AN INVESTIGATION OF THE PROBABLE CAUSES OF POOR PERFORMANCE IN THE KENYA CERTIFICATE OF SECONDARY EXAMINATION (K.C.S.E.) IN MATUGA DIVISION, KWALE DISTRICT, COAST PROVINCE

By

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A project submitted in partial fulfillment of the requirements for the degree of Master of Education

Kenyatta University

2002
DECLARATION

This project report is my original work and has not been presented for examination in any other University.

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This project report has been submitted for examination with my approval as University Supervisor

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DEDICATION

This Project is dedicated to my father Maalim Soud Khamis Mwayeya and my late mother Mwanajuma Hassan Mfundo whose love, concern and encouragement were an inspiration to me throughout my studies. It is unfortunate that the cruel hand of death snatched my mother before completion of this study. May Allah the Almighty restore her soul in Eternal Peace (Amen).
ACKNOWLEDGEMENTS

I would like to acknowledge the following people, without whose cooperation and support this study would not have been completed. I feel greatly indebted to my supervisor Dr. Godfrey Mse, for the invaluable guidance and assistance provided throughout the study. I also extend my appreciation to my parents Maalim Soud Khamis Mwayeya and Mama Mwanajuma Hasssan Mfundo for their encouragement, financial and moral support that inspired me throughout my schooling.

I register my sincere gratitude to my friends Dr. Mohammed Abdallah Swazuri, Said Chitembwe, cousin Athuman Mwinyi Yeya and all members of CHADI for their financial and moral support which enabled me to undertake this study. My gratitude also goes to the District Secondary Schools Inspector, Head teachers, Teachers and students of Kwale High; Waa High, Ng’ombeni, St. Mary’s Seminary, Kaya Tiwi, Golini and Matuga girls for their unlimited cooperation during my data collection exercise.

I would like to sincerely thank Dr. Hamadi Boga, Mr. Ringa Kaingu, and Mrs. Mary Kimata for sparing their valuable time to edit, organize for typing and printing the final project. I also acknowledge without reservation my wife Mwanakombo and children Umm Ul-Kulthum, Ali, Mwanajuma, Aisha and Mariam for their patience during my study. May Allah the Almighty bless all of them.
ABSTRACT

In Kenya, good performance in national examinations is the key to assured access to institutions of higher learning and eventually to securing gainful employment. The persistent mass failures in national examinations observed in Kwale district over the years is worrying to students, parents, teachers and other stakeholders in the education sector. This study attempted to unearth the root cause(s) of poor performance in K.C.S.E. in schools of Matuga division, Kwale District.

Inadequate learning facilities, low morale among teachers, lack of support from parents, poor supervision from head teachers and inspectors of schools, and an insecure working relationship between head teachers and their fellow teachers were some of the main factors leading to poor performance in national examinations. Indiscipline among students also contributed to aggravating this situation. Cultural factors like religion did not influence performance or attitudes towards education, but the fact that most parents lacked any formal education may have contributed to the lukewarm attitude they exhibited towards the schooling of their children. A thorough investigation is necessary for all this factors to be investigated in depth and using a wider school sample covering the whole district.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION</td>
<td>i</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iv</td>
</tr>
<tr>
<td><strong>CHAPTER ONE</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>A Brief historical perspective</td>
<td></td>
</tr>
<tr>
<td>General information about Kwale District</td>
<td>4</td>
</tr>
<tr>
<td>Performance in National Examinations</td>
<td>6</td>
</tr>
<tr>
<td>The problem statement</td>
<td>9</td>
</tr>
<tr>
<td>Rationale of the study</td>
<td>9</td>
</tr>
<tr>
<td>Significance of the study</td>
<td>10</td>
</tr>
<tr>
<td>General Objectives</td>
<td>10</td>
</tr>
<tr>
<td>Specific objectives</td>
<td>10</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>13</td>
</tr>
<tr>
<td><strong>CHAPTER TWO</strong></td>
<td></td>
</tr>
<tr>
<td>Literature review</td>
<td>15</td>
</tr>
<tr>
<td>Learning resources</td>
<td>15</td>
</tr>
<tr>
<td>Quality of Staff</td>
<td>17</td>
</tr>
<tr>
<td>Teaching Techniques</td>
<td>19</td>
</tr>
<tr>
<td>School Administration</td>
<td>20</td>
</tr>
<tr>
<td>Inspection and Performance</td>
<td>22</td>
</tr>
<tr>
<td>Parental Influence on Performance</td>
<td>23</td>
</tr>
<tr>
<td>School and Community Relations</td>
<td>25</td>
</tr>
<tr>
<td><strong>Chapter Three</strong></td>
<td></td>
</tr>
<tr>
<td>Methodology</td>
<td>27</td>
</tr>
<tr>
<td>Introduction</td>
<td>27</td>
</tr>
<tr>
<td>Location of the Study</td>
<td>27</td>
</tr>
<tr>
<td>Study Population and Sample</td>
<td>27</td>
</tr>
<tr>
<td>Research Instruments</td>
<td>28</td>
</tr>
<tr>
<td><strong>Chapter Four</strong></td>
<td></td>
</tr>
<tr>
<td>Analysis and presentation of Data</td>
<td>32</td>
</tr>
<tr>
<td>Introduction</td>
<td>32</td>
</tr>
<tr>
<td>Quality of Teachers</td>
<td>32</td>
</tr>
<tr>
<td>Teaching Load</td>
<td>35</td>
</tr>
<tr>
<td>Student’s entry marks</td>
<td>36</td>
</tr>
<tr>
<td>Students’ enrolment</td>
<td>37</td>
</tr>
<tr>
<td>Dedication of teachers to duty</td>
<td>37</td>
</tr>
<tr>
<td>Teacher’s morale</td>
<td>40</td>
</tr>
<tr>
<td>Learning resources</td>
<td>41</td>
</tr>
<tr>
<td>School administration</td>
<td>44</td>
</tr>
<tr>
<td>Head teachers’ supervisory activities</td>
<td>46</td>
</tr>
<tr>
<td>Inspection of schools</td>
<td>48</td>
</tr>
<tr>
<td>Parental contribution to creating a suitable learning environment</td>
<td>49</td>
</tr>
<tr>
<td><strong>Chapter Five</strong></td>
<td></td>
</tr>
<tr>
<td>Findings, conclusions and Recommendations</td>
<td>52</td>
</tr>
<tr>
<td>Introduction</td>
<td>52</td>
</tr>
<tr>
<td>Summary of findings</td>
<td>52</td>
</tr>
<tr>
<td>Conclusion</td>
<td>55</td>
</tr>
<tr>
<td>Recommendations</td>
<td>56</td>
</tr>
<tr>
<td>Suggestion for further research</td>
<td>57</td>
</tr>
<tr>
<td><strong>Bibliography</strong></td>
<td>58</td>
</tr>
<tr>
<td><strong>Appendices</strong></td>
<td>61</td>
</tr>
</tbody>
</table>
CHAPTER ONE

Introduction

A Brief historical perspective

European missionaries first introduced western education in Kenya around 1861 with the establishment of the first schools (Mission centres) in Rabai and Ribe currently in Kilifi District (Bogonko 1992, Sifuna 1979). The Africans had to acquire education similar to that of the Europeans, which would qualify them to take up positions in the economic life formerly held exclusively by the Europeans or Asians. But even before the coming of European missionaries, some indigenous communities along the coast who had embraced Islam had already been previously exposed to Arabic-cum-Islamic education which involved the use written materials. Thus, the people of the coast province can be regarded as the first to be introduced to both western and Arabic-cum-Islamic education in Kenya. The Missionaries were from different denominations and predictably the schools depended on the resources and initiative of each parent mission. Each mission formulated policy, trained, hired and fired teachers and set the curriculum for their schools.

When Kenya achieved its independence one of its declared objectives was the eradication of ignorance which required the provision of quality education (Ominde Report, 1964: pg 22). The Ominde education commission was thus established in 1964, immediately after independence to help to structure and
review the education system inherited from the colonialists. This was necessitated by the need to have in place a suitable and viable educational package for Kenyans as the government realized the considerable importance of education in promoting economic and social development. The Ominde commission thus structured the education system as follows:

- Seven years of primary education
- Four years of lower secondary education
- Two years of higher secondary education
- At least three years of University education

This system of education adopted immediately after independence stressed academic education, which would lead to the white-collar employment, at the expense of technical and vocational education. Education thus became examination oriented and thereby, passing of examinations meant achieving a better standard of living, and promised a bright future. Examinations became the measure of individual’s ability and a condition for individual’s movement up the ladder of social life. Success in examinations became a symbol of prestige.

Before independence, students completing primary school had to take K.A.P.E. in standard eight. After Independence, this was replaced by K.P.E i.e. Kenya Preliminary Examination which was used for selection for various kinds of post-primary education (Ominde Education Commission 1964). K.P.E was phased out
in 1967 and replaced with the C.P.E (Certificate of Primary Education). The C.P.E. was a very competitive examination offered in standard seven which served to select the pupils destined for secondary school education.

In secondary schools the E.A.C.E (East African Certificate of Education) examination offered after four years was used to select candidates from the East Africa for admission into A-level education (Forms 5 and 6), after which they were again subjected to the East African Advanced Certificate of Education (E.A.A.C.E) before admission into universities (Mworia 1993). The E.A.C.E and E.A.A.C.E were replaced with the Kenya Certificate of Education (K.C.E) and Kenya Advanced certificate of Education (K.A.C.E) in 1978 and 1980, respectively following the breakup of the east African Community (Mworia 1993).

The Report of the National Committee on Educational Objectives and Policies of 1976 indicated that this exam-oriented system of education was a terminal form of education for the majority of Kenyan children as only a few students managed to proceed all the way to University and other tertiary colleges. A majority of the students dropped out at various stages in the system resulting in a major wastage. Besides most of the white-collar employment opportunities were on the decline and unemployment was becoming a problem for most youth. It also became apparent that the syllabus and content at all levels were of little relevance to the social and economic environment in which the school leavers worked and lived.
The apparent deficiencies of the 7-4-2-3 system of education recommended by the Ominde Commission of 1964 led some educationists to recommend a complete overhaul of the whole education system (Somerset, 1974, P.1). This was realized with the introduction of the 8-4-4 system education in 1985 to replace the former system.

The 8-4-4 system of education focused on a practical oriented curriculum that offered technical and vocational skills meant to prepare students graduating at every level with specific and practical knowledge that could be utilized for either self employment, wage employment or for further training (Republic of Kenya 1981, p.50). The implementation of the 8-4-4 system of education has not achieved the expected results and examinations are as important now as they were in the earlier system of education. The mass dropout of students at each level of education is still very much a reality.

**General information about Kwale District**

Kwale District is situated to the South of Mombasa, bordering Tanzania. To the East, Kwale is bordering the Indian Ocean and to the West it borders Taita-Taveta District. Kwale District has five divisions including, Matuga, Msambweni, Kubo, Kinango and Samburu (Fig. 1) with a total of twenty-five secondary schools. The main sources of income for the residents of Kwale include agriculture, fishing, tourism activities and formal employment. Kwale district is rich with heavy
investment in the hotel and tourism industry, and has a well developed infrastructure.

Figure 2. An administrative map of Kwale District showing the various divisions (adopted from the Kwale District Development Plan 1997–2001)
Performance in National Examinations

Generally Kenyan students perform poorly in examination with a national mean score of 7.0 out of a possible 12.0 points. While poor performance is applicable to most parts of the country, some parts have a record of perennial mass failures in national examinations. This is especially so in the Coast province, where students have continued to perform poorly not only in the Kenya Certificate of Secondary Education (K.C.S.E) but also in the Kenya Certificate of Primary Education (K.C.P.E).

Table 1. The mean score for the K.C.S.E. results in Coast Province in recent years

<table>
<thead>
<tr>
<th>District</th>
<th>Mean score in different years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1998</td>
</tr>
<tr>
<td>Mombasa</td>
<td>4.65</td>
</tr>
<tr>
<td>Taita-Taveta</td>
<td>4.47</td>
</tr>
<tr>
<td>Kilifi</td>
<td>4.37</td>
</tr>
<tr>
<td>Lamu</td>
<td>4.32</td>
</tr>
<tr>
<td>Malindi</td>
<td>4.17</td>
</tr>
<tr>
<td>Kwale</td>
<td>4.08</td>
</tr>
<tr>
<td>Tana River</td>
<td>3.54</td>
</tr>
</tbody>
</table>

Source:
- Kenya National Examinations Council (2000)
- Provincial analysis report, Coast Province (2000)

Compared to the National average mean score of 7.0, the mean score for the coast province has been consistently low at 4.22, 4.23 and 4.57 for 1998, 1999 and 2000, respectively. Despite its early contact with the education flag bearers, Coast
province has lagged behind in-terms of education. Over the years the province has continued to perform poorly in national examinations compared to other provinces and its contribution in the education sector is very minimal.

Majority of students in the coast province scored a mean grade of D+ in the three years presented (Fig 1). Less than 16% of the candidates scored the mean grade of C+ and above, which would qualify them for admission into Kenyan Universities. However, the bulk of students in coast province do not currently qualify for admission even to teacher training colleges, since the mean entry requirement has been raised from mean grade D+ to C (Ministry Education Circular, 2002). The general trend of the results was quite similar in the three years.

Figure 1: A graph showing the percentage number of students scoring different quality grades between 1998 and 2000 in the Coast Province (Source: Provincial analysis report, Coast Province, 2000)
Reflecting the general scheme of things in the Coast Province, performance in Kwale district has been consistently poor (Table 1). The district has failed to actually narrow the differences in mean K.C.S.E scores between it and the leading district in any year and has consistently remained second last in terms of overall performance. Only 8.14% of the 1462 candidates who sat for their examinations in the year 2000 qualified for admission to university with a ≥ C+ grade. Of this, only 1.5% will actually be admitted to Universities to pursue further studies based on the fact that only those with grade B and above will actually be offered university places by the Joint Admission Board (JAB). This poor performance in national examinations has persisted for a long time and most stakeholders in the district including parents, teachers and education officials are scrambling for solid answers to explain the sad state of affairs.

Table 2. Students from Kwale who qualified to join Kenyan Universities from 1998-2000

<table>
<thead>
<tr>
<th>School</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kwale High</td>
<td>1</td>
<td>5</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Matuga girls</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Waa High</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Shimba Hills</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Taru</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mwaluphamba</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Diani</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Msambweni</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
<td><strong>7</strong></td>
<td><strong>22</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

(Source: Provincial analysis report, Coast Province, 2000)
The problem statement

Statistics by the Kenya National Examinations Council show that Kwale district is always at the bottom of the pile when K.C.S.E performance in the various districts is ranked (Table 2). Kwale's mean score since 1996 has consistently been below the national average. This naturally worries parents, leaders and scholars from the district causing them to wonder about the cause of this poor performance. The cause of poor performance in Kwale Schools has not been investigated before. This justifies research to objectively identify the factors responsible for the poor performance in K.C.S.E. This study was therefore undertaken to gather information and data from schools, education officers, teachers, parents and students in Matuga Division of Kwale district which would be used to identify the causes of poor performance in K.C.S.E.

Rationale of the study

In an examination-oriented system of education like Kenya's, failure in examinations may well mean failure in life. Low performance in K.C.S.E in any district will definitely affect the development of that area as well as national development as a whole. Thus, the issues responsible for the poor performance in examinations deserve to be investigated.

According to Eshiwani (1983):

"......If any region of the country lags behind either in the number of pupils who attend school or in the number of pupils who pass important national examinations, then that
region cannot effectively participate in the democratization of education. The socioeconomic development of such a region is likely to be retarded........

**Significance of the study**

Generally good results in any examination ensure individual mobility on the academic ladder and social life. Therefore so long as K.C.S.E is the only way of selecting pupils for admission into higher levels of learning, establishing the cause of poor performance in Kwale District is important and may provide much needed answers to address the situation.

**General Objectives**

This study aimed to identify the causes of poor performance in K.C.S.E. in schools in Matuga Division of Kwale District.

**Specific objectives**

The study specifically aimed to identify:

- The academic and professional qualifications of teachers and their distribution in the division
- School factors that can directly affect teacher performance and devotion.
- School factors that can directly affect pupil performance in K.C.S.E
- Difficulties experienced by school supervisors
The effectiveness of Parents Teachers Associations in the school in promoting/raising teaching and learning standards

Parental contribution in promoting learning by their children

Difficulties experienced by head teachers in the administration of schools

Community factors that interfere with the performance in K.C.S.E.

Suggest possible remedies for improvement of K.C.S.E results in the district

Research Questions

The following questions were raised in an attempt to identify the factors, which may cause poor performance in the district.

Does the division have reasonably qualified teachers and are they equitably distributed throughout the division for them to give equal instructional opportunities to all students in the district?

Are the teachers fully devoted to their teaching and do conditions in schools motivate the teachers to perform to the best of their abilities?

Do the conditions in schools favor good performance by students in K.C.S.E?

Is there adequate inspection and supervision of schools in the district to ensure that both teachers and head teachers prepare the candidates adequately?
• Are the PTAs effective in promoting/raising the teaching and learning standards in the schools?

• What kind of parental involvement exists in the district?

• What difficulties do head teachers experience in the management of the schools?

• Do destructive influences from the community interfere with the smooth running of the schoolwork?

Basic Assumptions

The researcher was guided by the following assumptions in answering the research problem.

• In Kwale District there is a reasonably high number of qualified teachers who tend to contribute towards better performance in K.C.S.E.

• The teachers are equally distributed throughout the district.

• There exists adequate supervision and inspection of schools in the district to ensure that head teachers and teachers in general adequately prepare candidates for K.C.S.E.

• Teachers are dedicated to their duties.
There exists positive parental contribution, which is conducive to a proper learning climate and to the success in K.C.S.E performance.

Both parents and Kenya school equipment scheme ensure provision of adequate learning materials.

The community around the schools provides an enabling environment for the students.

**Limitations**

Due to financial and time limitation the study was only conducted in seven schools from Matuga division out of the district’s twenty-seven secondary schools. The findings of the study cannot therefore be generalized to the entire district. The research was also not able to trace the students who had already sat for the K.C.S.E in the previous years from the division. These students would have given specific information on the factors that caused them to perform poorly, thus strengthening the findings of this research. The students interviewed in this research had not yet sat for K.C.S.E and we have no way of telling whether they will perform poorly or not.

**Definition of Terms**

**K.C.P.E**—Kenya Certificate of Primary Education, refers to the examination that replaced C.P.E. with the implementation of 8-4-4 system of education. The
Certificate of primary education was an examination taken in standard seven and K.C.P.E. is done in standard eight

**K.J.S.E** - Refers to the Kenya Junior Secondary Exam. It was an exam taken at the end of form 2 by candidates mainly in Harambee and private schools, which was used as an instrument of selection to join government schools in form three.

**K.C.E** - Refers Kenya Certificate of Education done at form four in the 7-4-2-4 system of education. This was the examination that replaced E.A.C.E (East African Certificate of Education) after the break up of the East African Examination Board.

**A.T.S.** - Refers to Approved Teacher Status, which is the highest professional qualification awarded to non-graduate teachers on merit promotion.

**Motivation** - According Merriam Webster Dictionary (1999) is the act of stimulating or inciting someone to determination or action. In this study motivation means the force and drive that starts and maintains an activity towards higher standards of teaching and learning leading to better performance in K.C.S.E.

**Inspection** - According to Merriam Weber dictionary is the checking or testing of an individual against established standards. School inspection deals with the act of supervising and giving professional advice by an officer to another. It helps teachers to gain professional confidence, efficiency and devotion to work.

**Achievement** - is defined as accomplishment or the act of gaining a result by effort. In this study it means successful performance in K.C.S.E.
CHAPTER TWO

Literature review

Performance in an educational setting is a subject that has in the past caught the attention of many researchers, educationists, textbook writers and communities the world over. Sumcerset (1974) indicates that the primary school examination determines the whole destiny of a child. If he passes well and enters a government secondary school, he has a good chance of ultimately being employed with an income ten, twenty or even a hundred times the national per capita average. Failure may guarantee a lifetime earnings which do not amount to much more than the income of someone with no formal education (p.1). This chapter reviews literature on achievement in education generally.

Learning resources

Studies have shown that the availability of teaching resources makes a difference in pupil's achievement. Eshiwani et al. (1988) observed that most of the schools, whose students performed poorly, spent less money on the purchase of teaching resources. Availability of textbooks is very crucial to performance. Lack of adequate textbooks and teaching materials makes teaching a difficult task, as students are unable to do either oral or written work during class lessons. It also means that pupils do not have textbooks when they leave school for their homework or private study. Availability of other reading materials also influences pupil's performance. It is in this assumption that the availability of libraries within
schools is important. Schools with good libraries should have better performance than those without such facilities.

Okwara (1989) found that the use of class readers in schools provided students with a compulsory situation of being exposed to a broad spectrum of language use. This is so because all students in a given class must read class readers over a given period. This enables students to sharpen their writing skills as they borrow the style and ideas from the materials used in class (p. 127).

Mwangi (1983), when investigating the factors influencing achievement in secondary mathematics found out that, availability of materials like cards and dice for teaching concepts such as "co-ordinates" significantly affected achievement in K.C.S.E mathematics (p. 10).

Eshiwani et al. (1988) indicated that school furniture; in particular desks and chairs form an important part of the learning environment. Pupils need that furniture to follow lessons comfortably and attentively and make notes and to work on exercises and other assignments (p. 77).

The condition of the buildings was also found to be very important. Gakuru et al. (1982) observed that teachers in classrooms with lockable doors and windows were able to leave their teaching aids in the classrooms without fear of the material being damaged or stolen. Teachers teaching in classrooms without lockable doors and windows experience storage problems with their teaching aids. Problems such as these do affect to some extent, the teaching effectiveness of teachers. A teacher
who has to pull down his teaching aids daily, will not in most cases be motivated to make and to use them often (p.27).

**Quality of Staff**

Previous research revealed that a teacher's level of education influences school performance in examinations. The intellectual ability of teachers should directly influence that of the pupils. A teacher who is intelligent should be able to have a good mastery of his or her subject matter and to pass it on to the students. Eshiwani et al. (1988) maintained that in schools where largely teachers with C.P.E and K.J.S.E. level of education teach standard eight pupils, performance in examinations was poor. Schools, which have better results, are those with most teachers with K.C.E level of education (p.78).

Training of teachers also has a bearing on pupil's performance in examinations. Raju (1973) observed that,

"Most rural schools lack properly trained teachers and have to accept unqualified teachers who may not be aware of modern trends in teaching methods and curricula". (p.54)

Training equips a teacher with the skills of imparting content to pupils more effectively. The higher the professional training, the more effective a teacher should be and the better the performance by pupils in examinations.
McGregor (1971) observed that, lack of English Language teachers with requisite skills was the beginning of most of the problems in English language learning. He lamented that those few teachers available in the majority of African schools did not know English well enough and consequently contributed to the perpetuation of English language errors among their pupils. In such cases, the pupils had no language models in class and yet this is crucial since imitation plays a significant role in language learning.

Radford (1970), touching on problems of teaching English in Kenyan secondary schools summarized the problems of untrained teachers as follows.

"Teachers find it difficult to present a good model of spoken English themselves and hence to do any effective teaching of oral English, to look at course books critically and evaluate the materials and methods in terms of their pupils needs and abilities, or to plan a sound scheme of work that is relevant to their situations (p.88)."

On his part, Kembo (1983), when investigating some factors, which influenced achievement in written English composition in primary schools in Thika, found out that, school, which had enough, trained English teachers performed better than their counterparts without these teachers.

Owour (1981) revealed that, shortage of teaching staff in some schools was another administrative problem. Students reacted negatively when they sat without a teacher for certain subjects for a long time. Teachers who do not teach well also posed administrative problems because their students disrespected them. Sifuna
(1982) found out that the distribution of qualified teachers in the primary system in Kenya was an important determinant factor of the quality of education offered in schools. It was further found that there was uneven distribution of qualified teachers between the main urban centres and rural districts (p.33-34). Kathuri (1986) observes that, a primary school with good quality staff is an asset to schools if the latter aims at high academic achievement. Staff quality also includes the teaching morale (p. 21).

Teachers operating in a situation where teacher/pupil ratio is high are likely to be overworked. Nguru, et al. (1982) indicated that overcrowding in class affects teaching and learning. If students are crowded in their sitting positions, they find it difficult to write. Teachers will also find it very difficult to move around a crowded class. Inability to move freely in the class means that the teachers can neither help the needy students nor can they mark the pupils exercises as they continue working.

**Teaching Techniques**

Kathuri (1986), in his studies on various teaching methods, found out that there was a strong association between the efficiency of using various teaching methods and performance at the K.C.P.E examination. According to him, a good teacher is the one who understands various teaching methods and is able to convert those methods into productive teacher/pupil interaction process.
The numbers of hours spent in schools were also found to have an influence on performance. Comber, and Keevens (1973), maintains that within limits, the more hours allowed to instruction in a subject, the higher the achievement (p.402). Eshiwani et al. (1988) reaffirmed the importance and usefulness of providing extra coaching to pupils who are preparing for major national examinations. It can be readily admitted that frequent exposure of students to tests can improve their examination performance.

Promptness in giving and marking homework is very crucial in academic performance. Assessment of homework is a way of assisting pupil learning by detecting areas of weakness to be improved upon. It is therefore true that schools in which teachers mark homework promptly have better results.

School Administration

Schools administration is specifically concerned with pupils, teachers and the rules, regulations and policies that govern the school system. The school head performs a wide variety of functions. The main tasks of the school head are: interpreting policy, executing curriculum programmes, seeing to pupils' welfare, equipment, physical facilities, finances, inducting and retraining staff, and maintaining effective school community relations (Musaazi, 1882, p.165.).

Kathuri (1986), found a strong correlation between the quality of administration in a particular school and performance in KCPE examination. He maintained that, the first aspects of administration are staff meetings. Such meetings are important for
facilitating coordination of various activities in the schools. Meetings give an opportunity to the head teacher to convey any useful information. Teachers also air their views on how the school should be managed.

Owour (1987), in his study on administrative problem found in secondary schools and their effects on performance, revealed that the leadership styles of most head teachers caused administrative problems in schools. The effectiveness of the administrative structure depended on the leadership style.

Apart from the teaching duties, the head teacher has other duties, which are equally important. His other duties are to be able to coordinate both human and material resources towards the achievement of the organizational goals. His approach to leadership should be participatory and team work spirit. On the qualities essential for dynamic educational leadership, Meagley et al. (1964) maintained that.

"The more successful school administrators surround themselves with corps of well prepared specialists and likewise see that principles are well provided with sufficient assistance". (p.89).

The head teacher should thus treat his colleagues equally and fairly in addition to providing a friendly work environment. A good head teacher also spends sometime with his students.
Inspection and Performance

School inspection is the constant appraisal of the school programmes. It is a very important work, which is supposed to be carried out regularly so as to help in streamlining the instructional methods in schools. After the appraisal, the inspector and or the head teacher should provide concrete and constructive advice to teachers so that quality of education in schools can be improved. They should also arrange for courses and workshops for teachers and head teachers. These courses should relate specifically to those areas in which teachers have been found to be weak. They are also required to organize and run induction courses for newly recruited teachers and school heads according to Musaasi (1982). Inspection must be carried out periodically so that the standards of education are regularly assessed and controlled. Inspection reports and the whole exercise of inspection are meaningless unless they are followed up by action. The inspection has therefore to make use of the feedback.

Inspectors should be more experienced than the teachers they supervise. Provision should be made to aid school inspectors to easily access and inspect schools. With little inspection, schools are likely to continue performing poorly according to Kenneth King (1968).

He asserted that:

"With minimal supervision in many areas, it is not surprising that absenteeism is common and that many teachers have tried to combine teaching with business interests" (p.146).
School head teachers are also supposed to play an active role in supervision. It is one of the primary tasks of head teachers.

**Parental Influence on Performance**

The home environment has been cited as one of the factors, which influence performance. Cooper Smith (1967) revealed that the home environment might enhance positive self-esteem, which may improve academic performance of the student. This refers to the home set-up and the child-parents relationship. If parents are able to offer a home environment conducive to learning, the student is bound to perform better. Lack of a conducive home environment will result in poor performance.

The home environment supplements the teacher’s performance; hence parents have to provide a conducive learning atmosphere in their homes. Maynard (1978) supports this argument in the following words:

"For a child to make the most of his educational needs, he needs to have easy access at home to instruments of education like books, newspapers, space, light and silence in which to study" (p.170).

Gakuru, et al. (1982), established that the cooperation and support from parents and the community is crucial. The parents and the community support is in the form of funds for putting up adequate facilities, providing extra textbooks and other teaching materials and assisting in disciplining their children and even
assisting them in their school work. But even if these are provided, it will be up to the pupil to make use of them hence his direct involvement in the learning is crucial.

Plowden (1967) observed that, the more educated and well paid parents showed greater concern for the academic welfare of their children than their counterparts with less education and poorly paid jobs. Parents from high sound economic groups attended school meetings regularly, where they often talked to teachers of the children had their children perform better. The higher the formal education level of parents, the better the educational achievement of their children is expected to be. This is based on the assumptions that parents who have attended formal education will support the educational efforts of their children.

Omulando (1979) found that children's performance in languages in school was influenced by the education of siblings among other factors. Parental encouragement is of importance to the child's academic performance. Muola (1990) observed that, children whose parents encouraged them to be interested in their schooling and are actively involved with their schoolwork perform better in examinations. Children who are encouraged to excel in school tend to be academically motivated and are likely to work hard so as to please their parents. Parents who have positive attitude towards education will not only press their children do well in school but will also physically help them with their home work.
Plowden's committee (1964), established an association between parental encouragement and educational performance. Kapila (1976), on his part, found that those parents who are involved in their children's work at school, check homework, help children with homework, visit teachers at school, attend P.T.A. meetings and give some rewards to their children, had their children performing better in (K.C.P.E.). Fraser (1959) concluded that change in parental attitude could improve home school relationships and raise the level of attainment.

Muola (1990) observed that parents in high income occupation tend to be in a position to provide adequate learning facilities for their children and are also able to send them to "good schools" to perform better in examinations than their counterparts.

Wanjala (1984), on parental role says,

"The role of the parents cannot be over emphasized. It is the parents who fashion the future by the influence they exercise on their children's interests, habits, vocational choice and values. They provide the setting, the stimulus and the child's development and education. They develop the conscience, curiosity and character".

It is now clear that parental role cannot be overlooked when studying students' performance in national examinations.

**School and Community Relations**

The community around the school has been seen to have an influence on students' performance. Eshiwani (1983) observed that in places where the schools are battle...
grounds between those with political ambitions and religious leaders, often performed poorly. The social influence, which communities have on schools, was cited as one major factor that may have adverse effect on performance. Eshiwani (1983) maintained that in schools where there is widespread smoking of bhang and chang’aa drinking, and those located along the boarders where illicit trade is taking place, performance in national examinations is adversely affected.

This study has a lot in common with the previous studies undertaken by Mworia (1993), Malau (1988), Kathuri (1986) among other scholars. However, the focus of the above scholars was mainly based on research in the primary sector of education and mainly based on performance based on one subject area. Very little has been done on performance in the secondary schools and no attempt has been done to study the causes of poor performance of Kenya Certificate of Secondary Education in Kwale District.
Ten teachers and ten students from each sample school were selected using the stratified random sampling technique. All teachers in each school were given equal chance to participate in the study.

2 B.O.G chairmen and 2 P.T.A chairmen were sampled using the simple random sampling technique.

The district secondary schools' inspector

The head teachers were selected because they are the managers of the schools. They are the key persons in the total running of the schools. The teachers are closest to the students and know them better. They are the resource persons who were in a position to present the problems experienced by the students.

The secondary schools inspector is charged with the responsibility of helping teachers in schools to achieve the educational objectives. The chairman/person of the B.O.G. and P.T.A. were selected as respondents to represent the parents and the school authority respectively.

Research Instruments

To get the required information, questionnaires, interview schedule and observation schedule were used. There were three types of questionnaires for head teachers, teachers and students. The head teacher's questionnaire was used to bring out:
♦ Personal information about their professional and academic qualifications as well as their experience as head teachers

♦ Professional and academic qualifications of their staff, evaluation procedures in the school and attendance by both teachers and students

♦ Their relations with parents and school community

♦ Nature of inspection and supervision

♦ Their view regarding the causes of poor performance in national examinations and their suggestions for improvement

The Teacher’s questionnaire aimed to establish the:

♦ Professional and academic qualification of the teachers

♦ Problems faced by teachers in their duties

♦ Methods used to determine the progress of the students.

♦ Attendance and discipline in their classes

♦ Head teacher's leadership style, their relations with the parents and the school community.

♦ Their views regarding the causes of poor performance and their suggestions on strategies for improvement

The Interview Schedule for Secondary Schools’ Inspector aimed to find out:
・ The administrative experience and duties that go along with their positions

・ The effectiveness of their head teachers, quality and distribution of the teaching staff

・ Information about the nature and frequency of school inspection

・ Their views on the causes of poor performance and suggestions for improvement

The Interview Schedule for the P.T.A Chairman was designed to get information on:

・ The role of the P.T.A/B.O.G. and their relationship with the head teachers and parents

・ The effectiveness of the head teacher and the teachers

・ State of the physical facilities in the school

・ The school community relationship

・ Their views on the causes of poor performance and their suggestions for improvement

The observation schedule was used to assist data that was collected using questionnaires and data related to performance of students in K.C.S.E. This focused on the availability of physical facilities such as libraries, laboratories and
learning materials. Observations were conducted on the schemes of work, record of workbooks and examination results both formative and summative (i.e. internal and K.C.S.E results) over the years.

Permission was sought from the Provincial Director of Education Coast Province for the researcher to be allowed access to the schools to conduct the research. During the actual fieldwork, all the questionnaires for the teachers, head teachers and students were delivered to all the sample schools. The researcher spent a day in each school administering the questionnaires to the respondents. The researcher held discussions with the head teacher and teachers of every school on their views about the problem. Two weeks were allocated for this exercise. Regarding the interview schedule, prior arrangements were made on when to interview the people indicated. On the material day, the researcher personally visited the Secondary Schools' Inspector in his office. The researcher spent about two hours interviewing each respondent. Arrangements were made to meet the 4 chairmen of P.T.A and B.O.G. of two schools. Each was interviewed separately.
Chapter Four

Analysis and presentation of Data

Introduction

In this chapter the results are interpreted and discussed in relation to the objectives outlined in chapter one. The purpose of the study was to investigate:

- The quality of the teaching staff, availability and utilization of teaching and learning resources,
- The effectiveness of the head teachers in administration of the schools,
- The nature and frequency of supervision and school attendance by both teachers and pupils,
- Parental role and contribution to learning process of their children,
- The community factors that negatively influence academic performance of schools in Matuga Division.

Quality of Teachers

In Matuga division, head teachers with a university degree administered only two of the seven schools. Diploma holders with an Approved Teacher Status (ATS) administer the rest of the schools. The study also revealed that interviews for headship and deputy headship in the province were riddled with corruption, favoritism and bias. Majority of the teachers in the schools (44.7%) are graduate teachers and less than 20% of the teachers lack any professional training. Most of the schools in the division have trained teachers either at the Degree or Diploma
level although larger schools like Matuga, Ng’ombeni and Kwale have more trained teachers than the rest of the schools (Table 3)

It was also evident that the head teachers who were only Diploma holders experienced administrative and supervisory problems with their better-qualified colleagues. Provision of quality education and success of schools in national examinations depends upon the quality of the school managers and their teachers. Every educational system regardless of the level depends heavily on the teachers for the execution of its programme. Maintaining and improving educational standards is only possible through teachers. Teachers, as educators are expected to equip the student with relevant knowledge and skills necessary to make them able to pass national examinations. The teacher is therefore an indispensable resource in the school. The better the quality of managers, the better the quality of education. Majority of the teachers in Matuga Division (80.9%) are trained. The training of a teacher too has a bearing on students’ performance. The higher the level of training, the more effective a teacher will be and the better the performance of students in examinations.

The fact that the head teachers and teachers in the division have reasonable academic and professional qualifications implies that they are at par with all their colleagues in other parts of the country and therefore applied the same knowledge skills and attitudes for instruction.
Table 3. The Academic and Professional qualification of teachers in the sample schools

<table>
<thead>
<tr>
<th>Teachers' Grade</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Matuga</td>
</tr>
<tr>
<td>K.C.S.E</td>
<td>-</td>
</tr>
<tr>
<td>K.A.C.E.</td>
<td>-</td>
</tr>
<tr>
<td>Diploma</td>
<td>-</td>
</tr>
<tr>
<td>P1</td>
<td>-</td>
</tr>
<tr>
<td>Dipl. Ed./ATS.</td>
<td>9</td>
</tr>
<tr>
<td>Graduate</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
</tr>
</tbody>
</table>

The only P1 teacher in Waa High School teaches Islamic religious Education and has a P1 certificate from Mikindani Islamic Teachers College (Mombasa). Such a situation is therefore unlikely to be a contributing factor to poor academic performance in this division.

Frequent transfers of teachers and head teachers could also affect academic performance. About 42% of head teachers have been in their current stations for less than four years (Table 4) indicating that most head teachers lack adequate knowledge on their students and may not counsel them effectively.

It was also observed from the head teachers’ comments that the schools are facing frequent transfers of teachers, which makes uniformity of teaching difficult. This lack of uniformity could create poor understanding of subjects by students.
Table 4. The length of time head teachers stayed in their current stations

<table>
<thead>
<tr>
<th>Head teachers</th>
<th>Length (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 – 2</td>
</tr>
<tr>
<td>Number</td>
<td>3</td>
</tr>
<tr>
<td>%</td>
<td>42</td>
</tr>
</tbody>
</table>

Teaching Load

Teaching load refers to the total number of lessons a teacher teaches in a week.

The teaching load is believed to have an effect on student’s performance.

Table 5. The teachers’ teaching load in Matuga division

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Lessons per week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11 –18</td>
</tr>
<tr>
<td>Number</td>
<td>14</td>
</tr>
<tr>
<td>%</td>
<td>20</td>
</tr>
</tbody>
</table>

Sixty percent of the teachers interviewed had the minimum teaching load of 25 lessons per week required of the curriculum-based establishment for secondary schools. However, about 40% of teachers especially science and language teachers had more than 28 lessons in a week (Table 4). It can therefore be concluded that heavy teaching load experienced by the science and language teachers made adequate preparations for the examinations difficult and hence affecting their
performance in those areas. The recent staff balancing by the Teacher’s Service Commission has affected many schools in the coast causing serious understaffing of some schools, which had made some subjects lack teachers and hence affecting performance.

**Student’s entry marks**

Entry into secondary education from primary section in Kenya depends exclusively on students’ performance in the K.C.P.E examinations. At the end of eight years of primary education, candidates sit for English, Kiswahili, Geography, History, and Civics combined into one paper GHC, Religious Education and Art and Craft examinations administered by the Kenya National Examinations Council. The types of schools the students are admitted into are determined by the quality of grades and marks attained. It has always been believed that a candidate who attained higher marks at the K.C.P.E does better in K.C.S.E.

**Table 6. The entry marks for students from Matuga division between 1997-2000.**

<table>
<thead>
<tr>
<th>Students</th>
<th>Entry marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>350 – 410</td>
</tr>
<tr>
<td>Number</td>
<td>30</td>
</tr>
<tr>
<td>%</td>
<td>42.8</td>
</tr>
</tbody>
</table>
About 71.4% of the students in the secondary schools under study admitted students with less than 450 Marks out of the possible 700 Marks. Provincial schools like Kwale, Matuga and Waa are supposed to admit students who score more than 450 marks.

**Students’ enrolment**

The student’s population in a class is very crucial to good performance. With a reasonable number of pupils, the teachers can effectively teach and provide individual attention to the pupils. Observation of class registers and the admission books of the schools revealed that only 10% of the schools had 40 students or more in their classes. More than 70% had about 35 students or less in a class. This therefore meant that there was no over-crowding in classes and this should facilitate learning because the teachers had fewer students to attend to.

**Dedication of teachers to duty**

Dedication to duty is very crucial to good performance in examinations. Dedication to duty was measured by following frequency of assessment tests, giving extra help, helping pupils in revision, quality of lesson plans or notes, use of teaching aids and school attendance. It is generally admitted that frequent exposure of students to tests can improve their performance in examinations.

Most of the teachers gave at least three tests per term. Only a small percentage tested the students more than three times in a term (Fig. 3). Thus there seems to be adequate testing in most schools but informal reports revealed that many teachers
took quite long to mark the tests and the students do not realize the usefulness of such tests. Further, it was revealed that most teachers set the tests hurriedly and lacked seriousness resulting in weak tests, which were not likely to give the learner the required exposure and experience to effectively tackle the national examination.

It was also observed that students from the sample schools sat for external examinations such as the District mock examinations. However, the district mock examinations are organized once in a year and as such, are not enough and do not adequately prepare a candidate for any examination.

Unfortunately our system of education today is geared towards passing examinations. As such students have to be prepared thoroughly. The best way to do this is to expose them to as many of the trial test as possible. Apart from giving the candidates the exposure, confidence and experience they also serve as a very good method of revision. It is only through frequent testing that a teacher can revise as many topics as possible.

Assessment of homework is a way of assisting students to learn by detecting areas of weakness to be improved upon. The study revealed that some teachers marked their students' homework promptly. Orodho (1996) revealed that, in school where teachers mark homework promptly have better pupils in terms of academic preparation.
Figure 3. The % of teachers plotted against the number of tests they gave per term.

Such schools perform better in examinations than schools in which homework is not frequently assessed. Studies have revealed that frequent exercises and their frequent marking is critical to good performance in Mathematics, English and Kiswahili.

Extra help is intended to help cover the syllabuses or to give time for the teachers to explain concepts or topics not well understood. This is assumed to make the pupils better prepared for the national examinations. Ninety-five percent of the schools gave extra tuition during weekends, and eighty-five percent of the schools taught over the holidays. Most schools in Matuga division should be doing very well considering that a lot of emphasis is placed on extra tuition and holiday teaching. But this was not the case as the teachers just conducted the normal teaching required to cover the syllabus during this time instead of providing more
explanations to the topics that the students did not understand. The study also revealed that in schools where teachers were paid for this extra it still does not appear to have any impact on the overall performance of the teacher.

Thorough revision with candidates is intended to make them better prepared for the national examinations. Over 85% of the teachers indicated that they allocated one hour or more to revision each day. However, informal interviews with students revealed that thorough revision was not being conducted in most schools, and no time was set aside for revisions. All the time was used for normal teaching to cover the syllabus or students were left to revise on their own without the supervision or guidance of the teachers. The performance in examinations appears to support the information received from the students.

The quality of lesson plans, lesson notes and schemes of work also determine the commitment level of the teachers. During the study, it was observed that most teachers had schemes of work and lesson notes well prepared. It was however noted that majority of the teachers never used teaching aids like wall chats, models and so on. Absenteeism and lateness among teachers was found to be moderately low and that, such a situation cannot be of effect to student’s performance.

**Teacher’s morale**

Motivation is an amalgamation of force, drive, need, tension state or other mechanisms that start and maintain an activity towards achievement of personal goals. For better performance in an examination, the teachers and students
involved must be highly motivated. However the morale of most teachers in the division was said to be moderately low. The profession largely lacked incentives to motivate them and most teachers took the profession as a stepping-stone to a better job mainly because the pay package is very small. Hard working teachers also felt that even when they excelled they were not shown appreciation, but when performance is poor they are the first to be blamed. More than 50% of the teachers indicated that they were not given any incentive at all by the schools or parents to motivate them to work harder. Head teachers were also said to be a constant source of frustrations to some teachers, reporting them to the education officers on minor offences or trumped up charges. This really demoralized them and lessened their effectiveness. Head teachers who do not provide teaching materials also demoralized their teachers as far as teaching is concerned. Most teachers would like to have an outstanding performance, but they are limited by the poor facilities.

**Learning resources**

It is generally assumed that the availability of teaching and learning resources make a difference in the performance of pupils. Textbooks, school furniture, school equipment, classrooms form an important part of learning environment. Schools that spend less money on the purchases of teaching and learning resources cannot be expected to perform well in national examinations.
Textbooks and other materials

Availability of textbooks in schools highly contributes to the performance of pupils. The study tried to find out the extent to which schools in Matuga division had textbooks.

Table 7 reveals the extent to which secondary schools in the division possess the required textbooks and other teaching and learning resources for proper implementation of the curriculum. The textbooks in most schools are far from being adequate. Over 80% of the sampled schools did not have adequate textbooks. It was also observed that more than 80% of the students shared books among 4 to 6 students. This hampered effective teaching of English and Kiswahili subjects. More than 50% of the students responded that they had enough mathematics textbooks. Observations further revealed that supplementary reading texts and set books for English literature and Fasihi ya Kiswahili were lacking. This caused low performance especially in English and Kiswahili language in national examinations. This is because students were not exposed to various contents of language through extensive reading.

Although the responses indicated availability of laboratories in the sample schools, observations revealed unavailability of laboratories and laboratory facilities. Only three schools Kwale High, Kwale Seminary and Matuga Girls had well equipped laboratories. The rest of the schools had science rooms. Absence of laboratories leads to theoretical learning of science subjects rather than practical learning,
which affect performance in the divisions in national examinations. With the introduction of pure science in all schools, it is likely that performance in most of these schools will worsen.

Availability of reading facilities improves pupil’s performance. The research revealed availability of library facilities but only Matuga Girls had well stocked library. Three of the sample schools had no library and the rest had poorly stocked libraries. Previous studies have maintained that the condition of the physical facilities is also crucial to good performance. Other facilities in this study included toilets, piped water, electricity, classrooms, telephone, and an access road. The study revealed that over 90% had adequate toilets, classroom, piped water, telephones and an access road. Most schools except Ng’ombeni and Kenya –Tiwi secondary had electricity.

Table 7. The availability of teaching resources in schools in Matuga Division

<table>
<thead>
<tr>
<th>Resources</th>
<th>Responses from 70 students interviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Adequate %</td>
</tr>
<tr>
<td>Relevant textbooks</td>
<td>20</td>
</tr>
<tr>
<td>Lab. &amp; Facilities</td>
<td>20</td>
</tr>
<tr>
<td>Library</td>
<td>10</td>
</tr>
</tbody>
</table>
The assumption was that students would use these facilities positively and thereby improve in their performance. On the contrary, the study revealed that students would create problems with either the water system or electricity so as to get an excuse to be sent home. The recent student strike (21st February 2002) in Kwale High is one of those minor excuses students created in order to disrupt school programme which results into delays in the coverage of the syllabuses and poor performance in examinations.

**School administration**

The main tasks of the school head are: interpreting policy and executing curriculum among other things. The school head therefore performs a wide variety of functions. The central purpose of administration is to co-ordinate the efforts of school communities towards the achievement of the goals of teaching and learning. All the activities of the school head teacher should be geared towards achieving these educational objectives or goals. The head teacher should provide effective leadership to both the teachers and students.

Staff meetings are the most important ways through which a school head can communicate with his staff on matters of the school. Head teacher gets opportunity to convey useful information. Teachers also get time to air their views on how a school can be managed. Therefore, staff meetings are crucial. On of the issues of staff meetings, the study revealed that frequency of staff meetings was quite
impressive. It was also observed that issues discussed included the smooth running of the schools, academic performance and discipline of students. However, teachers reported that the head teachers dominated such meetings and exhibited domineering tendencies thereby hampered the participatory running of most of the schools in the division.

Effectiveness of the administrative structure depended on the leadership style. The head teacher is the key person in the total operation of the school. The school head is both the generator and the source of power. Wilkins (1979) observed that, “the better the quality of managers, the better the quality of education”. Studies revealed that a head teacher could either make a school fall or stand. In this regard then, persons appointed to these positions must be of exemplary qualities. These include: good public relations, good education, and also be a good administrator and good counselor. Good academic performance depends largely on the administration. How effective is he in planning and co-ordaining the activities of the school. The type of teaching climate they create determines the academic performance of students.

Most teachers’ interview lamented the head teacher’s poor administrative styles as the cause for poor performance. The study revealed that, head teachers seemed not to trust their teachers. This made them apply spying styles of reporting that caused serious divisions among the members of the teaching staff. The study also revealed that in some schools, there existed differences between the head teachers and their
deputies that tended to create camps that paralyzed the teaching morale. Also observed was lack of fair play in allocation of duties and responsibilities, with some head teachers displaying ethnic bias in allocation of responsibilities to teachers.

It was also observed that some head teachers were autocratic leading to frustration and anxiety among the students and teachers. This could explain the strikes in schools in Matuga division. The academic and professional qualifications of head teachers were low compared to some of their teachers. Inferiority complex among most head teachers who were appointed to their positions based on corruption, favoritism and bias could be the cause of their bad styles of administration. In other cases sheer incompetence may be the cause.

**Head teachers' supervisory activities**

As a leader, a head teacher is a line officer, a professional leader and a public relation’s officer. Effective leadership is essential for the achievement of the results. The head’s leadership strength or weakness affects the performance of the entire school. The head teacher is responsible for the assignment of tasks, duties to his staff and also to ensure thorough constant supervision of each person under him. Observations made during the study revealed that head teacher’s checked schemes of work every term, and records of work on weekly basis. All teachers did not make lesson plans, preferring lesson notes, a fact overlooked by the head teachers. In most cases the teachers used the same notes over the years.
Table 8. A record of the supervision of teachers by the head teachers

<table>
<thead>
<tr>
<th>No. of visits</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil</td>
<td>33</td>
<td>53.2</td>
</tr>
<tr>
<td>Once</td>
<td>8</td>
<td>12.9</td>
</tr>
<tr>
<td>Twice</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>Twice &amp; over</td>
<td>19</td>
<td>30.6</td>
</tr>
</tbody>
</table>

Table 8 shows that 53.2% of teachers were not supervised by their head teachers in class. It is therefore impossible for the head teachers to advice or guide their colleagues on how to improve their teaching. Thus teachers resort to trial and error as they are left to their own devices. This type of teaching can retard the performance of the teacher.

Discipline in a school is crucial to good performance. The term discipline could mean doing the right thing at the right time. In this study, discipline entails orderliness. A disciplined person is responsible, cooperative, honest and considerate. They do what is expected of them.

About 90% of schools in Matuga Division were low in discipline. Schools especially the senior most schools have had discipline problems over the years. Kwale High School for example has had student’s strikes from 1985. Recently students in Kwale High school razed down a dormitory causing destruction of
property. Frequent strikes result in frequent closure of the schools and hence could be a cause of poor performance. The nature of indiscipline cases among students includes lateness, sneaking, truancy and destruction of school property, drug abuse and attempts of burning dormitories. It was also observed that parents had abandoned their responsibly of disciplining their children. On the other hand discipline among teachers was high. The nature of indiscipline cases among teachers included absenteeism, lateness to class and missing lessons. Undisciplined teachers were warned and reprimanded by the head teachers.

The frequency at which the head teachers meet with parents of schools is very important. Meetings are the only forums where school issues are discussed and solutions to problems affecting the schools sought. Over 80% of the respondents indicated that they had held such meetings. Issues commonly discussed were development of the school, discipline of students and academic performance. The study also revealed that parents did not respond promptly in contributing towards purchase of learning facilities, on the contrary parents rarely implemented what is agreed upon. Schools in the division have continued missing teaching and learning resources, and payment of school fees has been cited to be a major problem.

**Inspection of schools**

The study also revealed that in most schools, inspection was done only once every year as there is only one secondary schools inspector for the whole district. This therefore meant that teachers in the division lacked professional advice from the
inspectors. Reports from the district secondary schools inspector confirmed the above observation. The inspector complained of lack of transport, which hindered their work disabling them from visiting schools frequently.

**Parental contribution to creating a suitable learning environment**

Previous studies have shown that the home environment enhanced teacher’s performance and pupils learning. The parents are therefore expected to ensure they provide an appropriate learning environment to their children. A conducive atmosphere will promote the inculcation of positive self-esteem in the children. In this regard, the parental role in the learning process of the children is crucial. Parents are expected to provide the learning facilities, payment of fees and take active role in the development of the school's physical facilities.

On the provision of learning resources, the study revealed that parents actively contributed towards the provision of learning resources through the Harambee spirit. However, head teachers reported difficulties in payment of fees. Head teachers reported that they have had to be sending students home to have any fees paid. Development of schools physical facilities and purchase of learning resources depended mainly on the payment of school fees. However, most students were owed fees in most of these schools and this hampered provision of the learning resources. Sending students home for fees, results in wastage of precious time and consequently affecting academic performance. There are also many cases
of bright students who are forced to drop out of school because of inability to pay school fees.

The study also revealed that except for students in boarding schools, day scholars hardly completed their homework. In most homes there is no adequate study time available as over 80% of students from day schools reported that their parents overworked them. Besides very few parents took any interest in the education of their children. Learning for most students started and ended in schools. Most students have no role models at home as most parents were not well educated. Hence parental help was found to be lacking in most homes due to illiteracy and ignorance.

For a student to perform well in examinations, he needs basic requirements such as books, space, light, tables and silence both at home and school. This study revealed that almost 80% of the schools indicated that their students did not have adequate reading facilities at home. Lack of these facilities at home is a factor, which might contribute to poor performance.

Also very few parents bothered to visit schools in order to find out their children's progress. Parents only visited schools when called to attend meetings or when called upon to solve discipline cases affecting their children. They rarely came on their own initiative. Another observation was that most parents when invited by teachers to discuss their children's conduct did not even show up, while others who came tended to favor their children. This lack of cooperation between the parents
and teachers has resulted in indiscipline among students, which affects performance. Generally most parents exhibited a lukewarm attitude towards the education of their children. The parents and the community viewed education as a waste of resources when education failed to provide jobs to those who are learned.

A community is a group of people living in the same place with common set of value and history. They are members who are bound together by economic, social, religious and political ties. Previous studies have confirmed that community factors may negatively or positively influence performance in schools. An analysis of community factors and their effect on performance was made in this study.

The study revealed that majority of the parents are poor and do not pay fees promptly. This seriously affects learning and performance in most of the schools. Religious practices were seen not to be negative factors that affect performance. However, the study observed that a historical struggle between Islam and Christianity might be the cause for illiteracy in most adults in the area, which is predominantly Muslim. Since western education was introduced by missionaries who were had a spiritual agenda, most Muslim parents chose not to send their children to school for fear that they would be christianized. This is no longer the case today and most parents and Islamic scholars alike extol the virtues of education for the Muslim man and woman citing the teachings of Prophet Muhammad to support their argument.
Chapter Five

Findings, conclusions and Recommendations

Introduction

The central problem of the study was to investigate the probable cause(s) of poor performance in K.C.S.E in Matuga division with a view of providing information on the possible remedial measures to be taken. The study also investigated the quality of the teaching staff, availability and use of teaching and learning resources, the head teachers effectiveness in the administration of schools, the nature and frequency of inspection, attendance by teachers and pupils, parental role and their contribution to the education of their children and the community factors that influence performance in schools in the division.

Data for the study was obtained through structured questionnaires, interviews and observation schedules from the selected schools. Head teachers, teachers and students of the sample schools were used as subjects. Other subjects used in the study included the district secondary schools inspector, two B.O.G chairmen and two P.T.A chairmen. Observations were carried out in all the seven schools in the division.

Summary of findings

- Both the head teachers and teachers were found to have reasonable academic and professional qualifications. Most head teachers were
however found to be non-graduate teachers. Teachers teaching load was found to be fair, though in some schools, there was understaffing which caused heavy teaching loads for some subjects.

- The study revealed that, although the students were exposed to frequent testing, marking of the tests took long and sometimes the tests were of low standard. Most of the teachers did not mark homework and continuous assessment tests promptly. Most schools provided extra assistance but teachers just conducted normal teaching aimed at covering the syllabus.

- Revision in most schools was either an extension to the actual teaching or the teacher left pupils to revise on their own without supervision.

- It was noted that in most schools, teachers had their schemes of work and lesson notes. However they did not use lesson plans. It was also noted that the morale among most teachers was low. The reasons given were poor remuneration, lack of incentives and frustrations by administrators.

- The percentage of schools that did not have adequate learning resources was extremely high. Textbooks that were available were shared among a number of students. Most schools had no library while others had poorly equipped libraries. Water electricity, toilets were found to be available in most schools.
• Head teachers held staff meetings twice or more in a term. Majority of the head teachers indicated that they held meetings with the parents. The head teachers indicated that they frequently checked on the teacher’s schemes of work and lesson notes. Observations in the sampled schools confirmed this. However it was revealed that a good number of head teachers never made any attempts to visit classes to supervise teaching.

• Indiscipline among students was high while discipline among teachers was high.

• Absenteeism among teachers and students was low.

• Inspection of schools was unreasonably low.

Most parents seemed reluctant in helping the schools to academically prosper. Parents provided little assistance in development of school facilities like laboratories and libraries and were lax in buying textbooks and other learning materials for their children. Parents are also unable to pay fees in time resulting in frequent sending home of students to collect fees. Parents were also lax in enforcing discipline frequently taking sides with their children thereby undermining the teacher’s authority. Parents also fail to visit schools to check on the progress of their children and few parents assisted their children with schoolwork.
The study did not reveal any cultural factors that negatively affect performance.

**Conclusion**

The study has revealed a lot of information on the causes of poor performance in schools in Matuga division. Both head teachers and teachers have reasonable academic and professional background and it is therefore unlikely to be the cause for poor performance. Also, teachers have relatively adequate teaching load, although the recent staff balancing by the T.S.C created overloading of some teachers hence the increased stress and high work load of teachers. However, a number of teachers were not dedicated to their duties. Most tests given were of low standards and marking of these tests and homework was not promptly done. It was evident that proper and thorough revision was not being carried out in all the schools. This may be due to the low morale observed among teachers.

Lack of adequate teaching and learning materials has made effective teaching difficult. The discipline amongst students in most schools was poor. Absenteeism of the students and teachers was low in most boarding schools. Inspection of schools was rarely done and this made teachers to relax. In-service courses, seminars and teachers workshops were lacking denying teachers the opportunity to update their skills.

Parents also contribute somewhat to the poor performance in K.C.S.E because of failure to provide learning materials for their children in schools and at home. Also most parents have abdicated their responsibilities and do not encourage their
children to excel and avoid disciplining them. They also fail to motivate teachers by giving them incentives.

Recommendations

- Students and especially the candidates should be subjected to more external tests in order to give them adequate experience and exposure to effectively tackle examination

- Teachers should be motivated using acceptable methods to give students homework, to supervise and assess the homework and to give extra lessons

- Syllabuses ought to be well and adequately covered

- Parents through the P.T.A ought to ensure that schools have enough physical facilities, libraries, well-equipped laboratories and text books so as to enhance learning

- Good working co-operation between teachers and parents need to be enhanced so as to improve students' discipline in the schools.

- Head teachers should inspect teachers in the schools to enhance effective classroom instruction.

- There should be good working relations between the head teachers and teachers to enhance cooperation and co-ordination in the schools.
• Appointment to deputy and head teacher positions should be based purely on merit, academic and professional competency, so as to exclude incompetent individuals from being appointed to those positions.

• The head teachers and education officers should motivate teachers by recognizing their efforts through promotions.

• Local scholars both secular and religious, and leaders should sensitize parents, community and students to take education seriously.

• Constant seminars and workshops for teachers should be organized regularly to update them on new teaching strategies. This will go along way in enhancing effective and quality teaching in schools.

Suggestion for further research

• There is need for a comprehensive study in the whole of Kwale district for generalization to be made.

• Further research needs to be done to determine the parental role and contribution to performance in the district.

• A more and detailed research needs to be done to determine the extent to which community factors in the Kwale district negatively influence performance. Particular emphasis should be laid on the effects of the people’s culture and customs.

• There is need to carry out a research of the factors that lead to students indiscipline in the schools in the district.
Bibliography


Sifuna, D.N. "Universalising Education in Kenya, Social classes and Quality of Primary Education" Unpublished Manuscript, Kenyatta University 1986.


Appendices

Appendix A: Head teacher’s questionnaire

Please feel free to answer the questions to the best of your ability. All responses are treated confidentially and will not be used for any purpose other than this research.

1. For how long have you been a head teacher? ...........................................

2. What is your professional qualification (E.g. Dip. ATS, Graduate)..................

3. From the teachers present in your school, how many are:
   (i) Male teachers ..............................................................................
   (ii) Female teachers ........................................................................

4. Fill in the tables below to show the academic and professional qualifications of the teachers present in your school.

Table for academic & professional Qualification

<table>
<thead>
<tr>
<th>Certificate</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.C.E/E.A.C.E</td>
<td></td>
</tr>
<tr>
<td>K.A.C/E.A.A.C.E</td>
<td></td>
</tr>
<tr>
<td>DIPLOMA</td>
<td></td>
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<td>GRADUATE</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

5. How many teachers are housed in the school compound.........................

6. What is the average teaching load per teacher?.................................

7. List methods used in assessing the student’s performance......................

8. What academic help do the D.E.O district secondary schools inspector offer your school?..........................................................

9. When was your school last inspected?..................................................

10. How many times per week do you as the head teacher go in to observe classes conducted by teachers?......................................................

11. How much time does the school give for tuition or revision sessions during the weekends?

   None at all  
   1 hour  
   More than 1 hour

12. How much time does your school give for tuition or revisions during the holidays..............

13. Rate the amount of help given by teachers to the students......................

14. Does your school have adequate teaching aids.....................................

15. List the type of teaching aids mostly used in your school
..............................................................................................................

16. What is the commitment level of your teachers

   (a) High  
   (b) moderate  
   (c) Low
17. If low, what are the causes? .................................................................

18. Are there any incentives given to teachers to motivate them to work harder?
   (a) Yes                (b) No

19. List the nature of incentives given if any ............................................

20. Besides teaching, do your teachers have any other occupation? Tick where appropriate:
   (i) Transport business (ii) School/Hotel (iii) Farming (iv) Any other (Specify) (vi) None

21. How does this affect their teaching assignment? ........................................

22. Is truancy (i.e. Leaving school without permission) a common problem in your school? . . . . .

23. If yes, what causes it? .................................................................

24. Are there external tests done by your students? ..............................

25. If yes, please name them .................................................................

26. Do you have the following facilities in the schools?
   (i) Enough toilets
   (ii) Water
   (iii) Electricity
   (iv) Telephone
   (v) An accessible road
   (vi) Well equipped
   (vii) Administration staff room

27. Are there adequate textbooks and other instructional materials in your school?
   (a) Adequate                (b) Inadequate

28. How do you get these textbooks and other instructional materials?
   (i) From parents
   (ii) The sponsor
   (iii) The government
   (iv) The community through Harambee

29. What is the state of your school library
   (i) it is poorly equipped
   (ii) it is adequately equipped
   (iii) there is no library

30. How would you rate the disciplinary condition in your school
   (i) Teachers:
       a) Good (b) Satisfactory (c) Poor
   (ii) Pupils
       a) Good (b) Satisfactory (c) Poor
31. What is the nature of indiscipline cases?
   (a) Among teachers .........................................................
   (b) Among students ......................................................

32. How do you deal with the indiscipline among:
   (a) Teachers ..............................................................
   (b) Students .............................................................

33. What frequency do you check the Teachers:
   (i) Schemes of work?
       (a) Once a month (b) Once a term (c) once a year (d) Not at all
   (ii) Lesson plans
       (a) Once a week (b) Once a month (c) Once a term (d) Not at all

34. How many times per term do your as the headmaster go to observe classes conducted
    by teachers?
       (a) once a term (b) more than once (c) not at all

35. What is the state of absenteeism among:
   (i) Teachers
       (a) High (b) Moderate (c) Low
    If high what are the causes? ...........................................
   (i) Pupils
       (a) High (b) Moderate (c) Low
    If high what are the causes? ...........................................

36. What is the state of lateness among:
   (i) Teachers
       (a) High (b) Low (c) Moderate
    If high, what are the causes? ......................................
   (ii) Pupils
       (a) High (b) Low (c) Moderate
    If high, what are the causes? ......................................

37. Do you have any meetings with parents
   Yes [ ] No [ ]
   If yes, how many do you hold per term? .........................

38. Do the parents visit the school as individuals?
   Yes [ ] No [ ]
   If yes, give reasons for the visits ..............................

39. To what extent are the parents willing to participate in the general development of the
    school?
   (i) Very willingly, (ii) Willingly, (iii) Not willingly

40. What is the parental response to the provision of learning materials to their children?
   (i) Good, (ii) Satisfactory, (iii) Poor
41. What is the general academic performance in the school?
   (i) Very Good, (ii) Fair, (iii) Poor
42. What suggestions would you give to improve performance?
   ........................................................................................................................................
   ........................................................................................................................................
   .................................
Appendix B: Teacher’s Questionnaire

Please feel free to answer the questions as honestly as possible. All responses will be treated confidentially and will not be used for any purpose other than this research.

1. For how long have you been a teacher? 
2. What is your professional qualifications? 
3. How long have you been teaching in the present school? 
4. Approximately at what frequency do you make your:
   (a) Schemes of work
      (i) Once a month
      (ii) Once a week
      (iii) Once a term
      (iv) Not at all
5. What is your average teaching load? 
6. How many times are students tested in a term? 
7. When you get the test results, what do you usually do? 
8. Do you give your pupils any homework? 
   (a) Yes 
   (b) No 
9. If yes, what % complete the homework 
   (a) 100% 
   (b) More than 50% 
   (c) Less than 50% 
10. Do you have enough teaching/learning facilities 
    (a) None at all 
    (b) Adequate 
    (c) Inadequate 
11. Do you enjoy (like) teaching? 
    (a) Very much 
    (b) Much 
    (c) So much 
    (d) Not at all 
12. What are the reasons for your answer above? 
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................
13. Are you given any incentive in the school to motivate you to work harder?
   (a) Yes
   (b) No

14. List the nature of incentives given if any

15. Besides teaching do you have any other source of income? Tick where appropriate
   (a) None
   (b) Transport business
   (c) Shop/Hotel
   (d) Other (Specify)

16. When do you attend to these businesses?
   (a) During school hours
   (b) After school hours

17. How do you get school provisions like textbooks and other instructional materials?
   (a) From the parents
   (b) From the government
   (c) From the community

18. To what extent is the issue of textbooks to students adequate?
   (a) Very adequate
   (b) Adequate
   (c) Very inadequate

19. How would you rate the discipline condition of the students in the school?
   (a) Good
   (b) Satisfactory
   (c) Poor

20. What steps do you take to minimize indiscipline?

21. What is the commitment level of your head teacher?
   (a) High
   (b) Moderate
   (c) Low

22. How many times has your headmaster come into your class to inspect you teaching?
23. How often are your records of workbooks and mark books inspected by the headmaster?
(a) Daily
(b) Once a week
(c) Once in a fortnight
(d) Once a month
(e) Once a term
(f) Once a year

24. How often are staff meetings held at your school?

<table>
<thead>
<tr>
<th>Duration</th>
<th>No. of Times</th>
</tr>
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<tbody>
<tr>
<td>Last One Month</td>
<td></td>
</tr>
<tr>
<td>Last Term</td>
<td></td>
</tr>
<tr>
<td>Last Year</td>
<td></td>
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</tbody>
</table>

25. What is mainly discussed in the staff meetings?

26. What is the state of absenteeism among students in your class?
(a) High
(b) Moderate
(c) Low

27. If high what are the causes

28. What is the state of lateness among your pupils?
(a) High
(b) Moderate
(c) Low

29. If high, what are the causes?
(a) Long distance to school
(b) Domestic assignment
(c) Any other (Specify)

30. How often has the school/class been visited by the school inspector for purposes of inspection?

31. What educational or professional help do they offer you?
32. Do parents visit the school/class to inquire about the children's' progress
   (a) Yes  (b) No
33. How often do they come?
   (a) Once a month, (b) Once a term, (c) Once a year (d) Not at all
34. Approximate the parents level of commitment in their children's' schooling
   (a) Very High (b) High (c) Low (d) Very Low
35. What is the parental response to the provision of learning materials to their children?
   (a) Good  (b) Satisfactory  (d) Poor
36. List all the social, economic, political & Religious problems that make students not to perform well in school
   (a) Social.........................................................
   (b) Political ....................................................
   (c) Religious ...................................................
37. What suggestions would you give that could improve performance in future?
............................................................................
Appendix C- Interview guide for the school P.T.A and B.O.G. Chairmen

1. How long have been the chairman of the school? ..........................

2. What is the commitment level of your
   (a) Teachers?
       If low what are the causes ..............................................
   (b) Pupils
       If low, what are the causes ..............................................

3. Do you as the chairman P.T.A/B.O.G. give any incentives to your teachers to motivate them to work hard?
..................................................................................

4. If yes what is the nature of these incentives

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

5. Besides teaching, do your teachers or Head teachers have any other sources of income?
..................................................................................

6. If yes, when do they attend to these businesses?
..................................................................................

7. Does this affect the performance? .............................

8. How would you rate the discipline condition in your school
   (i) Teachers ..........................................................
       If poor, what are the causes ..........................................
   (ii) Pupils ..........................................................
       If poor what are the causes ..........................................

9. How do you rate the effectiveness of your teachers in teaching ..........................

10. If ineffective (give reasons) ..........................................

11. How would you rate the effectiveness of your head teacher as a school administrator
..................................................................................

12. If ineffective, (give reasons) ..........................................

13. What can you say is the general attitude of parents as regards to the school? ..........................................

14. To what extent are the parents willing to participate in the general development of the school? ..........................................

15. How would you rate the involvement of parents in the learning affairs of their children ..........................................

16. If low, what are the reasons? ..........................................

17. How many times do you hold meetings in a term/year ..........................
..................................................................................
18. What are some of the issues you discussed?

19. What projects have you initiated since you became the chairman of this school?

20. What other factors do you think could also be affecting the performance of your school?

21. To what extent do the following have negative effect on school academic performance?
   (i) political interference
   (ii) social interference
   (iii) religious conflicts
   (iv) community factors e.g. drugs

22. What suggestions would you give for improvement in future?
Appendix D—Interview guide for secondary schools' inspector

1. How long have you held this position? ..........

2. How many of your secondary Head teachers are:
   
   (i) Graduates
   (ii) ATS
   (iii) Diplomas
   (iv) S1

3. What is the commitment level of your
   
   (a) Head teachers
   (b) Teachers

4. Are there any incentives to the teachers to motivate them work harder?

5. What is the nature of these rewards?

6. Do your schools in the district sit for any common examinations e.g. district mocks?

7. Do your schools in your district have tuition sessions during holidays?
   
   (i) Yes
   (ii) No

8. Do you in-service your teachers in the district?
   
   (i) Yes
   (ii) No

9. If yes, how often?

10. Do you visit your secondary schools to inspect and supervise activities going on?
    
    (i) Yes
    (ii) No

11. If yes how often?

12. How often are the schools inspected?

13. Do you encounter any problems in the course of your inspection? (Please explain)
    
    (i) Yes
    (ii) No

14. How would you rate the discipline in your schools?

15. What is the nature of indiscipline cases

16. How do you deal with indiscipline cases among

17. What is the rate of absenteeism among head teachers in your district?

18. If answer to question 17 is high what are the causes

19. What is the rate of absenteeism among teachers
20. If high, what are the causes ............................................................
21. How would you rate the effectiveness of most of your head teachers ..............................................
22. If ineffective, what are the reasons ............................................................
23. How would you rate the involvement of parents in the learning affairs of their children ............................................................
24. If low, what are the reasons? ............................................................
25. What can you say about general attitudes of parents' education? ............................................................
26. To what extent are the parents willing to participate in the development of the schools ............................................................
27. To what extent do the following have negative effect on school performance ............................................................
28. Do you offer counseling? ............................................................
29. What suggestions would you give for better improvement in future? ............................................................

Observation Schedule

Inspector of schools' Office

(i) Result Analysis sheet
(ii) Staffing list - Register for the teachers'
(iii) Inspection Reports

Schools' Office

(i) School time table
(ii) Visitors books
(iii) Black books
(iv) Schemes of work
(v) University admission forms
(vi) Results analysis
(vii) Record of work books
(viii) Mark books
(ix) Mark sheets
Physical facilities

(i) Classrooms
(ii) Dormitories (in boarding schools)
(iii) Lighting system
(iv) Library
(v) Laboratory
(vi) Playing fields
(vii) Registers
(viii) Observe Teachers teaching
(ix) Methods of teaching
(x) Teaching and uses
Appendix E: Students' Questionnaire

Name of the school

Division Present

Class

This form has codes and in all enter only one (1-E 1,2,3 etc.)

1. Sex:.......................... 1. Male 2. Female


3. Are you a boarder or day scholar?..................................................

4. Your school is ........................................

5. K.C.P.E. Marks..........................Points...................................

6. Highest educational level of your father ........................................
   1. No school  2. Primary 1-4  3. Primary 5-8

7. Highest education level of your mother?........................................
   (Use codes in question 6)

8. Occupation of your father ...........................................................

9. Occupation of your mother ...........................................................

10. What level of education are you likely to attain ...........................
    (1. Form 4  2. University)

11. What level of education are you aiming at ....................................
    (Use the above codes)

12. How many brothers and sisters do you have?
    Brothers.........................  Sisters..........................

13. Specify the highest educational level attained by any of your brothers and sisters.

14. How frequently do you get or perform the following tasks or activities in the different Subjects named: -

   1. Daily .....................................................
   2. 2-3 days a week ...........................................
   3. 4-5 days a week ...........................................
   4. 6-7 days a week ...........................................
   5. Fortnightly ..............................................
   6. Termly .................................................
   7. Never. .................................................
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<th>Language</th>
<th>Sciences</th>
<th>Humanities</th>
<th>Applied</th>
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<td>Given homework by Teacher (see codes above)</td>
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<td></td>
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</tr>
<tr>
<td>b)</td>
<td>Get Homework Marked</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Extra Coaching</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Quizzes (Exams/Tests)</td>
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</tr>
<tr>
<td>i)</td>
<td>Approach teachers for help</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j)</td>
<td>Receive individual help from teachers</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>k)</td>
<td>Answer questions in class</td>
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</tr>
<tr>
<td>l)</td>
<td>Ask questions in class</td>
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</tbody>
</table>

15. Do form four parents or guardian arrange for private coaching during weekends or Holidays? 1. Yes 2. No.

16. To what extend would you say you like and enjoy the subjects you learn?

1. Very much 3. A little
2. Much 4. Don't like at all.

17. To what extend would you say the following people encourage you to study and excel in academics? 1. Very much 3. A little 5. Never


<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a)</td>
<td>Headmaster/ Headmistress</td>
</tr>
<tr>
<td>b)</td>
<td>Subject teachers</td>
</tr>
<tr>
<td>c)</td>
<td>Director of studies/ Dean</td>
</tr>
<tr>
<td>d)</td>
<td>Career Master</td>
</tr>
<tr>
<td>e)</td>
<td>Friends / Classmates</td>
</tr>
<tr>
<td>f)</td>
<td>Father</td>
</tr>
<tr>
<td>g)</td>
<td>Mother</td>
</tr>
<tr>
<td>h)</td>
<td>Brother</td>
</tr>
<tr>
<td>i)</td>
<td>Sisters</td>
</tr>
<tr>
<td>j)</td>
<td>Relatives</td>
</tr>
<tr>
<td>k)</td>
<td>Other (specify)</td>
</tr>
</tbody>
</table>
18. What profession /Job / occupation do you expect to take after form 4

19. In your academic experience how adequate are the following learning resources in your School?

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a. Text books (relevant)</td>
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<tr>
<td>b. Laboratories</td>
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<td></td>
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<tr>
<td>c. Laboratory facilities</td>
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<td></td>
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<tr>
<td>d. Library</td>
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<tr>
<td>e. Time to learn</td>
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<tr>
<td>f. Time for Practicals</td>
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<tr>
<td>g. Time for projects</td>
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<td></td>
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<tr>
<td>h. Time for preparation</td>
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</tbody>
</table>

20. How confident do you feel in your different subjects you learn?

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>i.) Mathematics</td>
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<tr>
<td>ii.) Languages</td>
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<tr>
<td>iii) Sciences - Biology</td>
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<tr>
<td>- Physics</td>
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<td></td>
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<tr>
<td>- Chemistry</td>
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<tr>
<td>iv) Humanities- Geography</td>
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<tr>
<td>- History</td>
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<tr>
<td>- C.R.E.</td>
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<tr>
<td>- S.E.E.</td>
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<tr>
<td>(v) Applied arts (commerce, Agriculture)</td>
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</tbody>
</table>

21. How many hours per week do you use to do preparation/Homework in the following subjects?

<table>
<thead>
<tr>
<th>1. Less than 1 hour</th>
<th>2. 1-2 hours</th>
<th>3. 3-4 hours</th>
<th>4. 5-6 hours</th>
<th>5. 7-8 hours</th>
<th>6. 9-10 hours</th>
<th>7. over 10 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
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<tr>
<td>English</td>
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<td>Kiswahili</td>
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<tr>
<td>Biology</td>
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<td>Physics</td>
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<td>Chemistry</td>
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<tr>
<td>Humanities (name)</td>
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<tr>
<td>Applied Arts</td>
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</tbody>
</table>

23. How do you find school life generally? ..........................................................
1. Very interesting      3. Boring
2. Interesting          4. Very boring
24. How do you find your different subject teachers in the following subjects areas?
   1. Very helpful       3. Helpful
   2. Somewhat helpful   4. Unhelpful

<table>
<thead>
<tr>
<th>Subject</th>
<th>Helpfulness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths</td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
</tr>
<tr>
<td>Humanities (name)</td>
<td></td>
</tr>
<tr>
<td>Industrial / applied Arts</td>
<td></td>
</tr>
</tbody>
</table>

25. Specify some of the learning facilities available at home that could help you perform well in K.C.S.E.

26. Specify ways in which your parents encourage you to perform well.

27. How regularly do your parents visit you in school?
28. Specify reasons why your parents visit school.

29. Specify reasons that make you to be absent from school
Appendix F: Letter seeking permission to visit schools

KENYATTA UNIVERSITY
OFFICE OF THE DIRECTOR
SCHOOL FOR CONTINUING EDUCATION (SCEE)

SUBJECT: PERMISSION TO VISIT YOUR SCHOOL

Sir/Madam,

We are from Kenyatta University, doing Master of Science in Education. We are under the postgraduate programme, and we would like to visit your school to carry out a research project. Our visit is expected to carry out a small sociological study among students and teachers in your school. So, please let us know whether you would be willing to have us visit your school.

Thank you for your cooperation.

[Signature]

PROF. M. K. PATIL
DEPUTY DIRECTOR & PROGRAMME, POST-GRADUATE PROGRAMME, SCHOOL FOR CONTINUING EDUCATION