al (2005), suggesting that standardized test scores correlate with higher education achievement, lifetime earnings and more. So if the strike ends up hurting student scores, it could affect their lives for years into the future.

Getting a vacancy in schools with a track record of good academic performance is not easy in Kenya. The Kenyan educational system is exam-oriented, and cases of exam cheating are on the increase – for example in the Kenya Certificate of Primary Education (KCPE), 1835 candidates had their results cancelled in 2008 while in 1904 candidates had their results cancelled in 2009 for cheating (The Daily Nation, 30 December 2009:2).

Our current education system encourages rote memorization of the content. When students have memorized selected knowledge, then they will be given a one-day test, based on dictionary definition which will influence employment opportunities for the rest of their life. Currently, the typical employer in Kenya appears to want employees with dictionary knowledge, not Visionaries (Schofield, 1999). This is seen in the practice of job advertisements, which stipulate only academic qualifications as criteria for eligibility. In addition, being visionary cannot be measured and no form of certification is issued for this trait.

2.2 Teachers Strikes in Kenya

Kenya Ministry of education requires schools to make up lost time due to teacher strikes at the end of the School year, (The Daily Nation 26 September 2012) Education Minister said “It is important for all of us to appreciate Article 53 of the Constitution that notes ‘a child’s best interests are of paramount importance in every
matter concerning the child” and since they lost considerable amount of time, consultations have been held and agreed upon the new school and exam dates.”.

(The Daily Nation 26 September 2012) commented that Learners had lost three weeks of learning and it would be unfair to say that they were learning on their own. There was no contact between them and their teachers as it is required.

According to Nkando, (2010) the teacher is the chief facilitator in education delivery making sure the learning is efficient and its outcome effectively contributes to building the knowledge-based economy. Among all other educational factors, the teacher makes the greatest difference in the outcome of the student’s learning process. Teachers are the building blocks of the foundation for social and economic development of the knowledge era nation. Thus, countries need to re-work their education policies to give the modern teacher more support to create a generation of learners who can make a meaningful contribution in building the knowledge-based economy.

Miller et al (2007) found that Teacher absences negatively affect student achievement in less direct ways. For example, teacher absences may inhibit attempts by school faculties to implement consistent instructional practices across classrooms and grades. Common planning time, during which teachers may collaborate on improving instruction, is often so scarce that even low rates of teacher absence could almost completely undermine its purpose. Note that this mechanism implies that a teacher’s absence not only impacts negatively on the students he or she directly works with, but also on the students taught by the teacher’s colleagues.
Away through which teacher absences may affect student achievement is through the creation of discontinuities of instruction, the disruption of the regular routines and procedures of the classroom (Turbeville, 1987). Students may have difficulty forming meaningful relationships with multiple, mobile substitutes, and even if substitutes deliver brilliant isolated lessons, they may not be able to implement a regular teacher’s long-term instructional strategies. Furthermore, substitutes’ lack of detailed knowledge of students’ skill levels makes it difficult for them to provide differentiated instruction that addresses the needs of individual students.

Good teachers produce good students (Rice J.K., 2003). MoEST (2001) gives the quality of a good teacher as the one who is competent in his/her subject and continuously update him/herself; One who relates well with school administration; a role model; one with ability to appreciate the students and at all-time listen to them and motivate them to do her best and finally the one who provides a conducive learning environment. Studies by (Hanushek, 1981; Greenwald, Hedges & Laine, 1996), focused on factors that impact on student achievement, the main goal of this research program was to predict student achievement on standardized tests from the resources held by students, teachers, schools and others. Key resources were seen to include students’ family background and socioeconomic status, district financial commitments to teacher salaries, teacher-pupil ratios, other material resources, classroom and teacher characteristics. Studies focusing specifically on teacher characteristics and student achievement employed two approaches, sometimes in combination, to measure the resource teachers bring to classrooms. In the first approach, information about teacher preparation and experience was collected and used as a predictor of student achievement. Key measures here included teacher
education level, certification status, number of post-secondary subject matter courses taken, number of teaching methods courses taken, and years of experience in classrooms. By using such measures, researchers implicitly assumed a connection between formal schooling and employment experiences and the more proximate aspects of teachers' knowledge and performance that produce student outcomes. Reviews of this work have disputed the extent to which variables like teacher preparation and experience in fact contribute to student achievement. (Beagle 1972, 1979; Greenwald, Hedges, & Laine, 1996; Hanushek, 1981; 1996.

Many factors such as lack of facilities in school, lack of teachers, indiscipline, unfavorable home environment, low intelligence, anxiety, the pupils' need to achieve and so have been found to cause poor academic performance (Cantu, 1975; Maundu, 1980; Osire, 1983; Bali et al., 1984; Ndirangu, 2007).

The value of socioeconomic factors for predicting academic achievement seems to be especially supported by research. White (1986) indicates the existence of a relationship between socioeconomic status and academic achievement. White (1986) in a Meta-analysis of 620 correlation coefficient from 100 students indicates that a definite relationship exists between socio-economic status and academic achievement. He noted that the frequency obtained correlation ranged from 0.10 to 0.70 that is positive relationship which means as one factor increases the other also increases. Research works have shown that the nature of parental discipline affects academic output of children (Aroma, 2003). Parents in their bid to discipline their children have been found to be authoritative, democratic or permissive. Children whose parents are authoritative more than not leave in constant fear of such parents and May most likely
transfer such a fear to significant others in the school environment. Such children have low self-worth, insecurity, and may find it difficult to consult with teachers. Walter (1998) asserts that many individuals who might have done nation proud in different fields have been forced into uninspired careers due to unavailability of financial resources. Such individuals are forced out of school and made to engage in hawking, selling packaged drinking water and the likes so as to save money for their school expenses. Most of the time, they cannot afford instructional materials, and are always at the mercy of examiners during examination period. The persistence of this in the life of an individual student may spell doom for his academic success.

2.3 Type of School and Effect of Strike Academic Performance

In 2005, researchers at Cambridge University carried out a 4 year study of gender differences in education. They investigated hundreds of different schools, representing a wide variety of socioeconomic and ethnic backgrounds, seeking to find strategies which improved the performance of both boys and girls. They did not analyze documents only; they intervened with originator that they grafted into less successful schools. The researcher found out that single sex classroom was remarkably effective in boosting girls' performance. Given that type of school was significant in developed countries, there is a need to consider the situation in a developing country such as Kenya. The present study will elicit such information. Other studies done in England, Australia and Jamaica revealed that single-sex schools did much better than coeducational schools. This study concluded that it would be that "it would be possible to infer from the findings that, in order to maximize performance, public schools should have about 180 pupils per cohort, or year, and be single sex schools (Gordon, 2000; Dean, 1998; Hamilton, 19885)."
A large Australian study of 2001 by The Australian Council Educational Research compared the performance of students at single-sex and coeducational schools. Their analysis, based on six years of study of over 270,000 students, in 53 academic subjects, demonstrated that girls who were educated in single-sex classrooms scored an average of 15 to 22 percentile ranks higher than girls in coeducational settings. The report also documented that “girls in single-sex schools were more likely to be better behaved and to find learning more enjoyable and the curriculum more relevant.” They also reported that coeducational settings are limited by their capacity to accommodate the large differences in cognitive, social and development growth rates of girls aged between 12 and 16.

In 1998, the British Office for Standards in Education (OFSTED) tested whether socioeconomic variables might account for the superior performance of students in single-sex schools. They examined test results from 800 public schools, single-sex and coeducational. OFSTED found that the superior performance of students in single-sex schools cannot be accounted for by socioeconomic factors, but appears to be a direct result of single-sex education. They also found out that students in single-sex schools have a significantly more positive attitude towards learning (Dean, 1998). One question that readily comes in mind is whether the type of school accounts for poor performance in national examinations.

2.4 Summary and Gaps

Teachers strikes lead to teachers absence in school and there by instructional time is lost. This strikes hurt student achievement in examination scores. Also to be noted is socio-economic status of the student affect academic achievement. Children from poor families rely entirely on the teacher for guidance and in the absence of the teacher academic achievement are affected.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The chapter outlines the research design, study area, study population, the sampling procedures, sampling techniques, sample size, research instruments, and validity of the research instruments, reliability of the instruments, data collection, data analysis, ethical considerations and summary.

3.1 Research Design

The study adopted a descriptive survey design. A descriptive research presents the state of affairs, as they exist (Combo and Tromp, 2006). Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). It can be used when collecting information about people’s attitudes, opinions, habits or any of the variety of education or social issues (Kombo and Tromp, 2006). The design was considered appropriate for the study because according to Kothari (2004) survey is concerned with describing, recording, analyzing and reporting conditions that exist or existed. Kirlinger (1993) argues that survey method is widely used to obtain data useful in evaluating present practices and providing the basis for the decision. In this study, the researcher used data collected on the performance of student and described the situation as it was. Hence the descriptive survey design was the most appropriate. Data for the study was collected using questionnaires and interview schedules and document analysis.
3.2 Location of the Study

Kamani and Karagu (1995) points that gaining familiarity with the research locale help the acceptance. Singleton (1993) noted that the idea for the study should be easily accessible to the researcher and should be that which permits instant rapport with the informants hence the choice of Bungoma County.

Bungoma County is located in Western Kenya along the border with Uganda, and borders Busia, Kakamega and Trans Nzoia Counties. The County has a Population of 1,630,934 (as projected 2009). The Number of institutions by 2013 according to the ministry documents was 804 Primary schools 275 secondary (The schools to Present candidates for KCSE in 2014) and 40 Tertiary. In 2007 the total primary enrollment was (400,407) and the Total Secondary’s school Enrollment was (41,310). Bungoma covers 3,032.2 sq. KM. the population density is 453.5.

3.3 Study Target Population

The target population is defined as all the members of the real or hypothetical set of people, events or objects which the researcher wishes to generalize the research study (Borg and Gall, 1989). The population consisted of all the 275 secondary schools with a total of about 3228 teachers (2155 male and 1083 female) 275 Principals, KNUT and KUPPET officials and Education officers in the county.

3.4 Sampling Technique

Since the study cannot be conducted in all the total number schools in Bungoma County, a representative sample was selected for the study. A number of scholars suggested various ways of arriving at a representative sample of the study. It is
however generally agreed the larger the sample, the smaller the error. According to Gay (1992), a minimum sample of 10% is considered adequate of the large population.

Stratified random sampling was used to select 28 schools. A total number of schools in Bungoma County were first grouped in terms of mixed schools and single sex schools then according to academic performance which was obtained from the county education office. The schools were put in two different categories each with two levels: Single sex schools (day and boarding) and mixed schools (day and boarding). The categories was controlled according to school performance in 2012 K.C.S.E examinations. A school whose mean score was above 5.0 was considered best performing; otherwise it was considered as a poor performing school. To ensure that schools from all categories were well represented, stratified sampling was used in the selection. From the best performing schools in each stratum, fourteen schools (three single boarding, three mixed sex boarding two single sex day and boarding, two mixed sex day and boarding one single sex day and three mixed sex day schools) and fourteen poor performing schools (three single boarding, three mixed sex boarding two single sex day and boarding, two mixed sex day and boarding one single sex day and three mixed sex day schools) were selected randomly by folding small papers containing names of the schools, mixing them thoroughly in a container and picking one at a time.
3.5 Sample Size

The main factor to consider in determining the sample size is the need to keep it manageable enough. This was to enable the researcher to derive from its detailed data at an affordable cost in terms of time, finances and human resources (Warwick and Lininger, 1975). Since it was practically impossible for the researcher to access all the schools in the county, only a manageable accessible population of secondary schools was used. The use of different types of schools was adopted so as to provide a representative sample of the school population from Bungoma County. This was because there are claims that students in these different settings perform differently in academic work. A total of 28 schools in the county were used in the study. This presented approximately 10% of the 275 schools in the county, which is a large sample (Kerlinger, 1983).

3.6 Research Instruments

The researcher used questionnaires for teachers of Bungoma County, because they could cover a wide area, they could be used on large numbers of respondents, confidentiality was upheld and it saves time (Kombo and Tromp, 2006).

Interview schedules were used for the Education officials, KNUT and KUPPET officials they are the main organizers of the strikes. They are in a better position to explain the Genesis of the teachers’ strikes in the country at large.

3.6.1 Questionnaire

Questionnaires as tools of research are widely used in educational studies to get information about current conditions and practices and to make inquiries concerning attitude and opinions quickly and in a precise manner (Lovell and Lawson 1970).
Both open and closed ended questionnaires were administered to the principals and teachers. Closed-ended questions were used to obtain personal and specific details from respondents while open-ended questions were used where explanations and personal opinion was being sought. Section B of the questionnaire sort to answer the research question one and two while section C answered research question three. This was shown in Appendix I.

3.6.2 Interview Schedule

Interview schedules with relevant questions were prepared. Individual interviews were used to obtain data on the effects of teachers' strikes on education in Bungoma County.

According to Koul (1993), interview method is often superior compared to other research tools. Once a rapport has been established and confidence assured, certain confidential information can be divulged that would otherwise have escaped the researcher (Patton, 1990). In addition, follow up can be made on incorrect or incomplete answers to certain questions and the interviewer has the opportunity to gauge the sincerity of the respondents' information (Koul, 1993; Patton, 1990). This was shown in Appendix II.

3.6.3 Document Analysis Guide

Document analysis involves reviewing the contents of the target documents with the aim of adducing some relevant secondary data (Leedy, 1974). This technique was used to derive data on academic performance from the teachers' progress records. This was to ensure that the researcher obtains information on academic performance.
Information obtained from Education officials, KNUT and KUPPET offices, journals and publications, library research and literature from both published and unpublished sources. These sources of information blend and provide a crucial basis on background information, theoretical framework and literature review. This was shown in Appendix III.

3.7 Piloting
The researcher conducted a pilot survey to test the instruments of the study. The pilot was done in three schools in the area of the study but the school was not part of the research. The piloting was to ensure clarity and sustainability of the language used. Furthermore, expert opinion from my supervisors was sought to help check on the content and constant validity of the instruments. The purpose of this pre-testing assisted in finding out any weakness that might have been contained in the instruments. The piloting sought also to determine whether the instruments were reliable and valid, thus checking whether the items had covered enough range of data required, tested whether there were identifiable ambiguity in the structure of the questions in order to make improvement and several flaws in the questions and inadequacies in coding systems.

3.8 Validity of the Research Instruments
The research instruments were presented to experts in the department of Educational planning for face and content validation. Content validity of the research instruments was initiated at the design stage, as instrumentation is a major threat to internal validity. Kombo and Tromp (2006) emphasize that validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon
under study, in this case the validity of the content of the study was sorted out. The research instruments were able to depict what they were measuring and what was supposed to measure. Therefore, for the purpose of this study, the experts in educational planning studies and research methodology (at least two senior lecturers) were sought after, to determine the relevance of the content used in the questionnaires. Essentially validity in the above context was concerned with the establishing whether the questionnaires content measured what it was supposed to measure. It was also pointed out that the conditions applied to pre-testing also applied to the actual study.

3.9 Reliability of the Instrument

Reliability is a measure of the degree to which research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda 2003; Orodho, 2004). This is achieved by carrying out several pilot survey sat intervals. A comparison between answers obtained from the first and second attempts are subjected Pearson product moment coefficient analysis. According to Mugenda and Mugenda, a high degree of reliability with the Pearson coefficient (r) of 0.70 is deemed to be high enough to judge the instrument as reliable for the study. The researcher computed coefficient after test–retest of individual questions, a coefficient of 0.70 was considered although a coefficient of 0.80 is considered good. From these results the instruments were reliable which is within the range of acceptable level of range is between +1 and -1 (Shiundu, 2004).

\[
R = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{(\sum X^2 - \frac{(\sum X)^2}{n})(\sum Y^2 - \frac{(\sum Y)^2}{n})}}
\]
Where: \( \sum XY = \) Sum of the gross products of the values of variables \( X \) and \( Y \)

\((\sum X)(\sum Y)\) = Product of the sum of \( X \) and the sum of \( Y \)

\( \sum = \) Sigma (meaning sum of) sum of the values obtained in piloting

\( \sum X^2 = \) Sum of squared values of \( X \)

\( \sum Y^2 = \) Sum of squared values of \( Y \) (Shiundu, 2004).

### 3.10 Data Analysis

The data was gathered from 28 out of 275 sampled secondary schools through administration of various instruments to a cross-section of respondents drawn from Principals, Teachers, KNUT and KUPPET officials and Education officers in the County. The research sites were sampled in Bungoma County. Standardized instruments like questionnaires, interviews and document analysis guide were used in this survey and the examination of the existing records. Qualitatively, the data was obtained, and description was chiefly emphasized from numerical data terms. Quantitatively, the study used numerical data to explore the traits and situations.

The researcher examined all the coded data and critically made inferences. In this relation data became information only when it became relevant to the problem identified by the researcher and made sure that the information became facts when data supported it. Facts became important to this study because they relied on the revelations of the data. Facts led to new information, new experiences and new views and before analyzing the collected data; the researcher ensured that data was well organized. After the data collection exercise, the researcher was in possession of all the filled forms of questionnaires from the respondents. Before starting the compilation and coding of the data, the researcher made sure that each question had
been answered and the answers were properly recorded, that is, checked the completeness, accuracy, and the uniformity of the research instruments. From here the researcher developed a coding scheme.

The researcher familiarized and immerses herself in the text (field notes, interview scripts) by reading many times as she made the notes, drew diagrams and also brainstormed. This helped the researcher to know well the data and made it easy to locate information that supported the interpretation. This helped in drawing out relevant themes that were used in the study. The researcher used numbers assigned in to represent attributes, statistics in order to summarize the scores. The researcher used the statistical analysis in data organization, that is, she needed to interpret using descriptive statistics, frequencies, tables, graphs and charts in this study. In a nutshell the study relied on what analytical framework intend to show, the scale by which variables were measured, number of variables that were analyzed, relationship between variables, the number of samples that were involved and the nature of data.

3.11 Logistical and Ethical Consideration

a) Logistical Consideration

The research involved a lot of funds in terms of making trips to the selected schools in Bubgoma County, Kenya and also in terms of printing, typing, binding, consultation, photocopying. In such circumstances it was advisable to tighten the bidget inorder to maximize the expenditure without distorting the whole exercise. Therefore, the researcher introduced wisely cost-saving measures to be precise. The factor of time was very crucial since the distances between selected schools is great which consumed a lot of time to cover the whole County. It was advisable for the researcher
to make prior arrangements for faster and efficient means of accessing the areas especially on the selected areas only. The scope of this study did not allow for 100 percent collection of data. This was because of the massive population of the potential respondents. Therefore, in this case simple random sampling was widely used by the researcher to collect data for inferential purposes.

b) Ethical Consideration

The researcher being aware of ethical principles entrenched in the constitutional right of every person made sure provide to respondents the right to privacy and put in place appropriate strategies that persuaded respondents to co-operate and be assured of protection of their rights. Information from the respondents was treated with utmost confidentiality. The researcher did not subject respondents to situations harmful or uncomfortable to participants. The participation in research was voluntary and respondents had the right to refuse or divulge certain information about them. The respondents were made aware of the positive and negative aspects or consequences of participation. This helped the respondents to know the purpose and nature of research and its benefits. The researcher sort permission to conduct the research from the relevant authorities. The researcher avoided deception in case of limited finance or volatile situations which could have lead to inadequate collection of data. The researcher avoided plagiarism, which is tantamount to stealing other people’s works.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.0 Introduction
This chapter presents an analysis of the data that was gathered using the tools of research discussed in chapter three. The findings of this study are presented in the context of specific objectives: Determining relationship between teachers strikes duration and KCSE performance, determining whether these performances vary with students in different school categories. Determining other effects of teachers strike actions on students. The results of the study are presented in three sections. The first section presents data on questionnaire return rate; the second gives descriptive data on general profile of the respondents by gender, age and length of service, the third section presents information on the data addressing the objectives.

4.1 Instrument Return Rate
The study used questionnaires and interview schedules as instruments of data collection. The questionnaire contained both closed and open ended questions. Two categories of questionnaires were used to collect data: the principals and teachers, table 4.1 shows respondent's questionnaire return rate.

<table>
<thead>
<tr>
<th>Sample</th>
<th>Dispatched</th>
<th>Received</th>
<th>Return Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>28</td>
<td>26</td>
<td>89 %</td>
</tr>
<tr>
<td>Teachers</td>
<td>122</td>
<td>120</td>
<td>98.4 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>150</td>
<td>146</td>
<td>96.7 %</td>
</tr>
</tbody>
</table>
Majority of questionnaires that were given were received back therefore achieving a return rate of 96.7% as it is seen from table 4.1. This is because the researcher is a resident of the County therefore interacts with the respondents in both formal and informal gatherings. This made it easy for follow up to be made. In depth, interviews were conducted on opinion leaders by the researcher. The opinion leaders included KUPPET, KNUT and education official’s in the county.

4.2 General Profile of Respondents

4.3 School Categories

Table 4.2 Sample Size of principals and teachers by the school category

<table>
<thead>
<tr>
<th>Teachers in School category</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Teachers in Boys boarding</td>
<td>29</td>
<td>19.9</td>
<td>19.9</td>
<td>19.9</td>
</tr>
<tr>
<td>Teachers in Girls boarding</td>
<td>25</td>
<td>17.1</td>
<td>17.1</td>
<td>37.0</td>
</tr>
<tr>
<td>Teachers in Mixed Boarding</td>
<td>48</td>
<td>32.9</td>
<td>32.9</td>
<td>69.9</td>
</tr>
<tr>
<td>Teachers in Mixed Day</td>
<td>44</td>
<td>30.1</td>
<td>30.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The number of teachers and principals that were sampled were 150 using the sampling procedure as identified in chapter three i.e. Mugenda and Mugenda (1999) which provides that provided the population is not so small or too big the 10% of the population is sufficient sample to represent the population and this is what happened in this case. The researcher used 28 schools out of 275 schools, a 10% representation. Bungoma County is divided into 9 sub-counties for the purpose of easy administration of educational matters since it is vast and in a rural setting which pause transportation challenges. Each zone has a sub county Education Officer.
4.3.1 School Size

Table 4.3 Sample Size of Principals and Teachers by the School Size

<table>
<thead>
<tr>
<th>School Size</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Double</td>
<td>89</td>
<td>61.0</td>
<td>61.0</td>
<td>61.0</td>
</tr>
<tr>
<td>Triple</td>
<td>57</td>
<td>39.0</td>
<td>39.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

About two thirds of the respondents came from double streamed schools while more than third of the respondents came from triple streamed schools.

4.3.2 Gender of Respondents

Table 4.4 Sample Size of Principals and Teachers by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Female</td>
<td>60</td>
<td>41.1</td>
<td>41.1</td>
<td>41.1</td>
</tr>
<tr>
<td>Male</td>
<td>86</td>
<td>58.9</td>
<td>58.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

There were 146 respondents as shown in the table 4.4 above among who 58.9% were male and 41.1% female. This revealed that the County has more male representation in education matters.
4.3.3 Sample Size Of Teachers Length In The Teaching Profession

Table 4.5 Sample Size Length Of Time Of Respondents In The Teaching Profession

<table>
<thead>
<tr>
<th>Cumulative Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Val 1-5 Years</td>
<td>45</td>
<td>30.8</td>
<td>30.8</td>
</tr>
<tr>
<td>id 6-10 Years</td>
<td>6</td>
<td>4.1</td>
<td>4.1</td>
</tr>
<tr>
<td>11-15 Years</td>
<td>10</td>
<td>6.8</td>
<td>6.8</td>
</tr>
<tr>
<td>16 above years</td>
<td>85</td>
<td>58.2</td>
<td>58.2</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.5 reveals that 30.8% of the respondents had served for less than five years in the county. 4.1% had served for more than five years but less than 6 years. 6.8 percent had served for between 11 and 15 years and 58.2 percent have served for sixteen years and above and this included mostly the principals of the schools, therefore have the understanding on how teachers strikes influence student performance in KCSE examinations in the county.

4.3.4 Duration Of Working In The Current School

Table 4.6 Sample size of the duration Teachers have been working in the current school

<table>
<thead>
<tr>
<th>Val Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 years</td>
<td>14</td>
<td>9.6</td>
<td>9.6</td>
<td>9.6</td>
</tr>
<tr>
<td>2-4 years</td>
<td>32</td>
<td>21.9</td>
<td>21.9</td>
<td>31.5</td>
</tr>
<tr>
<td>5-7 years</td>
<td>42</td>
<td>28.8</td>
<td>28.8</td>
<td>60.3</td>
</tr>
<tr>
<td>over 10 years</td>
<td>58</td>
<td>39.7</td>
<td>39.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
The table 4.6 above shows the percentage of the principal and teachers who have stayed in their present schools for the given number of years in the ranges. It is clear from the graph that approximately 40% of the teachers have stayed in the schools for a period of more than 10 years. Only 9.6% had stayed for a period of less than two years according to the research outcome.

4.3.5 Trade Union Membership

Bungoma County has 3228 teachers teaching in secondary schools. The majority of the teachers belong to a trade union. Table 4.7 shows the union representation of the sampled teachers in secondary schools.

Table 4.7 Sample Size of teachers union membership

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>KNUT</td>
<td>15</td>
<td>10.3</td>
<td>10.3</td>
</tr>
<tr>
<td></td>
<td>KUPPET</td>
<td>114</td>
<td>78.1</td>
<td>88.4</td>
</tr>
<tr>
<td></td>
<td>NONE</td>
<td>17</td>
<td>11.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>146</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Figure 4.1 reveals that 10.3% of the respondents are KNUT members. 78.1% are KUPPET members hence they are the majority. While 11.6% are not represented by any trade union. This concurs with Wobman (2003) who stated that teachers unions provide support to teachers through their ability to mobilize and represent teachers' interests nationally, as well as through their reach to teachers at the local level. All unions have some role in advocacy for teacher empowerment, professional development, job satisfaction and better working conditions for teachers—roles that have been criticized internationally as raising costs without improving the learning of students.
4.3.6 Relationship Between Teachers Strikes Duration And KCSE Performance

The first task of this study was to analyse the relationship between teachers strikes duration and KCSE performance. Teachers in Bungoma county have participated in all the organized teachers strikes. Table 4.8 shows the mean of the sampled schools in different years starting from 2002 to 2012. And days teachers were on strike in each corresponding year.

Table 4.8 Sample Size (KCSE) Mean

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>KCSE Mean</td>
<td>4.36</td>
<td>4.31</td>
<td>4.91</td>
<td>5.02</td>
<td>4.83</td>
<td>4.61</td>
<td>5.1</td>
<td>4.41</td>
<td>4.39</td>
<td>4.28</td>
<td>4.94</td>
</tr>
<tr>
<td>Numbers of days teachers were on strike</td>
<td>28</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>7</td>
<td>23</td>
</tr>
</tbody>
</table>

Analysis using pearson correlation for the days of strikes and KCSE means scores

Table 4.9 Pearson Correlation Of KCSE Mean And The Days Teachers Were On Strike

<table>
<thead>
<tr>
<th></th>
<th>DAYS (X)</th>
<th>MEAN (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAYS (X) Pearson Correlation</td>
<td>1</td>
<td>-.203</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.550</td>
</tr>
<tr>
<td>N (number of years)</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>MEAN (Y) Pearson Correlation</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>-.203</td>
<td>.550</td>
</tr>
<tr>
<td>N (number of years)</td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>
From table 4.9 there exists a weak negative relationship of \(-0.203\) between the days teachers are on strike and the Mean score in the KCSE examination. A negative correlation indicates an inverse relationship between variables. Whereas one variable increases, the second variable decreases. This means that as the days of the teachers strike increases then the Mean score in KCSE will decrease and the converse is true.

In conclusion the numbers of days teachers go on a strike affect student achievement in their KCSE examinations. This confirms Baker (2011) and David Johnson (2009) in which they found teachers strikes affects student performance.

### Table 4.10 Student Performance in KCSE

<table>
<thead>
<tr>
<th>Rate</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Good</td>
<td>10</td>
<td>6.8</td>
<td>6.8</td>
<td>6.8</td>
</tr>
<tr>
<td>Poor</td>
<td>56</td>
<td>38.4</td>
<td>38.4</td>
<td>45.2</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>80</td>
<td>54.8</td>
<td>54.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
From table 4.10 Half of the respondents felt that the result in KCSE were satisfactory. A third of the Respondent felt that the results were poor and very few respondents felt that the results were good. The following reasons were given why the result are not good in Secondary examinations in Bungoma County. There are certain factors that contribute to this poor performance and they include:

4.3.7 Poor Student Attitude And Indiscipline

Success in secondary education largely depends on the student self-drive, motivation and individual enthusiasm. Indiscipline is manifested in terms of truancy, boy girl relationships, smoking and alcohol consumption, night binges, videos and the culture of ear phones. Students have also set mediocre goals in life and have very low life expectations. They think of owning motorbikes, hand carts, growing sugar cane and being cobblers.

4.3.8 Teachers Commitment

According to the teachers unions, low working morale can be attributed to low pay. This leads to absenteeism as teachers are involved in other income generating activities like trade and farming. The worst cases of conflict of interest are when principals are also involved. Teacher commitment is a key factor in academic excellence. Teachers in Bungoma County have shown a half-hearted professional commitment.

4.3.9 Political And Sponsor Influences In School Management

Political patronage has created a breed of highly inefficient, corrupt, ineffective and untouchable teachers, principals and education officials. Politicians have also been accused of influencing the award of bursaries and disbursement of development funds to schools. This has partly led to parental apathy in schools. It was also noted that the
poorest examination results in Bungoma County are realized in general election years. This is when learning is mostly disrupted as teachers are engaged in politics and a lot of vulgarities are directed towards teachers and most parents are at loggerheads.

4.3.10 Poor School Community Relations

Good school community relationships are essential in the management of schools. Boards of management by nature of their composition are expected to serve as channels of community participation in school management. Board of management Members need the autonomy to participate in school management and governance but their major input is confined to financing the infrastructure. Teaching learning and materials and other co curriculum activities organized by the schools principals. Tenders are awarded to people to do not come from the school community. The end result is that parents and BoM members are not able to influence school programmers including what is taught in schools, these dynamics generate poor working relationship with the community and at times mutual hostility and suspicion.

Another source of poor relation between school and communities revolves around poor performance in KCSE. In institutions where performance is poor, the community’s and parents’ anger is directed at the school heads and staff. Often the parents hardly consider their own roles in such poor performance, especially in the supervision or the interest they have in the learning of their children. Schools in the county which persistently perform poorly in national examinations tend have low parental involvement in the school management which also affects community support to such a schools. In extreme cases, parents do not only withdraw their children but also invade the school to physically molest school heads and the teaching staff.
4.3.11 Poor School Culture And School Indiscipline

Some responded attributed poor performance in KCSE in most secondary school to what was described as poor school culture and student indiscipline. The overall character of the school, defines to a larger extend by the leadership of the head teacher and other senior staff can be defined as the school culture and also defines the mode of student discipline. It include the use that is made of what resources are available, the classrooms, grounds, instructional materials, the quality of the teaching staff, the levels of order and discipline in the school- as indicated by the observance of a daily school schedule.

In schools students intensify the quality crisis by condoning examination cheating and leakages and by promoting lifestyles which are the antithesis of academic pursuits such as having affairs with teachers, among themselves in mixed secondary schools, sneaking out of school, indulging in drug and alcohol abuse. This poor school culture and mode of student indiscipline is in most secondary schools in Bungoma County and leads to poor performance in KCSE.

4.3.12 Understaffing

Teacher deployment in Kenya secondary schools is based on Curriculum Based (CBE) formula this is calculated based on the number of lessons per subject per week against the number of students available. The CBE has led to low teaching loads for some teachers especially those in single and double streamed schools. The correct CBE also depends on returns from schools a condition that is rarely met. According to TSC records, Bungoma County has a shortfall of 3500 secondary school teachers. Regardless of the short fall, the task force was informed that there is no staff balance in schools as some schools are overstaffed while others are understaffed. It was also said that some schools are reserved for teachers who have connections with county
education office. Teachers also alleged that deployment of teachers was also a disciplinary measure. In order to bridge the gap in the CBE many schools BOMs in Bungoma County have resorted to hiring teachers. However, some schools hire untrained school leavers due to the high wage bill of hiring trained teachers. In instances where trained teachers are hired, their morale is too low due to low and irregular payment. The implication of this serious staff shortage in Bungoma Sec Schools? This affects the performance of KCSE examination.

4.3.13 Low Parental Involvement And Negligence

It was noted that poor syllabus coverage is attributed to time wasted when pupils are frequently sent away from school due to parental negligence to pay minimal school levies. Pupil absenteeism and truancy were also attributed to parental negligence. Teachers find it hard to plough on with the curriculum when most pupils have been sent away from school. Pupils who miss class drag the teachers back instead of forging ahead with the syllabus as planned. The parents are also reluctant to buy supplementary books and other materials for their children and claim free primary education. This is in contrast to the fact that children who are read to at home always perform better than those who are not.

Further, head teachers complained that very few parents turn up for school meetings hence difficulty in enforcing discipline and passing on school policies. Parents are not very keen on the provision of basic personal effects to their children hence a rise cases of child labour, prostitution and early marriages Border riders take advantage of girls whose parents are negligent to pay fare to day schools or buy personal effects Pupils also complained of lack of paraffin to enable them do homework and engage in private study Some parents were accused of imposing child labour and transferring
their children to grandparents or foster parents. Pupils complained that they rarely get meals at lunch hour or even after schools.

4.3.14 Unplanned Creation Of Day Secondary Schools

In an effort to ease the pressure on household in meeting secondary education, the government of Kenya introduced free day secondary education in the year 2008 with the aim of increasing access and completion in secondary school and raise the transition from primary to secondary education by 70%. The free day secondary education costs the government KShs 10,265/ per student per year. This initiative has witnessed massive growth of secondary schools in all counties in the country.

In Bungoma County as elsewhere in Kenya communities have been encouraged to establish day secondary schools. The rush to establish day secondary schools has been so headlong that a number of quality issues connected with these schools have not been addressed by all accounts, the task force heard that furnishings, equipment and teaching materials are in short supply and do not exist even in limited quantities found in the more established secondary schools.

The lack of science teaching facilities is particularly worrying. Most of the newly established day secondary schools are staffed by either one or two teachers who are usually the head teacher or the deputy teacher from older schools. This mode of staffing is not adequate for these new institutions as much as it creates gaps in more established schools that are never filled by TSC Scheme aggravating the crisis of teacher shortage in the county. It is little wonder that most of these recently established day secondary schools post some of the worst KCSE results in Bungoma. It may be necessary for communities to develop these institutions well before opening
new ones every year. If this trend is not contained, the quality challenges in education in the county will increase.

4.4 Performances In Different School Categories

The second task of this study was to determining whether this performances vary with students in different school categories schools in Bungoma county. Bungoma county has different categories of secondary schools, they include Boarding schools for single sex, Mixed Schools, day Schools both for single sex and mixed sex. Table

4.4.1 Performance Between Boy Schools And Girl's Schools.

<table>
<thead>
<tr>
<th>Table 4.11 Paired Samples Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>Pair 1</td>
</tr>
<tr>
<td>BOY SCHOOL</td>
</tr>
<tr>
<td>GIRL SCHOOL</td>
</tr>
<tr>
<td>Pair 2</td>
</tr>
<tr>
<td>BOARDING SCHOOL</td>
</tr>
<tr>
<td>DAY SCHOOL</td>
</tr>
</tbody>
</table>
Table 4.12 Paired Samples Correlations

<table>
<thead>
<tr>
<th>Pair</th>
<th>School &amp; School</th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BOY &amp; GIRL</td>
<td>11</td>
<td>-.090</td>
<td>.792</td>
</tr>
<tr>
<td></td>
<td>SCHOOL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>BOARDING</td>
<td>11</td>
<td>-.364</td>
<td>.271</td>
</tr>
<tr>
<td></td>
<td>SCHOOL &amp; DAY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SCHOOL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Paired Differences

<table>
<thead>
<tr>
<th>Pair</th>
<th>School &amp; School</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>Lower</th>
<th>Upper</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BOY &amp; GIRL</td>
<td>1.31</td>
<td>.26</td>
<td>.08</td>
<td>1.13 1.48</td>
<td>16.6</td>
<td>10</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>BOARDING</td>
<td>0.62</td>
<td>.42</td>
<td>.13</td>
<td>0.34 .91</td>
<td>4.8</td>
<td>10</td>
<td>.001</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SCHOOL &amp; DAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SCHOOL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A paired samples t test did not fail to reveal a statistically reliable difference between the mean in Boys (M = 5.88, s = 0.16) and Girls (M = 4.57, s = 0.19) in schools performance that the students have, t (10) = 16.66, P = .000, α = .05.

For the period 11 years (N=11) the mean of Boys in KCSE examination is higher that mean that boys performed better than girls. Analysis of performance in KCSE in Bungoma County show different patterns of performance between girls and boys. Boys performed better than girls and fundamental issue of why girls perform so differently from boys. Interviews with education officials and Union officials reveal that societal socialization process and primary school teachers, particularly in rural schools, who they argued, defined the goals of education differently for boys and
girls. For the boys, they emphasize acquisition of literacy and numeracy skills for further education and eventually for employment as bread-winner for their future families whereas for girls, they view the principal benefit of primary education as the acquisition of skills and knowledge for domestic use. These expectations and perceptions very likely derive from assumptions about differential sex roles in the society. Such assumptions are unlikely to change except very slowly and by means of increasing attention to the education of girls and to their advancement to careers and occupations where hitherto they have been unrepresented particularly in rural areas of the county where women as role models are absent.

4.4.2 Performance Between Boarding And Day Schools.

A paired samples $t$ test did not fail to reveal a statistically reliable difference between the mean in Boarding ($M = 5.24, s = 0.16$) and Day ($M = 4.61, s = 0.34$) in schools performance that the students have, $t(10) = 4.89, p = .001, \alpha = .05$.

Since the Meaning of Boarding schools exceeds that of Days school it then follows that Boarding schools performed better than day schools. Students in Boarding schools have very minimum interference than their counterparts in the Day school who have to struggles against odds such; walking long distances to learning institution, home environment not conducive in some cases for studying that is some homes in the rural lack source of light to study.

4.5 The Effects of Teachers Strike Actions on Students

The third task of this study was to look at other effects of teachers strikes action on students. This section explores your attitude and perceptions regarding teachers strike.
Table 4.13 Teachers strike affect students KCSE performance

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>17.8</td>
<td>17.8</td>
<td>17.8</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>120</td>
<td>82.2</td>
<td>82.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

From table 4.13 a majority of the respondents strongly agree that Teachers strike affect students KCSE performance while less than a quarter of the respondents only agreeing. This statement confirms Baker (2011) and David Johnson (2009) in which they found teachers strikes affects student performance.

Table 4.14 Student Who Study On Their Own Without Teachers Supervision Will Get A Good Grade In KCSE

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>106</td>
<td>72.6</td>
<td>72.6</td>
<td>72.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>29</td>
<td>19.9</td>
<td>19.9</td>
<td>92.5</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>11</td>
<td>7.5</td>
<td>7.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

From the table 4.14 three quarters of respondents strongly disagreed that student who study without teachers supervision will not get grade in KCSE. This agrees with research by Fullan, (2005) who underscored the critical importance of high-quality instruction and its systematic delivery as most necessary in order to ensure continuous improvement and ongoing academic success. Making the connection between supervision and student achievement has been elusive and tenuous (Witziers, Bosker, & Kruger, 2003). "In observations conducted in this school and conversations with administrators and teachers, it is clear that instructional supervision plays a central role in promoting student achievement. Supervision is seen as critical for enhancing
teacher growth. Supervision, in this school, is all encompassing from building a culture of reflection, collaboration, and improvement to encouraging leadership at all levels to offering faculty flexible and differentiated professional development on specific teaching strategies aimed to promote learning. Supervision, then, in this school appears purposeful, targeted, and central to school wide instructional initiatives”. (Jeffrey, Vivian, Susan)

Table 4.15 Teachers Strikes Should Be Blamed For Students Poor Grades In KCSE

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>15</td>
<td>10.3</td>
<td>10.3</td>
<td>10.3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>45</td>
<td>30.8</td>
<td>30.8</td>
<td>41.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>30</td>
<td>20.5</td>
<td>20.5</td>
<td>61.6</td>
</tr>
<tr>
<td>Agree</td>
<td>56</td>
<td>38.4</td>
<td>38.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

From table 4.15 More than a half of the respondents agree that teachers should be blamed for students poor grades in KCSE, while less than half disagree that teachers should not be blame for the student poor grades in KCSE.

Table 4.16 Do You Think That Teachers Embark On Strike Actions When Their Salaries Are Paid

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>105</td>
<td>71.9</td>
<td>71.9</td>
<td>71.9</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>41</td>
<td>28.1</td>
<td>28.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Teachers will embark on strikes even if their salaries are paid, this the respond of more than two thirds of the respondents in table 4.16 above. The reason is that there are many other reasons to go on strike other than pay distribute with the employer.

**Table 4.17 Do You Think That Teachers Embark On Strike Actions So As To Have Time For Their Private Business?**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>90</td>
<td>61.6</td>
<td>61.6</td>
<td>61.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>30</td>
<td>20.5</td>
<td>20.5</td>
<td>82.2</td>
</tr>
<tr>
<td>Neutral</td>
<td>26</td>
<td>17.8</td>
<td>17.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Teachers don’t engage in strikes action in order to do their own business, the majority of the respondents respondented as seen in table 4.17.

**Table 4.18 Does The Government Show Quick Responses To Teachers Strike Action?**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>75</td>
<td>51.4</td>
<td>51.4</td>
<td>51.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>45</td>
<td>30.8</td>
<td>30.8</td>
<td>82.2</td>
</tr>
<tr>
<td>Neutral</td>
<td>26</td>
<td>17.8</td>
<td>17.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Conclusions**

Conclusions were drawn based on the findings of the study. The Teachers strike affects students KCSE performance. Teachers should be involved in preparing students when they to sit the KCSE examination. The Government and teachers Unions should consider other ways of solving problems affecting teachers other than strikes. The Government should shows quick responses to teachers strike action so as to avert such strikes which affect student performance.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
This chapter presents a summary of the major findings, discussions, conclusions and recommendations. It also presents suggestions for further research. Studies carried out on the effects of teachers' strikes on the performance in Bungoma County. The study was guided by the following research objectives: Determining relationship between teachers strikes duration and KCSE performance, determining whether these performances vary with students in different school categories. Determining other effects of teachers strike actions on students.

5.1 Summary
The performance in KCSE is not satisfactory in the County as has already been noted. This decline in performance raises an Economic question that is seldom considered. Apart from teacher’s strikes, several factors contribute to this situation. Shortage of teachers and teaching learning materials that include reference textbooks and for Science practical. Education situation in Bungoma also acknowledge those challenges.

Apart from teachers strikes mentioned above, parental involvement in school matters is also a major contributor to education standards. It was noted that poor syllabus coverage is attributed to time wasted when pupils are frequently sent away from school due to parental negligence to pay minimal school levies. Pupil absenteeism and truancy were also attributed to parental negligence.
The rush to establish day secondary schools has been so headlong that a number of quality issues connected with these schools have not been addressed by all accounts. Students intensify the quality crisis by condoning examination cheating and leakages and by promoting lifestyles which are the antithesis of academic pursuits such as having affairs with teachers, among themselves in mixed secondary schools, sneaking out of school, indulging in drug and alcohol abuse. This poor school culture and mode of student indiscipline is on the rise in most secondary schools in Bungoma County and adversely affects the performance in KCSE.

Teacher, head teacher and education officials political patronage has grossly affected education standards in Bungoma County. Political patronage has created a breed of highly inefficient, corrupt, ineffective and untouchable teachers, head teachers and education officials. Politicians have also been accused of influencing the award of bursaries and disbursement of development funds to schools. This has partly led to parental apathy in schools. It was also noted that the poorest examination results in Bungoma County are realized in general election years. This is when learning is mostly disrupted as teachers are engaged in politics and a lot of vulgarities are directed towards teachers and most parents are at loggerheads affecting the performance in KCSE.

In school where performance in KCSE is poor, the community and parents' anger is directed at the school heads and staff. Often the parents hardly consider their own roles in such poor performance, especially in the supervision1 or the interest they have in the learning of their children. Schools in the county which persistently perform poorly in national examinations tend have low parental involvement in the school management which also affects community support to such a schools. In
extreme cases, parents do not only withdraw their children but also invade the school to physically molest school heads and the teaching staff.

Teachers in Bungoma County have shown a half-hearted professional commitment to their students. According to the teachers unions, this can be attributed to low pay. This leads to absenteeism as teachers are involved in other income generating activities like trade and farming this adversely affects the performance of the students in KCSE.

While these teachers and principals had worked well in the past. Over time, ‘because of doing the same thing,’ at the same place with the same results they had become used to the culture of not trying new ideas of teaching and management. Consequently, they have reached point of diminishing returns. Some of these teachers and principals no longer add value to their students and institutions but instead are subtracting. The table above shows the percentage of the head teachers and teachers who have stayed in their present schools for the given number of years in the ranges .It is clear from the graph that approximately a half of the teachers have stayed in the schools for a period of more than 16 years.

5.2 Conclusions

Conclusions were drawn based on the findings of the study. The Teachers strike affects students KCSE performance. Teachers should be involved in preparing students when they to sit the KCSE examination. The Government and teachers Unions should consider other ways of solving problems affecting teachers other than strikes. The Government should shows quick responses to teachers strike action so as to avert such strikes which affect student performance.
5.3 Recommendations

Based on the foregoing discussion of the findings and conclusion, the following implications and recommendations are offered to teachers, students, educators and the government regarding the teacher’s industrial action.

1. There is need for the government to come up with ways of solving teacher’s industrial action to improve the performance of KCSE examination in schools.
2. The Teachers Unions should explore other ways in engaging the Government to yielding to their demands other than depending industrial action.
3. School head teachers should evaluate students based on their academic performance and come up with ways of covering for the lost time during teachers strikes.
4. The government should closely monitor schools and advice on how to cover for the lost time.

5.4 Suggestions For Further Research

To bring more light into the issue investigated in this study, the researcher recommends that the following studies be conducted.

1. A similar study covering the whole of Kenya to find out if the findings reached here hold true for the whole republic.
2. A comparative study in primary schools to establish whether findings reached hold true for this level of Education.
3. A study should be carried out on other ways of solving teachers grievance’s other than teacher’s strikes.
REFERENCES


54


Lawson, Alexandra, Randall Penfield and Philip Nagy, (1999). Relating Attitudes, Gender and Student Achievement in Grades 3 and 6, EQAO Research Series No. 1.


APPENDICES

APPENDIX I: Letter To Respondents

Wambeye Kimweli Marakia,

P.O BOX 2588-50200,

BUNGOMA.

To my Respondents,

I am Wambeye K. Marakia pursuing a Master's programme in Education in Kenyatta University. Kindly help me by filling in the questionnaire to enable my research project to run smoothly. I am researching on the effect of teachers strikes on students achievement in secondary schools in Bungoma county. The purpose of this research is to help policy makers especially the Ministry of Education in planning for education; it will also be used by other researchers as secondary data.

This information will be treated with a lot of confidentiality.

Yours sincerely,

Wambeye Kimweli Marakia
APPENDIX II: Head Teachers’ Questionnaire

The purpose of this questionnaire is to examine the effects of teachers’ strike on student achievement in secondary schools. The information you provide will be used exclusively for academic purposes. Do not write your name anywhere on this questionnaire. Please feel free to provide your response as honestly and faithfully as possible in the space provided or tick appropriately in the option boxes.

SECTION A: BACKGROUND INFORMATION

Please respond to each question by putting a tick (✓) against the appropriate response.

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

2. What is your age bracket?
   a) Below 25 ( )
   b) 25 – 35 ( )
   c) 36 to 45 ( )
   d) 46 and above ( )

3. What is your teaching experience?
   a) 5 years and below ( )
   b) 6 to 10 years ( )
   c) 11 to 15 years ( )
   d) 16 years and above ( )

4. For how long have you been a head teacher in your current school?
   a) Less than 2 years ( )
   b) 2 – 4 years ( )
   c) 5 – 7 years ( )
   d) Over 10 years ( )

5. Type of the school tick one
   a) Boys boarding ( )
   b) Girls boarding ( )
   c) Boy’s day ( )
   d) Girl’s day ( )
   e) Mixed ( )
6. School size
   a) Single stream ( )
   b) Double stream ( )
   c) Triple stream ( )

**SECTION B: SPECIFIC INFORMATION**

7. Are you a member of a teachers Union? If yes, which one.
   KNUT ( )
   KUPPET ( )
   NONE ( )

8. What is the KCSE mean of the school in the year

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</table>

9. How do you rate the performance of your school in 2012 KCSE examination on the scale 1 to 5 where
   a) is excellent ( )
   b) is very good ( )
   c) is good ( )
   d) 4. Satisfactory ( )
   e) 5. Poor ( )

Give reason for your answer above

10. a) Does your school have shortage of teachers? Yes ( ) No ( )
    b) If yes, please indicate the subjects affected
11. How do you rate the teaching loads of teachers in your school?
   a) Very heavy   ( )   b) Heavy   ( )   c) Fairly heavy   ( )
   d) Not heavy   ( )

12. Please indicate whether teachers in your school prepare the following professional documents. Tick as many as appropriate.
   a) Scheme of Work   ( )   b) Lessons plan   ( )
   c) Records of Work   ( )   d) Student progress record   ( )

13. How often do you inspect the work of your teachers to ensure quality performance?
   a) Once a month   ( )   b) Twice a month   ( )   c) Once a term   ( )
   d) Twice a term   ( )   e) Any other (specify)
This section explores your attitude and perceptions regarding teachers strike.

To what extent do you agree with each of the following statements. Please indicate your answer using the following 5-point scale where:

1. = Strongly disagree (SD)  
2. = Disagree (D)  
3. = Neutral (N)  
4. = Agree (A)  
5. = Strongly Agree (SA)

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
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<tr>
<td>Teachers strike affect students KCSE performance.</td>
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<tr>
<td>Student who study on their own without teachers supervision will get a good grade in KCSE.</td>
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<tr>
<td>Teachers strikes should be blamed for students poor grades in KCSE.</td>
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<tr>
<td>Do you think that teachers embark on strike actions when their salaries are paid?</td>
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<tr>
<td>Do you think that teachers embark on strike actions so as to have time for their private business?</td>
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<tr>
<td>Does the Government show quick responses To teachers strike action?</td>
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<tr>
<td>There are other way of solving teacher’s grievances other than striking?</td>
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</table>

Are there any other challenges students face as a result of teachers strikes?
APPENDIX III: Teachers’ Questionnaire

The purpose of this questionnaire is to examine the effects of teachers' strike on student achievement in secondary schools. The information you provide will be used exclusively for academic purposes. Do not write your name anywhere on this questionnaire. Please feel free to provide your response as honestly and faithfully as possible in the space provided or tick appropriately in the option boxes.

SECTION A: BACKGROUND INFORMATION

Please respond to each question by putting a tick (✓) against the appropriate response:

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

2. What is your age bracket?
   - Below 25 ( )
   - 25 - 35 ( )
   - 36 - 45 ( )
   - 46 and above ( )

3. What is your teaching experience?
   - 5 years and below ( )
   - 6 to 10 years ( )
   - 11 to 15 years ( )
   - 16 years and above ( )

4. For how long have you been a teacher in your current school?
   - Less than 2 years ( )
   - 2 - 4 years ( )
   - 5 - 7 years ( )
   - Over 10 years ( )

5. Type of the school tick one
   - Boys boarding ( )
   - Girls boarding ( )
   - Boy’s day ( )
   - Girl’s day ( )
   - Mixed ( )

6. School size
   - Single stream ( )
   - Double stream ( )
   - Triple stream ( )
SECTION B: SPECIFIC INFORMATION

7. Are you a member of a teachers Union? If yes, Which one

KNUT ( )
KUPPET ( )
NONE ( )

8. What is the KCSE mean of the school in the year

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9. How do you rate the performance of your school in 2012 KCSE examination on the scale 1 to 5 where

a) is excellent ( )
b) is very good ( )
c) is good ( )
d) Satisfactory ( )
e) Poor ( )
f) Give reason for your answer above ( )
**SECTION C**

This section explores your attitude and perceptions regarding teachers strike.

To what extent do you agree with each of the following statements. Please indicate your answer using the following 5-point scale where:

1. = Strongly disagree (SD)
2. = Disagree (D)
3. = Neutral (N)
4. = Agree (A)
5. = Strongly Agree (SA)

<table>
<thead>
<tr>
<th></th>
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<th>N</th>
<th>A</th>
<th>SA</th>
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</table>

Are there any other challenges students face as a result of teachers strikes?
APPENDIX IV: Questionnaire To The County Director Of Education

Interview guide for County director of education quality assurance and standard officers

Please answer all the questions

1. How many secondary school teachers by gender are employed in Bungoma county by the government

2. What is the number of public secondary school in the county and their categories


4. In your own opinion is the schools performance satisfactory

5. What are challenges experienced in the county as far he performance KCSE is concerned

6. Which strategies can be introduced in the county in order to improve the performance.

7. State the number of quality assurance and standard officers in the district?

8. Do you have enough personnel to conduct thorough inspection of schools in the county?

9. How many times do you visit secondary schools for supervision and inspection?

10. What are some of the problems you encounter in the course of supervision?

11. What are the school-based factors that lead to poor KCSE performance in your county?

12. Probe whether the following factors affect KCSE performance in the county.

   - Teacher shortage
   - Syllabus coverage
   - Principal’s administrative practices
• Lack of physical facilities e.g laboratories
• Absenteeism
• Teacher strikes
• Discipline
• Parents participation in school activities

13. Are there any other challenges students face as a result of teachers strikes?

QUESTIONNAIRE TO KNUT AND KUPPET OFFICIALS

1. How many members do you have in union the county?

2. In your own opinion do you think strikes affect the schools performance?

3. What are challenges experienced in the county as far he performance in KCSE is concerned

4. Which strategies can be introduced in the county in order to improve the performance?

5. Is there any other way of solving teacher’s grievances other than striking.

6. Are there any other challenges students face as a result of teachers strikes?
<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<td>6000</td>
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<td>Development of research instruments</td>
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<td>40</td>
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<tr>
<td>Piloting</td>
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<td>40</td>
<td>800</td>
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<td>Research permit</td>
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<td>Typing photocopying and secretarial work</td>
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<tr>
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<td>research instruments)</td>
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<td><strong>TOTAL</strong></td>
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APPENDIX VI: Work Plan

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<th>ACTIVITY</th>
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<td>Concept paper development</td>
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<td>August 2012 to March 2014</td>
<td>Proposal writing (literature review, drafting, writing chapter three development of the instruments)</td>
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<tr>
<td>March 2014</td>
<td>Submission of the proposal</td>
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<tr>
<td>March 2014</td>
<td>Piloting of the instruments</td>
</tr>
<tr>
<td>March 2014</td>
<td>Finalizing and production of research instruments</td>
</tr>
<tr>
<td>March 2014</td>
<td>Obtaining research permit</td>
</tr>
<tr>
<td>March - May 2014</td>
<td>Data collection</td>
</tr>
<tr>
<td>June - September 2014</td>
<td>Report writing</td>
</tr>
<tr>
<td>October 2014</td>
<td>Binding and submission of the report</td>
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<tr>
<td>December 2014</td>
<td>Graduation</td>
</tr>
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</table>
APPENDIX VII: Letter of Authorization from Graduate School

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

Our Ref: E55/CE/23015/2011
DATE: 16th July 2014

The Principal Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,


I write to introduce Mr. Wambenye Kimweli Marakia who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department of Educational Psychology.

Mr. Wambenye intends to conduct research for a M.Ed. Proposal entitled, "Teachers Strike on Students Achievement in Secondary Schools in Bungoma County."

Your support and cooperation will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX VIII: Letter of Authorization from County Director

When Replying please quote
e-mail: bungomaedc@gmail.com

County Director of Education
P.O. Box 1620-50200
BUNGOMA

Ref NO: BCE/DE/19/VOL.1/106
Date: 22nd /9/ 2014

All Sub-County Directors of Education
BUNGOMA COUNTY.

RE: AUTHORITY TO CARRY OUT RESEARCH – WAMBEYE KIMWELI MARAKIA
NACOSTI/P/14/0244/2930 – ADMISSION NO. ESS/CE/23015/2011.

The bearer of this letter Mr. Wambeye Kimweli Marakia is a Student at Kenyatta University – Nairobi.

He is given authority to carry out research on “Teachers strikes on students achievement in secondary schools in Bungoma County,” for a period ending 1st December, 2014.

Kindly accord him the necessary assistance.

CHARLES A. ANYIKA
COUNTY DIRECTOR OF EDUCATION
BUNGOMA COUNTY

COUNTY DIRECTOR OF EDUCATION
BUNGOMA
P.O. Box 1630,
BUNGOMA - 50280
APPENDIX IX: Letter of Authorization from County Commissioner

REPUBLIC OF KENYA

THE PRESIDENCY
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telephone: 055-30326
FAX: 055-30216
Email: cchungoma@yahoo.com
When replying please Quote

REF: ADM/5/13/98

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION

The bearer of this letter, Wambeye Kimweli Marakia a student at Kenyatta University pursuing a course in Masters of Education in Planning Management sought an authority to carry out a research on "effect of teachers' strikes on student's achievement in Secondary schools", in Bungoma County, Kenya for a period ending 1st December, 2014.

The authority granted to him by the National Commissioner for Science, technology and innovation is hereby acknowledged and appreciated.

Any assistance accorded to him in that pursuit would be highly appreciated.

Augustine Wekesa
For: County Commissioner
BUNGOMA COUNTY
APPENDIX X: Approval of Research Proposal

KENYATTA UNIVERSITY
GRADUATE SCHOOL

Internal Memo

FROM: Dean, Graduate School
TO: Mr. Wambeye Kimweli Marakia
C/o Educ. Management, Policy & Curriculum Studies Department

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 23rd April, 2014.

You may now proceed with your Data collection, subject to clearance with the Principal Secretary, Higher Education, Science & Technology.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

JULIA GITU
FOR: DEAN, GRADUATE SCHOOL

CC. Chairman, Educational Management, Policy & Curriculum Studies Department

Supervisors:

1. Dr. Thaddeus Rugar
   C/o Educational Management, Policy & Curriculum Studies Department
   Kenyatta University

2. Dr. Jackline Nyerere
   C/o Educational Management, Policy & Curriculum Studies Department
   Kenyatta University
APPENDIX XI: Permit Letter

THIS IS TO CERTIFY THAT:
MR. WAMBUEY KIMWELI MARAKIA
of KENYATTA UNIVERSITY, 0-50205
WEBUYE, has been permitted to conduct
research in Bungoma County

on the topic: TEACHERS STRIKES ON
STUDENTS ACHIEVEMENT IN
SECONDARY SCHOOLS IN BUNGOMA
COUNTY

for the period ending:
1st December, 2014

Applicant's Signature

Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and
the County 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(2) hard
copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to
modify the conditions of this permit including
its cancellation without notice.

Serial No. A 3261

RESEARCH CLEARANCE
PERMIT

CONDITIONS: see back page
APPENDIX XII: Letter of Authorization from NCST

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 254-20-2213471, 2241349, 310571, 2219420
Fax: 254-20-318245, 318249
Email:secretariat@nacost.go.ke
Website: www.nacost.go.ke
When replying please quote

Ref. No.

NACOST/1/P/14/0244/2930

Wambeye Kimweli Marakia
Kenyatta University
P.O. Box 13844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Teachers strikes on students achievement in secondary schools in Bungoma County," I am pleased to inform you that you have been authorized to undertake research in Bungoma County for a period ending 1st December, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Bungoma County 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. S. K LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Bungoma County.