AN ANALYSIS OF THE FACTORS AFFECTING KCSE PERFORMANCE IN SECONDARY SCHOOLS (A CASE OF BOMET DISTRICT)

BY

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DECLARATION

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

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An analysis of the factors affecting
DEDICATION

This work is dedicated to my loving wife, Martha, and children: Judith, Edith, Jackline, Linet, Jared and niece Betty who gave me moral support and encouragement. To my Mum and late Dad

Thank you for standing by me.
ACKNOWLEDGEMENT

This study on the Analysis of factors affecting K.C.S.E performance in Secondary schools was carried out by the researcher. I appreciate the work of my supervisor, Paul Sang who provided the overall direction and technical advice.

Questionnaires were issued to the head teachers by Paul Rotich, the research assistant. I acknowledge the input I received from him in terms of collection and analysis of the data through SPSS.

I acknowledge the support of all the 39 head teachers who participated in the study, their time, cooperation and information was of great value in providing raw data for the study.

I am also grateful for the support provided by the three Education Officers in the District Education Office whom I interviewed. They provided the required information on the issues raised by the study.

Most especially, gratitude must be expressed to Beatrice and Everlyne who tirelessly typed the report.

Finally, credit goes to Kenyatta University for introducing the Open Learning programme. It is gratifying to note that I am one of the pioneer students of the programme.
ABSTRACT

The purpose of this study was to investigate the factors that have lend to low performance in Kenya Certificate of Secondary Education (KCSE) Examinations in Kenya and in Bomet District in particular.

Internationally, education was the fundamental means and social process whereby individuals gain and develops knowledge, skills, values, attitudes and optimum personal growth. All these were crucial for the sustenance of the whole fabric of the society.

Kenya is committed to the provision of quality education. Quality has to do with the degree of achievement as evidenced by the performance in national examinations. At Secondary school level, it was the performance in KCSE that determined, to some extend, the level of achievement. The research study tried to establish the factors that affect the performance of schools in the KCSE Examination in Kenya in general and Bomet District in particular. Training and development was an issue that had to be faced by every organization. Cole (1997) stated that the amount and quality of training carried out varies enormously from one organization to another.

Flippo (1984) notes that after an employee had been recruited, selected and inducted, he or she must have been developed to better fit the job and the organization. He noted that no one was a perfect fit at the time of hiring and some training and education must take place. It was hoped that when teachers and field officers undergo in-service courses, their performance improves and their skills change. However, a lot of resources were used to train teachers, especially head teachers and education officers, but many schools continue to perform poorly.

Docking J.W (1980) noted that the school discipline involves the whole school community. A school has a set of guidelines by which certain routines are operated on. Physical facilities and motivation of staff and students had been cited by education stakeholders as some of the factors that affect performance in schools. However, most schools had tried to put up modern physical facilities and motivated their staff but their performance had not improved.
It was for these reasons that this study was based to establish whether these factors—human resource management, staff training, discipline, learning/teaching resources and motivation—have had any impact at all in school performance, particular in Bomet District.

Descriptive statistics were used to analyze data; the researcher summarized the data using percentages and cross tabulation. The target population was all the 70 schools in Bomet. District officials were interviewed through questionnaire guide.

It was expected that the suggestions and recommendations in the study would lead to the improvement of performance in KCSE examinations in future.
DEFINITION OF TERMS

**Appraisal:** Evaluating an employees’ current or past performance relative to the persons standards

**Qualitative data:** Non – numerical data that have not been quantified

**Quantitative data:** Numerical data that have been quantified

**Quality:** Features or characteristics of a product or service that bear on its ability to satisfy given needs

**Respondent:** The person who answers the questions posed by the interviewer or on a questionnaire

**Monitor:** To advice, instruct and correct

**Discipline:** Orderliness of behaviour, submission to properly constituted authority

**Commitment:** An employee’s identification with and agreement to pursue the company’s mission

**Performance:** Doing certain specific actions that will achieve desired results

**Management:** Process of collecting and properly utilizing resources in the most optimal manner for achieving some pre-determined objectives or results.

**Motivation:** Reason why somebody does or behaves in a particular way.
CHAPTER ONE
INTRODUCTION

1.0 Introduction
Kenya Certificate of Secondary Education (K.C.S.E) is an examination that is done at the end of the second cycle of the 8.4.4 system of Education in Kenya. Parents, teachers, students and other stakeholders attach a lot of importance to this examination.

1.1 Background to the Study
Cranmer (1979) describes school effectiveness as the “extent to which the desired output is achieved”. The number of learners who successfully pass the national examinations measures the desired output of a secondary school in Kenya. Studies showed that as a developing country, and given our kind of environment, the minimum desirable level of education that would facilitate the creation of useful human resource was the secondary level of education. The commission of Inquiry into the Education system of Kenya (1999) mentioned in its report that “providing quality education to increasing numbers of students was both a challenge and an opportunity”. Achieving useful human resource across the board was critical to development; hence the Ministry of Education’s emphasis on quality education. Quality had to do with achievement as evidenced by performance in national examinations and gaining entry to the next level of education.

According to the Kenya National Examination Council Report of 2003, the KCSE candidature had been rising every year. For example, 172 883 candidates sat for KCSE in 1999. This figure increased to 207730 and 221 286 in 2003 and 2004 respectively. There was need therefore to step up management issues to cope with such a high enrolment. Performance had to measure the extent to which educational goals and objectives had been achieved. These objectives were:

1. To foster national unity
2. To produce the needed skilled human resources for national development;
3. To provide opportunities for individual development and self fulfillment;
4. To promote social equity and equality;
5. To foster and develop respect for the development of cultural heritage;
6. To foster international co-operation.
Since these objectives had been incorporated in the curriculum, their achievement rate was to be directly proportional to the K.C.S.E performance.

The Government attached a lot of importance to education and its role in the present and future development of the country. Since independence, the government had been spending more than 30% of its annual revenue on education. There was, therefore, a need to have an effective and efficient education system. This research endeavored to find out the factors that affected its effectiveness and efficiency, hence the performance in KCSE examinations nationally and Bomet District in particular.

1. The Director of Education, Kyungu (2000) gave the following statistics

Table 1.1: Quality performance in KCSE

<table>
<thead>
<tr>
<th>Province/School</th>
<th>Entry</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B+ and above</th>
<th>% of B+ &amp; above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coast</td>
<td>8,850</td>
<td>5</td>
<td>36</td>
<td>84</td>
<td>125</td>
<td>1.4</td>
</tr>
<tr>
<td>Western</td>
<td>19,955</td>
<td>6</td>
<td>87</td>
<td>630</td>
<td>723</td>
<td>4</td>
</tr>
<tr>
<td>Rift Valley</td>
<td>35,159</td>
<td>11</td>
<td>117</td>
<td>379</td>
<td>507</td>
<td>1.4</td>
</tr>
<tr>
<td>Starehe</td>
<td>206</td>
<td>32</td>
<td>61</td>
<td>56</td>
<td>149</td>
<td>72</td>
</tr>
<tr>
<td>Mangu</td>
<td>192</td>
<td>17</td>
<td>47</td>
<td>53</td>
<td>117</td>
<td>61</td>
</tr>
<tr>
<td>Precious Blood</td>
<td>88</td>
<td>11</td>
<td>40</td>
<td>25</td>
<td>76</td>
<td>86</td>
</tr>
<tr>
<td>Maranda</td>
<td>115</td>
<td>2</td>
<td>18</td>
<td>19</td>
<td>39</td>
<td>34</td>
</tr>
<tr>
<td>Kamusinga</td>
<td>157</td>
<td>1</td>
<td>18</td>
<td>39</td>
<td>58</td>
<td>37</td>
</tr>
</tbody>
</table>

Source: Director of Education (2005)

The given statistics reflected that some schools perform better than a whole province. The district in those provinces that do not produce grades A could not compete favorably for University admission into specialized and professional disciplines like medicine, Mechanical Engineering and Pharmacy. Rift Valley Province managed to produce only 507 candidates with grades B+ and above. Yet it is the largest in the country. Western province with a candidature of almost half that of Rift valley has 723 B+ and above. In that year Bomet district had 55 B+ and above (2.7%).
This research intended to look at the factors that brought about these disparities in the K.C.S.E performance, particularly in Bomet District.

Table 1.2: KCSE Results (Bomet District) 2000 to 2005

<table>
<thead>
<tr>
<th>Year</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
<th>TOTAL</th>
<th>MSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>0</td>
<td>2</td>
<td>25</td>
<td>54</td>
<td>114</td>
<td>192</td>
<td>251</td>
<td>382</td>
<td>454</td>
<td>430</td>
<td>119</td>
<td>7</td>
<td>2044</td>
<td>4.82</td>
</tr>
<tr>
<td>2001</td>
<td>0</td>
<td>9</td>
<td>25</td>
<td>41</td>
<td>100</td>
<td>176</td>
<td>250</td>
<td>398</td>
<td>478</td>
<td>514</td>
<td>218</td>
<td>9</td>
<td>2222</td>
<td>4.57</td>
</tr>
<tr>
<td>2002</td>
<td>0</td>
<td>5</td>
<td>16</td>
<td>53</td>
<td>113</td>
<td>153</td>
<td>254</td>
<td>373</td>
<td>498</td>
<td>498</td>
<td>268</td>
<td>21</td>
<td>2307</td>
<td>4.48</td>
</tr>
<tr>
<td>2003</td>
<td>0</td>
<td>10</td>
<td>42</td>
<td>78</td>
<td>144</td>
<td>244</td>
<td>334</td>
<td>400</td>
<td>517</td>
<td>449</td>
<td>239</td>
<td>10</td>
<td>2478</td>
<td>4.863</td>
</tr>
<tr>
<td>2004</td>
<td>4</td>
<td>19</td>
<td>57</td>
<td>121</td>
<td>174</td>
<td>255</td>
<td>322</td>
<td>430</td>
<td>495</td>
<td>481</td>
<td>247</td>
<td>17</td>
<td>2622</td>
<td>4.999</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td>45</td>
<td>165</td>
<td>347</td>
<td>645</td>
<td>1020</td>
<td>1411</td>
<td>1983</td>
<td>2442</td>
<td>2372</td>
<td>1091</td>
<td>64</td>
<td>11673</td>
<td>4.746</td>
</tr>
</tbody>
</table>

Source: Author, (2005)

From the given data, it could be seen that the achievement of quality grades of B+ and above was 1.8% in the last five years. It also implied that transition to university was 1.8% as per the joint Admission Boards standards. This trend would have full impact on society and on development of Bomet District. The district managed to attain straight As for the first time in 2004. It was, therefore, most likely that until last year, candidates had not managed to get admitted to national universities to pursue Medicine or Pharmacy.

1.2 Statement of the Research Problem

The performance trend in K.C.S.E examination in Rift Valley province and in particular Bomet District had not been impressive. Out of a total of 11,673 candidates in the last five years, only 3637 (31%) managed grade C and above. These were candidates that could join competitive courses at Diploma and Degree levels. The rest (69%) were likely to be absorbed into the society without the necessary training skills that could enable them achieve gainful employment or other survival skills.

Kenya Education Staff institute (KESI) training manual (1999) gave the target groups for training as serving officers in administrative and managerial positions within education sectors throughout Kenya. Despite the training, many schools continue to suffer from poor management that affects performance. Olang (2004), writing in the east African Standard of 19th February 2004, observed that the main
challenge facing teachers today was professional inadequacy and not morale. He observes that it was regrettable that while many aspects of life have changed, many teachers have not. He observed that this was one reason why there was continued unrest in schools.

Elimu Yetu Coalition (2003) in their handbook, Reform Agenda for Education sector in Kenya, asserted that the gains made in the first two decades after independence had largely been eroded since 1989. Secondary enrolment rate had declined from 30% in 1990, to 26% in 1994 and further to 23% by 2000.

These declined point to some of the challenges that face the education sector in Kenya.

These challenges mad this study necessary. The handbook reaffirmed that the Ministry of Education operated with legal structures, which were only appropriate at the time they were created and were in dire need of reform. This study tried to find out this contention. It further observed that the education sector faced management problems, which were occasioned by rigid and bureaucratic structures and politicization of education. Despite the high fees charged in many secondary schools, the buildings were dilapidated and facilities acutely inadequate. These factors made this study necessary. It aimed at establishing their impact on performance.

More research were done on in-service training by Ongoto (2004) observed that though the head teachers of Public Secondary schools had the necessary management skills, mismanagement of schools continued in many parts of Kenya.

As per KCSE Examination records (D.E.O. Bomet, 2005) the mean index over the last five years was below the expected target of at least 5.5 (refer to table 1.2). It was against this background that the purpose of this study was to analyze the factors that affected the performance of secondary schools in KCSE examinations in Bomet District.

1.3 Objectives of the Study

The objectives of the study did include the following:

General Objective

1. To analyse the factors affecting K.C.S.E. performance in Secondary Schools in Bomet District.
Specific Objectives

2. To find out the relationship between leadership of the head teacher and performance of the schools in the said district in KCSE Examinations

3. To determine the extent to which motivation of staff and students affect such performance in the said district in KCSE examinations.

4. To establish how facilities and BOG/PTA support affect performance of schools in KCSE examinations in Bomet District.

5. To determine to what extent to which policies and government support affect performance of the schools in KCSE Examinations in Bomet district.

1.4 Research Questions

The study sought information to address the following questions:

i. What was the relationship between leadership of the head teachers and performance of schools in KCSE examinations in Bomet district?

ii. To what extent does motivation of staff and students affect such performance of schools in KCSE examinations in Bomet District?

iii. Are facilities and BOG/PTA support important in performance of schools in KCSE examination in Bomet District?

iv. To what extent do policies and government support affect KCSE examination performance in the said district?

1.5 Significance of the Study

The study would be of great help to:
1. **Top Management** of all the schools in Kenya to formulate ways and means of improving school programmes and resources to improve KCSE results.

2. **Ministry of Education** to come up with policies that would enhance performance in schools.

3. **Donors and Development Partners** who may be requested to assist through provision of learning/teaching materials, in-service training of principal and subject teachers on areas related to good management, attitude, motivation and discipline.

4. **Kenya National Examination Council** to review its mode of setting to cope with the challenges that existed in the education sector.

5. **The Board of Governors (B.O.G), the Parent Teachers Association (P.T.A.) and the sponsors** of the schools would use the research to understand better management issues that could reinforce performance in their respective schools.

6. **Other researchers** would use the study to fill in any gaps that might not be considered.

### 1.6 Scope of the Study

This study would cover Schools in Bomet District. The main focus would be to examine all those factors that could possibly affect performance in KCSE in the District. The study covered 60% of the 70 schools in the District. Public and private schools in the following categories would be considered. Girls only, boys only, mixed (boys & girls) Boarding and Day schools.

### 1.7 Assumptions of the Study

1. Well-run schools were those managed by trained managers.
2. Respondents gave honest and accurate information
3. All the secondary schools operated on a common standard.

### 1.8 Limitations of the Study

- The researcher covered only one district in Rift Valley Province. The results of the study may not be sufficient to generalize the situation on the entire country.
- The district was expansive; hence data collection may have taken longer than anticipated.
- Some respondents were not willing to divulge some information that they considered confidential.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter aimed at providing a framework for establishing the importance of the study, to highlight the current state of the area of study and how other people’s work and findings compared with the proposed research.

2.2 Leadership and Performance
According to the United Nations (UN) report (2000), great strides had been made in education in the past decades: the number of children in schools had risen from 599 million in 1990 to 681 million in 1998. But more than 113 million children had no access to primary education.

Research had shown the close relationship between access to education and improved social indicators. Many parts of the UN system were involved in the funding and development of a variety of education and training programmes. These did range from traditional basic schooling to technical training for human resource development in areas such as public administration, agriculture and health services, to public awareness campaign to educate people about HIV/AIDs, drug abuse, human rights and many other issues.

According to the same report, United Nations Educational, Scientific and Cultural Organization (UNESCO) was providing the secretarial for the most ambitious U.N interagency campaign ever launched to achieve universal, quality-based primary education by 2005, on the basis a Framework for Action adopted by 181 nations in 2000 at the World Education Forum in Dakar, Senegal. This report indicated that globally, governments had committed themselves to achieve quality education for all.

A recent study by Southern Regional Education Board, Atlanta USA (2005), shows that high performing schools were those who hired principals who could lead them to success. Principals should have reliable leadership and proven records of raising student performance and closing achievement gaps. A high performing principal was one who:

1. Understood how to work with teachers to bring about change;
2. Supported teachers in carrying out instructional practices that helped all students to succeed;
3. Could prepare accomplished teachers to become principals.

The study observed that in today’s hit-or-miss leadership development environment, principals of this caliber were scarce. They constituted our real principal shortage.

Although head teachers or principals played a major role in the management of schools, other stakeholders contributed to the effective management of a school.

Wachira (1996) on her study on preparation of secondary school head teachers and implications in their administrative performance noted that majority of the head teachers faced problems in performing all the main tasks of a school administrator. She noted that the problems faced by head teachers cut across all categories of schools. The most problematic task for head teachers was finance and business management. Most head teachers lacked technical skills in financial management. She recommended that head teachers preparation process should have focused on the three management skills namely: technical, human relations and conceptual.

The Ministry of Education, School Management Guide (1999), stated that the head teacher was responsible for all matters pertaining to the smooth running of the school e.g.
1. School Development Planning
2. Management of the curriculum
3. Management of people
4. Management of Resources
5. Teaching
6. Secretary to the School Board of Governors (B.O.G) and Parents Teachers Association (P.T.A.)
7. Liaising with education officers – At Divisional, District, Provincial and Teachers Service Commission Headquarters Level

The Headteacher was to be assisted by other support groups – Deputy Head teacher, Heads of Department, teachers and non-teaching staff in the day-to-day running of the school.
The need for effective educational management in schools has been highlighted in various educational policy documents. These included: the Ominde Report (1964); Gachati Report (1976); The Master Plan on Education and Training (1997-2010); Koech Report (1999); The Report of the Task Force on student Discipline and unrest in Secondary Schools (2001); and, in the various National Plans. These reports emphasized on the improved quality of education.

Mbiti (1999) pointed out that the success of a school depends on the resourcefulness of the school administrator. On him/her falls the responsibility of planning the entire operation of the school throughout the year. The head teacher must expose each child in the school to functional education. He/she must realize that his/her major task was to make the schools purpose clear to everyone, to see that the necessary equipment and monetary resources were available for school use and to motivate the staff, the students and the parents to produce a lively school as well as excellence in work performance.

According to Ministry of Education and Human Resources Development Report of the Committee on selection, Appointment, Deployment and Training of Head teachers in the Public secondary schools, the head teacher was expected to set the tone of the school. The responsibility to create a healthy environment conducive to effective teaching and learning lied with the head teacher and the team of teachers and students. An effective head was one who set high standards and develops good and clear channels of communication in order to keep all parties working as a team. The committee, however, received representation that head teachers of most secondary schools were not performing their duties and responsibilities as expected. On the issue of the management and control of school finances and stores by head teachers and Board of Governors, the committee observed that:

1. There was a lot of financial mismanagement in the institutions by
2. Head teachers and their chairperson of Board of Governors
3. Most head teachers had introduced unauthorized Vote heads contrary to the laid down policy guidelines.
4. Fees structures were often given on a piecemeal basis by most schools
5. Students were being compelled to pay for projects, which had been the report notes that no action
had been taken on any head teacher to stop extensive mismanagement of public affairs and funds in the school. It appeared to the Committee that there was no viable arrangement and capacity within the Ministry of Education to monitor, appraise and rectify the under-performance of some head teachers. The study intended to address this problem. According to Gachati report (1976), examinations provided the means for assessing the degree of past achievement of the learning objectives and in the process, also served to stimulate the learner to put the necessary effort into learning. The results of examinations were used in estimating an individual’s future potential for continued learning and occupational competence.

Those concerned with education matters should be well equipped with knowledge, skills and attitudes in management, administration and planning of education policies, programs, projects and activities. These officers require continuous preparation to cope with challenges in management of change arising from perpetual innovations and reforms in the education system, structure, curricula and practices.

Okumbe (2001) pointed out that training enable institution to:
- Increase its productivity (performance)
- Increase both quantity and quality of its outputs
- Improve workers morale, satisfaction and motivation
- Create a sense of personal growth among employees.

The idea of Secondary school outcome is easier to appreciate when we look at Hamblin’s (1974) analysis of the output of a secondary school: the process by which a student affiliated or disassociated himself from the school; the objectives of the school and the actual outcomes; the outcome which would be analyzed with the following in mind: intended verses unintended; the costs of these outcomes to students and staff; the strategies which had to be used to shape behaviours in the desired ways; the critical events which determined whether or not the outcomes occur.

The most valuable element in the output was the self-image of the student. The school, according to Hamblin should be seen to be developing in students a desire to work for some standard of excellent. Boocock (1972) observed that students, who do not see meaningful connections between what they did in schools and what they would like to do or expect to do in their own future, were not likely to perform well academically.
2.3 Facilities and Service Delivery
The Ministry of Education information Handbook (1987) stated that those charged with education management should be conversant with:

- Curriculum supervision and implementation
- Guidance, Counselling and discipline
- Book-Keeping and financial control
- Management and education
- Physical planning and development
- Human and public relations
- The TSC – staffing, appointment and discipline of teachers
- Decision making and delegation

The Koech Report (1999) asserted that the Ministry of education was responsible at the national, Provincial and District levels. The Director of Education (Higher) was responsible for all professional matters in Secondary and tertiary education. In the field, the Provincial Directors of Education and District Education officers were in charge of administration and supervision of education in their respective provinces and districts. All these officers offered professional advice on quality and standards to head teachers and teachers in their areas of jurisdiction.

The Kamunge Report (1988) recommended that each District Education resource centre be provided with appropriate facilities, equipment, qualified professionals, support personnel and a budget to enable them offer quality and essential professional advice to all teachers in the district to enhance their performance. The working party noted that Teacher Advisory Centre services were not extended to Secondary school teachers and recommended one viable district educational resource centre for all teachers.

Some of the shortcomings are:

- The financial aspect of sustaining the Teacher Advisory centers
- Inadequate evaluation system to assess whether head teachers and teachers had grasped the content of the Ministry’s policies on implementation of curriculum.

Inadequate mechanism to address emerging problems in school management
A study therefore, had to be conducted to approve or disapprove these findings and fill in the gaps in the area of study. A case of Bomet District was to be considered.

Mutaho & Company Consultants (2002), in a paper presented to participants to the Kenya Education Staff Institute (KESI) Senior Management Course on Educational Management, observed that improving the delivery of services must be a deliberate effort on the part of any organization. It called for the organization to first move away from those inward-looking, bureaucratic systems; processes and attitudes that tend to inhibit efficient service delivery. Instead, organizations were required to embrace those techniques that engender efficiency in operations. It also meant a complete change in the way services are delivered. They continued to state that educational institutions in Kenya as public organizations, must strive to introduce service delivery improvement programmes in their day-to-day management practices.

In order for the managers of these institutions to implement a service improvement programme successfully, they were required to do the following:

- Assign individual managers and members of staff responsibility for delivering specific results for a specified level of resources.
- Delegate managerial responsibility and authority to the lowest possible level.
- Exercise transparency about the results achieved and resources consumed.

Many educational institutions in Kenya are currently perceived as characterized by lack of access to their services and lacking in transparency and openness. They are also lacking in consultation on important issues relating to service management and standards. The lack of information relating to the provision of services and the absence of standards and levels at which they were rendered results in a lack of responsiveness and insensitivity towards the complaints of those who consume services from these institutions as students, parents or other stakeholders. Reforming educational institutions in Kenya should, therefore, be a natural action towards improving the quality of services that are expected to ensue from them. In the National Handbook on Education for All (EFA) 2000 and Beyond (2001), the Ministry of Education recognized that adequate physical facilities and instructional materials were critical for teaching/learning but many secondary schools operate with minimum facilities. Provision of such facilities continued to depend on the interest and economic ability of the
local community. This study would look into the margin of inequality in terms of facilities and how it related to performance in K.C.S.E. examination in Bomet District.

2.4 Discipline as a Factor in Performance
Indiscipline in many secondary schools had been a global problem. Indiscipline hampered learning institutions from achieving their intended goals and objectives. Positive discipline, however, was a social factor that has a very significant, bearing on ones’ life. Cases of indiscipline in schools are caused by a multiplicity of factors. Tane, V.R (1990) blamed schools and societies as groomers of indiscipline in students. She said that the school and the society had not geared their attitude to the aspirations of the youth and failed to inspire their confidence and assured them of the sense of security. From Tane’s analysis, it was evident that students who came from homes, whose parents were irresponsible and were always involved in physical fights, may influence their behaviour in schools to become aggressive and bully others.

In the past, it was only students who were to blame for not manifesting good behaviour in schools. This had been reversed by scholars like Kinyanjui (1996) who said that the ability of head teachers to listen to students’ grievances and points of view, and their willingness to communicate their views giving reasons for the decisions taken at schools, could go a long way to solving most of the students’ grievances. Unfortunately, these qualities were lacking in some of our head teachers. The consequences were low morale and indiscipline among members of staff as well as students. In spite of the efforts made by various researchers to offer suggestions on how to deal with this situation, the problem still persisted in secondary schools. The researcher will try to highlight types of discipline issues in secondary schools in Bomet District with a view to giving recommendations on how to instill good discipline in the respective learning institutions so as to create an enabling environment for academic performance.

2.5 Motivation and Performance
Leus (1987) stated that motivation was an important determinant of learning and its outcomes, as expressed in academic performance. He went further to say that student motivation was a complex psychological process. It was, therefore, imperative to look into this complex situation and explicitly
suggest different avenues that can be taken by teachers and parents to affect the motivation of their students and children.

Eugene, M (2001) stated that the cognitive approach to motivation was primarily concerned with the desire of individuals to produce an effect on their environment and in the process to develop certain skills. A cognitive theory of motivation recognized that many aspects of motivation arose when people were fully aware of their motives and actions. One of the cognitive theories was goal setting. Goals could be used as motivational device in the sense that employees worked towards meeting these goals. They could also be used as a control device when performance is monitored in relation to the goals set for individuals and departments. Teachers and students in Bomet District had always set targets to be achieved in the national examinations but performance in K.C.S.E had not been impressive. This study was, therefore, intended to determine how motivation of teachers and students affect performance.

According to Forthsyth, P. (2000), motivation was a core skill. Used well it allowed managers and their staff, to achieve more. Because motivation goes hand in hand with other management activities and because how people perform was so closely linked to how they feel about the work they do, motivation could become an inherent element of the total management job.

Motivation demands honestly and sincerity. It was extremely difficult to motivate if the manager did not really care about his staff. In a school set up, the role of the management was crucial in the motivation of staff and students to achieve set goals and objectives of their institution. This study did establish if the management of schools had the skills and capacity to motivate the staff and students for good performance in KCSE examinations in Bomet District.
2.6 Conceptual Framework of the Study

- **LEADERSHIP**
- **MOTIVATION**
- **DISCIPLINE**
- **GOVERNMENT POLICIES**

PROCESS OF PERFORMANCE

OUTPUTS OF PERFORMANCE

Independent variables

Source: (Author, 2006)
The conceptual framework of the study was based on the systems theory. A school should have intended objectives that were observable and measurable. This was the starting point for improving performance. To attain the intended objectives for performance, the school should have had inputs in form of resources- facilities and equipment. Other inputs were: motivation to the teachers and students, discipline among students and teachers, management issues and Ministry of Education and BOG/P.T.A. support.

There should be a proper process of attaining the objectives, for example, the sound management that ensured coordinated interactions of the components of inputs mentioned above and the school environment that included the immediate community. Outputs may have included good grades, good discipline, motivation, a good name for the school and an all round student. Good performance should have lead to benefits to the institution, the Ministry of Education, B.O.G/P.T.A.s, the parents and the general society.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
This chapter outlined the procedures the researcher used in the study to collect and analyze data collected from the field. It covered Research design, Target population, sample and sampling procedures, Research Instruments, validity and Reliability of the instruments, Data collection and Data analysis procedures.

3.1 Research Design
The researcher used descriptive study design to establish the critical factors that affected K.C.S.E performance in secondary schools in Bomet District. The descriptive research was used to determine and report the way things are. Mugenda and Mugenda (1999) observed that this type of research attempted to describe such things as behaviour, values, and attitudes and characteristics. She went further to say that this research had been successfully used in the past. Descriptive research gave an accurate account of a particular phenomenon, situation, community or person. The factors affecting KCSE performance in Secondary schools would be studied in a better way using this research design study.

3.2 Target Population
The target population was head teachers of all the secondary schools in Bomet district. The schools are distributed in six divisions as indicated in table 3:1
Table 3.1 Target Population

<table>
<thead>
<tr>
<th>Division</th>
<th>Population frequency (Head Teachers)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mutarakwa</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Longisa</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Ndanai</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Sigor</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Siongiroi</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Central</td>
<td>26</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: (Author, 2006)

Kathari (2002) indicated that population or census studies were those that considered all elements in a researchers’ area of investigation. Although there are 70 head teachers in the district, the researcher intended to take a sample.

3.3 Sampling Procedures and Sample Size

The researcher took 60% of the population of study using cluster sampling technique. This percentage is appropriate and representative. According to Mugenda and Mugenda, (1999), a representative sample is one that is at least 10% of the target population; hence 60% was a representative in this case. Further, a cluster sampling was appropriate when the population of interest was widely scattered. The secondary schools in Bomet district were scattered with the furthest school being 60 km from the District headquarters.
Table 3.2 Sample Design

<table>
<thead>
<tr>
<th>Division</th>
<th>Population frequency</th>
<th>Sample size (60%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mutarakwa</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Longisa</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>Ndanai</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Sigor</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Siongiroi</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Central</td>
<td>26</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>

Source: (Author, 2006)

To select the schools in each division, simple random sampling was done. This was done using random numbers. Each case in the sample frame will be assigned a unique number for selection purpose.

3.4 Research Instruments

The researcher used structured and semi-structured questionnaire to collect the data. The questionnaires were distributed to the heads of secondary schools in Bomet district. According to Robson (2002), questionnaires work best with standardized questions that researchers can be confident will be interpreted the same way by all respondents. This technique of collecting data was, therefore, appropriate for this study. The questionnaires were given to the head teachers of secondary schools in Bomet. Data that were collected related to type of school, age of head teacher, gender, academic qualifications, and length of stay in the school, learning/teaching resources, schools management, staffing, and discipline. Interview guide for education officials will be carried out on face-to-face encounters to clarify issues raised by the head teachers on factors affecting K.C.S.E performance.

3.5 Data Analysis Techniques

The questionnaires collected were checked for the completeness, accuracy and uniformity of information obtained. Data was then analysed by use of descriptive statistics, which included frequency distribution tables to summarize frequency of response to each question. It also included
percentages and other measures of central tendencies such as mean, mode and median. Advance statistical techniques especially inferential statistics were considered in the analysis. The researcher sought the assistance of computer packages especially statistical package of Social Science (SPSS) to communicate research findings.
4.0 Introduction
This chapter dwells on an analysis of the data collected from the field and draws interpretation based on the analysis. Issues discussed include background information, questionnaire response rate and responses to the research questions.

4.1 Questionnaire Responses
The study involved a sample of 41 head teachers of secondary schools in Bomet District, Rift Valley Province. The target population was all the 70 head teachers. Questionnaires were given to 41 head teachers and 39 of them were returned, indicating a 95% return rate. Most head teachers co-operated well, though a number of them had to be reminded through Short Message Service (SMS), telephone calls or sending research assistants to collect the completed questionnaires.

Table: 4.1 Response Rate

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Delivered</th>
<th>Returned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>35</td>
<td>33</td>
<td>84.6</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>6</td>
<td>15.4</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>39</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Author (2006)

4.2 Quantitative Analysis
As shown in the table, a total of 33 males and 6 females took part in the research. This translates into a ratio of 5.5:1, which shows that the majority of the head teachers are male.
From the above pie-chart, it can be observed that the majority of the head teachers are young people of below 40 years of age (64%). 31% of the respondents are between 41 and 50 years.

The figure indicates that most head teachers are Bachelors of Education degree holders (82.1%). Those with Diploma and Masters constitute 17.9%.
As regards the head teachers work experience, the results revealed that 74% of the candidates in the research sample had worked for 5 years and below in their current position. 12.8% had an experience of between 6 and 10 years while 5.1% of them had an experience of over 21 years.

From the above, it can be deduced that majority of headteachers have stayed in their current station for less than 5 years. In fact 84.6% of them have stayed for between 0 and 5 years. The rest have stayed for between 6 and 10 years (10.3)% and 11 to 20 years (5.1%).

Most of these head teachers had the following teaching experience.

<table>
<thead>
<tr>
<th>Experience</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6–10</td>
<td>4</td>
<td>10.3</td>
<td>10.3</td>
</tr>
<tr>
<td>11–20</td>
<td>17</td>
<td>43.6</td>
<td>53.9</td>
</tr>
<tr>
<td>21 and above</td>
<td>18</td>
<td>46.2</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
The table shows that most head teachers have a teaching experience of over 21 years. This constitutes a 46.2%. Those with an experience of 11 to 20 years are 43.6% of the sample population. In effect, 89.8% of the head teachers under consideration have a teaching experience of over 10 years.

Table 4.3 School Category I

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial</td>
<td>16</td>
<td>41.0</td>
</tr>
<tr>
<td>District</td>
<td>22</td>
<td>56.4</td>
</tr>
<tr>
<td>Private</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Author (2006)

Table 4.4 School Category 2

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Boarding</td>
<td>4</td>
<td>10.3</td>
<td>10.3</td>
</tr>
<tr>
<td>Girls Boarding</td>
<td>3</td>
<td>7.7</td>
<td>18.0</td>
</tr>
<tr>
<td>Mixed day</td>
<td>9</td>
<td>23.1</td>
<td>41.1</td>
</tr>
<tr>
<td>Mixed Boarding</td>
<td>9</td>
<td>23.1</td>
<td>64.2</td>
</tr>
<tr>
<td>Girls Boarding and Day</td>
<td>6</td>
<td>15.4</td>
<td>79.6</td>
</tr>
<tr>
<td>Mixed Day and Boarding</td>
<td>7</td>
<td>17.9</td>
<td>97.5</td>
</tr>
<tr>
<td>Boys Boarding and Day</td>
<td>1</td>
<td>2.6</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Author (2006)

The information from table 4.2, 4.3 and 4.4 most schools in Bomet District are either in Provincial 41% or District, 56.4% category. Only 2.6% fall under private category.

The study also revealed through table 4.4. That 74% of Secondary schools in the district are mixed. This indicates that the KCSE performance in the district mainly determined by how mixed secondary schools perform.
To realize the objectives of the study research questions were formulated to which answers were sought through the administration of questionnaires to the respondents.

Table 4.5 Capacity of school classes

<table>
<thead>
<tr>
<th>Capacity</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25</td>
<td>3</td>
<td>7.7</td>
<td>7.7</td>
</tr>
<tr>
<td>25 – 30</td>
<td>4</td>
<td>10.3</td>
<td>17.9</td>
</tr>
<tr>
<td>31 – 45</td>
<td>22</td>
<td>56.4</td>
<td>74.4</td>
</tr>
<tr>
<td>46 – 50</td>
<td>4</td>
<td>10.3</td>
<td>84.6</td>
</tr>
<tr>
<td>51 and above</td>
<td>6</td>
<td>15.1</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.6 Textbook ratio in the schools

<table>
<thead>
<tr>
<th>Ratio</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:2</td>
<td>7</td>
<td>17.9</td>
<td>17.9</td>
</tr>
<tr>
<td>1:3</td>
<td>11</td>
<td>28.2</td>
<td>46.2</td>
</tr>
<tr>
<td>1:4</td>
<td>17</td>
<td>43.6</td>
<td>89.7</td>
</tr>
<tr>
<td>1:5</td>
<td>2</td>
<td>5.1</td>
<td>94.9</td>
</tr>
<tr>
<td>1:6</td>
<td>2</td>
<td>5.1</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
The information in Table 4.5 indicates that schools in Bomet have an enrolment of between 31 and 45 students per class. This constitutes 56.4. Only 17.9% of the sample population has less than 31 students per class. Most schools, therefore, are well enrolled in the district.

Tables 4:6 show that 17.9% of the schools have a look ratio of 1:2 compared to the table, it is most likely that these could be schools with a population of less than 31 students per class. 43.6% of the schools had a book ratio of 1:4 while 28.2% had a ratio of 1:3.

From Table 1.7, 46.2% of the schools had one science laboratory for all the three sciences: Physics, Biology and Chemistry. Only 23.1% of them had all the required three science laboratories, while 25.6% had just a room for the sciences.

The researcher had formulated questions related to enrolment and availability of teaching and learning resources which mainly focused on textbooks and science laboratories. Most respondents, 82.1%, believed that these resources strongly affect KCSE performance in their schools. 10.3% were of the view that resources have no much effect on performance.
On motivation, most respondents, 69.2% believed that the level of staff motivation in their schools was high 28.2% of them indicated that motivation of the teachers was low 2.6% did not know.

The researcher had formulated questions in the questionnaire that required the respondents to indicate the number of teachers and students who was absent in the first, fifth and last week of the term. The researcher had sought to know if students and staff are motivated enough by the school’s performance to stay in their schools from the opening to the closing day of the term. Most respondents (head teachers) indicated that between 1 and 5 teachers were absent during the first, fifth and last weeks of the term. 74.4% noted that the same number were absent in the first and fifth weeks while 71.8% showed that absence was noticed in the last week.

This trend is in contrast to what the head teachers belief that motivation in their schools was high. Motivation, therefore, may not be the cause of this absence. Similarly, in the 1st, 5th and the last weeks of the term, between 1 and 10 students were absent indicated by 51.3%, 46.2% and 61.5% of the respondents respectively. These are high percentages that could affect performance in the schools, though no concrete reason was captured in the research findings.

92.3% of the respondents believed that discipline strongly affects KCSE performance. This confirms Tane’s (1990) concern that discipline plays a crucial role in the schools and societies. She says that the school and society have to gear their attitude to the aspiration of the youth and inspire their confidence and assure them of the sense of security.

When asked whether school finances affect performance, 53.8% indicated that they very strongly affect while 30.8% believed that they affect strongly. 12.8% felt that finances have not effect on performance. 2.6% were not sure. Most head teachers 66.7% observed that B.O.G and P.T.A commitment had a lot to do with performance.

From the study, it was observed that since B.O.G and P.T.A are directly involved in the financial management of schools, there is a direct link between the head teachers’ financial skills and the later. The following is a summary of the responses from the head teachers on performance and discipline;
motivation, finances, teaching learning resources, staff training and BOG/PTA commitment. When asked to give suggestions on how best can the performance of KCSE be improved in schools, 41.0% cited discipline, motivation and co-operation by stake holders. 33.3% indicated that staffing, provision of teaching and learning resources as the factors affecting performance.

The researcher interviewed three Ministry of Education officials at the District Education’s office, Bomet. The main question was to find out the factors that could have led to the prevailing performance in KCSE examination in Secondary schools in Bomet District. The officers cited the following:

1. Most head teachers were inadequately equipped with skills on resource mobilization.
2. Inadequate support for teaching and learning, including infrastructure.
3. Inadequate resources support from the community e.g. in fees payment and student discipline.
4. Inadequate inspection due to few quality assurance and standards officers in the district.
5. Form I entry behaviour
6. Shortage of teachers

When asked to state the greatest challenge among head teachers in the District the following were stated:

1. Student management
2. Staff management
3. Finance management
4. Curriculum management, the respondents indicated that head teachers faced the greatest challenge in curriculum management.

On what can be done to address the issues that they raise, the respondents suggested that:

1. Identification and appointment of head teachers be done through merit crocracy. The Ministry, however, is currently addressing the issue.
2. Primary schools standard be looked into to improve on KCPE marks.
3. Fees payment be addressed.
4. Find ways and means of motivating all: students, teachers and parents.
5. Equip headteachers with resource mobilization, management and motivation skills.
6. Mobilize the community to equip schools with learning/teaching facilities.
5.0 Introduction
This chapter presents a summary of the study, main findings of the study, conclusions made from the findings of the study, recommendations and suggestions for further research.

5.1 Summary
The purpose of the study was to examine the factors that affect K.C.S.E performance in Bomet District. It would involve getting information, through questionnaires from 41 head teachers of secondary schools in Bomet District in Rift valley Province of Kenya.

Three Ministry of Education officials from the District Education Office in Bomet District were also interviewed. The obtained data was analysed using statistical package for the social sciences so as to get information on frequencies and percentages. Pie-charts and Bar graphs were also obtained using this computer programme.

5.2 Answers to Research Questions
From this study, it was found out that the majority of the headteachers was academically qualified and had a teaching experience of over eleven (11) years. Only 10.3% of them had a teaching experience of less than 11 years. This is an indication that head teachers in Bomet District can effectively handle their duties effectively. It was, however, noted that 74.4% of them have an experience of between 0 and 5 years. They have also stayed for an equal number of years in the same station as shown by the study. This is an area of concern since it implies that most of these head teachers might not have acquired the necessary leadership skills to manage their schools effectively. Any attempt to address KCSE performance in the district should take cognizance of this fact.

When asked to state the level of staff motivation in their schools, 69.2% indicated that it was high while 28.2% believed that it was low. The researcher had formulated a question in the questionnaire
for the respondents to show the number of the teaching staff and students who were absent in the first, fifth and last weeks of the term. The researcher had hoped to relate this to the level of motivation of the staff and students. The expected outcome was that if they were motivated enough by the school, they would promptly attend all the lessons from the first day of opening and that they would stay in school through the term. The study has shown otherwise. The level of staff and student motivation was indicated as high yet the number of those absent was also high. This shows there could be another reason for the absence.

It was found from the study that the role of the Board of Governors (B.O.G) and the Parents, Teachers Association (P.T.A) played a major role in the acquisition and management of the school resources. In the majority of the schools, respondents were concerned that BOG/PTA was mainly giving them moral support. The Ministry of Education was said to luck the capacity to monitor and appraise teaching and learning performance. Responses rated the Ministry’s performance as fairly effective. This was confirmed by the officials who were interviewed. They cited inadequate personnel and the general staffing situation in the district as the main factors. It was however, encouraging to note that the Government through the Ministry of Education has disbursed funds to some schools for the purchase of laboratory equipment, chemicals, computers and infrastructure.

The current policy of the government not to recruit more teachers but just replace those leaving the service through various reasons was a major concern to the respondents. Most respondents believed that more education policies should be put in place to enable the government to provide more resources to the schools in order to improve performance.

The study revealed that most secondary schools in Bomet District were Mixed Day schools or Mixed Boarding schools and that they were either in the Provincial or District categories. Only 2.6% were in the private category. This issue could have played a big role in the KCSE performance.

 Discipline was indicated as one of the major contributing factors in the performance of KCSE examinations in Bomet.
5.3 Conclusion of the Study

The study was able to bring out the factors that affect K.C.S.E performance in Bomet District. The performance of KCSE examinations in the District is generally below expectation and has to be the concern of every stakeholder. It is important to address the management of education in totally in Bomet with a view to correcting the current trend.

It was noted that most schools are well enrolled and that they have adequate resources. The schools in the Provincial category had two or three laboratories depending on the number of streams. Most of those in the district category had one laboratory. This is understandable since the number of streams, in most cases single, cannot sustain more than one laboratory. A general laboratory can still enable a school to produce good results.

Headteachers reported that performance can best be improved if the Ministry of Education posted enough teachers to the schools. The way a school uses its available resources effectively is a good indicator that it set to improve on performance. However, these resources require the human resource to put into good use for the benefit of the student, hence the need for more teachers to be recruited and posted to the schools.

The study points out that motivation of staff and students in the district is high and that it should be reinforced through the co-operation of the school and stakeholders. Respondents suggested that good discipline among the staff and students need to be looked at since it strongly affects performance.

5.4 Recommendations

Arising from the study findings and based on suggestions by the respondents, the following recommendations should be considered if the KCSE performance in Bomet District has to improve:-

1. Most head teachers have been in the field for a short period. They have also stayed in their current stations for five (5) years or less. This implies that they have just been promoted and deployed to their schools. It is therefore, imperative for the Ministry of Education to organize in – service training for head teachers so as to equip them with skills on management of curriculum, resource mobilization and motivation.
2. Proper recruitment of head teachers should be done to avoid high turn-over, if that is the case as indicated in the short length of stay as per study findings. Retention of head teachers in their stations for a reasonable length of time ensures proper planning and implementation of set strategies that are geared towards improvement.

3. From the study, majority of the schools have between 31 and 45 students per class. This constitutes 56.4% while 18.0% have a capacity of less than 31. It is therefore, recommended that the number of schools in the district be kept constant as the classrooms can still accommodate more students. Resources meant for expansion can be put into other use to improve the performance.

5.5 Suggestions for Further Research

1. In the course of the study, it emerged that 84.6% of the head teachers in the District had stayed in their current stations for a period of between 0 and 5 years. This, indeed, is a high percentage. The researcher had not anticipated this trend; hence there is need for further research on the cause(s) of the short length of stay.

2. The study established that the level of staff motivation in the schools was high. It is a well known fact that when employees are well motivated, performance increases. This, however, is not the case in Bomet Secondary schools. Further research should, therefore, be undertaken to establish what motivates the staff and why this has no effect on KCSE performance.
REFERENCES


APPENDIX A: LETTER OF TRANSMITTAL

ANDREW SOI,
SCHOOL OF BUSINESS
KENYATTA UNIVERSITY,
P.O. BOX 43844,
NAIROBI.
4TH JULY 2005.

The Headteacher,

.................................................. Secondary School

Dear Sir/Madam,

RE: ANALYSIS OF THE CRITICAL FACTORS AFFECTING K.C.S.E. PERFORMANCE IN SECONDARY SCHOOLS IN BOMET DISTRICT

I am a Postgraduate student of the Institute of Open Learning, Kenyatta University and conducting research on the above topic.

You have been selected to take part in the study. Kindly fill the enclosed questionnaire. Your response will be treated with utmost confidence and will be used for the purposes of the research study only.

Do not include your name or that of the school.

Thank you for your cooperation.

Yours faithfully,

ANDREW SOI.
APPENDIX B: QUESTIONNAIRE

(TO BE FILED BY HEADTEACHERS)

Kindly answer the following questions by ticking on the box provided. The answers you give will be used for research purposes only, and will be treated with utmost confidence.

1. Age Years

(A) 21-30

(B) 31-40

(C) 41-50

(D) 51-60

2. Gender

   (A) Male
   (B) Female

3. Academic qualification

   (A) Diploma
   (B) B.Ed
   (C) M.Ed
   (D) Other (specify)

4. Experience as Head teacher
5. How long have you been in your present school? .........................

(A) 0-5 Years  
(B) 6-10 “  
(C) 11-20 “  
(D) Above 21 “

6. How many years

(A) 1-4 Years  
(B) 5-9 “  
(C) 10-14 “  
(D) 15 and above “

7. What is the category of your school?

(A) Provincial  
(B) District  
(C) Private.

8. What is the category of your school?

(A) Boys Boarding Only  
(B) Girls Boarding Only  
(C) Mixed Day Only
Mixed Boarding Only

Other specify

9. What is the capacity of your classes?
   A. Less than 25 students
   B. 25 to 30
   C. 31 to 45
   D. 46 to 45
   E. 51 and above

10. What is the textbook per student ratio of your school?
    A. 1:1
    B. 1:2
    C. 1:3
    D. 1:4
    E. Other

Specify

11. Tick the types of Laboratories available in your school.
    A. Physics
    B. Chemistry
    C. Biology
    D. Other
12. Please rate the level of motivation of staff in your school.
   A. Very high
   B. High
   C. Low
   D. Very low
   E. Don't know

13. Please indicate the number of teachers and students who are absent during the weeks shown below:

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>6-10</td>
</tr>
<tr>
<td>10 and above</td>
<td>6-10</td>
</tr>
<tr>
<td>11-20</td>
<td>20 and above</td>
</tr>
</tbody>
</table>

14. Rate by ticking the following factors in order of importance as they affect performance

<table>
<thead>
<tr>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>
   Discipline
   Motivation
3. Finances

4. Learning & Teaching Resources

5. Staff & Training

6. Commitment of BOG/PTA

7. Other.............................
   (Specify)

Key:
1 - Affects very strongly
2 - Affects strongly
3 - Affects slightly
4 - Has no effect
5 - Not sure

Comments:........................................................................................................

15. What kind of support do you get from B.O.G and P.T.A?

   A. Financial       
   B. Learning & Teaching resources
   C. Moral
   D. Others

   Specify .........................................................

........................................................................................................

16. How effective are the Ministry of Education officials in monitoring and appraising teachers and students performance in your school?
A. Very effective  
B. Effective  
C. Fairly effective  
D. Ineffective

17. Briefly state any assistance that the school is receiving currently or that has received in the past from the Ministry of Education.

..................................................................................................................
..................................................................................................................
..................................................................................................................

18. How best, in your opinion, do you think the performance of K.C.S.E examination in Secondary schools can be improved?

..................................................................................................................
..................................................................................................................
APPENDIX C: INTERVIEW SCHEDULE

INTERVIEW SCHEDULE FOR MINISTRY OF EDUCATION OFFICIALS

1. Are you involved in Quality Assurance and standards in secondary schools?
   (A) Yes     (B) No

2. Who else is responsible for the management of secondary education in the District?

3. Which areas do head teachers face the greatest challenge?
   (A) Student Management  
   (B) Staff Management  
   (C) Finance Management  
   (D) Curriculum Management  
   (E) Other(s) (Specify) .................................................................

4. Do you think head teachers are equipped with the required skills to address the challenges in (3)?
   (A) Yes     (B) No

5. If No, what training would for head teachers? .................................................................

6. Do you think the District is performing well in K.C.S.E.?
   (a) Yes     (B) No
7. If No, What factors have led to the prevailing performance in KCSE examination in secondary schools in Bomet District?

8. What do you think can be done to address the issues mentioned in (7) above?
### APPENDIX D: LIST OF SCHOOLS IN BOMET DISTRICT

<table>
<thead>
<tr>
<th></th>
<th>TENWEK</th>
<th>35.</th>
<th>OLBOBO</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>KABUNGUT</td>
<td>36.</td>
<td>MAKIMENY</td>
</tr>
<tr>
<td>3</td>
<td>NDARAWETTA</td>
<td>37.</td>
<td>MOGOR</td>
</tr>
<tr>
<td>4</td>
<td>CHESOEN</td>
<td>38.</td>
<td>OLBUTYO</td>
</tr>
<tr>
<td>5</td>
<td>ST. MARY'S</td>
<td>39.</td>
<td>MOI SIONGIROI</td>
</tr>
<tr>
<td>6</td>
<td>KIPLOKYI</td>
<td>40.</td>
<td>MENGWET</td>
</tr>
<tr>
<td>7</td>
<td>MOGOIYWET</td>
<td>41.</td>
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<tr>
<td>8</td>
<td>KYOGONG</td>
<td>42.</td>
<td>GORGOR</td>
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<tr>
<td>9</td>
<td>MERIGI</td>
<td>43.</td>
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</tr>
<tr>
<td>10</td>
<td>MUGANGO</td>
<td>44.</td>
<td>KAPEKEI</td>
</tr>
<tr>
<td>11</td>
<td>ST. MICHAEL'S</td>
<td>45.</td>
<td>KIPSONOI</td>
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<tr>
<td>12</td>
<td>KIROMWOK</td>
<td>46.</td>
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</tr>
<tr>
<td>13</td>
<td>MENET</td>
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<tr>
<td>14</td>
<td>KIMARGIS</td>
<td>48.</td>
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<tr>
<td>15</td>
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<td>49.</td>
<td>MOGOMA</td>
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<td>16</td>
<td>ITEMBE</td>
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<td>KIPYOSIT</td>
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<tr>
<td>17</td>
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<td>KOIBEIYON</td>
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<td>18</td>
<td>LONGISA</td>
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<tr>
<td>19</td>
<td>MULOT</td>
<td>53.</td>
<td>KAPTULWA</td>
</tr>
<tr>
<td>20</td>
<td>KONGOTIK</td>
<td>54.</td>
<td>SUGUMERGA</td>
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<tr>
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<td>KAPARUSO</td>
<td>55.</td>
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<tr>
<td>22</td>
<td>CHEMANER</td>
<td>56.</td>
<td>SIWOT</td>
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<tr>
<td>23</td>
<td>KABOSON</td>
<td>57.</td>
<td>KIPLELJI</td>
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<tr>
<td>24</td>
<td>SIGOR</td>
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<td>KIPOBOTWA</td>
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<td>KAPKURES</td>
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<td>CHEPKOSA</td>
<td>60.</td>
<td>LUGUMEK</td>
</tr>
<tr>
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<td>KIPRERES</td>
<td>61.</td>
<td>BUKACHA</td>
</tr>
<tr>
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<td>CHEPKITWAL</td>
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<tr>
<td>29</td>
<td>KAPSIMBIRI</td>
<td>63.</td>
<td>MAASSET</td>
</tr>
<tr>
<td>30</td>
<td>CHEBUNYO</td>
<td>64.</td>
<td>KIPTOBIT</td>
</tr>
<tr>
<td>31</td>
<td>KAPELESEROI</td>
<td>65.</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>CHEPWOSTUIYET</td>
<td>66.</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>NYANGORES</td>
<td>67.</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>MENGIT</td>
<td>68.</td>
<td></td>
</tr>
</tbody>
</table>

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