SCHOOL-BASED DETERMINANTS OF STUDENTS’ ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS, BUTULA SUB-COUNTY, BUSIA COUNTY, KENYA

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E55/22598/2012

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, SCHOOL OF EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY

FEBRUARY 2018
DECLARATION

I declare that this Research Project is my original work and has not been presented in any other university/institution for consideration. 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, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.

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This research project has been submitted with my approval as the University Supervisors.

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DEDICATION

This research project is dedicated to my beloved parents.
ACKNOWLEDGEMENT

First and foremost, I would like to honestly thank my supervisor: Dr. Martin Ogola for his professional advice throughout the process of writing this research work. I would also like to thank my colleagues for their assistance during the identification of the research topic.
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ABBREVIATIONS AND ACRONYMS

DEO  District Education Officer
KCSE  Kenya Certificate of Secondary Education
MDGs  Millennium Development Goals
MOE  Ministry of Education
NGOs  Non-Governmental Organizations
USA  United States of America
TSC  Teachers’ Service Commission
EFA  Education For All
FPE  Free Primary Education
QASO  Quality Assurance Standards Officer
NACOSTI  National Council for Science Technology and Innovation
DQASO  District Quality Assurance Standards Officer
SPSS  Statistical Package for Social Science
UNESCO  United Nations Educational Science and Culture Organization
UNICEF  United Nations Children Education Funds
ABSTRACT

Worldwide, education has been declared a fundamental need just as food, shelter and clothing. According to the United Nations (1948), everyone has a right to education. Despite the educational development like the government’s effort to improve quality of education, the academic performance has been chronically poor in most of the public secondary schools in Butula Sub-County, Busia County. The purpose of this study was to establish the influence of school-based factors on academic achievement of secondary school students in Butula Sub-County with regard to the administrative practices of the head teachers, syllabus coverage, school discipline and availability of teaching and learning resources. The study adopted an ex-post facto research design. The target population in this study was 22 public secondary schools and 360 teachers, 22 principals, the Sub County Quality Assurance and Standards Officer (DQASO) and 3240 students. Stratified sampling was used to select three girls’ boarding schools, three boys’ boarding schools and 2 mixed day secondary schools; hence 8 schools formed the sample of the study. The researcher sampled 324 students, 48 teachers and 8 principals and their deputies purposively. Questionnaires for teachers and students, and interview schedules for principals and the DQASO were used to collect data for this study. Piloting was done in two schools to improve on the validity and reliability of the research instruments, but these schools were not included in the study. The collected quantitative data from the questionnaires were appropriately coded and entered into the computer for analysis with the help of Statistical Package for Social Sciences (SPSS) system. Qualitative data obtained from the interviews was analyzed thematically. Data was organized into common themes and patterns relevant to the study for easier generation of conclusions. The findings of the study were presented using percentages, means, and frequency tables. The researcher hoped that the findings of this study would be of great significance to teachers and school administrators because of the generated knowledge and awareness created that would propel them to take necessary measures to enhance the academic performance of their respective schools. Based on the findings the following recommendations were made; that the head teachers should attend seminars and workshops that teach the importance of carrying out instructional supervision. This is because the study depicted that majority of the school heads did not supervise the teaching in their schools. Supervision of instruction should be intensified so as to enhance the effectiveness of teachers thereby improve students’ achievement in national examinations. They should also motivate both the teachers and students to realize improvement in performance in national examinations: that the Sub County Education Officer should arrange for workshops for both teachers and head teachers to be sensitized on the ways to improve the schools’ teaching and learning resources that impact on academic performance of students. The Head teachers should also arrange for school exchange programs to learn how to manage the resources in the school that influence academic performance of the students; that the government should organize workshops and trainings for the head teachers to make them understand the benefits of learning resources.
CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Introduction

This chapter presents the background of the study, purpose of the study, the research objectives, research questions, and assumptions of the study, limitations, delimitations and significance of the study, theoretical and conceptual framework, and operational definitions of central terms.

1.2 Background to the Study

Education is an element in stimulation of social economic development as advanced by several government policy documents and various scholars (ROK, 2004). According to Todaro (2004), a country which is unable to invest in education to develop knowledge and skills of her people and utilize them effectively in national economy will be unable to develop anything else. Hallack (2012) also states that education has been identified worldwide as an important component that determines character and social economic development of any nation.

Research exploring why some students achieve high academic performance than others has revealed four theoretically important determinants. They include; school plant, leadership styles of the head teacher, teacher characteristics and student behavior (Eshiwani, 1993). Provision of good quality education require adequate physical facilities such as classrooms, laboratories, human resource in form of teachers and support staff which are acquired based on availability of financial resources in schools. This makes financial resource to be a key resource in education provision (Mbatia, 2004). Studies done on the impact of school environment and
students’ academic attainment attest to the fact that there is significant relationship between school based factors and students’ performance (Mayama, 2012). Factors such as instructional management and teacher training have been cited as school based factors (Digolo, 2003). Research by Kent (2015) and Kirk and Jones (2004) found out that schools with sound and efficient management by the head teachers perform well in national examinations. UNESCO (2005) also points out that quality and adequacy of material and physical resources determines how effectively the curriculum is implemented and ultimately the educational outcomes. Availability of physical resources in a school will greatly influence the retention power of the school. Thomas and Martin (2012) argue that those who work in school as teachers and associate staff, school premises, furniture, books and premises provide some of the means by which we transform our hopes and aspirations for children’s education into daily learning opportunities.

Furthermore, research studies have established that academic performance is also influenced by socio-economic status of the family. Basil (2007) points out that poor parental care with gross deprivation of school and economic needs of a child usually yield to poor academic performance. He also asserts that good parenting supported by strong economic background could enhance strong academic performance of the child. Ministry of Education Science and Technology (2001) observed that some economic activities in some regions in Kenya disrupt normal school routine and the students are not able to cover the syllabus which may result to poor academic performance.

Research conducted in the United States indicated that very small schools have lower academic performance than large schools. However, a school cannot provide a
reasonable well qualified staff for the different subjects of curriculum below a minimum size. There will be an optimum size of school beyond which the level of attainment falls.

A number of studies in several African countries (Heinemann, 2014) found a strong relationship between resources and students’ achievement. They gave the laboratory a central and distinctive role in education. In addition, studies done in less developed countries such as Uganda, India, Ghana, Brazil, Chile and Malaysia, indicated that access to textbook availability is positively related to students’ achievement. For instance, the data for India and Chile showed that a block of factors, which included textbook availability accounts for more of the variance in test scores than does a block, which includes circumstances and student’s age and sex (Heinemann et al, 2014).

Sifuna and Nawamura (2007, cited in Ogawa, 2010) claim that high score in national examinations are the best indicators of a high quality education. Similarly, Abagi, et al. (2012) pointed out that in Kenya, examinations are used as measures of achievement of the education system’s objectives and in assessing the quality of the education offered. They contend that schools that perform well in national examinations are viewed as offering high quality education as opposed to those that perform poorly. This clearly shows that the school characteristic plays a very crucial role as far as academic performance is concerned.

MoE (2005) established that poor performance at examinations is as a result of poor teaching, absenteeism among learners and teachers, irrelevance of the curriculum and the inadequacy of the examination system. According to UNICEF (2007)
children’s achievement in education is influenced by the degree of support they receive at home, the quality of teachers, the teaching methods employed, the extent to which they are engaged as actors in the educational process, the availability of the necessary teaching aids and resources and a willingness to offer the necessary flexibility to facilitate their regular attendance.

The Government of Kenya is committed to improving academic performance and fulfillment of her goals as articulated in her Education Sector Support Programme (RoK, 2004). The government has even established the Directorate of Quality Assurance and Standards (DQAS) to enhance quality deliverance of the curriculum. Though secondary schools within Butula Sub County have same catchment area for students, they record varied results in national examinations. There is a total of 22 public secondary schools in the sub county, majority of which perform relatively poor in national examinations. Examination analysis of the Sub-County from Busia QASO’s office depicts a worrying trend of poor performance in national examinations. Table 1.1 below shows the trend of general performance in K.C.S.E for five years for schools from Butula Sub-County.
Table 1.1: Average Performance at K.C.S.E in terms of Mean Grade and MSS from 2010-2014 in Butula Sub-County

<table>
<thead>
<tr>
<th>School</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butula Boys</td>
<td>5.634</td>
<td>5.875</td>
<td>6.432</td>
<td>6.975</td>
<td>6.654</td>
</tr>
<tr>
<td>Butula Girls</td>
<td>5.345</td>
<td>5.534</td>
<td>5.986</td>
<td>6.543</td>
<td>6.545</td>
</tr>
<tr>
<td>Busiada Girls</td>
<td>5.002</td>
<td>5.654</td>
<td>5.747</td>
<td>5.865</td>
<td>5.756</td>
</tr>
<tr>
<td>Bumutiru Boys</td>
<td>5.278</td>
<td>5.278</td>
<td>5.432</td>
<td>6.102</td>
<td>6.256</td>
</tr>
<tr>
<td>Bujumba Sec</td>
<td>4.786</td>
<td>5.326</td>
<td>5.333</td>
<td>5.123</td>
<td>5.345</td>
</tr>
<tr>
<td>Sirikhaya Sec</td>
<td>4.765</td>
<td>4.865</td>
<td>4.752</td>
<td>5.105</td>
<td>5.431</td>
</tr>
<tr>
<td>Bumala AC Sec</td>
<td>4.378</td>
<td>4.261</td>
<td>4.298</td>
<td>4.167</td>
<td>4.098</td>
</tr>
<tr>
<td>Buria Sec</td>
<td>5.143</td>
<td>4.387</td>
<td>4.398</td>
<td>4.398</td>
<td>4.133</td>
</tr>
<tr>
<td>Mean Standard Score</td>
<td>4.23</td>
<td>4.22</td>
<td>4.45</td>
<td>4.29</td>
<td>4.42</td>
</tr>
</tbody>
</table>

Source: Butula Sub-County QASO’s office, 2014.

From Table 1.1, it is evident that there is a problem in performance. It is true that the above trend in performance may have been contributed to by a host of factors both from the students’ background, the teachers, the students themselves and the school administration. But all the other factors kept constant, the researcher was interested in establishing whether the school environment had any influence on the academic achievement of students in the school. She had keen interest in establishing the impact of head teachers’ administrative practices, school discipline, syllabus coverage and availability of teaching and learning resources on the academic achievement of students in public secondary schools in Butula sub county and find out if these factors may have contributed to the above poor performance; and document the findings.
1.3 Statement of the Problem

Learners who perform well in national examinations are perceived to have received high quality education essential for sustainable socio-economic development and poverty eradication as opposed to those who perform poorly. The performance in the national examination at secondary level is used as a criterion for certification and as a base for selecting students to join tertiary institutions. Despite the government’s commitment to provide high quality secondary education, outstanding students’ academic achievement remains a challenge in the public secondary schools in Butula Sub-County of Busia County. The available statistics as displayed in the background to the study indicate that the sub county has consistently performed dismally in the national examination. Many stakeholders attributed the wanting academic performance to the school based factors. With persistent low academic performance in the Sub-County, there was need to establish why academic performance had remained low. There are no documented studies on the reasons behind this dismal performance in Butula Sub-County. Therefore, it was against this background that the researcher was prompted to find out the influence of school discipline, syllabus coverage, and availability of resources and administrative practices of the head teachers on academic performance in public secondary schools in Butula Sub-County, Busia County, Kenya.

1.4 Purpose of the Study

The purpose of this study was to determine the influence of school-based factors on academic achievement of students of Public Secondary Schools in Butula Sub-County, Busia County with regard to head teachers’ administrative practices, syllabus coverage, school discipline and availability of teaching and learning resources.
1.5 Objectives of the Study

The study was guided by the following objectives:

i) To determine influence of the head teachers’ administrative practices on academic achievement of students in public secondary schools in Butula Sub-County,

ii) To establish the effect of syllabus coverage on students’ academic achievement in public secondary schools in Butula Sub-County,

iii) To find out the effect of availability of teaching and learning resources on students’ academic achievement in public secondary schools in Butula Sub-County, and

iv) To establish the effect of school discipline on students’ academic achievement in public secondary schools in Butula Sub-County.

1.6 Research Questions

The study addressed the following research questions:

i) How do head teachers’ administrative practices influence academic achievement of students in public secondary schools in Butula Sub-County?

ii) To what extent does syllabus coverage influence academic achievement of students in public secondary schools in Butula Sub-County?

iii) How does availability of teaching and learning resources influence academic achievement of students in public secondary schools in Butula Sub-County?

iv) What is the impact of school discipline on students’ academic achievement in public secondary schools in Butula Sub-County?
1.7 **Significance of the Study**

The researcher hopes that the findings of this study may be of great significance to teachers and school administrators because of the generated knowledge and awareness created that may encourage them to take necessary measures to enhance the academic performance of their respective schools. The Ministry of Education and in particular the Directorate of Quality Assurance and Standards may use the findings of the study to identify educational institutional needs for improvement which is one of the objectives of quality assurance.

The findings of the study may also assist the Ministry of Education to carefully provide for planning and development programmes such as FPE and EFA for better Education. This may be achieved through additional distribution of instructional materials such as textbooks, supplementary reading materials, reference books, exercise books and other stationery, and teaching staff.

1.8 **Assumption of the Study**

The study was carried out based on the following assumptions:

i. That all the respondents will be cooperative and honest in providing the information required by the researcher.

ii. That school factors such as the administrative practices of the head teachers, availability of teaching and learning resources, syllabus coverage and school discipline have an impact on students’ academic achievement in KCSE.

1.9 **Limitation of the Study**

Busia is a vast county with many secondary schools which are a few kilometers apart. The study will limit itself to only eight secondary schools in Butula Sub
County. Other schools in the sub county outside the sample could also give vital inputs but they will not be included in the study because they are inaccessible due to the rugged terrain, a factor that limited the study to few schools.

1.10 Delimitations of the Study

This study was limited to only one sub county in Busia County and further restricted only to public day secondary schools. Under normal circumstances the study would have been carried out in the entire country. The researcher appreciates that students’ academic performance is an outcome of a complex combination of very many factors. However, this study only focused on the influence of teaching resources, administrative practices of the head teachers, and syllabus coverage and school discipline on students’ academic achievement. Therefore, the findings from this study may not be a reflection of performance in KCSE in the country.

1.11 Theoretical Framework

The research was guided by the education production theory which was developed by Hnushek and Kimko (2000). The theory states that quality differences in school have an impressive impact on productivity and growth rate. Growth rate is the rate at which a school’s environment grows from one year to another due to changes in education quality. Due to the fact that outcomes cannot be changed instantly, much attention has been directed at inputs. The theory explains how student achievement (outputs) is dependent upon school inputs. The common inputs include school resources, proper management, syllabus coverage, good discipline and the outcomes in students’ achievement in school based on the completion rate. Education is a service which transforms fixed quantities of input into individuals with different
quality attributes, to enable students to cope with and perform in secondary schools up to the end of cycle.

This theory is relevant to this study as it depicts a clear comprehension that availability of resources, syllabus coverage, school discipline and administrative style of the head teachers have a direct correlation with students’ academic achievement. For instance, teaching and learning resources which are inputs in a school organization have an impact on students’ academic achievement. A school with adequate teaching and learning resources has the potential of performing well in the national examinations. Furthermore, school discipline and academic achievement go hand in hand. As such, a school whose students and teachers are disciplined performs well in examinations. Consequently, the head teacher has a great role in determining academic achievement of the school. Sergon (2005) also notes that a school’s success depends on the head teacher. This only shows that a good principal with good administrative practices like motivating teachers and students, ensuring school discipline, availing the necessary teaching and learning resources and enhancing good instructional supervisory practices definitely promotes the academic achievement of the students.
1.12 Conceptual Framework

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Intervening Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Based Factors</strong></td>
<td>- Adequate textbooks and physical facilities</td>
</tr>
<tr>
<td>- Head teachers administrative practices</td>
<td></td>
</tr>
<tr>
<td>- Teaching and learning resources</td>
<td></td>
</tr>
<tr>
<td>- Syllabus coverage</td>
<td></td>
</tr>
<tr>
<td>- Student discipline</td>
<td></td>
</tr>
<tr>
<td>- Available sizable classrooms</td>
<td></td>
</tr>
<tr>
<td>- Adequate number of trained teachers</td>
<td></td>
</tr>
<tr>
<td>- Motivated teachers and students</td>
<td></td>
</tr>
<tr>
<td>- Proper school discipline</td>
<td></td>
</tr>
<tr>
<td>- Early syllabus coverage</td>
<td></td>
</tr>
<tr>
<td>- Proper instructional supervision</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dependent Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students’ Academic Achievements</strong></td>
</tr>
</tbody>
</table>

Figure 1.1: Conceptual Framework on the Relationship between Independent and Dependent Variables

Figure 1.1 above shows the relationship between the independent and dependent variables of the study. The independent variables include: head teachers’ administrative practices; availability of teaching and learning resources; school discipline and syllabus coverage. The dependent variable is students’ academic achievement. It is conceptualized that head teachers’ administrative practices, school discipline, syllabus coverage and teaching and learning resources have an impact on students’ academic achievement. Schools whose head teachers motivate both the teachers and students, provides adequate instructional leadership, properly manages the teachers and students and financial resources of the school definitely propels their school towards high academic achievement. Motivated teachers are known to
be aware of their students’ learning difficulties because of their interest in their students and the work of the learners; consequently these teachers arrest the situation early enough before these students sit their national examination. In the same way, schools whose students and teachers are disciplined have adequate time to concentrate on academic work. The students and teachers in such a school relate to one another well, hence chances of the students performing well in their examinations are very high.

It is also true that the extent to which the teachers cover the syllabus determines students’ performance in examinations. Early syllabus coverage leaves the students adequately prepared for their examinations both mentally and psychologically. Students who are not adequately prepared always have tension and restlessness during examination periods and most of time this result in poor performance in examinations. Consequently, schools that have adequate teaching and learning resources have the potential of performing well in examinations. For instance, such schools have well stocked libraries, well equipped laboratories, adequate course and reference books and adequate classrooms. Accessibility to all these resources enables learners to adequately prepare for their examinations. The teachers are also able to properly teach their students since they have the necessary teaching resources at their disposal.
1.13 Definitions of Operational Terms

**Academic Achievement:** knowledge attained or skills developed in school subjects by test scores or just performance in examinations.

**School-Based Factors:** factors emanating within the school that relate directly to the students’ academic achievement.

**Secondary School:** is a term used to describe an educational institution where the final stage of schooling, known as secondary education and usually compulsory up to a specified age, takes place. It follows elementary or secondary education, and may be followed by university (tertiary) education.

**Administrative Practices:** the way a head teacher manages the school operations and activities related to academic achievement of students.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the researcher presents a review of related literature on school based factors that determine academic achievement of students. The chapter begins by presenting literature in general form on the concept of academic achievement, performance in Kenya and globally. Furthermore, it highlights on the head teachers’ administrative practices in schools with regard to motivation, instructional supervision/leadership and management of teachers and students. Later, the chapter presents literature on school discipline, teaching and learning resources and syllabus coverage and their impact on students’ academic achievement.

2.2 The Concept of Academic Performance

Generally, the concept of organizational performance is founded upon the thought that, an organization is a voluntary alliance of productive assets that include human, physical, and capital resources with the aim of realizing a shared purpose Barney (2001). Armstrong (2002), as having indicated that performance refers to results as well as behaviors, and fine-tuning organizational behaviors and work activities with the aim of achieving results or outcomes. These behaviors are as a result of physical and mental effort applied to tasks. The behavioral aspect of performance has to do with what an individual does at work place. In a school set up this will include for instance, teaching basic reading skills to elementary school children. For any behavior to be subsumed under the performance concept, it has to be relevant to the organizational goals (Campbell, 2016).
On the other hand, the results aspect refers to the consequence of the individuals’ behavior; these results are however dependent on other factors apart from the individuals behavior. In a school setup, the results aspect of performance can be defined but is not limited to students test scores, examination results, students’ capability to generally apply what is learnt, and the graduation rate to institutions of higher learning.

The Kenya’s education system is dominated by examination orientated teaching where passing examination is the benchmark for performance because there is no internal system of monitoring learning education cycle. Maiyo (2009) noted that examinations are generally accepted as valid measures of achievement. The responsibility of checking professional documents like teachers’ schemes of work and lesson plans lies in the hands of the head teacher. This may be done in person she or he may delegate to the deputy head teacher or the senior teacher. Preparation and use of schemes of work by the teachers, enhances sequential teaching and results to improved academic achievement. This should be done frequently to allow the head teachers to monitor curriculum implementation. Lack of this close monitoring is a factor which could contribute to poor performance in national examinations. Writing on the American set up Usdan (2011) noted that the role of the principal is that of manager where it is the duty of the principal to manage the budget, manage personnel and carry out other operational issues. In the same scenario in Kenya it is the principal who is the TSC agent in the school who oversees the implementation of the curriculum as stipulated by MOE. The management practices of the principal ensure the effectiveness of the school.
2.3 Performance in National Examinations Globally

Globally, success in public examinations is of great importance to the students. In China for example, achievement in public examinations is highly valued, and so education is transmitted by highly trained and qualified teachers. Teachers are committed for they all aim at success in public examinations leading to employment. For Tanzania, education is perceived as a means for self-reliance. They don’t emphasize on the success in public examinations, instead what should be acquired during learning and teaching process (www.org/eteenye.htm). Coleman, Hoffer and Kilgores (2012) in their study, where he sought to establish role played by school plant on learner’s academic performance, indicated that some factors are effective while others have shown the opposite. It revealed that, for instance in the USA physical facilities or the schools bring little influence to student performance. The students are usually independent of their home background influence.

Coulough (2013) carried out a study in twenty-three developing countries trying to investigate factors determining school achievements. The findings were that learner’s home background greatly determined their success in school. It is important to note here that Coulough (2013) and Coleman (2012) researches employed data from USA where schools are of high quality. Research conducted in the United States indicated that very small schools have lower academic performance than large schools. However, a school cannot provide a reasonable well qualified staff for the different subjects of curriculum below a minimum size. There will be an optimum size of school beyond which the level of attainment falls.

In Uganda, most candidates registered poor performance in sciences with about 45% failing to attain the minimum competence level (Bukenya, 2012). In mathematics for
example, Bukenya noted that poor performance was evidenced in construction of graphs, solving of simultaneous equations, skills of geometrical construction, vectors, set theory, fraction expressions and computation of compound interest. He further noted that despite the tremendous effort made by the education ministry to supply laboratory equipment in schools, students performed poorly in practical subjects. The majority of candidates, especially those who performed poorly exhibited poor grasp of the Queen’s language, Bukenya noted. He said such candidates found it difficult to comprehend the meaning of essential words used in questions, leading to the misunderstanding of questions called “model compositions” and to reproduce them irrelevantly when answering. Francis Agula, the commissioner for secondary education, said the preference for pamphlets is a manifestation of poor preparation among teachers who settle for ‘outline answers’.

2.4 Student Academic Performance in Kenya

The development of the education sector has been a long-standing objective of the government of Kenya since independence in 1963 to date. Education is considered by various stakeholders and players as a basic need and a right. Performance ranks high on the national agenda with educators and policy makers focusing on testing, accountability, curriculum reform, teacher quality and head teachers’ management practices.

The education system in Kenya is largely examination oriented. The quality of education tends to be evaluated in terms of the number of students passing national examinations (Eshiwani, 1993). Educators and the general public have time and again expressed concern over factors that influence student performance in examinations. The most outstanding factor has to do with the organizational
management of schools. Wekesa (2009) notes that to improve students’ performance, head teachers are required to improve the management of the schools. This can be done by setting a clear vision for the schools and communicate this vision to students, support its achievement by giving instructional leadership, provision of resources and being in control in every part of the institution. Lack of vision in the management of schools often leads to imbalance in the allocation and utilization of resources. Ayot and Briggs (1992) points out that, poor results in education are related to the resources allocation. If this parameter is not recognized, it becomes hard to understand why a school continues to perform poorly in national examinations. In schools where parents are doing their best in providing school facilities, such as science equipment, textbooks and physical structures, the blame for poor performance is shifted to the school management and teachers.

2.5 The Influence of Head Teachers’ Administrative Practices on Students’ Academic Achievement

Management is a process that involves planning, organizing and staffing, controlling and problem solving (Okumbe, 2007). Effective head teachers usually concentrate on planning, coordinating and facilitating the work without neglecting interpersonal relations with the staff, students and the subordinates. More effective head teachers are likely to set high performance goals for their schools and act as linking pins with other group and with higher management. Edmonds (2009) in his study of exceptional urban elementary schools pointed out that the head teachers’ management practices were crucial to school success because they influence the behavior of subordinates and leaders and initiate programs, set policies, obtain materials and fiscal resources and provide motivation.
Head teachers are responsible for introducing useful changes aimed at improving the quality of schools’ instructional programmes. Studies on exemplary schools have described effective head teachers as task oriented, action oriented, well organized, skilled in work, and does delegation in getting things done (Edmonds 2009). Brookover (2011) in Michigan found that successful elementary head teachers frequently visited classroom, presented innovative programs and techniques to the staff to discuss books relating to school effectiveness. They met with small groups of teachers to discuss their students’ achievement and organized teachers’ effectiveness training programmes.

Brookover (2011) in his studies further noted that the highest level of school management specializes on students’ achievement and their well-being. Head teachers in high achieving schools use various means such as interpersonal relations, administrative and other managerial behavior that provide the central focus of other styles of leadership in order to achieve the schools’ objectives. The head teachers’ management practices are therefore a key player in establishing the school’s wide instructional goals, practices and in developing the school’s curriculum.

The principals’ management practices greatly contribute to the differences in performance. Boyan (2015) consistently reported that successful schools in examination performance, have the following characteristics: School climate conducive to learning, one free of disciplinary problems and vandalism; a school wide emphasis on basic skills on instructions; teachers who hold high expectations for all students to achieve; a system of clear instructional objectives for monitoring and assessing students’ performance; and a school principal who is a strong
programmatic leader and who sets high standards, observes classrooms frequently, maintains students' discipline, and creates incentives for learning.

Cotton (2003) also asserts that principal’s behavior have a significant impact on student achievement. These include the establishment of a vision, clear learning goals and high expectations for learning for all students interactions and cordial relationships with relevant stakeholders with communication and interaction, emotional and interpersonal support, visibility and accessibility, and parent or community participation; developing a school culture conducive to teaching and learning through shared leadership and decision making, collaboration risk taking leading to continuous improvement; providing instructional leadership through discussions of instructional issues, observing classroom teaching and giving feedback, supporting teacher autonomy and protecting instructional time; and being accountable for affecting and supporting continuous improvements through monitoring progress and using student progress data for program improvement.

2.5.1 Influence of Head Teachers’ Instructional Supervisory Practices on Students’ Achievement

Contemporary educational reform places a great premium on the effective instructional leadership and management of schools. The logic of this position is that an orderly school environment, that is efficient and well managed, provides the preconditions for enhanced student learning. Effective instructional leadership is generally recognized as the most important characteristic of school administrators (Hoy & Hoy, 2009). Orlosky (2014) noted that supervision is a major function that the school head must carry out. It includes supervision of activities supportive of
improving instruction that is curriculum and material development, evaluation of programmes and instructional planning.

Usdan (2001) argues that, for there to be student learning, the principals must serve as leaders. Among the things they list as requirements to achieving this include: working with teachers to strengthen skills, knowledge of academic content and pedagogy, collect, analyze and use data, possess the leadership skills to fulfill the role and ability to rally all stakeholders to increase students’ performance. Teachers ought to be closely supervised for effective teaching in order for students to consistently do well in national examinations.

Neagley and Evans (1970) are of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom. This one has been put on the head teachers. According to Ministry of Education (2005) and Olembo, et al (2012) the heads should be the front line inspectors of their own school. Olembo et al (2012) further assert that instructional supervision is mostly undertaken to help teachers maintain and improve effectiveness in the classroom. They point out that the activity aims at influencing teacher behavior and pupil performance in the classrooms. Research by Lezotte (2001) led to a conclusion that in the effective school, the principal acts as an instructional leader and effectively and continually communicates the mission of the school to staff, parents, and students. In addition, the principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program. Clearly, the role of the principal as the articulator of the mission of the school is crucial to the overall effectiveness of the school.
2.5.2 Influence of Head Teachers’ Motivational Practices on Students’ Academic Achievement

Motivation is the complex forces, incentives, needs, desires, tensions and other mechanisms which start and maintain voluntary activity by members of an organization such as a school, for purpose of attaining personal aims, organizational goals, targets, professional roles and status Hoy and Miskel (2007). Good student achievement will occur when we have a situation whereby teachers look at principals as facilitators, supporters and reinforces in accomplishing, the school’s mission rather than as guiders, and leaders of their own private plan Mc Ewan (2003). He further asserts that schools should provide fringe benefits and exclusive privileges. For instance, school based Health Services for students, teachers and non-teaching staff and the surrounding local community.

Hoy and Miskel (2007) observed that a school should have an outreach package for all school community members. These could include clubs, retirement packages, competition prizes and rewards, certificates of services and recognition awards. Schools should develop an overall school based incentive systems. Hence, everything done; each member of the school community should try to improve to make a better product and give a better service with minimum of resource outlay. Robbins (2008) noted that motivation of human resources in any work place is associated with high productivity. Rewards may be used for motivation either financial on non-financial rewards. Many studies and reports have associated the productivity of human resources with how such resources are managed.

Educational administrators have recommended rewards, which are individualized to reflect the differences, in what employees consider important. Robbins (2008)
pointed out that rewards should be given on the basis of effort and performance of personnel. The way staff members and pupils are compensated determines their motivational levels. The staffs that are better enumerated are likely to be more motivated than poorly remunerated staff (Mbiti, 2014). He further noted that head teachers must realize that their major tasks include among other things seeing to it that necessary monitory resources are available for the school use and to motivate their staff to produce a lively school spirit as well as excellence in work performance. Motivation is necessary if schools objectives and overall school efficiency is to be achieved. It makes the teachers put utmost effort in their work and leads to school efficiency and better academic performance.

Armor (2013) observed that motivation in the school should not only be through monetary rewards but it should also involve the proper use of verbal praise and other non-monetary rewards such as letters of appreciation and presentation of gifts. Head teachers should also recommend promotion of teachers who have shown excellent performance to boost their morale and productivity. Studies conducted by Ocham (2010) pointed out that the greater involvement of teachers in school decision making improve teacher motivation and commitment hence improves school performance. He argued that as managers, head teachers should work to maintain an environment that supports teachers’ efforts in the classroom and minimize outside factors that can disrupt the learning process.

Storey (2012) argued that in high achieving schools head teachers encourage a spirit of cooperation between the staff, the administration and the entire student body in the school. Studies by Otieno (2008) on factors influencing performance of Gusii schools found out among others, inadequate teaching resources, poor syllabus
coverage, poor administration leading to lack of motivation in teachers and poor infrastructure as common factors at poorly performing schools in national examinations. The survey concluded that in good performing schools, they maximized support from parents, high standards of discipline among teachers and students. A school in which good morale prevails is likely to have less disciplinary problems amongst teachers and students. Head teachers have recognized the fact that high motivation contributes to academic success of students in national examinations rather than school facilities. It is clear that high academic achievement is observed in schools where both teachers and students are motivated by head teachers.

2.5.3 Human Resource Management (teachers, support staff and students)

Gamage (2006) views leadership as a relationship between an individual and other members of a group in a given environment. He asserts that leadership is about working with and through people to achieve organizational goals. He is of the opinion that effective leaders can empower, motivate and energize the followers. He advises that leaders need to relate to staff in ways to arouse their personal commitments and motivate them towards the accomplishment of the shared vision. Kent (2015) points that schools are likely to be more successful in achieving in-depth learning when leaders work with the staff and community to build a collective educational vision that is clear, compelling and connected to teaching and learning. He believes that such a vision helps focus attention on what is important, motivates staff and students and increases the sense of shared responsibility for student learning.
Strongly linked to the school leader’s instructional responsibilities is the professional growth of school personnel, including the school leader him/herself. It is the school leader’s responsibility to develop people to enable teachers and other staff to do their jobs effectively, to offer intellectual support and stimulation to improve their work, and to provide models of practice and support (Leithwood et al., 2004). Effective school leaders build these integrated communities of professional practice in the service of student academic and social learning (Goldring et al., 2004). They provide staff induction and development opportunities that address emergent needs for teachers (Blase & Blase, 2000). Finally, they provide a common planning time for teachers to collaborate on ways of enhancing student achievement (Eaker, 2006).

Indeed, according to Hall (2002), effective head teachers are those who have high expectations for students, as this belief about students’ ability to learn is critical to school improvement. High achieving schools are marked by a culture that empower and instill confidence in teaching, valued their students’ and teachers, and sought the help of parents and community members to enhance the schools effectiveness, this creates a sense of belonging and providing a clear direction for all involved (Habegger, 2008).

Good head teachers understand that leadership involves influence; it requires interactions and relationships among people and achievement of goals via engagement, motivation, and collaboration (Murphy et al., 2009c). In order to manifest a positive school culture, head teachers need to be able to communicate his/her and the school’s vision to others so as to engage them in the process of
reshaping the organization and articulating essential beliefs regarding learning (Davis, 2002).

2.6 Influence of Teaching Resources on Students Academic Achievement

According to Dorman (2008), teaching and learning resources refer to instructional materials such as textbooks, journals, atlases, maps among others. Research reports have shown that availability of instructional materials is a vital determinant of educational outcomes. Oyeniran (2003) observes that students learn best if they are given the opportunity to see and to make observations of what they are taught. Provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills to learners (Lumuli, 2009).

Learning involves interaction of students with the environment. Juma (2011) links performance in examinations to state of teaching and learning resources in schools. He notes that students from poor backgrounds perform poorly in the examinations because the poor are often in areas where schools are seriously deprived of vital facilities, an attitude of helplessness may be inculcated early into children making them feel that being in school is a waste of time. A school that has adequate instructional materials is likely to post better quality grades than a school which has poor quality physical resources. A school with inadequate classrooms will be forced to accommodate more students than recommended. This will exert a lot of pressure on resources such as teachers who may compromise their methodology as part of adaptive mechanism (Nafukho, 2016).
A report by the World Bank (2013) indicated that educational resources in most developing countries are inefficiently used and do not meet their quantitative and qualitative objectives. The ever-increasing cost of education and the resultant financial strain on the government, parents and stakeholders call for efficient use of resources. Literature has also indicated that to realize success, the head teacher must provide adequate (and essential) facilities and resources. Eshiwani (1993) contends that differences in school facilities amount to differences in achievement. Republic of Kenya (2008) revealed that the quality and adequacy of resources such as physical facilities, equipment’s, teaching and learning materials have a direct bearing on quality as they determine how effectively the curriculum is implemented. She reported that quality cannot be achieved and sustained if the resources and facilities are not available and in sufficient quantity and quality. UNICEF (2007) points out that children achievement in education is not only influenced by the availability of the necessary teaching aids and resources but also by the degree to which they are engaged as actors in the education process and a willingness to offer the necessary flexibility to facilitate their regular attendance. This study sought to determine the correlation between availability of teaching and learning resources and academic performance in public secondary schools in Butula Sub-County.

2.7 Effect of Coverage of Syllabus on Academic Performance

Syllabus coverage determines student’s performance in examination because students are tested generally from any topic in the syllabus and if any school doesn’t cover all the topics in the syllabus, its students will be disadvantaged. The daily nation of October 8th 2001 cited poor coverage syllabus, failure to understand questions and poor teaching method as some of the weaknesses noted in many
school. Proper syllabus coverage will depend on time management in the school by head teacher, teachers and students. Comber and Keeves (2014) stated that within limits, the more hours allowed for instruction in subjects the higher the achievement. Similarly at the end of secondary school the more the home work given and corrected the better the student’s performance in examination. This implies that good time management by the teachers would ensure effective syllabus coverage.

Learning time can be maximized when classroom time is used effectively i.e. when teachers waste less time by starting and ending instructional activities as planned, select curriculum materials which are appropriate to the students and when teachers spend more time preparing for lessons, these will raise the quality of instruction and coverage of syllabus within specified time and improves students’ achievement. Supporting this view, Campbell (2016) observes that effective and efficient management of curriculum and instruction in educational institution is basic prerequisite for stability and improvement of academic performance.

2.8 School Discipline and Student Academic Achievement

Discipline in schools is a collective responsibility and involves all people in the school community. It is the foundation of good performance and responsible behavior. Indiscipline especially in secondary school poses a serious problem in many countries. In Kenya hardly a term passes without school strikes being reported.

Indiscipline is a social problem whose syndrome is manifested in student’s violent behavior. When students are undisciplined, the disciplinary action taken against them depends on the gravity of the offence and they can be suspended from school
or even be expelled. This may force some students to drop out of school hence come only to do exams thus leading to poor performance. The school administration should handle the indiscipline cases with a lot of care. Mbiti (2011) states that sometimes what is seen as indiscipline may be an expression of deeper problems which may require specialized experts in school guidance and counseling; but this definitely has an impact on the academic achievement of students.

2.9 Summary of the Literature Review

In this chapter, many factors affecting student’s performance in public examination in Kenya and other countries have been discussed. The factors discussed included school based factors like teaching resources, school discipline, the school administrative practices, and syllabus coverage. Other aspects of school administration like instructional supervision, motivation and human resource management and their impact on student academic achievement have also been reviewed. It is true research on most of these administrative factors and their influence on student performance in examinations have been conducted in other regions but not in Butula Sub-C ounty, thus rendering this study significant.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the procedures and techniques that will be used in the study with regard to the research design, locale of the study, target population, sample and sampling procedure, research instruments, piloting, data collection and data analysis.

3.2 Research Design

Kombo and Tromp (2006) define a research design as the structure of research which acts as the bond that holds all of the elements in a research proposal together. Orodho (2012) adds that a design is the scheme, outline or plan that is used to generate answers to research problems. This study adopted the ex-post facto research design. According to Orodho (2009), ex-post facto research design is a systematic empirical inquiry in which the scientist does not have direct control of the independent variables because their manifestations have already occurred or because they cannot be manipulated since they occur in a natural setting. It allows the researcher to show the relationship between the variables in his study and state the extent to which one variable affects the other. This research design enabled the researcher to bring out the relationship between school discipline, school resources, head teachers’ administrative practices and syllabus coverage and student performance in examinations in Public Secondary Schools in Butula Sub-County without altering anything.
3.3 Study Locale

The study was conducted in Public Secondary schools of Butula Sub-County of Busia County, Kenya. It has an approximate population of 101,601 and covers an area of 319.5 Km². Butula Sub-County is situated approximately thirty kilometers North of Busia town on the Kisumu-Busia highway. Butula Sub-County is ideal for the study because the performance of Secondary Schools at KCSE has continued to deteriorate. This alarmed the researcher and necessitated a study to be conducted to establish the school-based factors that influence the academic performance of the Public Secondary Schools in the Sub-County. In spite of the locale being accessible, the researcher also found no evidence of a similar study having been carried out in the region to establish the influence of school-based factors on academic achievement in Butula Sub County.

3.4 Target Population

The target population in this study comprised of 22 public secondary schools (eight boys boarding high schools, 10 girls boarding high schools and five mixed day secondary schools) in Butula Sub-County, their head teachers, 360 teachers (156 male and 204 female) and 3240 students i.e. 1476 boys and 1764 girls (DEO, Butula Sub-County, 2014). The researcher hoped that they would give desirable and reliable information regarding school-based factors that determine education outcomes of the students.

3.5 Sampling Techniques and Sample Size

Orodho (2009) defines a sample as a small part of a population which is thought to be representative of the larger population. For the purpose of this study, out of 22 public secondary schools, 8 schools were selected. According to Best and Kahn
(2006), a proportion of at least 20% of the total population of less than 100 is an acceptable sample in descriptive research. This sample accounted for 40% of the total population which enhanced the study representation. The 22 schools were categorized into Girls Boarding, Boys Boarding and Mixed Day Secondary Schools in order to ensure gender differentiation and avoid biasness. Stratified sampling was used to select three Girls’ Boarding Schools, three Boys’ Boarding Schools and 2 Mixed Day Secondary Schools; hence 8 schools formed the sample of the study. The eight principals together with the DQASO were automatically part of the sample. Consequently, the researcher used purposive sampling to select 48 (21 male and 27 female) teachers. The researcher was interested in information from teachers who had been in their current schools for more than five years. They were believed to be well conversant with the school, the discipline issues in the school, the performance of the students in the school and the reasons for the low performance of the school. Furthermore, the researcher used simple random sampling to select sixty students 324 (147 boys and 177 girls) from each of the ten selected schools.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Target Population (N)</th>
<th>Sample size (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>22</td>
<td>8</td>
<td>36.4</td>
</tr>
<tr>
<td>Students</td>
<td>3240</td>
<td>324</td>
<td>10.0</td>
</tr>
<tr>
<td>Teachers</td>
<td>360</td>
<td>48</td>
<td>13.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3622</strong></td>
<td><strong>380</strong></td>
<td><strong>59.7</strong></td>
</tr>
</tbody>
</table>

*Source: DEO, Butula Sub-county (2014)*
3.6 Data Collection Tools

This study employed questionnaires and interview schedules for data collection.

3.6.1 Interview Schedule

Interview schedules were used to collect required information on the administrative practices of the head teachers. Emphasis was on establishing the head teachers’ performance in each of the respective schools, motivational practices in the schools, his instructional supervisory practices, the discipline of the school and how influential these practices are on students’ performance in the school. The interview schedules enabled the researcher to get more information by use of probing questions; get in-depth information which would not be possible to get using a questionnaire (Mugenda and Mugenda, 1999).

3.6.2 Questionnaires

In the study, quantitative data were obtained using students’ and teachers’ questionnaires composed of close-ended, contingency and matrix questions touching on the administrative practices of the head teachers, syllabus coverage, school discipline and influence of resources on academic achievement. The researcher personally administered the questionnaire to the students and the teachers to obtain pertinent information relating to the school based factors which influenced academic achievement. The questionnaires offered the researcher an opportunity to establish rapport with the participants, explain the purpose of the study and clarify individual items (Gay, 1996). They also enabled the participants to express their ideas and feelings and offered an opportunity to the researcher to collect a large amount of information within a short-time and the questions are standardized (Orodho, 2009).
3.7 Piloting of the Instruments

This is the testing of the research instruments to a small representative sample identical to, but not including the group of the study (Orodo, 2009). The selected research instruments were constructed and scrutinized by the supervisor who is an expert in the field of research to determine their validity i.e. their ability to adequately collect the data required as guided by the objectives of the study. The instruments were then piloted in Bumala Mixed Day Secondary School and Butula Girls High School, one week before the actual study but they were not included in the sample of the actual study. The pilot study enabled the researcher to improve the reliability and validity of the instruments, and to acquaint herself with the situation on the ground with regard to performance in national examinations. The researcher was also able to know the process of administration of the questionnaires with the purpose of making the study fruitful.

3.7.1 Validity of the Instruments

According to Mugenda and Mugenda (1999), validity is the degree to which results obtained from the analysis of the data actually represent the variables of the study. To ensure that the information collected from the field was accurate and reliable, there was need to determine content validity of the instruments. The researcher therefore ensured that the instruments were constructed in line with the research objectives. Furthermore, the researcher sought for the expert advice from her supervisor who assessed the content and face value of the instrument and gave feedback which was incorporated in the designing of the final instruments before the actual study.
3.7.2 Reliability of the Instruments

Orodho (2009) observes that reliability of an instrument is the consistence in producing similar results over a period of repeated trials. The researcher used test-retest method to determine reliability of student’s questionnaires. The researcher administered the first test of the developed questionnaires and then scored them manually. After period of two weeks, the same questionnaires were administered again to the same group and the responses scored manually. Then a comparison of the first score and that of the second was done using the Pearson Moment Product Correlation Coefficient to establish the extent to which the contents of the questionnaire were consistent in eliciting the similar responses. According to Orodho (2005), a correlation coefficient of 0.8 or closer to it is taken to be sufficient for the instruments being accepted as reliable.

Pearson Moment Product Correlation Formula

\[ r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{n(\Sigma x^2) - (\Sigma x)^2} \sqrt{n(\Sigma y^2) - (\Sigma y)^2}} \]

3.8 Data Collection Procedure

The researcher first obtained a research authorization letter from the graduate school which she used to apply for a research permit from the National Council for Science, Technology and Innovation (NACOSTI) and then proceeded to Butula District Education Office to seek permission to visit the sampled schools for the study. Once permission was granted, the researcher visited the sampled schools for familiarity with the principals and explained to them her intention of carrying out research in their schools. The researcher also made arrangements with administrators and relevant departmental heads and agreed on the time and date to visit in order to avoid disruption of lessons. The researcher also assured the respondents of
confidentiality on their responses. The researcher personally administered the instruments i.e. she administered the questionnaires to teachers and students and conducted interviews with the school principals.

3.9 **Data Analysis**

In this study, data analysis involved both quantitative and qualitative methods. The quantitative data was drawn from the students’ and teachers’ questionnaires while the qualitative data was obtained from the interviews with the school heads. The quantitative data collected was edited, coded, entered into the computer system and organized using Statistical Package for Social Sciences (SPSS) program for windows. These data were analyzed by use of simple descriptive statistics which entailed tabulating; computing frequencies and percentages; interpreting and discussing obtained data. This method gives a quick visual impression of the quantifiable variables and allows a researcher to describe a mass of numbers in terms of general trends, tabulate data and present it in graphic form (Orodho, 2009).

Qualitative data was analyzed inductively by organizing the obtained data, coding it, categorizing and developing common patterns (themes) for easier drawing of conclusions and generalizations according to the research objectives.

3.10 **Logistical and Ethical Considerations**

Permission to undertake the study was sought and obtained from individual principals in the target schools. Participation in the research was voluntary. Direct consent was sought from headteachers and teachers. Assurances were given to the participants that the data being collected will be confidentially treated and will only be utilized for the aforementioned research purpose as was indicated in each instrument.
CHAPTER FOUR
PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter discusses the interpretation and presentation of the findings obtained from the field. The chapter presents the background information of the respondents, findings of the analysis based on the objectives of the study. Descriptive and inferential statistics have been used to discuss the findings of the study. The study targeted a sample size of 8 principal, 48 teachers and 324 students, out which 8 principals, 48 teachers and 324 students responded making 100% response rate respectively. This response rate was satisfactory to make conclusions for the study. According to Mugenda and Mugenda (2003), a response rate of 50 percent is adequate for analysis and reporting; a rate of 60 percent is good and a response rate of 70 percent and over is excellent. Based on the assertion, the response rate was considered to excellent. This chapter presents the findings and discussion under the following objectives:

i) To determine influence of the head teachers’ administrative practices on academic achievement of students in public secondary schools in Butula Sub-County;

ii) To establish the effect of syllabus coverage on students’ academic achievement in public secondary schools in Butula Sub-County;

iii) To find out the effect of availability of teaching and learning resources on students’ academic achievement in public secondary schools in Butula Sub-County; and

iv) To establish the effect of school discipline on students’ academic achievement in public secondary schools in Butula Sub-County.
4.2 Demographic Characteristics of the Respondents

The study sought to establish the background information of the respondents.

4.2.1 Demographic Characteristics of the Students

The study requested the students to indicate their sex. Table 4.1 shows the students’ sex.

Table 4.1: Students’ Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>147</td>
<td>45.4</td>
</tr>
<tr>
<td>Female</td>
<td>177</td>
<td>54.6</td>
</tr>
<tr>
<td>Total</td>
<td>324</td>
<td>100</td>
</tr>
</tbody>
</table>

The study revealed that majority of the students were female, from the findings 177 (54.6%) of the students were female and 147 (45.4%) were male. This is an indication that both genders were fairly represented in this research and thus the findings of this study did not suffer from gender bias.

The researcher requested the students to indicate their academic grade. The results of the distribution of the students by academic grade are presented in Table 4.2.

Table 4.2: Distribution of Students by Academic Grade

<table>
<thead>
<tr>
<th>Form</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Form 2</td>
<td>242</td>
<td>74.7</td>
</tr>
<tr>
<td>Form 3</td>
<td>82</td>
<td>25.2</td>
</tr>
<tr>
<td>Form 4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>324</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The study revealed that majority of the students were in form two, from the finding of 242 (74.7%) of the students indicated they were in form two and 82 (25.2%) of the students indicated they were in form three. There were no students who indicated that they were in forms one and form four. This is an indication that only forms two and form three students who were involved in this study.

The study assumed that form two students had become familiar enough with the daily occurrences in the school that they could have given accurate information for the research as compared to the form one students. The form four and the form three students were busy preparing for the examinations and hence the school administration could not allow the researcher to interfere with their study schedules; however, some form threes that were not doing Agriculture were free and therefore able to respond to the questionnaires. The form ones were not included in the research since they had not been in high school long enough to give reliable reasons for their low performance in the examinations.

### 4.2.2 Demographic Characteristics of Teachers

The study requested the teachers to indicate their gender. Table 4.3 shows the teachers’ gender.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>27</td>
<td>55.9</td>
</tr>
<tr>
<td>Female</td>
<td>21</td>
<td>44.1</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>100</td>
</tr>
</tbody>
</table>
From the study findings, 27 (55.9%) of the teachers were male whereas 21 (44.1%) of the teachers were female. This shows that both genders were involved in the study thus eliminating gender bias in the study.

Figure 4.1 shows the period of time taught in the school by the teachers.

![Figure 4.1: Period of Time Taught in the School by the Teachers](image)

From the findings in Figure 4.1, 19 (38.6%) of the respondents indicated 6-10 years, 14 (30.2%) indicated 11-15 years, 12 (24.1%) indicated 0-5 years whereas 3 (7.1%) indicated 16 years and above. This implies that majority of the teachers had been in the respective schools for adequate period of time to understand and respond to the questions of the study.

Figure 4.2 shows the teachers’ highest level of education. Establishing teachers’ levels of education was necessary since it was linked with academic achievement of students.
From the findings on the teachers highest level of education, the study revealed that majority of the teachers had attained bachelor’s degree, from the findings majority of the teachers indicated they had bachelor’s degree as shown by 37 (77.1%), 7 (14.6%) of the teachers indicated they had attained diploma as their highest level of education and 4 (8.3%) of the teachers indicated that they had attained master level of education as their highest level of education. This is an indication that most of the teachers sampled in this study had attained bachelor’s degree as their highest level of education. This shows that they had acquired knowledge with regard to school administration and could inform this study in terms of their views on the performance of the schools, reasons for the low performance, the relationship between school discipline and students’ achievement and the impact of school administration on students’ academic achievements.
4.2.3 Demographic Characteristics of the Principals

The study sought to find out the principals’ gender. The findings were as in the Table 4.4

Table 4.4: Principals Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

From the findings, majority of the principals were male as shown by 5 (62.5%) whereas 3 (37.5%) were female. Both genders were involved in the study thus the study did not suffer gender biasness.

Figure 4.3 shows the principal’s highest level of education, establishing the principals’ levels of education was necessary since there is perception that principals’ academic qualifications play a critical role in the head teachers’ administrative practices.

Figure 4.3: Distribution of Principals by Academic Qualification
On the highest level of education, the study revealed that most of the principals had attained a university degree, from the findings most of the principals indicated that they had master’s degree and bachelor’s degree as shown by 3 (37.5%) respectively, 2 (25%) of the principals indicated their highest level as diploma. This is an indication that most of the principals focused in this study had attained bachelor’s degree as their highest level of education.

Table 4.5 shows the number of years which the principals had served as head teachers in their current schools, establishing the period of service in the current school was critical in weighing the influence of the head teachers’ administrative practices on academic achievement of students in public secondary.

<table>
<thead>
<tr>
<th>Duration in year’s</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>5 to 10 years</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>11 to 15 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The study found that majority of the principal had served in their current school for 5 to 10 years, from the research findings the study established that majority of principals as shown by 5 (62.5%) had served in the current school for a period of 5 to 10 years and 3 (37.5%) of the principals had served in the current schools for a period of less than 5 years. This is an indication that majority of the principals had served in their current schools for a considerable period of time and thus they were in a position to give credible information relating to this research.
4.3 Influence of the Head Teachers’ Administrative Practices on Academic Achievement of Students

Figure 4.4 shows teachers’ opinion on whether they prepare professional documents.

![Bar graph showing professional documents prepared by teachers](image)

**Figure 4.4: Whether Teachers Prepared Professional Documents**

From Figure 4.4, it is evident that all the sampled teachers prepared schemes of work, records of work covered and students’ progress records. However, only 8 (16.7%) of the sampled teachers prepared lesson plans. This clearly shows that they teachers went to class without adequate preparation for the lesson. This could be one of the reasons for the low performance of the students. The principals indicated that the teachers in the school prepare professional documents such as the schemes of work and student records.

Figure 4.5 presents research finding on the how often the school principal supervised teachers.
Figure 4.5: How often the principals supervised the teachers

From the study findings, the study found that most of the respondents indicated that school principals never supervised teachers. From the findings, most of the respondents as shown by 24 (50%) indicated never, 12 (24.9%) indicted twice a year, 7 (14.6%) of the respondents indicated once a term, 3 (6.3%) indicated twice a month and 2 (4.2%) indicated once a month. This is an indication that most principals never supervised their teachers. Majority of the principals noted that they do not often supervise the work of their teachers to ensure quality performance as well. Principal supervision of teacher is critical in enhancing the school performance.

Table 4.6 shows teachers’ opinion on whether they were given any incentives in this school to motivate you to work harder and on whether students were given rewards in their school to motivate them to work harder. The scales of ‘No extent’ and ‘Small extent’ equal a mean score of 0≤2.4. The scale of ‘Moderate extent’ equals a
mean score of 2.5≤3.4; while the scale of ‘Great extent’ and ‘Very great extent’ are equivalent to a mean score of 3.5≤5.0.

Table 4.6: Teachers and Students’ Reward System

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Means</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are given incentives</td>
<td>2.101</td>
<td>.9731</td>
</tr>
<tr>
<td>Students are rewarded to work harder</td>
<td>2.913</td>
<td>.5428</td>
</tr>
</tbody>
</table>

The study revealed that majority of the teachers were not given any incentives in the school to motivate them to work harder. From the findings, a majority of the teachers indicated that they were either not at all or to a small extent (2.101) given incentives from in the school to motivate them to work harder while only a few affirmed that they were given some incentives in the school to motivate them to work harder. This implies that majority of the teachers were not given any incentives in the school to motivate them to work harder. The teachers indicated the type of incentive offered to them were financial incentives.

The study also revealed that majority of the respondents were only given rewards to a moderate extent (2.913) in their school to motivate them to work harder. Affirming students indicated that they were given rewards such as money, uniforms, learning materials such as sets, exercise books and pens.

Accordingly, Habegger (2008) found that high achieving schools are marked by a culture that empower and instill confidence in teaching, valued their students' and teachers, and sought the help of parents and community members to enhance the schools effectiveness, this creates a sense of belonging and providing a clear
direction for all involved. Similarly, Leithwood et al. (2004) strongly linked to the school leader’s instructional responsibilities is the professional growth of school personnel, including the school leader him/herself. It is the school leader’s responsibility to develop people to enable teachers and other staff to do their jobs effectively, to offer intellectual support and stimulation to improve their work, and to provide models of practice and support.

4.4 Effect of Syllabus Coverage on Students’ Academic Achievement

Table 4.7 shows the respondents opinion on whether subjects were covered before the commencement of examinations; on whether the teachers cover the syllabus before the commencement of the KCSE examination; as well as the extent to which KCSE syllabus is covered. The scales of ‘Not at all’ and ‘Small extent’ equal a mean score of 0≤2.4. The scale of ‘Moderate extent’ equals a mean score of 2.5≤3.4; while the scale of ‘Great extent’ and ‘Very great extent’ are equivalent to a mean score of 3.5≤5.0.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Means</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects are covered before the commencement of examinations</td>
<td>2.076</td>
<td>.4612</td>
</tr>
<tr>
<td>Syllabus is covered before the commencement of the KCSE examination</td>
<td>2.113</td>
<td>.3619</td>
</tr>
<tr>
<td>KCSE Syllabus is Covered</td>
<td>2.363</td>
<td>.2611</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>324</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The study revealed that to a majority of schools, subjects were either not at all or to a small extent (2.076) covered before the commencement of examinations. It was
also found that syllabus were either not at all or to a small extent (2.113) covered before the commencement of the KCSE examination. The findings further show that according to a majority of respondents KCSE syllabus either not at all covered or only covered to a small extent (2.363).

The respondents noted that sometimes the teachers would tend to rush through the syllabus when the examinations are just about to begin, leaving the students with a lot of work to do with regard to internalizing the hurried syllabus. This could be one of the reasons why students scored low grades in the national examinations. However, all the respondents agreed that early syllabus coverage boosts students’ academic achievement. It allows adequate testing and revision which improves students’ performance; gives teachers enough time to revisit the topics which most students did not understand well and even get time to assist the slow learners. Most of the principals noted that the teachers do not always cover the syllabus in all the subjects before the end of the year. The District Quality Assurance Standards Officer as well noted that not all the teachers cover the syllabus in all the subjects before KCSE examinations. The respondents indicated that early coverage of the syllabus gives the students adequate time to revise for the exams which improves the performance in national examinations.

This is in agreement with what Campbell (2016) observed; that effective and efficient management of curriculum and instruction in educational institution is a basic pre-requisite for stability and improvement of academic performance. Furthermore, early syllabus coverage gives students enough time to go through their notes; makes students have confidence while handling questions and ensures that are well equipped with the course content at the time when national examinations are sat
and enables a learner to have a wider scope of questions to choose from especially in the optional sections. The findings are also in tandem with Comber and Keeves (2014) who stated that within limits, the more hours allowed for instruction in subjects the higher the achievement. Similarly at the end of secondary school the more the home work given and corrected the better the student’s performance in examination. This implies that good time management by the teachers would ensure effective syllabus coverage.

4.5 Effect of Availability of Teaching and Learning Resources on Students’ Academic Achievement

The study sought to find out the effect of availability of teaching and learning resources on students’ academic achievement. The study requested the students to indicate the adequacy of teaching and learning resources, including whether there were enough teachers for all subjects. The scales of ‘Not at all’ and ‘Slightly inadequate’ equal a mean score of 0≤2.4. The scale of ‘Moderately adequate’ equals a mean score of 2.5≤3.4; while the scale of ‘Adequate’ and ‘Very adequate’ are equivalent to a mean score of 3.5≤5.0. Table 4.8 shows the findings.

Table 4.8: Adequacy of Teaching and Learning Resources as Indicated by Respondents

<table>
<thead>
<tr>
<th>Resource</th>
<th>Means</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chalkboard</td>
<td>3.883</td>
<td>.5442</td>
</tr>
<tr>
<td>Textbooks</td>
<td>2.219</td>
<td>.5429</td>
</tr>
<tr>
<td>Exercise books</td>
<td>3.929</td>
<td>.3592</td>
</tr>
<tr>
<td>Teaching aids</td>
<td>2.303</td>
<td>.3056</td>
</tr>
<tr>
<td>Classrooms</td>
<td>2.401</td>
<td>.4078</td>
</tr>
<tr>
<td>Desks</td>
<td>2.439</td>
<td>.6317</td>
</tr>
<tr>
<td>Teachers</td>
<td>2.293</td>
<td>.6315</td>
</tr>
</tbody>
</table>
From the study findings, a majority of respondents indicated that chalkboards (3.883) and exercise books (3.929) were adequate. A majority however rated as inadequate, Desks (2.439), Classrooms (2.401), Teaching aids (2.303), Teachers (2.293) and textbooks (2.219). This implies that the schools had no adequate teaching and learning resources. The teacher further listed the types of teaching resources they mostly use in their class or schools which were; chalk boards, chalks, mark pens and manlier papers.

The findings further imply that there were no enough teachers for all subjects in the schools. Teaching resources improve content delivery thus enabling students to understand better which leads to better performance as the resources make students grasp ideas more easily especially the abstract ones. Teaching and learning resources make learning real, simple and enjoyable and makes students retain in memory whatever they have learnt for a long time enhancing mastery of the content. Practical demonstrations help students in understanding theoretical concepts hence improved students’ academic performance. Inadequacy of the teaching and learning resources clearly explains the low academic achievement of the students in the sampled schools as students’ preparedness depends on availability of teaching and learning resources.

Table 4.9 shows the respondents opinion on whether there is any relationship between availability of teaching resources and students’ performance in examinations.
Table 4.9: Whether there is any Relationship between Availability of Teaching Resources and Students’ Performance

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>302</td>
<td>93.2</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>6.8</td>
</tr>
<tr>
<td>Total</td>
<td>324</td>
<td>100</td>
</tr>
</tbody>
</table>

The study revealed that majority of the respondents agreed that there was a relationship between availability of teaching resources and students’ performance in examinations, from the findings, 302 (93.2%) indicated that there was a relationship between availability of teaching resources and students’ performance in examinations whereas 22 (6.8%) indicated that there was no relationship between availability of teaching resources and students’ performance in examinations. This implies that there was some relationship between availability of teaching resources and students’ performance in examinations. The respondents indicated that students are less likely to be absent from schools that provide interesting, meaningful and relevant experiences to them. The principals and the District Quality Assurance Standards Officer further noted that availability of teaching resources help students understand concepts when being taught as well as believe on the practical aspects of the learned concepts.

The study revealed that the teachers were of the opinion that there is a relationship between availability of teaching resources and students’ performance in examinations. They indicted that when the teaching resources are available the teaching and learning process is smooth and the students are able to articulate what they are taught which lead to better performance. Most of the principals also noted
that their schools have no adequate teaching and learning resources which hinders smooth learning in the schools. Accordingly, Okumbe (2007) observed that students learn best if they are given the opportunity to see and to make observations of what they are taught. Findings are also in line with Lumuli (2009) who argued that provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills to learners. Learning involves interaction of students with the environment. Similarly, Juma (2011) links performance in examinations to state of teaching and learning resources in schools. He notes that students from poor backgrounds perform poorly in the examinations because the poor are often in areas where schools are seriously deprived of vital facilities, an attitude of helplessness may be inculcated early into children making them feel that being in school is a waste of time.

4.6 Effect of School Discipline on Students’ Academic Achievement

Table 4.10 shows the respondents in this case the students’ and teachers’ opinions on whether there are indiscipline cases in their school. The scales of ‘Strongly disagree’ and ‘Disagree’ equal a mean score of 0≤2.4. The scale of ‘Moderately agree’ equals a mean score of 2.5≤3.4; while the scale of ‘Agree’ and ‘Strongly agree’ are equivalent to a mean score of 3.5≤5.0. Table 4.10 shows the findings.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Means</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students: There are indiscipline cases in the school</td>
<td>3.824</td>
<td>.3812</td>
</tr>
<tr>
<td>Teachers: There are indiscipline cases in the school</td>
<td>3.901</td>
<td>.1247</td>
</tr>
</tbody>
</table>
The study revealed that a majority of respondent students (3.824) strongly agrees that indeed there were indiscipline cases in majority of the schools. A majority of teachers (3.901) echoed this, affirming that there were indiscipline cases in the schools. This implies that there were indiscipline cases in the schools. Indiscipline lowers students’ concentration in class, makes them lose focus, affects the teacher-student relationship which is key to students’ academic achievement and makes them confused and unable to balance hence sometimes makes them unable to consult due to fear.

The teachers indicated that indiscipline wastes a lot of student’s time which they could utilize in learning. The principals as well noted that there were indiscipline cases in the schools. Majority of the principals noted that the presence or absence of indiscipline cases influences student academic achievement. The presence of indiscipline cases wastes a lot of learning and teaching time which could be effectively used to improve the performance of the students.

The teachers noted that indiscipline students always dropped in their performance; some became unruly and thus performed poorly. Others lose their academic resources to theft and vandalism while others drop out of school due to pregnancy. A lot of time is also wasted in resolving the indiscipline cases instead of learning or teaching. Olembo, Wanja and Karagu (2012) also affirm that discipline is a function of academic achievement and any student whose discipline is wanting cannot perform well.
4.7 Academic Achievement of Students

Table 4.11 shows the subjects which the students performed poorly in their end term examinations. The scales of ‘Very Poorly’ and ‘Poorly’ equal a mean score of 0≤2.4. The scale of ‘Moderately poorly’ equals a mean score of 2.5≤3.4; while the scale of ‘Less poorly’ and ‘Fairly’ are equivalent to a mean score of 3.5≤5.0.

Table 4.11: Subject Which the Students Performed Poorly

<table>
<thead>
<tr>
<th>Subject</th>
<th>Means</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>1.957</td>
<td>.5638</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2.013</td>
<td>.7295</td>
</tr>
<tr>
<td>Physics</td>
<td>2.121</td>
<td>.6520</td>
</tr>
<tr>
<td>Biology</td>
<td>2.591</td>
<td>.4892</td>
</tr>
<tr>
<td>Geography</td>
<td>2.608</td>
<td>.5721</td>
</tr>
<tr>
<td>Agriculture</td>
<td>3.593</td>
<td>.4092</td>
</tr>
<tr>
<td>C.R.E</td>
<td>3.626</td>
<td>.3718</td>
</tr>
<tr>
<td>English</td>
<td>3.781</td>
<td>.5927</td>
</tr>
<tr>
<td>Business studies</td>
<td>3.817</td>
<td>.5824</td>
</tr>
<tr>
<td>History</td>
<td>3.921</td>
<td>.5602</td>
</tr>
<tr>
<td>Home science</td>
<td>3.929</td>
<td>.6592</td>
</tr>
<tr>
<td>Computer studies</td>
<td>4.013</td>
<td>.3056</td>
</tr>
</tbody>
</table>

The study revealed that Mathematics (1.957), Chemistry (2.013), and Physics (2.121) were the most poorly performed by the students in their end term examinations. Biology (2.591) and Geography (2.608) were moderately poorly performed while Agriculture (3.593), C.R.E (3.626), English (3.781), Business Studies (3.817), History (3.921), Home science (3.929) and Computer Studies (4.013) were less poorly to fairly performed.
Table 4.12 shows the students causes of poor performance in the subjects indicated above.

**Table 4.12: Causes of Poor Academic Performance from the Students’ Perspective**

<table>
<thead>
<tr>
<th>Reason for poor academic performance</th>
<th>Means</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of proper guidance</td>
<td>4.029</td>
<td>.2943</td>
</tr>
<tr>
<td>Lack of enough resources</td>
<td>2.940</td>
<td>.5601</td>
</tr>
</tbody>
</table>

The study revealed that majority of the respondents strongly affirmed (4.029) to lack of proper guidance as the cause of poor performance, while a majority attributed to the poor performance moderately to lack of enough resources (2.940). A majority of the learners reported that lack of enough resources like subject textbooks caused poor performance since it was hard to share these resources which made them not complete their homework. This is in agreement with Maundu (2013) who suggests that poor results in education are related to the lack of educational resources.

The respondents suggested that the staff in their schools should be increased, organize more symposiums, and put strict measures to curb absenteeism, improve on the relationship between teachers and students, and organizing for inter-school contests to enable exchange of academic ideas. The researcher believes that if the above measures are put in place, there could be chances of improving the academic achievement of students in Butula Sub County.

The respondents indicated that other factors that influence academic performance in KCSE in their schools were school leadership, students attitudes and commitments and teachers qualifications. The teachers suggested that introduction of rewards as a
form of motivation whenever a student had an exemplary performance and the introduction of hours of consultation where students are able to do consultation with their teachers would also have gone a long way towards improving on their academic performance.

The study further conducted an interview with DQASO’s officials in the Sub-county, with a view to determine the influence of school-based factors on academic achievement of students of Public Secondary Schools in Butula Sub-County, Busia County. Respondents were asked to comment on the general students’ performance in national examinations in the sub county.

To this end, the officials indicated that performance in national examinations in the sub county is largely poorly to average. An official particularly offered that:

“…………A majority of students in this sub county perform poorly to a large extent, although we normally have a few cases of excellent performance………..”

Interview with a DQASO Official

The study probed to find out what could be the reasons behind this performance, to which respondents attributed to inadequate resources and insufficient number of trained teachers. An official observed that:

“……The problem with education in this sub county is that a majority of schools here lack adequate teaching and learning resources. The number of teachers in the sub county is also very insufficient, compared to the large number of students…..”

Interview with a DQASO Official
Another official added that:

“…..The libraries in the schools are not well equipped, students lack the necessary text books and most schools lack enough teachers…….”

Interview with a DQASO Official

The study further sought to find out some of the discipline issues in schools in the sub county. It was revealed in this regard that a considerable number of students engage in alcohol and drug abuse and absenteeism. It was also establish that early pregnancies, early marriage and boys dropping out of school by boy to ride bodabodas were considerable factors in the performance of schools in general in the study area. Asked on how the same affects student academic achievement, an official offered that:

“…..Once a student indulges in alcohol and drug abuse, they start developing deviance behavior which results in absenteeism, lack of reading and ultimately poor academic performance…….”

Interview with a DQASO Official

Respondents were further asked to indicate whether in their opinion head teachers of schools in the sub county are doing whatever it takes to promote student academic performance in their schools, to which all officials affirmed. Asked on whether schools in the sub county cover the syllabus before the commencement of national examinations. The officials noted that while a few schools do cover the syllabus, a majority rush to finish towards the end, which disadvantages the students.

The study further probed to find out the officials’ opinions on whether syllabus coverage influence performance in examinations, to which they affirmed. An official intimated that:
“……Syllabus coverage is meant to prepare the student for the final examinations, as questions are normally set in view of full syllabus coverage. Failure to cover the same means that the student is ill prepared and this may affect their performance……”

Interview with a DQASO Official

Asked to suggest other factors that influence academic performance in KCSE in the sub county and suggest other ways of improving the performance in Butula Sub County, the officials pointed out the inadequate participation of parents in their students’ academic welfare. Respondents suggested an improvement in parents’ participation, hiring of more teachers and furnishing the schools with requisite resources for teaching and learning.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the study in a summary and makes conclusions based on the results. The recommendations from the findings and areas for further research are also presented. The study aimed at examining the impact of school based factors on students’ academic achievement in Butula Sub-County and addressed the following research questions:

1 How do head teachers’ administrative practices influence academic achievement of students in public secondary schools in Butula Sub-County?

2 To what extent does syllabus coverage influence academic achievement of students in public secondary schools in Butula Sub-County?

3 How does availability of teaching and learning resources influence academic achievement of students in public secondary schools in Butula Sub-County?

4 What is the impact of school discipline on students’ academic achievement in public secondary schools in Butula Sub-County?

5.2 Summary of the Study

i) With regard to the effect of administrative practices on students’ performance, majority of the respondents agreed that the school head determines the performance of the school because of the programs that he or she will put in place to improve students’ academic performance. The respondents reported that their school’s do not perform well because the heads of their school’s do not motivate them, do not conduct instructional supervision, do not take very stern measures against indiscipline students, do not provide enough teaching and
learning resources and have not put in place adequate academic programs to boost the students’ academic achievement.

ii) Majority of the respondents agreed that there is direct relationship between academic performance and syllabus coverage. The study revealed that in most of the schools the teacher never covered the syllabus in good time. Covering the syllabus before KCSE examinations would ensure that the students are well prepared for the exams and would as well have time for revision thus improving their academic achievement. They emphasized that students do not perform very well in the national examinations due to inadequate syllabus coverage. The national examinations are set from the whole syllabus and therefore the students are disadvantaged because while some teachers do not cover the syllabus in time others do not just cover the whole syllabus.

iii) Regarding the impact of adequacy of teaching and learning resources on students’ academic performance, all the respondents reported that students’ performance depends on availability of the resources. Teaching and Learning Resources were however not adequate as reported by the respondents. The classrooms and desks were not enough to cater for the entire schools population thus posing a challenge since some of the students had to share these resources which in turn affects their performance negatively. They stressed on the fact that students’ preparedness for national examinations depends on availability of these resources. The teachers and principals retaliated that resources improves content delivery thus enabling students to understand better which leads performance and that they make learning real, simple and enjoyable.

iv) Majority of the students emphasized on the fact that discipline is a function in academic achievement. The teachers noted that the students might be performing
lowly due to the indiscipline of the students in the schools. The study revealed that indiscipline makes students lose focus on their studies, wastes a lot of learning time and affects student-teacher relationship hence low academic performance in examinations. The principals agreed that a lot of time is always wasted in solving the indiscipline cases instead of studying; however, they did their best in minimizing the indiscipline cases in the schools.

v) The study revealed that Mathematics and Chemistry were most poorly performed subjects by the students in their end term examinations. The study revealed that the learners attributed their poor subject performance to the lack of proper guidance from the subject teachers as the major cause of their poor academic performance. Lack of enough resources like subject textbooks caused poor performance since it was hard to share these resources which made them not complete their homework. The staff in their schools should be increased, organize more symposiums, and put strict measures to curb absenteeism, improve on the relationship between teachers and students, and organizing for inter-school contests to enable exchange of academic ideas. The study revealed that other factors that influence academic performance in KCSE in the schools were school leadership, students attitudes and commitments and teachers qualifications.

5.3 Conclusions of the Study

Based on the research questions, the researcher came up with the following conclusions:

(i) The research findings regarding the impact of administrative practices on students’ academic achievement show that the principals of the sampled school
are not doing enough to boost the academic performance of the students because; they do not adequately motivate the teachers and students, they do not effectively carry out instructional supervision, they do not provide adequate teaching and learning resources and they do not support even internal symposiums. School leadership gives direction to other activities in schools and as such school principals should provide effective leadership for academic staff, non-academic staff and students because the extent at which principals are able to steer school activities in the right direction would determine the level of staff and students achievement.

(ii) The research findings on the effect of syllabus coverage on students’ academic performance clearly indicate that the students performed poorly in the national examinations because the teachers did not cover the syllabuses adequately and in good time. Some of the teachers only rushed through the syllabuses when the commencement of the national examinations approached, giving the students a very rough and hard time internalizing the concepts.

(iii) With regard to the impact of teaching and learning resources on students’ academic achievement, the findings point to the conclusion that there is a direct relationship between adequacy of these resources and students’ performance. The low performance of students in Butula Sub-County in the national examinations is therefore attributed to the inadequacy of the teaching and learning resources such as course books, revision materials, laboratory apparatus, and real objects among others.

(iv) From the findings on the effect of school discipline on the students’ academic achievement; it is evident that there is a direct relationship between performance and discipline. The findings point to the fact that the sampled schools registered
low performance in the national examinations due to the low discipline standards in their schools. For instance, the teachers admitted that a lot of time was wasted on handling the indiscipline cases instead of teaching. Some of the students had also lost focus on their studies due to their involvement in indiscipline cases.

5.4 Recommendations of the Study

The findings reported on this study have implications on the academic achievement of students. The researcher believes that the following suggestions may help improve the academic performance especially in Butula Sub-County and the larger Busia County if adopted.

1. The head teachers should attend seminars and workshops that teach the importance of carrying out instructional supervision. This is because the study depicted that majority of the school heads did not supervise the teaching in their schools. Supervision of instruction should be intensified so as to enhance the effectiveness of teachers thereby improve students’ achievement in national examinations. They should also motivate both the teachers and students to realize improvement in performance in national examinations.

2. The Sub-County Education Officer should organize workshops for both teachers and head teachers to be sensitized on the ways to improve the schools’ teaching and learning resources that impact on academic performance of students. The head teachers should also arrange for school exchange programs to learn how to manage the resources in the school that influence academic performance of the students.
3. The teachers should also try as much as possible to cover the syllabus in good time so that they can give students ample time to revise for their examinations. Teachers should also get time to attend to the slow learners.

5.5 Suggestions for Further Research

The researcher recommends that further research be conducted based on the following suggestions:

1. The current study was confined to public secondary schools in Butula Sub-County, Busia County. A similar study can be replicated in other Sub-Counties in Busia County and in other counties across the country and compare the findings.

2. There is also need to undertake a similar study in Private Secondary Schools in the country and compare the findings with those of this study which was only conducted in Public Secondary Schools.

3. This study was just a survey on the impact of school based factors on students’ academic achievement. It would therefore be important to conduct a similar study using a case study and find out the perception of respondents in one particular school on the impact of school based factors on students’ academic achievement and document the findings.

4. Further study should be done on the influence of home based factors since this study only focused on the school based factors.
REFERENCES


District Education Officer, Butula Sub-County (2014). *Statistical Returns for Secondary Schools*.


APPENDICES

Appendix I: Questionnaire for Students

Please, kindly answer the following questions and statements as frankly and truthfully as you can. Your cooperation and contributions towards this research will be very much appreciated. All information given will be strictly kept confidential. (Do not write your name).

(Tick the appropriate answer)

SECTION A: GENERAL INFORMATION
1. What is your sex?
   Male [ ]  Female [ ]

2. Indicate your current class by ticking appropriately
   Form 1 [ ]  Form 2 [ ]
   Form 3 [ ]  Form 4 [ ]

SECTION B: FACTORS INFLUENCING ACADEMIC ACHIEVEMENT
3. Indicate the adequacy of the following teaching/learning materials in your school, use the scale: 1 = Not at all, 2 = Slightly inadequate, 3 = Moderately adequate, 4 = Adequate, 5 = Very adequate.

<table>
<thead>
<tr>
<th>Teaching/learning materials</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chalkboards</td>
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<tr>
<td>Textbooks</td>
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<tr>
<td>Exercise books</td>
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<td>Teaching aids</td>
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<td>Classrooms</td>
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<td>Desks</td>
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<td>Teachers</td>
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</tbody>
</table>

4. Do you think there is any relationship between availability of teaching resources and students’ performance in examinations?
   Yes [ ]  No [ ]

Explain your answer, ...........................................................................................................................................
5. In which subject(s) did you perform poorly in your end term examinations? Please use the scale: 1 = Very Poorly, 2 = Poorly, 3 = Moderately poorly, 4 = Less poorly, 5 = Fairly.

<table>
<thead>
<tr>
<th>Teaching/learning materials</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Physics</td>
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<tr>
<td>Biology</td>
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<tr>
<td>Geography</td>
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<tr>
<td>Agriculture</td>
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<td>C.R.E</td>
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<tr>
<td>English</td>
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<tr>
<td>Business studies</td>
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<td>History</td>
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<td>Home science</td>
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<tr>
<td>Computer studies</td>
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</table>

6. If you indicated in question 6, what makes you perform poorly in the subject(s) you have mentioned above?

7. In your opinion, what measures are in place to promote performance in examinations? Are these measures sufficient? Kindly explain.

8. To what extent is the syllabus in all the subjects covered before the commencement of examinations?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Small extent</th>
<th>Moderate extent</th>
<th>Great extent</th>
<th>Very great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
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</tbody>
</table>

9. How does syllabus coverage affect your performance in your end year examinations? Explain your answer.
10. Do you have indiscipline cases in your school?

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Moderately agree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
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<td>[ ]</td>
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</tbody>
</table>

11. How does indiscipline impact on the student academic achievement? ................

12. To what extent are you given any rewards in your school to motivate you to work harder?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Small extent</th>
<th>Moderate extent</th>
<th>Great extent</th>
<th>Very great extent</th>
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</tbody>
</table>

If yes, what type of rewards? List them here below...............................
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13. In your opinion, suggest other factors that influence academic performance in KCSE in your school?............................................................
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.............................................................................................................................

14. Suggest other ways of improving the performance in your school........................
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Thank you.
Appendix II: Questionnaire for Teachers

Please, kindly answer the following questions and statement as trustfully as you can. Your cooperation and contribution towards this research will be very much appreciated. All information given will be strictly kept confidential. (Do not write your name).

(Tick the appropriate answer)

SECTION A: DEMOGRAPHIC DATA

1. Please indicate your gender?
   Male [ ]   Female [ ]

2. What is your highest qualification?
   O-Level [ ]   Diploma [ ]
   Degree Level [ ]   Masters/Postgraduate [ ]

3. How long have you taught in this school?
   0-5 yrs [ ]   6-10 yrs [ ]
   11-15 yrs [ ]   16 yrs and above [ ]

SECTION B: FACTORS INFLUENCING ACADEMIC ACHIEVEMENT

4. Please indicate whether you prepare the following professional documents. Tick as many as appropriate.
   Schemes of work [ ]   Lessons plan [ ]
   Record of work [ ]   Student progress report [ ]

5. How many times are you supervised by your head teacher?
   Once a month [ ]   Twice in a month [ ]   Once a term [ ]
   Twice a year [ ]   Never [ ]
   If any specify) ........................................................................................................

6. In your opinion, do you think your school is doing much to promote student academic performance of the students? Kindly explain. ...........................................
7. To what extent is the syllabus covered before the commencement of the KCSE examination?

- Not at all [    ]
- Small extent [    ]
- Moderate extent [    ]
- Great extent [    ]
- Very great extent [    ]

8. How does early coverage of the syllabus affect performance in national examinations?

9. How adequate are the following teaching and learning resources in your school?

1 = Not at all, 2 = Slightly inadequate, 3 = Moderately adequate, 4 = Adequate, 5 = Very adequate.

<table>
<thead>
<tr>
<th>Teaching/learning materials</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td>Chalkboards</td>
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<td>Textbooks</td>
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<td>Exercise books</td>
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<td>Teaching aids</td>
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<td>Desks</td>
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<tr>
<td>Teachers</td>
<td></td>
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</tr>
</tbody>
</table>

10. Do you think there is any relationship between availability of teaching resources and students’ performance in examinations? Explain.

11. Do you have indiscipline cases in your school?

- Strongly disagree [    ]
- Disagree [    ]
- Moderately agree [    ]
- Agree [    ]
- Strongly agree [    ]

If yes, how does indiscipline impact on the student academic achievement?

12. To what extent are you given any incentives in this school to motivate you to work harder?

- Not at all [    ]
- Small extent [    ]
- Moderate extent [    ]
- Great extent [    ]
- Very great extent [    ]
If yes, what type of incentive? List them here below. ........................................
..........................................................................................................................
..........................................................................................................................

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

14. Suggest other ways of improving the performance in your school ..........
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................

Thank you.
Appendix III: Principals’ Interview Schedule

This study is designed to investigate the teaching/learning resources contributing to poor performance in public secondary schools in Butula Sub-County. Please answer the following questions as truthfully as possible. All information will be treated as confidential.

1. Gender ..........................................................................................................................

2. Teaching experience ........................................................................................................

3. Duration served as a head teacher in this school ............................................................

4. Do teachers in your school prepare the professional documents? ..............................

5. How often do you supervise the work of your teachers to ensure quality performance? ........................................................................................................................................

6. a) Do the teachers cover the syllabus in all the subjects before the end of the year? ........................................................................................................................................
   b) How does coverage of the syllabus influence performance student academic achievement? Explain your answer .............................................................................................................................

7. In what ways do you ensure that teachers and students in your school are motivated by your strategies for the teaching and learning process? .................................................................

8. a) Do you have indiscipline cases in your school? ............................................................
   b) Do you think the presence or absence of indiscipline cases influences student academic achievement? Kindly explain. ......................................................................................................................

9. a) Does your school have adequate teaching and learning resources?
   b) Do you think there is any relationship between availability of teaching and learning resources and student academic achievement? .....................................................................................

10. According to you, what do you think can be done to improve performance in examinations in secondary schools? ............................................................................................................
Appendix IV: DQASO’s Interview Schedule

This study is designed to investigate the teaching/learning resources contributing to poor performance in public secondary schools in Butula Sub-County. Please answer the following questions as truthfully as possible. All information will be treated as confidential.

Name.................................................. Gender .............................................................

1. Kindly comment on the general students’ performance in national examinations in the sub county. ..........................................................................................................................................................................

2. What could be the reasons behind this performance? Kindly explain, ............. ....................................................................................................................................................................................................................

3. Do schools in the sub county have enough teaching and learning resources? ...........................................................

4. Do you think availability of such resources has any impact on student academic achievement? ........................................................................................................................................................................

5. a) What are some of the discipline issues in schools in the sub county?
   b) In your opinion, how does school discipline influence student academic achievement?

6. Do you think the head teachers of schools in the sub county are doing whatever it takes to promote student academic performance in their schools? .............................................................

7. Do schools in the sub county cover the syllabus before the commencement of national examinations? ..............................................................................................................................................................

8. In your opinion, does syllabus coverage influence performance in examinations? Explain in detail ........................................................................................................................................................................

9. In your opinion, suggest other factors that influence academic performance in KCSE in your sub county ........................................................................................................................................................................

10. Suggest other ways of improving the performance in Butula Sub County
## Appendix V: Budget

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<thead>
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<th>TOTAL COST (Ksh)</th>
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<tbody>
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<td>Literature Survey/Photocopying</td>
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<td>Drafts Proposed Printing</td>
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<td>Travel</td>
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<tr>
<td>Internet</td>
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<tr>
<td>Report Publication and Photocopying</td>
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<td>Binding</td>
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<td>Contingency at 10%</td>
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<td><strong>TOTAL COST</strong></td>
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## Appendix VI: Work Plan

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<td>2</td>
<td>Proposal writing</td>
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<td>3</td>
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<td>6</td>
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<tr>
<td>7</td>
<td>Compilation and Presentation</td>
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</tbody>
</table>
Appendix VII: Research Authorization Letter

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

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

Ref: No. NACOSTI/P/16/58827/8996

Date: 23rd February, 2016

Diana Rose Oyula
Kenyatta University
P.O. Box 43844-01000
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “School based determinants of students academic achievement in public secondary schools, a case of Butula Sub County Busia County Kenya” I am pleased to inform you that you have been authorized to undertake research in Busia County for a period ending 23rd February, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Busia 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. M. K. RUGUTI, PhD, HSC.
DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Busia County.

The County Director of Education
Busia County.
Appendix VIII: Research Permit

THIS IS TO CERTIFY THAT: MISS. DIANA ROSE OYULA of KENYATTA UNIVERSITY, 0-50404 BUMALA, has been permitted to conduct research in Busia County on the topic: SCHOOLBASED DETERMINANTS OF STUDENTS ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS A CASE OF BUTULA SUBCOUNTY BUSIA COUNTY KENYA for the period ending: 23rd February, 2017

Applicant’s Signature

Director General
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 cancel this permit including its cancellation without notice.

RESEARCH CLEARANCE PERMIT

Serial No. A 1935

CONDITIONS: see back page