FACTORS INFLUENCING PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION: A CASE OF HOMA BAY DISTRICT, KENYA

BY

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DECLARATION

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

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This research project has been submitted for examination with my approval as university supervisor.

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This project is dedicated to my parents, Stephen Nyabala and Filida Nyabala, whose continuous support and encouragement resulted into this work. This project is dedicated with a lot of respect and appreciation to them.

Furthermore, I would like to thank the Directors/Teachers, Board of Governors [M, N, O] and Parents Teachers Association (PTA) Chairsmen/Chairwomen, education inspectors and the District Education Officer (Mama Day) for being so understanding and providing me with data without which this work would not have been produced.

I am very grateful to Dr. Simon for reading through several times of the final draft and提出了宝贵的修改意见. Additional gratitude and appreciation goes to my children, Sarah, Paul,
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In carrying out this study, I have had the help, co-operation and contribution of a large number of friends and other critics. I am deeply indebted to my main supervisor, Dr. J. M. Malusu, for offering me very useful advice and encouragement. He skillfully guided in the course of writing this work. His tolerance and patience during the numerous discussions immensely helped me in the writing of this study.

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Furthermore, I would like to thank the Headteachers, teachers, Board of Governors (B. o. G) and Parents Teachers Association (P.T.A) Chairmen/chairladies, education inspectors and the District Education Officer (Homa Bay) for being so understanding and providing me with data without which this work would not have been produced.

I am very grateful to Mr. Bojana for reading through several times before the final draft could be produced. Additional gratitude and appreciation goes to my wife, Eunice; my children, Sarah, Paul,
Naftalli and Filidest, whose understanding, encouragement and personal sacrifices led to the successful completion of this study. The purpose of this study was to identify factors that influence performance in KCSE in Homa Bay District. High performance in KCSE is expected because of the national and other importance of education that Homa Bay District KCSE results do not help all candidates to compete favourably for places from other districts for the few jobs available in tertiary institutions. Many schools do not produce students for higher education. It is for this reason the study is used to identify factors that influence performance in KCSE.

The study was carried out in the form of a simple descriptive survey. Sampling was done through stratified random sampling method. A sample of ten (10) secondary schools (mixed, boys at level, Rky(30) subject teachers, ten (10) headteachers, one (1) school (CG and PTA Chairperson (secretary) and five education officers (inspection inspectors). In the headteachers and subject teachers questionnaires were administered by the researcher while focus group were used for...
ABSTRACT

The purpose of this study was to identify factors that influence performance in KCSE in Homa Bay District, Nyanza Province in sampled secondary schools. The study was prompted by claims from parents, members of the public and other beneficiaries of education that Homa Bay District KCSE results are not helping candidates to compete favourably with those from other districts for the few job opportunities. Many schools do not produce students for higher education, especially university education. It is for this reason that the study focused on the factors influencing performance in KCSE.

The study was carried out in the form of a simple descriptive survey. Sampling was done through stratified random sampling method. A sample of ten (10) secondary schools (mixed, boys and girls), fifty (50) subject teachers, ten (10) headteachers, eight (8) school BoG and PTA chairmen (persons) and four (4) education officers (including inspectors).

To the headteachers and subject teachers, questionnaires were administered by the researcher. Interview guides were used for
school BoG, PTA chairmen(persons), Education Officers and inspectors. Observation schedule was used to verify gathered information.

The responses to items were tabulated and data organized through frequency tables, percentages based on research questions were used to generate conclusions and recommendations. Some of the recommendations included emphasis on retraining, inservice, workshops and seminars for all teachers; effective supervision by headteachers and inspectors as well as provision of effective guidance and counseling units in all schools to advise students on problems that interfere with their performance.
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LIST OF ABBREVIATIONS

A. E.O : Area Educational Officer.
A. I. S. : Area Inspector of Schools.
D I. S. : District Inspector of Schools.
D. E.O : District Education Officer.
B. o. G : Board of Governors.
B. Ed : Bachelor of Education.
M. Ed : Master of Education.
KCSE : Kenya Certificate of Secondary Education.
KACE : Kenya Advanced of Certificate of Education.
E.A.A. C.E : East African Advanced Certificate of Education.
'A' Level : Advanced Level
P.G.D.E : Post Graduate Diploma in Education.
S. I : Secondary grade one teacher.
JAB : Joint Admissions Board.
ATS : Approved Teacher Status.
GAT : Graduate Approved Teacher.
CAT : Continuous Assessment Course.
UT : Untrained Teacher.
CHAPTER ONE
INTRODUCTION

Background to the Problem

Education has been an important aspect of human life throughout the history of humanity. It is one of the most fundamental instruments that can be used for bringing change in an individual and the entire society as far as development is concerned. To meet this objective, the mode of approach to education has varied from one place to another and from generation to generation.

It is from the colonial era, for example, after the formal education had been introduced in Kenya, that the Africans realized that it was only through formal education that they could live a good life similar to that of the 'white man' (Sifuna, 1980). The Africans therefore demanded an academic education that would help them progress economically, socially and politically. Education has since then progressed in Kenya through various stages and levels, until now, for one to acquire a well paid job and status in society he/she needs a good education.
Taba (1962) summarizes the function of education as being a process of preservation and transmission of the cultural heritage, an instrument for transforming culture and a means for individual development. It is from this context that the Kenyan government soon after independence, through the Ministry of Education (1964) realized that its educational structure did not offer any worthwhile education to the people and immediately appointed a committee chaired by Professor S. Ominde to review the educational situation in Kenya. The Kenya Education Commission report (1964) stressed the introduction of an education system that would promote national unity, foster appreciation and respect for the traditions of various ethnic groups and uphold the dignity of human beings. The report further stressed that the curriculum be revised to be more relevant to the Kenyan child, the emphasis be placed on practical subjects, and educational planning be in relation to employment opportunities. Since such opportunities are always scarce, performance in examinations at various levels of educational structure would be the right method to expose individuals to compete effectively and favourably for various courses and employment opportunities available.
Owen (1973) observes that examinations and assessment very crudely intermingle to create the one single system of measurement which any developed educational system can enjoy. Examinations tell children how they are succeeding or failing; they give comparable information to teachers. Owen (1973) says examinations also tell those who pay for education what they get for their money. The parents, the employer, the tax payer, and the user of education, each of these has a stake in the continuity of examinations and their efficiency.

For one to obtain what would be called a good job in the present society he or she must have qualified in various examinations at different levels in an educational system. Regions without academically enlightened individuals tend to lag behind in all matters of development. Ayot and Briggs (1992) observe that where a primary leaving certificate was essential now secondary certificate is needed. This happens at all levels and of course favours the group that finds it easier to obtain the higher qualifications. This means that continuous poor performance in national examinations by certain regions means unfavourable opportunities for competition for few better job opportunities in the labour market.
Homa Bay District, for that matter, has persistently performed poorly in KCSE since 8-4-4 system of education was introduced in Kenya in 1984. The following Table 1 shows the number of candidates who have scored B- (minus) and above in KCSE since 1995.

**Table 1: Candidates who have scored B- (minus) and above in KCSE since 1995 in Homa Bay District.**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ENTR Y</th>
<th>GRADES SCORED</th>
<th>NO. OF B- (MINUS) AND ABOVE</th>
<th>MEAN SCORE</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
</tr>
<tr>
<td>1995</td>
<td>8881</td>
<td>0</td>
<td>0</td>
<td>26</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>75</td>
<td>131</td>
</tr>
<tr>
<td>1996</td>
<td>899</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>63</td>
<td>120</td>
</tr>
<tr>
<td>1997</td>
<td>915</td>
<td>0</td>
<td>5</td>
<td>13</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>71</td>
<td>138</td>
</tr>
<tr>
<td>1998</td>
<td>1043</td>
<td>0</td>
<td>5</td>
<td>16</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>90</td>
<td>154</td>
</tr>
<tr>
<td>1999</td>
<td>1183</td>
<td>0</td>
<td>1</td>
<td>21</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>95</td>
<td>161</td>
</tr>
<tr>
<td>2000</td>
<td>1426</td>
<td>1</td>
<td>7</td>
<td>24</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>125</td>
<td>237</td>
</tr>
<tr>
<td>TOTAL</td>
<td>14347</td>
<td>1</td>
<td>18</td>
<td>112</td>
<td>277</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>520</td>
<td>938</td>
</tr>
</tbody>
</table>

The table explains that for the last six years only 19 candidates have obtained grade A- (minus) and above, 938 out of 14,374 candidates have obtained B- (minus) and above, a performance of 6.53 percent.

It is regrettable enough that for the six years only one candidate has managed a grade of A (plain) in Homa Bay.
It means that KCSE school leavers in Homa Bay District are not qualified to effectively compete for the lucrative job opportunities in Pharmacy, Medicine, Architecture and Law, among others.

Table 2 gives an example of the capacity available in some of our local universities as provided by the Joint Admissions Board (JAB)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>University</th>
<th>Capacity</th>
<th>Applicants</th>
<th>Cut off points (minimum)</th>
<th>Subject clusters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacy</td>
<td>Nairobi</td>
<td>40</td>
<td>249</td>
<td>47</td>
<td>Biology, Physics, Chemistry, Maths</td>
</tr>
<tr>
<td></td>
<td>Moi</td>
<td>120</td>
<td>666</td>
<td>47</td>
<td>Biology, Physics, Chemistry, Maths</td>
</tr>
<tr>
<td>Medicine</td>
<td>Nairobi</td>
<td>40</td>
<td>164</td>
<td>47</td>
<td>Biology, Physics, Chemistry, Maths</td>
</tr>
<tr>
<td></td>
<td>Moi</td>
<td>120</td>
<td>666</td>
<td>47</td>
<td>Biology, Physics, Chemistry, Maths</td>
</tr>
<tr>
<td>Architecture</td>
<td>Nairobi</td>
<td>30</td>
<td>95</td>
<td>42</td>
<td>English or Kiswahili, Physics, Maths or Humanity or Technical subject</td>
</tr>
<tr>
<td></td>
<td>JKWAT</td>
<td>20</td>
<td>48</td>
<td>42</td>
<td>English or Kiswahili, Physics, Maths or Humanity or Technical subject</td>
</tr>
<tr>
<td>Law</td>
<td>Nairobi</td>
<td>120</td>
<td>495</td>
<td>44</td>
<td>English or Kiswahili, Arts &amp; Design or Drawing &amp; Design, Any Science, Any Humanity</td>
</tr>
<tr>
<td></td>
<td>Moi</td>
<td>40</td>
<td>139</td>
<td>44</td>
<td>English or Kiswahili, Arts &amp; Design or Drawing &amp; Design, Any Science, Any Humanity</td>
</tr>
</tbody>
</table>
Table 2, for instance, explains that for an individual to join the Faculty of Pharmacy or Medicine he or she must have scored at least three A(plain) and one A-(minus) in the subjects of Biology, Physics, Chemistry and Mathematics. Different faculties in different universities have different capacities that require certain subject combinations. They require certain fixed cut-off points. The following table shows what points are scored to each type of grade.

Table 3: Standard Grading of Points for KCSE Examination

<table>
<thead>
<tr>
<th>GRADE</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B-</th>
<th>C+</th>
<th>C-</th>
<th>D+</th>
<th>D-</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>POINTS</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

The score of three A(plain) and one A-(minus) by a candidate in a particular cluster will add up to 47 points, the minimum requirements for the admission in the faculties of pharmacy and medicine. The Faculty of Law will require 44 points whereas the Architecture will be 42 points (as shown in Table 2).

However, it is important to note that the cut-off points may rise further or fall depending on the performance on the performance of the applicants in relation to the capacity
available in every faculty. For example, the Faculty of Pharmacy is only having a capacity of 40, whereas the applicants are 249 (1999/2002). The Joint Admissions board will select the best 40 from the list of the qualified applicants. Those candidates whose points do not reach the minimum required in a particular subject cluster will be left out even though they might have obtained the same grade.

For the Homa Bay District performance in KCSE, we can deduce from Table 1 and 2 that it appears almost impossible for a candidate from this district to confidently focus his or her aspirations towards joining such faculties. Table 4 further illustrates poor performance in KCSE in schools in Homa Bay District when top schools in the district were discovered to rank along with top 500 schools in Kenya for the years 1998 and 1999. Positions obtained by Homa Bay District top schools shade more light on this fact.
Table 4: Homa Bay District top schools in the rank of top 500 schools in the National Ranking for the years 1998 and 1999

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>Entry Per school</th>
<th>National Ranking</th>
<th>Homa Bay District Ranking</th>
<th>Performance Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asumbi</td>
<td>1998</td>
<td>142</td>
<td>110</td>
<td>1</td>
<td>6.908</td>
</tr>
<tr>
<td>Girls</td>
<td>1999</td>
<td>154</td>
<td>154</td>
<td>1</td>
<td>6.693</td>
</tr>
<tr>
<td>Orero</td>
<td>1998</td>
<td>90</td>
<td>141</td>
<td>2</td>
<td>6.687</td>
</tr>
<tr>
<td>Boys</td>
<td>1999</td>
<td>86</td>
<td>320</td>
<td>5</td>
<td>5.756</td>
</tr>
<tr>
<td>Ogande</td>
<td>1998</td>
<td>63</td>
<td>364</td>
<td>5</td>
<td>5.603</td>
</tr>
<tr>
<td>Girls</td>
<td>1999</td>
<td>66</td>
<td>356</td>
<td>6</td>
<td>5.621</td>
</tr>
<tr>
<td>Kouyo</td>
<td>1998</td>
<td>82</td>
<td>310</td>
<td>4</td>
<td>5.792</td>
</tr>
<tr>
<td>Kochia</td>
<td>1999</td>
<td>95</td>
<td>210</td>
<td>3</td>
<td>6.284</td>
</tr>
<tr>
<td>Mirogi</td>
<td>1998</td>
<td>51</td>
<td>262</td>
<td>3</td>
<td>6.000</td>
</tr>
<tr>
<td>Boys</td>
<td>1999</td>
<td>68</td>
<td>415</td>
<td>7</td>
<td>5.471</td>
</tr>
<tr>
<td>Ligisa</td>
<td>1998</td>
<td>44</td>
<td>431</td>
<td>7</td>
<td>5.409</td>
</tr>
<tr>
<td>Mixed</td>
<td>1999</td>
<td>48</td>
<td>Below 500</td>
<td>10</td>
<td>4.643</td>
</tr>
</tbody>
</table>

The table indicates that none of the Homa Bay District schools is ranked among the top 100 schools whereas in the district ranking, the example of schools given in the table are in the top ten. Such poor performance at national level is a great concern to all stakeholders in the District.
Statement of the Problem

There were complaints from the general public about the poor performance in KCSE in Homabay District as illustrated in Tables 1, 2, 3 and 4. There have been heated debates from the officials and public circles trying to establish the root cause of persistent poor performance in the district. When schools from various districts were ranked on the merit of their performance, Homa Bay District schools were always falling below 100 since the establishment of the 8.4.4 System of Education (Table 4).

With such kind of performance, there has been counter accusations: teachers put the blame on the type of students they admit in their schools at form one intake, lack of appropriate teaching resources and poor payment of fees by parents. Parents, on the other hand, point accusing fingers at teachers whom they believe are responsible for the miserable performance on KCSE. Teachers, on the other side express that it is lack of parental involvement on the academic affairs of their children by not buying them the recommended textbooks. The inspectors as well have refused to shoulder the blame for the pathetic KCSE results.
Homa Bay District, if left in that situation, would remain behind in matters of development, and the school leavers would not favourably compete for lucrative job opportunities offered by courses in medicine, pharmacy, architecture and law, just to mention a few. There is therefore, the need for research in order to analyze the situation as objectively as possible with a view to identifying the factors that influence performance in KCSE in Homa Bay District.

Hitherto, no research on the subject matter of academic performance among secondary students in Homa Bay District had been done. And even if it had been carried out, reasons explaining the causes and implications of poor performance would vary from one region to another and from year to year as new changes and adjustments occur in the curriculum.

**Purpose and Objectives of the Study**

The purpose of this study was to investigate the factors that influence performance in KCSE in Homa Bay District. In that context the specific objectives of the study were as follows:

- To identify teacher-related factors that influence students performance in KCSE in Homa Bay District.
• To identify administrative factors that affect students performance in KCSE in Homa Bay District.
• To assess the role of parents and community support in education of secondary school students in Homa Bay District.
• To make recommendations that may improve academic achievements.

Research Questions

This research addressed itself to the following questions:

• What is the quality of the teaching staff in Homa Bay District?
• What is the state of teaching - learning resources in Homa Bay District Secondary Schools?
• How effective are the headteachers in the administration of schools in Homa Bay District?
• What is the nature of frequency of supervision and inspection of secondary schools in Homa Bay District?
• What is the parental contribution towards the learning of their children?
• What are the community factors that influence learning in Homa Bay District?
Significance of the study

This study is important in that the results should:

- Help the schools in the district to take an appropriate action towards performance improvement.
- Assist the inspectorate team at all levels to take curative measures to the problem and improve the educational performance in the whole district.
- Create awareness among all stakeholders who include: parents, the community leaders, politicians and church leaders so that all can join hands towards the improvement of the educational standards in the district.

Assumptions

The assumption was that there are factors in schools in Homa Bay District that affect performance in KCSE examinations.

Scope

There are many factors that may affect student performance in the KCSE. However, this study focused on the quality of teachers, the kind of teaching-learning resources, teaching-learning strategies, nature and efficiency of school supervision and inspection, evaluation of parental involvement in the
teaching-learning of their children, and also on the community factors that influence learning.

Limitations

In view of the wide scope of the subject matter of poor performance in some other regions compared to the limited time and, most significantly, money available, this research was entirely restricted to the study of secondary schools in Homa Bay District which has six divisions. These are Rangwe, Asego, Nyokal, Raina, Ndhiwa and Homa Bay municipality. The sampled schools were drawn from Rangwe, Nyokal, Asego and Homa Bay municipality.

Theoretical Framework

This study was based on the theory of Raph Tyler (1949) who states four fundamental questions regarding the construction of a curriculum as follows:

i) What educational purposes should the school seek to attain?

ii) What educational experiences can be provided that are likely to attain these purposes?

iii) How can these educational experiences be effectively organized?
iv) How can we determine whether these propose are being attained?

Tyler's first question addresses the educational purposes the school seeks to attain. In this connection the school is guided by the national goals of education that are designed to help individual students achieve their varied aspirations, and hence the development of their society. From these general purposes the school will construct specific objectives we hope to achieve from our teaching. From the objectives we also ask Tyler's questions as, what qualities of mind do we want to develop? What knowledge, skill and values do we wish our children to acquire?

Such questions of Tyler march with essentialists' views that are concerned with the classics as being the respiratory of all worthwhile knowledge. Essentialists' search for what will help a person live productive life today. Like Tyler, essentialists' aim of education is to teach the young the essentials that they need in order to live well in the modern world. To realize this, the school should teach the child the essentials of organized knowledge that would enable him to achieve his aspiration in life.
The questions get answered by different kinds of people who help in choosing what is to be in a curriculum. They include the political leader, the curriculum worker, the headteacher and the class teacher (Okech and Hawes, 1986).

The political leader, on aims and objectives, sets goals and priorities that the country needs for her people. He considers how the school can achieve these goals at the best possible. He delegates the duty to the curriculum worker whom for our case is the Kenya Institute of Education (KIE), who announces the syllabus aims and priorities. The school headteacher then writes rules, maintains own 'standards' of work and conducts which will help in obtaining the stated aims and objectives. The class teacher finally will set his own standard of work. He sets aims and objectives for his teaching and his involvement in the life of the school.

Tyler's second question addresses the selection of such learning experiences which will best assist in achieving the stated purposes. It is the stage of curriculum plan which involves the selection of appropriate subject matter and learning activities aiming at addressing the pressing issues and
needs of the society which will end up producing a happy individual by the end of the educational programme.

At curriculum plan stage the political leader suggests subjects and curriculum areas which may be treated as priorities. The curriculum worker then devises syllabus and suggests time weightings for each subject area. The headteacher writes school programmes and school timetable. He also plans school and community cooperation. The class teacher finally selects from the syllabus, formulates schemes of work and draws lesson plans.

Tyler's third question takes us to the third stage which is concerned with how learning experiences can be effectively organized so as to constitute a practical guide to action. Tyler (1950) states that since educational objectives are essentially changes in human beings, that is, the objectives aimed at are to produce certain desirable changes in the behaviour pattern of students, then it is important to correctly determine how these changes in behaviour are actually taking place to meet the desired expectations.
In this respect, Tyler's theory conforms with behaviourist views advanced by Edward C. Thorndike (1874-1949). Thorndike's experiments on animals had a very profound influence upon his thinking about human learning. He asserts that human learning is fundamentally the action of the law of readiness, exercise and effect. Readiness here refers to a law of preparatory adjustment—how the learner is ready to approach, seize and manipulate the subject matter. The law of exercise refers to the strengthening of connections with practice, that is, learning by doing. He says this would not be effective without the law of effect. The law of effect here refers to the strengthening or weakening of a connection as a result of its consequences. When a modification connection is made and is accompanied by or followed by a satisfying state of affairs, the strength of connection is increased. If the connection is made and followed by an annoying state of affairs, its strength is decreased. What Thorndike is saying here is how rewards or successes further the learning of the rewarding behaviour, whereas punishment or failures reduce the tendency to the behaviour. In other words, persistent poor performance in examinations results loss of hope for future achievements.
At this stage the parties concerned will select and organize the appropriate teaching-learning strategies and teaching-learning resources. The political leader, for that matter, decides on national language policies which will be used in the learning process. He may prescribe or recommend some learning materials which would enhance economic, political and moral education. The curriculum worker (or expert) advises on general policies about methodology, for example, ‘self reliance’, discussions or group work strategy. He also produces or selects and recommends key text books and other teaching-learning resources which would enhance effective learning environment. There are education officers and school inspectors who assist in the organization and implementation by giving advise, retraining and organizing workshops and seminars for teachers to enable them achieve the intended purposes of education. The headteacher sets good example in the school environment. He supervises his staff to ensure that effective teaching-learning process takes place. He acts as an agent of the Teachers Service Commission (TSC) on appraising or recommending disciplinary action on staff because of the way they teach.
The class teacher also as a curriculum implementor provides models which his students can see (and copy) everyday. He chooses the appropriate teaching-learning strategies and resources every time he teaches. He controls and provides effective class management conducive to learning purposes.

Tyler recommends that curriculum developers as well should select a type of organizing elements appropriate to that task and then use each element to build continuity, sequence, and integration into the curriculum. This calls upon the right and appropriate teaching-learning resources and strategies adopted, organized and updated according to the prevailing trends in society. As Lawton (1973) puts it, there are various changes that occur in our society that would require our curriculum set up to be reviewed every now and again for the purposes of keeping up to such changes.

Tyler addresses the issue of review in his last question concerned with evaluation, a process for determining whether the curriculum is achieving the desired results. Through evaluation, the assumptions and hypotheses on which the programme has been built are checked, as well as the efficiency of the particular means chosen to put the programme into
effect. Evaluation involves an appraisal of the student's actual behaviour. This is done through testing, measuring, assessing student's achievement, diagnosing individual progress, and comparing results with norms and scores of the members of the class, different schools and other regions.

Tyler emphasizes that evaluation is the process of determining to what extent the educational objectives are actually being realized by the programme of curriculum and instruction. Other questions may be asked here: Are the purposes themselves valid and significant? Is the curriculum appropriate for particular group of students with whom it is used? Are the materials recommended for instructional purposes appropriate and the best available for the purposes envisioned?

As in Tyler's views, the curriculum evaluation assists in judging the merits of all-administrative and managerial arrangement, practices and structures within which the school itself operates. From these merits it will be clearly verified whether a school performs well or poorly. Saylor and Alexander (1974) identify Tyler's Model as being largely summative, relying on testing, grading, classification, marking and measuring students' achievements. "This was, and still is",
they assert, "the way of standardized test, teacher-made objective tests, college entrance examinations, performance standards, percentile ranks, and all the tests". They do recognize that all too frequently this is about the only kind of formalized evaluation that takes place even to this day.

The Kenya National Examinations Council (KNEC) is embodied with the responsibility of conducting national examinations in our country, including the Kenya Certificate of Secondary Education (K. C. S. E). Schools that perform poorly in those examinations disadvantage their candidates who cannot compete favourably with candidates whose schools perform well for courses which guarantee lucrative job opportunities. It is for this reason that this study is concerned with the KCSE performance in Homabay District.

**Definition of Significant terms**

**AEO:** Refer to Area Education Officer. He is in charge of a division comprised of a number of zones, for example, Rangwe. Davison has Randung, Olare, Ndiru, Asumbi and Rangwe zones. Area Inspector of Schools
KCSE:

(AlS) works under AEO and answerable to District Education Officer (DEO) and District Inspector of Schools (DIS) respectively. Refers to Kenya Certificate of Secondary Education. It is a document provided by KNEC to certify that a candidate has sat summative evaluation at the end of a four-year secondary course and attained the grades shown therein.

KACE:

Refers to Kenya Advanced Certificate of Education. It was the A-level Certificate issued to individuals who sat for the Kenya Advanced Certificate of Education examinations at the end of form six study of secondary education before 8-4-4 was introduced as the educational system in Kenya.

EAACE:

Refers to East African Advanced Certificate of Education used to be issued to individuals who sat for A-
KNEC:

Refers to Kenya National Examinations Council. It is a body responsible for the management, co-ordination and award of certificates of all examinations for the primary, secondary and tertiary education in the Kenyan educational system. This excludes universities who examinations are organized universities examination boards.

ATS:

Refers to Approved Teacher Status. It is a professional qualification awarded on merit to diploma or SI teachers who have been in service for at least three years.

GAT:

Refers to Graduate Approved Teacher. GAT II refers to Graduate Teacher of job group 'K' and GAT I of job group L. After serving in the
grade of ATS for at least three years one may also be in GAT II grade and consequently in GAT I. Other grades above GAT I are attained by application and those shortlisted are called for interviews.

The Board of Governors responsible for the management of a secondary school. The panel of selectors comprises of the District Commissioner, the District Education Officer, Area Member of Parliament, Area Chief, Area Counsellor, Sponsor (if any) and Head Teacher, select 10 persons i.e 3 persons representing the community, 4 represent bodies and organisations and 3 represent special circumstances. The meeting chaired by DEO inaugurates the meeting in which the chairman, executive committee and other members are elected as interim
officials until letters of approval are received from the minister to make them official BOG members.

PTA: Refers to Parents Teachers Association- a body that incorporates teachers and parents in the development matters of a school. The Headteacher being the secretary of the association. The class parents representatives convene a meeting and elect the chairperson from amongst themselves.

JAB: Refers to Joint Admissions Board. It is a board that deals with all matters of admission to the Kenyan public universities.

Absenteism: Physical absence of the students or teachers from the classroom at the time of regular learning hours.

Academic Achievement: Total score obtained by students by the end of assessment period. The
performance is obtained by reason of hard work, skill and interest.

**Incentives:**
Some reward that is meant to make one improve his or her level of performance in a task.

**Induction**
Training meant to let the newly employed teachers adopt the right Teaching strategies in their subject areas.

**Courses:**

**Inspection:**
Is the act of guiding or giving professional advise by an officer to another. School inspection is important in helping teachers gain professional confidence, efficiency and devotion to work.

**Lucrative Jobs:**
These are attractive employment opportunities with good employment terms like good salary, allowances and other benefits.

**Motivation:**
Is the complex force, drives, needs, tension state or other mechanisms that maintain an activity towards achievement of goals.
Parental Involvement: Refers to active participation of parents in matters pertaining to education of their children like checking their books, buying textbooks, visiting them at school and payment of their fees promptly.

Quality of teachers

Durrance (1976) remarks that a teacher is considered good to have taught until the pupil has learned. It has been noticed that the required personal scheme hidden in academic than the raw mind set. The quality of the teaching is an important issue as observed by the National Commission on Education, Objectives and Planning (1977).

The qualitative attributes of a good teacher specify the qualities of education. The quality of education can be improved if a teacher has qualitative attributes.
CHAPTER TWO

REVIEW OF LITERATURE

Literature related to this study are reviewed under the following subheadings:

- Quality of teachers
- School administration
- Teaching-learning resources
- Teaching-learning strategies
- School inspection and performance
- Parental involvement in the performance of their children
- Influence by the surrounding community

Quality of teachers

Dauglass (1964) remarks that a teacher is considered not to have taught until a pupil has learned. It has been noticed that the trained personnel achieve higher in academic than the untrained lot. The quality of the teaching staff is a very important factor as observed by the National Committee on Education Objectives and Policies (1977):

*The qualitative attributes of the teacher are of paramount importance in determining the quality of education on which intellectual development of the child is based.*
A teacher of high academic and professional qualification has been noticed to be the basis of high achievement of his/her students in examinations. Nguru (1987) highlights on the qualifications of teachers.

Credentials of teachers both in pre-service educational attainment and the type of professional training given to them may be a major determinant of the quality of Kenya's schools.

Unfair distribution of qualified teachers in various regions is a major hitch on the quality of teaching. Raju. (1973) states that most rural schools lack properly trained teachers and have to accept untrained teachers who may not be aware of the modern trends in the teaching strategies and curriculum. The Ministry of Education in Kenya is making an effort to wipe out untrained teachers from public schools, but is yet to solve the problem of imbalance of trained teachers between the rural and urban schools.

Onguti (1987) comments that a trained teacher is an asset to the institution in which he/she is an instructor. Such a teacher has learnt the tricks of handling individual differences in the classroom situations. He is therefore confident and able to impart the same confidence in the learners.
Kibui (1995) continues to recognize that there are other factors such as poor pay, poor promotion methods, lack of recognition and frequent transfers which may also demoralize the teachers' commitment to effective teaching.

School Administration

The desire to excel has been there since the formal education was introduced in Kenya at the time of the Africans' quest to obtain a quality education like that of the Europeans made them pursue it with a great interest. This called upon the need for good school management and leadership style. Good performance in school is relatively equivalent to good administration. Eshiwani (1983) identifies that schools which consistently perform well tend to have sound and efficient leadership.

Duignan (1986) further stresses that school leadership is a crucial factor in the success of a school. The qualities that are expected of a school principal include setting an atmosphere of order, creating a climate of high expectations for staff and students, encouraging collegial and collaborative leaderships and building commitment among students and staff to the school goals.
Raju (1973), emphasizes that the administrative role of the headteacher involves directing, controlling and management of all matters pertaining to education enhancement in the school. This implies that all activities done in the school are performed on behalf of the head teacher.

According to Mworia (1993), the main tasks of the school head are to interpret national policies, executing curriculum programmes, seeing to students welfare, equipment, physical facilities and finances; inducting and retraining staff, and finally maintaining effective school community leadership. In other words, if the school excels, it is the head teacher, if the school fails in performance of examinations it is the head teacher who has failed.

A good administrator is that who delegates responsibilities and involves both the staff and students in the administrative force. Griffin (1994), stresses that the students must be effectively involved in the administrative system of the school. The headteacher must encourage a spirit of teamwork. None is absolutely perfect but with the assistance and support from the other members of the system, ones weaknesses and failures are covered.
Githinji (1990), declares that headteachers in their administrative task, are faced with problems such as lack of sufficient teaching and learning resources, accounting and auditing, raising and obtaining adequate funds to finance school programmes, ensuring teachers are committed to their work and lack of administrative experience. In this connection the headteacher must open up to let his problems known to those who are in a position to give material and moral support.

Mworia (1993) making reference to Musaazi (1982) points out that the school head and the staff must always keep the Ministry of Education, Board of Governors and the general public fully informed of the policies, programmes, failures and successes of the school. The school is established for and by the community and should therefore be constantly informed of the school affairs.

**Teaching – Learning Resources**

The availability of the teaching and learning resources makes a difference in the achievement of students. Douglass (1964) observes that good teachers as they teach keep in mind both what they teach and what they teach with. Learning would be passive and boring if learning resources are not incorporated
effectively, organized and exploited in the learning process. It is the proper organization of the learning resources and the use of appropriate teaching and learning strategies which will enhance the acquisition of the subject matter or content.

Eshiwani (1988) indicates that most schools which perform poorly spend less money on the purchase of the teaching resources. Availability of adequate relevant textbooks makes the teaching task easy. Court and Ghai (1974) recognize the distribution of resources such as textbooks and equipment as a major factor which accounts for scholastic differences among schools.

Mwangi (1983) investigated factors which influence achievement in mathematics in secondary schools in Kenya and found out that availability of materials like cards and dice for teaching probability and log papers for teaching concepts such as co-ordinates significantly correlated with achievement in KCSE mathematics.

Physical facilities like classrooms, laboratories, libraries and nature of the environment for learning contribute effectively to
performance. Gakuru (1982) indicates that the condition of school buildings is an important aspect in the learning process.

**Teaching – Learning Strategies**

The study carried out by Mworia (1993) indicates that a good teacher is the one who understands various teaching methods and is able to convert those methods into productive teacher/student process. Wisely selected teaching strategies make the teacher confident and consistent in his teaching process hence making the learner be able to relate and interpret the learned concepts. The teacher has a greater task of selecting the right learning experiences which conform to the general objectives outlined in the syllabus.

Jeffreys (1971) asserts:

*If learning is to be effective, it must be geared to the child’s present needs and interests, not to what we think he ought to have, or we think may be useful to him. The teachers is there to guide and select the appropriate learning experience and resources that motivates the interest and aspirations of the learner.*

A good teacher is that who is creative in selecting the appropriate teaching – learning strategies which motivate the interest of his/her learners. Correct choice of the strategies

**School Inspection and Performance**

The role of inspection is to guide and advice teachers on how to update their teaching materials and adopt new trends of the teaching/learning strategies to suit the interest of the learner and the stated objectives.

Okumu (1981) observes that lack of adequate supervision of schools by the Ministry of Education is a factor that may create laxity in the individuals involved in the educational programmes.

According to Mworia (1993) inspection covers the following:

- Providing by every possible means concrete and constructive advice to teachers.
- Arranging of courses and workshops to teachers and head teachers in their specific areas of specialization.
• Critically evaluate and review new publications and textbooks sent to or purchased by schools.

• Running of induction courses for newly recruited teachers and school heads.

The head teacher is also an inspector of his/her school and should ensure that all educational functions are geared towards the greater achievement of the school performance.

Gibbs (1998) observes that those parents, who showed

**Parental Involvement in the Performance of their Children**

The home environment has an exceedingly greater role to play on the academic performance of every child. Smith (1967) reveals that home environment may enhance positive self-esteem which may improve academic performance. The home environment must be encouraging and supportive towards academics.

Mworia (1993) comments that for a child to make the most of his educational needs, he should have an easy access at home instruments of education like books, newspapers, space, light, and silence for convenient study. Occasionally, the parents should visit the school to monitor the academic progress of
their child. It should be their desire to provide the educational materials in good time.

Students of high academic potentials have been wasted due to lack of commitment of parents to their education. This is not the case with parents who are literate and know the worth of going to school.

Okwara (1989) observes that those parents, who received formal education, their children tend to perform better than those with parents who did not go to school at all.

**Influence by the Surrounding Community**

The social influence which the communities have on schools was cited as a major factor that may cause adverse effects on academic performance. Eshiwani (1983) notes that neighbouring communities sometimes sell drugs like Bhang and illicit brew (changaa) to students thus affecting their performance. Other communities organize dance parties and discos where students sometimes sneak at night to attend.

This study is having much in common with the previous studies carried out by other scholars like Mworia (1993),
Ngwala (1984), Okumu (1981), Eshiwani (1988) and Gakuru (1982) among many other researchers in Kenya. They came out with findings that explained the factors which influenced performance in their respective districts in the past. Since we are in a dynamic world, what was applicable ten or twenty years ago may be outdated today. Homa Bay District is also different in terms of geographical location. Factors that may be causing poor performance in Nandi District, for instance, may not be the same factors affecting performance in KCSE in Homabay District. The kind of subjects involved in the research are vital factors of difference. For example, teachers may have the same professional qualification but differ in quality and commitment.

It was the intention of this study to investigate the factors that influence performance in Homa Bay District whose performance is persistently poor in KCSE examinations. The findings should help in giving suggestions and recommendations for improvement in KCSE examinations in Homa Bay District. The next chapter provides the design and methodology of the study.
CHAPTER THREE
DESIGN AND METHODOLOGY

Research Design

This study was a descriptive survey research to investigate the current situation in Homa Bay District as far as overall performance in KCSE examinations is concerned. Descriptive research studies are designed to obtain information concerning the current situation and other phenomena and wherever possible to draw valid general conclusions from facts discussed (Lokesh, 1984).

The methods used to conduct the research were non-experimental because they deal with relationship among non-manipulated variables. Since poor performance in KCSE in Homa Bay District has occurred and may continue to exist, the researcher merely selected variables considered relevant for an analysis of their relationships.

Location

The research is intended to investigate the factors that influence performance in KCSE in Homa Bay district, Nyanza Province. The district was selected for the study due to its continued poor performance in KCSE examinations.
Homa Bay District borders Migori in the south, Rachuonyo in the north-east, Suba in the West and Kisii District in the East. It shares Lake Victoria on its borders with Rachuonyo and Suba districts. Its population is approximately 1.2 million.

Homa Bay District has a diverse climate; towards the northwest is usually very dry and the inhabitants depend on fishing activities for their livelihood. The east and southern part has a reliable rainfall and the people depend on varied agricultural activities - growing maize, beans, cassava and millet. They also grow tobacco and sugarcane as cash crops.

The researcher would have liked to carry out this study in all secondary schools in the district, but due to wide geographical area, limited time and finance, Rangwe Division proved manageable, incorporating a few other schools from the neighbouring divisions for the purpose of fair representation of the population of study. Other divisions in Homa Bay District include Ndhiwa and Nyarongi to the southwest Riana to the extreme south, and Asego immediately adjacent to Homa Bay Municipality to the Southeast.
**Study Population**

Homa Bay District comprises of 25 secondary schools: 7 girls secondary schools, 5 boys secondary schools and 13 mixed secondary schools. The researcher randomly selected 5 schools from Rangwe Division, 1 mixed, 2 boys and 2 girls schools; from Asego Division, 1 boys and 1 girls schools and from Nyokal Division he selected 3 mixed schools.

**The Study Sample**

Considering the objectives for the study the researcher used stratified sampling method to obtain a sample of 10 schools, which, were selected in the following ways.

**Table 5: Homa Bay District Schools: The number sampled for study against the total number of schools**

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number in the District</th>
<th>%</th>
<th>Number Sampled</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>5</td>
<td>20</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Boys</td>
<td>5</td>
<td>20</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Mixed Day</td>
<td>5</td>
<td>20</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Mixed Day and Boarding</td>
<td>9</td>
<td>36</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
<td>10</td>
<td>40</td>
</tr>
</tbody>
</table>
The sampling was purposively done to get respondents from girls, boys, mixed day and mixed boarding schools.

The total number of subjects in the study comprised 10 headteachers, 50 teachers, 10 BoG members – each from every school, 10 PTA members – each from every school. Area Education Officer, Area Inspector of Schools, District Inspector of Schools, and District Education Officer, giving a total of 84. The sampling procedure is further explained in the following table.

**Table 6: Distribution of the Study Sample: Homa Bay District**

<table>
<thead>
<tr>
<th>School</th>
<th>Headteacher</th>
<th>No. of teachers</th>
<th>BoG members</th>
<th>PTA members</th>
<th>AEO</th>
<th>AIS</th>
<th>DIS</th>
<th>DEO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orero Boys</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Homabay Boys</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Kuoyo Kochia</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Asumbi Girls</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ogande Girls</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Ombogo Girls</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Disii Mixed</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Nyawita Mixed</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Luora Mixed</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Achego Mixed</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>50</td>
<td>10</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Research Instruments

To get the required information, three instruments were used, namely: the questionnaires, interviews and observation.

Questionnaires

To collect information from headteachers and teachers, questionnaires were used. The questionnaires were personally administered at the respondent's scheduled time as opposed to interviews, which required the respondents to fix time with the researcher. With questionnaire the respondent assured of the anonymity. Kerlinger (1973) states that questionnaire elicits information on appropriate area to which the respondents respond objectively.

The questionnaires were constructed to respond to research objectives concerning the quality of teachers, nature and adequacy of teaching-learning resources, effectiveness of the head teachers in the administrative skills, the attendance trends, frequency of school supervision and inspection and parental support to the learning of their children, among others.
Interview Schedule

This instrument was used to interview the chairperson (or member) of BOG and PTA, District Education Officer, District Inspector of Schools, Area Education Officer and Area Inspector of Schools. The interview results were used to cross check the information received from the teachers and headteachers as regards factors that influence performance in KCSE in the district. They also provided useful information on the official government policies regarding the factors under investigation.

Observation Schedule

The observation schedule was used to determine the availability, nature and adequacy of the learning resources and the preparedness of teachers for instruction.

Pilot Testing

Pilot testing involved two questionnaires because the main purpose was to cross-check the suitability of each of the questionnaires. Specific areas which were checked included:

- The suitability of the language used, that is, simplicity of the language to the teachers.
- The clarity of each question and the choices in the responses.
Time taken by each respondent in completing the questionnaire.

The adequacy of the spaces provided for the written responses.

After discussing the questionnaire with respondents, colleagues and the supervisor to establish their content validity and reliability, the questionnaire was revised and the final version distributed to the respective respondents at the opportune time.

Three schools were used for piloting. The pilot schools were not part of the sample schools.

**Data Collection Procedure**

The data collection included the following stages:

- Obtaining permission from the office of the District Education Officer as required by the law of carrying out a research.

- Visiting of the sampled schools to inform the headteachers about the study and make more arrangements for issuing of the questionnaires to teachers and head teachers.
• Visiting the DEO, DIS, AEO, BoG chairman and PTA chairman informing them about the study and make arrangements for the appropriate time to interview them.

• Distributing the questionnaires and conducting the interviews to the relevant respondents using interview schedules.

• Filling the observation schedules on the same day that questionnaires were distributed to respondents.

Data Analysis

The study was descriptive survey. According to Gay (1976) the commonly used method in reporting a descriptive survey is the use of frequency distributions, calculating the percentages and tabulating them approximately.

The responses elicited by questionnaires from the headteachers and teachers were analyzed and the results were presented in form of descriptive statistics, that is, frequencies and percentages. Results from interviews were used to supplement data obtained using statistical package for social sciences (SPSS) to analyze data.
Observation results were used to verify the information gathered by questionnaires and interview schedules. It is on the basis of this approach that findings presented in chapter four were reached and conclusions drawn.
In the presentation of data in this chapter, responses on the closed-ended and open-ended items were summarized in tables by frequencies and percentages. The rest of the data were presented in narration form where the most outstanding responses were mentioned. Observation schedule was used as a third instrument to verify the performance of other two instruments.

Data Analysis

The information presented in this chapter was obtained from subject teachers and headteachers. Other information is obtained from B.o.G and P.T.A chairmen and schools inspectors. Table 6 below gives the age of the teaching staff in the sample secondary schools.
Table 7: Age of the Teaching Staff (n=50)

<table>
<thead>
<tr>
<th>Age Interval</th>
<th>Number of respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-29</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>30-34</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>35-39</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>40-44</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>45-49</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>50-54</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 7 shows that 60% of the teachers are below 35 years of age. It implies that the teaching profession in this district is dominated by young people who could have left college recently. The table further explains that 34% of the teachers are between the age of 35 and 44 where teachers are expected to have gathered vast experience in the profession. It is distinctly clear that 94% of the teachers are between the age of 25 and 44 a period that one is able to exercise his/her full ability and talents for exemplary performance. This distribution can be observed along gender lines. The following table explains gender by age of the teaching staff.
Table 8 indicates a very big gender disparity in the teaching staff of in some selected secondary schools in Homa Bay District, male represented by 74% and female 26% respondents. The dominance of male teachers could contribute to poor performance as there are certain subject areas like languages and humanities where female teachers perform better than male teachers. Qualification of teachers is another factor that contributes a lot to school performance. Table 8 below analyses professional qualification of teachers in sample schools.
Table 9: Professional Qualifications of the Teaching Staff (n=50)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number of respondent</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>B. Ed</td>
<td>31</td>
<td>62</td>
</tr>
<tr>
<td>M. Ed</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>P.G.D.E</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 9 indicates that 34% of the teachers are diploma holders, whereas 62% of them are graduate teachers with Bachelor of Education (B.Ed) degree. In other words, 96% of the sampled teachers in Homa Bay District are professionally qualified. They have been trained in all aspects of education as far as school curriculum implementation is concerned. The difference would only occur in their experience in the field and other factors this study has to investigate. Table 10 presents the teaching experience of the respondents among the teaching staff.
Table 10: Teaching Experience of the Teaching Staff (n=50)

<table>
<thead>
<tr>
<th>Years in service</th>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>5-9</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>10-14</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>15-19</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>20-24</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>25-29</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 10 shows that most of the teachers lack experience in the teaching profession since 60% of the respondents have not taught for more than 9 years. The table explains still that 24% of the teachers have been in the field for less than 5 years. Further analysis reveals that over 52% of the teachers have taken less than 5 years in their present schools and 86% have taken less than 10 years. The description of inspectors (Appendix E, item 9) described the commitment level of teachers as moderate (100% responses). This means teachers are not very committed to their duties.
The following table shows how often teachers prepare their schemes of work.

Table 11: How often Teachers Prepare Schemes of Work (n=50)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a month</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Once a term</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>Once a year</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

According to table 11, 92% of the respondents prepare schemes of work. But 8% of them do not prepare schemes of work at all. Many of the teachers prepare schemes of work for administrative purposes. Schemes of work are what give guidelines on the sequence of syllabus coverage. It allows the teacher to plan his work consistently for a whole term or year. This study revealed that some teachers prepare schemes of work so as to impress the headteacher or team of inspectors but is not actually followed as it is prepared. Schemes of work give guidelines on the preparation of the contents of the daily lesson plans. The following Table 12 shows how often teachers prepare their lesson plans.

53
Table 12: How often Teachers Prepare their Lesson Plans (n=50)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>Once a week</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Once a term</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Not at all</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 12 shows that only 28% of the teachers prepare lesson plans on daily basis. Twenty percent of the respondents prepare lesson plans once a week as 8% prepare them once a term. Ironically, it was observed that the greatest percentage of 44% do not prepare lesson plans at all. Such teachers may walk in the classroom with textbooks or un-updated notes without adequate preparation. Others may teach from schemes of work, which lacks a detailed reference from various textbooks and other teaching-learning resources. Information was sought on the frequency of attending seminars and workshops by teachers (Appendix B, item 11, Appendix C, item 6). The data was presented in Table 13 following.
<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Twice</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>More than twice</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Never</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

From Table 13, it is observed that only 30% (15) of the respondents have attended inservice courses more than twice in their teaching profession. Twenty two percent have attended at least once and 10% twice. The table indicates that 38% of the teachers have never attended inservice courses. Without adequate preparation and efficiently co-ordinated inservice courses, no good performance can be expected in any school.

As far as giving special attention to students is concerned, 92% of the sampled teachers gave students homework. However, it is observed that without follow-up of homework, a good number of students do not complete their homework.

In this study, only 14% of the respondents stated that over 75% of their students complete teachers’ homework. Fifty-two
percent of the respondents regret that less than 50% of their students complete homework. If assignments are not done or completed and presented to teachers for marking, the logic of such assignments loses meaning. By assessment and evaluation of the student’s work the teacher learns the students ability with an objective of assisting him to improve his performance.

The study revealed that 90% of the respondents give remedial teaching either during class hours (14%) or after class hours (76%). The response were confirmed by inspectors as done by all schools (appendix E, item 11). We should note that giving remedial teaching and homework to students require special commitment on the side of the teacher. Without that it will be discovered that a lot of students work is not marked and remedial teaching may be just in theory than practice. For any good results to come out, the teachers’ commitment level is of great importance.

From the headteachers’ questionnaire, 40% of the respondents describe commitment level of teachers as high, 50% as moderate and 10% as low, that is, 60% are not totally committed to their work. This implies that most of the
teachers may only do the work to impress the administration but not to improve performance. Those with high commitment level, on the other hand, will be determined to do the best work with or without any incentives or supervision. Commitment to work influences the input of the teacher and consequently his/her performance in general.

This study found that 58% of the respondents do not receive any incentive whereas 42% receive them. There are a good number of teachers who continue to do good work without incentives offered for motivation. However, it is important to note that promotions motivate teachers and develop their morale on the work. Motivations may be in form of certificate of excellent performance, monetary material rewards. One may be ready to work for extra hours when hoping to get extra reward. Schools whose teachers are given these incentives tend to perform better in national examinations since their teachers work beyond the stipulated hours.

Teaching - Learning Resources

The availability of the teaching learning resources makes a difference in the achievement of students. The teachers' questionnaire gives the following information in relation to the
type and availability of teaching - learning resources in sampled Homa Bay District schools.

Table 14: Teaching-Learning Resources Commonly used by teachers (n=50)

<table>
<thead>
<tr>
<th>Type of Teaching-learning Resources</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td>35</td>
<td>70</td>
</tr>
<tr>
<td>Pamphlets/past papers</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Laboratory Equipment</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Chalkboard</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>Workshop Tools and Equipment</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Stationery</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Library</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Newspapers, Journal, Periodicals</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Resource Persons</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Radio Cassette</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Field Project</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

From the data given in Table 14, it is noticed that textbooks are the most popular teaching-learning resources in many secondary schools. This was cited by 70% of the respondents. Laboratory equipment scores only 10% whereas workshop tools and equipment score 2%. Library and Newspapers or journals
score 4% in each case. The data indicates that there is a need to effectively address the issue of teaching-learning resources if we are to expect any good results from this region.

The current Kenyan educational system lays more emphasis on science and practical subjects which cannot be effectively handled without laboratory equipment and workshop materials. When teachers were asked to state the adequacy of teaching-learning resources, 66% responded that they were inadequate and 34% said they were adequate. This implies that performance cannot improve if the supply of relevant teaching-learning resources cannot be looked into.

The researcher used another instrument (observation guide, Appendix F) to verify the information given before on teaching-learning resources and school facilities.
Table 15: Nature and Availability of Facilities as Observed in Schools (n=10)

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Availability (f)</th>
<th>% Not available</th>
<th>% Not updated</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom, desks, chairs</td>
<td>6</td>
<td>60</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Library, Textbooks</td>
<td>3</td>
<td>30</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>Laboratories</td>
<td>4</td>
<td>40</td>
<td>40</td>
<td>2</td>
</tr>
<tr>
<td>Workshops</td>
<td>1</td>
<td>10</td>
<td>90</td>
<td>0</td>
</tr>
<tr>
<td>Play Fields</td>
<td>7</td>
<td>70</td>
<td>10</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 15 explains that 40% of the classroom desks and chairs are not up-to-date. It was observed that in some schools students share chairs and write on their thighs, no desks. Laboratories were only available in 40% of the schools observed. 40% of the schools visited did not have laboratories whereas 90% had no workshops. This implies that subjects like Agriculture, Drawing and Design, Metalwork and all science subjects cannot be taught effectively without these resources. The observation done by the researcher confirmed that schools that top the district’s ranking list (table 3) such as Asumbi Girls and Orero Boys are the once having most of the required facilities.
Table 16: Documentary Preparation as Observed in Sampled Schools (n=10)

<table>
<thead>
<tr>
<th>Office</th>
<th>Availability</th>
<th>% Available</th>
<th>% Not available</th>
<th>% Not updated</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School timetable</td>
<td>10</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visitors book</td>
<td>10</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black book</td>
<td>5</td>
<td>50</td>
<td>4</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>Teachers’ schemes of work</td>
<td>3</td>
<td>30</td>
<td></td>
<td>7</td>
<td>70</td>
</tr>
</tbody>
</table>

**Staff room**

<table>
<thead>
<tr>
<th>Office</th>
<th>Availability</th>
<th>% Available</th>
<th>% Not available</th>
<th>% Not updated</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School timetable</td>
<td>10</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class timetable</td>
<td>10</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ lesson notes/plans</td>
<td>3</td>
<td>30</td>
<td></td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Record of work book</td>
<td>7</td>
<td>70</td>
<td>3</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>The mark books/progress records</td>
<td>5</td>
<td>50</td>
<td>1</td>
<td>10</td>
<td>40</td>
</tr>
</tbody>
</table>

Table 16 shows that all schools visited had school timetables, visitors books and class registers. However, the observation revealed that 40% of the schools did not have black books and 10% did not update them. It was further observed that only
30% of the teachers had schemes of work while 70% had not updated their schemes of work and lesson notes/plans. 70% had record of work books while 30% did not have any. 50% had mark books while 40% did not update them and 10% did not have any mark books. The indication is that most teachers were not adequately prepared with teaching tools.

If the right teaching-learning resources are availed to the teacher, it will be his task to select and organize the right teaching-learning strategies, which will enhance effective learning. As Jeffreys (1971) puts it, "The teacher is there to guide and select the appropriate learning experiences and resources that motivate the interest and aspirations of the learner". Table 15 describes the teaching-learning strategies applied by the sampled teachers in this study.
Table 17: Teaching-Learning Strategies Applied by Teachers (n=50)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Discussion</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>Lecture</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Question/Answer</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>Note-taking</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Experimentation</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Expository</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Assignment</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Project work</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Induction</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 17 shows that 44% of the teachers use discussion as a teaching-learning strategy whereas 36% apply lecture method. Lecture method is an old type of strategy that encourages passive learning rather than child-centred approach. There are other strategies shown in the table. These are demonstration (20%) expository (14) and experimentation (8%). Shortage of teaching-learning resources tends to limit teachers in the application of strategies that require practical demonstrations. Students learn better when they manipulate the learning
resources and are involved in the learning atmosphere. This is experienced by Asumbi Girls (Table 3) which is sufficiently equipped to top the list of performance among the Homa Bay District secondary schools.

**Effectiveness of Headteachers**

An item in the teachers' questionnaire (Appendix C item 21) sought the commitment level of headteachers. Majority (58%) of respondents rated it high, moderate (40%) and low (2%). Those described as having high commitment level are ever in schools and have supervisory skills. The following table further gives teachers description of their headteachers.

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ever in school</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Starts teaching at dawn</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Lacks supervisory skills</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Accessible</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Has supervisory skill</td>
<td>20</td>
<td>40</td>
</tr>
</tbody>
</table>

According to Table 18, only 22% of the respondents indicated that headteachers as ever in schools. This implies that 78% of
the headteachers are hardly found in their places of work. Some heads put schools in difficult situations by failure to delegate duties to the deputy headteachers or other teachers while they are away. In some schools, serious teaching-learning would cease until the headteacher is seen around. It is such headteachers who lack supervisory skills as indicated by 20% of respondents.

One respondent remarked: “He is not accessible, not sensitive to teachers’ problems and his public relations with the staff is poor”. The reverse of this kind of leadership would definitely promote performance. Teachers require effective supervision in a friendly atmosphere devoid of any coercion.

The education officers and inspectors (appendix E, item 8) described the appointment of headteachers of secondary schools as being based on ability (50%), administrative background (75%), interviews (100%) and influence by the higher offices (25%). The criteria indicates that there is room for appointing effective school heads who should administer good administrative skills including effective supervision of teachers.
This study found that 39 respondents (78%) of the respondents had not been supervised by their headteachers. This number is alarming since less supervision leads to laxity on the teachers' part. Hence, poor performance, since teachers will not adequately prepare as was presented in Table 11 and 12. Supervision of teachers by the headteacher involves checking and signing of their schemes of work and lesson plans, and occasionally appearing in their classrooms to ensure that effective teaching/learning process takes place. It is by such rapport of the headteacher and his teaching staff that would let him take note of inadequate teaching-learning resources and also advise against inappropriate teaching-learning strategies. The problems discovered through cordial interactions of the headteacher and his teaching staff would therefore be brought in inter-personal or staff meeting discussions to find ways and means of solving them.

This study found that majority of the headteachers (42%) respondents convene staff meeting at least twice a term. This means they would have one at the beginning and another at the end of the term. Some headteachers hold staff meetings once a term (36%) while others have them only when there is a crisis (10%).
It is ideal to convene staff meetings twice a term. Having a staff meeting at the beginning will enable the headteacher and the staff to spell out school's objectives and goals that are to be achieved by every individual (including students) by the end of the term. It is at this time that teachers place an order of the teaching-learning resources needed in their learning areas. It is this staff meeting that will set the mood of teaching and learning atmosphere in the school.

It is important to hold another staff meeting at the end of the term to evaluate the teaching and learning experiences throughout the term. The performance of the students get graded and ranked accordingly. Teachers also assess the validity of their teaching tools. Having a staff meeting once a term makes the school lose grip of consistency, unless such a meeting is disintegrated into departmental levels. Having a staff meeting once a year or only when there is a crisis means that there is no understanding between the headteacher and staff members and so would like to avoid any possible meeting with them. For the purpose of convenience, staff meetings should be there as frequent as possible.
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Matters that cannot be solved at staff meetings are forwarded to B.o.G or P.T.A meetings. B.o.G is the school organ whose responsibility is the general management of the school. P.T.A is concerned mainly with issues related to the welfare and school development. The following table gives the frequency of B.O.G and P.T.A meetings held in a year as given by the respondents on the headteacher’s questionnaire.

Table 19: Headteachers Response to Frequency of B.o.G and P.T.A Meetings (n=10)

<table>
<thead>
<tr>
<th>Number of times a year</th>
<th>B.o.G</th>
<th>P.T.A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in Table 19, 40% of the schools B.o.G convene meetings twice a year whereas 30% of them hold meetings thrice a year. The table illustrates that there are certain
occasions when B.o.G members meet 4 times (20%) or 6 times
(10%) a year. Some institutions that hold meetings 4 times a
year spread them out for at least a term. Where there are no
pressing issues to be attended to B.o.G and P.T.A meetings are
advised to hold meetings two or three times a year.

The study revealed that BoG and PTA chairmen(persons) are
retired civil servants and businessmen(women) of over 50 years
of age. 7 out of 8 are men and 65% of them have held such
offices for over five years. There is need for gender balance and
incorporation of younger members of the society.

Parents Teachers Association involves both parents and
teachers in matters pertaining to school development. They
also organize prize giving days that reward teachers and
students to getting motivated and improve performance. The
association further unites all the stakeholders of the school for
the purpose of improving school facilities, teaching-learning
resources and the academic performance of the school.

The research revealed that most mixed schools (65%) have low
enrolment (20 to 40 students) of one or two streams) as
compared to boys or girls schools (35%) (40 to 60 students of
three or four streams) per class. All schools had permanent structures, but mixed schools had the problem of basic facilities 60% of schools lacked electricity, 30% had no science laboratories and 20% had the problem of adequate toilets. These problems should call the attention of BoG and PTA members.

Headteachers' response (n=10) on the disciplinary matters on student and teachers are handled by offering guidance and counseling(90%). Some students' misconducts are handled by corporal punishment (50%), manual work (30%) and suspension(20%). For teachers gross offences the headteacher and the DEO's office recommend to the Teachers Service Commission (TSC) to transfer them or interdict in accordance to Teachers Code of Regulations.

**Nature and Frequency of School Inspection**

Inspection of schools by educational inspectors is aimed at guiding and advising teachers on how to improve their teaching-learning resources and be able to adopt new trends of teaching-learning strategies which enhance a conducive learning atmosphere.
The sampled education officers and inspectors in Homa Bay District are all men. Out of the 4 interviewed, 2 are between 40 and 50 years, is 37 years and the other 53 years of age. Three of them have been in office for more than 3 years while 1 has been there for less a year.

The following table indicates part of the help inspectors offer to teachers.

<table>
<thead>
<tr>
<th>Nature of Professional and Educational Help</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice on teaching-learning resources</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Advice on right teaching-learning strategies</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Advice on the updates of professional records</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>Advice on syllabus coverage</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Help given not effective to teachers</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

According to Table 20, the work performed by inspectors that scores the highest (42%), is the update of professional records,
which include schemes of work, lesson plan, records of work, and progress records. Advice on teaching-learning resources scores 14% and syllabus coverage 18%. Advice on teaching-learning strategies (30%) scoring the second best because without correct selection of strategies even the available resources would be depleted.

Mworia (1993), strongly highlights the role of inspectors in educational forum as providing concrete and constructive advice to teachers, arranging for courses and workshops to teachers and headteachers in the specific areas of specialization, critically evaluating and reviewing new publications and textbooks sent to or purchased by schools, and running of induction courses for newly recruited teachers and schoolheads. The task of inspectors is so important that frequent supervision and inspection should be viewed by all stakeholders as being very fundamental in any educational programme.

This study reveals that inspection is done only once a year (50%) in most schools. Other responses show once a term (26%), twice a year (14%) and not at all (10%).
Doing inspection only once a year as shown by the majority of the respondents (50%) is actually not enough. A follow-up is necessary to ensure that the previous advice offered to teachers is adhered to and put into practice. One inspection in a year is not sufficient and would result into laxity amongst teachers. This is evident in table 11 and 12 where 8% of teachers do not prepare schemes of work and 30% prepare them only once a year. In Table 1w the highest number of respondents (44%) do not prepare lesson plans.

When asked the cause of fewer inspection done in schools all the four respondents gave transportation problem as a bottleneck. Seventy-five percent of the respondents cited financial handicap as the main cause, leading to some planned travels to schools for inspection be cancelled hence some schools not being visited at all throughout the year.

The transport constraint confirms what Okumu (1981) observes that lack of adequate supervision of schools by the Ministry of Education is a factor that may create laxity in individuals involved in the educational programmes. Good performance, therefore would be realized only through a well-
co-ordinated system of efficient supervision and inspection of schools.

**Parental Involvement in the Performance of their Children**

Students of high academic potentials have been wasted due to lack of commitment by their parents to their education. Some students on the other hand have ventured into greater academic heights as a result of encouragement and resources vested into their education by their parents, (Ayot and Briggs, 1990). The following data analyzed explain the extent and effect to which parents are involved in the performance of their children.

From the responses to teacher questionnaire (Appendix C, item 29), we assessed the purpose of parental visits to schools. The analysis indicates that 72% (36) of the respondents see parents visit schools only when they are invited. The implication here is that such parents will not make any visit to schools to look into their children's performance, or talk with teachers to give them morale. However, there is a group of parents who visit schools to make a follow-up (54%) on the performance of their children. They make efforts to meet individual subject teachers
and discuss with them the areas of their child's weakness. From this discussion the remedy is sought to help such a child improve.

The study revealed further that some parents make such visits to discuss the disciplinary problems of their children. The teacher's describe disciplinary cases as minimal (68%). The headteachers' questionnaire has also a similar response (70%, item 27). If the disciplinary situation is described as satisfactory rather than good or otherwise, this indicates that something needs to be done. For example, there will be frequent absenteeism, drug influence and dropout by some students. The following table describes causes of absenteeism in schools.

**Table 21: Causes of Absenteeism in Schools (n=10)**

<table>
<thead>
<tr>
<th>Causes</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of school fees</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Sickness</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Poverty</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Students laxity</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>
Table 21, indicates that the main causes of absenteeism in schools are lack of school fees (70% respondents) and poverty (40% respondents). Some students go home and not comeback once they are sent home for fees. Because of poverty at home their parents choose to stay with them. The headteacher questionnaire (item 34) describe parents' payment of fees as poor (60%) and fair (40%). According to BoG and PTA chairmen (persons), (Appendix D., item,1 5) the attitude of parents towards education of their children is: positive(50%), unconcerned (36%) and negative (12%). The inspectors guide (Appendix 22) described parents attitude towards education as positive (75%) and negative (25%). The indication is general is that most parents are willing but are handicapped by poverty. The level of poverty has also prohibited parents from providing teaching-learning resources for their children. The majority of the parents are shown to be too poor to pay school fees and provide learning materials for their children. If the rate of poverty cannot be reduced, then the poor children will be denied their right to education as those of the rich grab the opportunity, hence inequitable provision of educational opportunities. “Schools, it is argued, limit the opportunities of the poor by their selection processes which favour the rich ----
Existing income inequality leads to unequal consumption of education" (Ayot and Briggs, 1990).

**Community Factors Influencing Performance**

There are various social, economic and religious factors emerging from the surrounding community of any school that may influence academic performance of students positively or negatively. Table 22 gives the responses of teachers on community factors in terms of social and cultural problems that influence performance in schools.

<table>
<thead>
<tr>
<th>Community Factors</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture and Traditions of community</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Peer Influence</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>Drug Taking</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Family set up (Single or Large families)</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>Adolescence and Pre-marital sex and Pregnancies</td>
<td>16</td>
<td>32</td>
</tr>
</tbody>
</table>
From Table 22, it can be observed that family setup, single or large, represents 42% respondents. Majority of children from this group of families, as noted from the data collected always break lose from the control of their parents, thus indulging into unwanted behavior, and would as well influence other students.

The other social problems emerging from the community include peer influence (26%), drug taking (18%), and adolescence, pre-marital sex and pregnancies (32%). Most of these come up as a result of the effect of peer influence.

Husen and Postlethwaite (1994) define peer pressure as the interactions, relationships and group structures involving persons in a group of nearly the same developmental level. Peer influence from within or outside the school may require keen attention and guidance by the teachers or parents or else it may lead to a wrong course. It is recognized that for many children peer problems lead to long-term disturbances such as early dropout, delinquent behavior in adolescence and psychopathology in adulthood.
Drug abuse is another problem caused by community influence. Drug means any substances other than food, intended to affect the structure or function of the body or mind. A great diversity of drugs, when ingested frequently or in excessive doses, can exert a deleterious influence on learning. Drug abuse, as cited from the data collected (36%) poses a great problem to our educational system. Some of these drugs are alcohol, bhang taking and cigarette smoking.

Educators, particularly the teachers, curriculum developers and school administrators have a great task to decide on the best approach to undertake in order to dissuade the youth out of such habits. Furthermore educators and parents should serve as role models for the students. Pre-marital sex and pregnancies is another problem that poses threat to children in our society. Many students have dropped out of school, or contacted sexually transmitted diseases (STD) or even died as a result of being HIV positive due to careless sexual behaviour. The situation has called upon the desire to have sex education in our schools, a point that has met varied opinions. Some parents fear that sex education will instill improper attitudes in children and will promote promiscuous sexual activity.
Proponents of sex education argue that this fear should not block young people from obtaining the information, which they need to avoid unwanted pregnancies and sexually transmitted diseases (STD) (Husen, 1994). However, the Kenya government has taken a step forward by introducing Aids Education in the Kenya school curriculum with an aim of minimizing the effect of Aids scourge in our country.

Another problem, which emerges from community, causing adverse effect to performance, is poverty, attracting 92% (46) respondents in the study. Poverty is the route course of most problems mentioned. According to Table 21 it was stated by 70% respondents that parents are not able to pay school fees as expected because of poverty. Steps should be taken for rehabilitation against poverty.

Religious factors are also disclosed in this study to be community problems affecting performance. These include church dogma (34% respondents) and days of worship issue (22% respondents). DEO and DIS (Appendix E, item 23) confirmed that many parents have religious attachment that prohibit their children attending school all the times. Some students have been noticed to spend most of their daytime
worshipping. Some, however, take some days off as being sacred meant for rest and worship. Such overworshipping has led to poor performance and school dropout.

All of the respondents gave very important suggestions for better performance in future. These included effective school administration, sound discipline from both students and teachers, provision of adequate facilities and teaching-learning resources, effective inspection and supervision of schools, positive attitudes of parents to education and retraining of teachers to update them on the current trends of teaching-learning strategies.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Introduction

The main purpose of the study was to investigate factors influencing performance in Kenya Certificate of Secondary Education in Homa Bay District. The study targeted secondary school headteachers, subject teachers, B.o.G and P.T.A.

Questionnaires were administered to collect data from 10 headteachers and 50 subject teachers (selected through stratified sampling: mixed, boys and girls schools). The study further used interview guide for A.E.O, A.I.S, D.E.O, B.o.G and P.T.A chairmen (selected through purposive sampling). The third instrument for the study was observation schedule, which was used to verify the information given in the questionnaire and interview guides.

The data were analyzed and presented as frequency distributions, percentages, tables and narrations form.
From the data presented in chapter four the findings that emerged helped to address the basic research questions of the study. The findings are summarized as follows.

**Summary of the Research Findings**

In the study it was found out that 60% of the teaching staff are between the ages of 25 and 34 years. Teachers whose ages were between 40 to 50 were 22%. Thus majority of the teaching staff in the sample were young and most of the respondents were male teachers (74%).

The study revealed that most teachers were professionally qualified, 34% as Diploma and 62% as graduate teachers. The youth comprises 60% of the trained lot. Many of them had been teachers for not more than 5 years and therefore lacked teaching experience. Most of them (52%), had also not stayed in their present schools for more than 4 years.

Although the teachers were relatively young, the majority of them did not prepare lesson plans (44%) and some of them prepared schemes of work only once a year (30%), 8% are indicated as not preparing lesson plans at all.
The study revealed that only 30% of the respondents had attended seminars twice and 38% had not attended any in their teaching career.

Further, the study showed that 92% of the teachers sampled gave homework but only 52% of the students completed their work. Ninety percent of the teachers gave remedial teaching and during which serious teachers made follow-ups to the uncompleted homework. This is a situation that require committed teachers. Headteacher questionnaire described 40% of the teachers as highly committed, 50% as moderate and 10% as having low commitment level. In some cases teachers were given incentives to motivate them and get more committed.

The study revealed that 58% of the respondents do not receive incentives whereas 42% receive them in the form of material gifts, certificates and commendation letters. A committed teacher, however, would perform his duty to the best with or without incentives.

Textbooks proved to be the most popular (70%) teaching-learning resources in this study. Other teaching-learning resources cited are stationeries (40%) chalkboard (28%) and
laboratory, library pamphlets, newspapers, journals and workshops each scoring 10%. The point here is that there is inadequacy (66%) in essential facilities such as the above, especially for practical subjects.

Inadequate teaching-learning resources had an effect on the selection of the teaching-learning strategies to be adopted by the teacher. Shortage of many materials had made most teachers resort to strategies like discussion (44%), lecture (36%), question-answer (18%) and note-taking (18%). Effectiveness of the headteacher contributes a lot to the management and supply of resources. The teacher's questionnaire evaluating commitment level of their Heads revealed that only 22% of the headteachers were found in their schools. The study indicated that 78% of the teachers are not supervised by their headteachers.

Staff meetings were some of the forums teaching experiences are shared as a staff with the administration. The study discovered that 42% of headteachers hold staff meetings twice a year, 36% twice a term, 10% once a year and during a crisis.
Inspectors also play a very important role in academic performance. The study revealed that the inspectors offer professional and educational advise to teachers and heateachers in areas including relevant teaching-learning resources (14%), appropriate teaching-learning strategies, updating professional records (42), syllabus coverage (18%) and general administrative issues that would enhance effective curriculum implementation. According to findings from this study, effective inspection does not take place in the sampled schools of Homa Bay District. Many schools have inspections only once a year (50%), some once a term (26%), others twice a year (14%) and the rest (10%) have never seen inspectors for years.

Reasons given by education officers and inspectors for limited number of inspection are transportation problem (100% respondents) and lack of funds (75% respondents). The failure of continuous inspection has further led to laxity in teachers as established by the study that 44% did not prepare lesson plans and 30% prepared schemes of work only once a year. The study also reveals that all education officers and inspectors interviewed (item 4) are men. There is lack of gender balance in this vital service to teachers.
According to this study, 72% of the parents visit schools only on invitation, 46% are not bothered and 24% visit because they are worried of their children's conduct. Twelve per cent (12%) of the parents respondent stated that they did not visit the schools at all, whatever the situation.

Seventy percent of headteachers revealed that absenteeism is caused by lack of school fees. Many parents who cannot pay fees prefer to stay with their children at home. Poor payment of fees is identified to be caused by poverty (40% responses) rather than negative attitude to education (18%).

Community factors revealed in the study to affect performance include culture and traditions (18%), peer influence (26%), drug taking (36%), family set-up (42%) and adolescence, pre-marital sex and pregnancies (32%). Where proper caution and advise are not administered many students drop out of schools due to unwanted pregnancies, sexually transmitted diseases (STD) or even die of HIV/Aids.

**Major Findings**

The major findings of the study are:
• Majority of the teachers are young and are capable of producing the best should they be given all materials required in their respective subject areas. There is need to give them effective induction and supervision as they lack experience in the profession.

• Many teachers in Homa Bay District are qualified trained graduates with Bachelor of Education (B.Ed) degree or Diploma in Education. However, there is uneven distribution of such teachers particularly in relation to old and newly registered secondary schools.

• Teaching-learning resources were inadequate in most of the schools. Shortage of teaching-learning resources has a bearing on the selection of teaching-learning strategies. Shortage of the former affects the latter. Schools with adequate teaching-learning resources perform better in education matters than the ones without.

• Many headteachers did not let their teachers attend in-services courses like seminars and workshops, which could assist them update their teaching-learning resources and strategies
• Although many of the headteachers of Homa Bay District were revealed to be committed, they were also hardly found in their schools.

• Poor supervisory skills by most headteachers has affected performance in Homa Bay District. Majority of the teachers indicate they have not been supervised or inspected by their headteachers since they were employed. Poor teacher supervision leads to poor teacher preparation hence poor academic performance.

• Supervision and inspection by educational inspectors is revealed to be ineffective since they are done only once a year in most schools. Some schools are hardly reached by inspectors. Reasons given by inspectors for poor visitation were lack of transportation and limited funds.

• Poor parental involvement in the teaching and learning of their children was cited to be one of the causes of poor performance in schools. Majority of parents are poor and not able to complete fee payment in time. There was also poor parental response to the provision of teaching-learning resources.
• Certain community factors were found to affect students' learning. These include drug abuse, peer influence, single and large families, pre-marital sex and pregnancies as well as church dogma. If these aspects are not properly checked they may drastically affect the students' lives, leading to failure, suffering and death.

Conclusion

The study revealed that most of the sampled teachers are young although professionally qualified. However, they lacked effective induction, supervision, inservice courses and provision of adequate relevant teaching-learning resources which seem to affect performance of students in KCSE examinations. There are also community factors that negatively influence performance such as drug abuse, alcoholism, peer influence and problems associated with sexual misbehaviour.

Recommendations of the Study

Based on the findings of the study, the researcher wishes to make the following recommendations, most of which were provided by the respondents in the study such as headteachers questionnaire (item 36), teachers questionnaire (item 35), BoG
and PTA interview guides (item 22) and education officers and inspectors guides (item 25).

- Qualified teachers should be equally distributed in all schools.
- Re-training, inservice training and conducting seminars and workshops for teachers should be frequent, at least once a term; to abreast them on appropriate teaching-learning resources and strategies.
- Motivation and incentives to teachers in terms of provision of better remuneration, promotions on merit and appreciation of exemplary performance through certification and commendation letters.
- Having more academic exchange programmes with schools whose performance is relatively better and maintained.
- Adequate teaching-learning resources should be availed by head teachers, B.o.G and P.T.A. members, politicians and Non governmental organization (N.G.O) and those who are interested in improving academic performance of schools.
- Provision of adequate physical facilities like adequate classrooms, dormitories, well-equipped laboratories and libraries for any secondary school. This calls for

- Headteachers to remain in school compounds all the times for effective supervision of the learning process and administering administrative duties in all spheres of the school.

- Schools to focus on being self-sufficient by initiating income generating projects so as to be able to offer bursaries to needy students whose parents or guardians are not able to afford paying schools fees.

- Honest and competent headteachers with competent managerial skills on financial, human and physical resources are the ones to be left in service as the others get relieved of their duties.

- Remedial teaching should be encouraged to let the weaker students improve in their academic performance.

- School inspectors to visit schools more frequently and be objective in their inspection mission.

- Parents to be made more aware of the value of education and encouraged to visit schools at will to check on the academic and disciplinary status of their children.
• All schools to provide basic necessities such as water to avoid a situation where students roam in the countryside in search of such items.

• There should be re-structuring of the administrative posts in the district office to reflect purposeful commitment and relevance to quality of educational service.

• There should be effective guidance and counseling unit in every school to advise students on the effects of alcoholism, drug abuse and careless sexual behavior.

• Eradication of repugnant cultural habits that are anti-child/girl education.

• Sensitization on HIV/AIDS to make people be more responsible and reduce the magnitude of orphanage caused by the pandemic.

• Fight against unemployment and poverty in our society. There should be more training opportunities at various educational levels up to university which can absorb some students, thus eliminating the problem of high unemployment rate.
Suggestions for Further Research

- The study covered only one district. There is need to extend the study to other districts in the province or other parts of the country where educational performance is wanting.

- A comparative study on secondary school performance may be carried out with one district and another. This will help find the relationship or difference in factors affecting performance in different regions.

- A similar study should be carried out to compare the performance of girls with that of boys in secondary schools in Homa Bay District.


Our Ref. ........................................

Your Ref. ........................................ Date: 04/09/2001

TO: Headteacher

SUBJECT: PERMISSION TO VISIT YOUR SCHOOL

Sir/Madam,

Mr/Miss/Mrs ........................................ is a bonafide student of Kenyatta University doing his/her Master of Education. As a partial fulfillment of the program he/she is expected to carry out a small scale research project. He/she may need some data from your school. So, please assist him/her. Data will be used just for academic purpose.

Thank you for co-operation.

Yours truly,

PROF. M. M. PATEL,
DEPUTY DIRECTOR, & PROGRAMME CO-ORDINATOR
SCHOOL FOR CONTINUING EDUCATION
APPENDIX B

HEAD TEACHERS' QUESTIONNAIRE

Please put a tick (✓) or provide information as may be application. Kindly send the completed form using the address given at the end of this form.

1. Name of the school.....................................................

2. Division........................................................................

3. Sponsor.........................................................................

4. Sex................................................................................

5. Age.................................................................................

6. What is your highest academic achievement?
   - KCSE
   - KACE/EACE

7. State your professional qualifications
   - DIPLOMA
   - ATS
   - GAT₂
   - GAT₁
   - Any other
     (Specify)........................................................................

9. Indicate the number of years you have held the following positions
10. Fill in the table below the academic and professional qualifications of teachers in your school

<table>
<thead>
<tr>
<th>Position</th>
<th>No. of years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A teacher</td>
<td></td>
</tr>
<tr>
<td>Head teacher</td>
<td></td>
</tr>
<tr>
<td>Head teacher in the present school</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic qualifications</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCSE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KACE.EAACE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional qualification</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIP/S1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GAT2</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>GAT1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. a) How many of your teachers attend subject seminar/workshops every year.

b) Indicate the subject areas

12. How many of your teachers were transferred last year?
Give reasons for their transfer ........................................

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

14. What is the mode of assessment of students' performance? ..........

15. How often is assessment done?
   Weekly ( )
   Fortnightly ( )
   Monthly ( )
   Termly ( )

16. List external tests your school does...................................

17. Is there any extra time given to students for revision? State ......

18. How often do teachers give remedial teaching to students.  
   Tick as appropriate
   (a) Once a day ( )
   (b) Once a week ( )
   (c) Twice a day ( )
   (d) Twice a week ( )
   (e) Not at all ( )
   (f) Any other (specify)-----------------------------------------

19. Rate the amount of help given by teachers to students
Adequate ( )
Inadequate ( )

20. List the type of teaching resources mostly used in your school

21. What is the commitment level of your teachers?
   High ( )
   Moderate ( )
   Low ( )
   If low, what are the causes?

22. Are there any incentives to teachers?
   Yes/No.............................
   If yes, list the nature of those incentives.

..............................................................
..............................................................
..............................................................
23. What is the school enrolment in different forms.

<table>
<thead>
<tr>
<th>Class</th>
<th>Streams</th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Form 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

24. How many of your classrooms are

- Permanent (   )
- Semi-permanent (   )
- Temporary (   )

25. Do you have the following facilities in your school? Tick as appropriate.

- Enough toilets (   )
- Water (   )
- Laboratory (   )
- Library (   )
- Electricity (   )

26. Are there adequate textbooks and other instructional materials?

- Adequate (   )
- Inadequate (   )
27. How would you rate the disciplinary condition in your school.

a) (i) Teachers:  
   Good ( )
   Satisfactory ( )
   Poor ( )

(ii) State cause if poor

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

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

(b) (i) Students:  
   Good ( )
   Satisfactory ( )
   Poor ( )

(ii) State cause if poor

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

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

28. How do you deal with indiscipline cases?

(a) Teachers? .................................................................

(b) Pupils? .................................................................

29. How many staff meetings do you hold in a year? ..................

30. List down what is usually discussed in a staff meeting ..................

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

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

31. How many BOG meetings in a year?  ..................
- PTA meetings in a year? ............................
State what is usually discussed in each.

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

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

32. How often is your school visited by inspectors/Education officers?

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

33. What is the professional help they offer to the school?

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

34. What is the nature of fee payment by parents?

Good     (    )
Fair     (    )
Poor     (    )

35. How often do you send students home for fees?

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

36. What suggestions would you give that could improve performance in future?

........................................................................................................
APPENDIX C

QUESTIONNAIRE FOR THE SECONDARY SCHOOL TEACHER

Please put a tick or provide information as may be applicable

1. Name of the school-----------------------------------------------

2. Name of the Division---------------------------------------------

   Teacher's Age--Sex---------------------------------------------

3. Which of the following indicates your highest academic attainment?

   EACSE/KCSE (  )
   EAACE/KACE (  )

   Any other (specify) ---------------------------------------------

4. Indicate your professional qualification

   Diploma (  )
   B. ED (  )
   M. ED (  )

   Any other (specify) (  )

5. For how long have you been

<table>
<thead>
<tr>
<th></th>
<th>No. of years</th>
</tr>
</thead>
<tbody>
<tr>
<td>A teacher?</td>
<td></td>
</tr>
<tr>
<td>A teacher at the present school?</td>
<td></td>
</tr>
</tbody>
</table>

6. How many times have you attended inservice courses in your teaching subjects?
Tick as appropriate

(i) Once ( )
(ii) Twice ( )
(iii) More than twice ( )
(iv) Never ( )

7. Approximately at what frequency do you make your:

Tick appropriate

(a) Schemes of work?
   (i) Once a month ( )
   (ii) Once a term ( )
   (iii) Once a year ( )
   (iv) Not at all ( )

(b) Lesson plan?
   (i) Daily ( )
   (ii) Once a week ( )
   (iii) Once a term ( )
   (iv) Not at all ( )

8. Do you give your students homework? Yes/No

9. If yes, what % completes homework

   100% ( )
   More than 50% ( )
   Less than 50% ( )
10. How prompt would you say you do hand back corrected homework to students?
   Very prompt  
   Prompt  
   Not prompt  

11. How is remedial teaching done in your school?
   Not done at all  
   By the teacher during class hours  
   By the teacher after class hours  

12. Does your school have adequate teaching resources?
   None at all  
   Adequate  
   Inadequate  

13. List the type of teaching resources you mostly use in your class/school
   
   
   

14. With the teaching resources available, please indicate the teaching strategies you mainly use in teaching your subject.
   
   
   


15. Are you given any incentives in this school to motivate you to work harder?

Yes/No

If yes, what type of incentive? List here below

16. Besides teaching do you have any other source of income?

Tick, where appropriate

- None
- Transport Business
- Shop/hotels
- Others

17. When do you attend to these businesses?

- During schools hours
- After schools hours

18. To what extent is the issue of textbooks to students for your subjects adequate?

- Very adequate
- Adequate
- Very Inadequate

19. How would you rate the disciple condition in your school?
20. If poor, what steps do you take to minimize indiscipline?

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

22. What are the reasons for your answer?

23. When did your head teacher come into your class to inspect your teaching?
   Last month (   )
   Last term (   )
   Last year (   )
   Not at all (   )

24. How often are staff meetings held at your school?
   Once a term (   )
Two times a term (   )
Once a month (   )
Once a year (   )
During a crisis (   )

25. What is the rate of absenteeism among students in the class of subjects you teach.
   High rate (   )
   Moderate (   )
   Low rate (   )

26. If high, what are the causes?
   ----------------------------------------------------------------------------------------------------------------------------------
   ----------------------------------------------------------------------------------------------------------------------------------
   ----------------------------------------------------------------------------------------------------------------------------------

27. How often is your school/class visited by school inspectors for inspection purposes?
   Once a term (   )
   Twice a year (   )
   Once a year (   )
   Not at all (   )

28. What educational or professional help do they offer you?
   ----------------------------------------------------------------------------------------------------------------------------------
   ----------------------------------------------------------------------------------------------------------------------------------
   ----------------------------------------------------------------------------------------------------------------------------------

113
29. Please tick [✓] one or more of the following statements to indicate the kind of reasons which make parents visit your school.

- Parents do not usually visit your school ( )
- Parents visit the school when invited ( )
- Parents visit the school to consult on their children’s academic performance ( )
- Parents visit the school to consult on the children’s conduct ( )

30. How much time do the parents give their children for revision at home?

- None at all ( )
- Very little ( )
- Enough ( )

31. Do the students in your class or school complain of being given much work to perform before or after school or during holidays by their parents?

- Yes ( )
- No ( )

32. If yes, list some of these duties

----------------------------------------------------------------------------------------------------------------------------------
----------------------------------------------------------------------------------------------------------------------------------
----------------------------------------------------------------------------------------------------------------------------------
33. What is the parental response to the provision of learning materials to their children?

Good ( )

Satisfactory ( )

Poor ( )

34. List all the social, economic, political and religious problems that make students not to perform well in schools.

(a) Social problems

(b) Political problems

(c) Economic problems

(d) Religious problems
35. What suggestions would you give that could improve performance in future?
APPENDIX D

INTERVIEW SCHEDULE FOR BOG AND PTA

CHAIRPERSONS

1. Name of the school .................................................................
2. Division ...................................................................................
3. Name of the Chairperson ......................................................
4. Age .........................................................................................
5. Sex ...........................................................................................
6. Occupation ..............................................................................
7. Religion ...................................................................................
8. How long have you been the chairperson of the school?
   ..............................................................................................
9. What is the commitment level of your
   a) Head teacher? High ( )
      Moderate ( )
      Low ( )
      If low, what are the causes?
      ...........................................................................................
   (b) Teacher? High ( )
      Moderate ( )
      Low ( )
      If low, what are the causes?
      ...........................................................................................
10. Do you as the school BOG or PTA give any incentive to your teachers to motivate them to work harder? Yes/No.........

If yes, what is the nature of these incentives?

11. How many of your teachers stay in the school compound?

   None          (  )
   Some          (  )
   All           (  )

12. How would you rate the disciplinary condition in your school

   a) (i) Teacher   Good          (  )
          Satisfactory (  )
          Poor         (  )

   (ii) If poor, what are the causes?

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

   b) (i) Students: Good          (  )
          Satisfactory (  )
          Poor         (  )

   (ii) If poor, what are the causes?

          .................................................................
13. How would you rate the effectiveness of your teachers in teaching?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>( )</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>( )</td>
</tr>
<tr>
<td>Ineffective</td>
<td>( )</td>
</tr>
</tbody>
</table>

If ineffective, give seasons.................................................................

14. How would you rate the effectiveness of your head teacher a school administrator?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>( )</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>( )</td>
</tr>
<tr>
<td>Ineffective</td>
<td>( )</td>
</tr>
</tbody>
</table>

If ineffective, give seasons

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

15. What can you say is the general attitude of parents as regards secondary school education?

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

16. What is their willingness to participate in the general development of the school?

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very willing</td>
<td>( )</td>
</tr>
</tbody>
</table>

119
17. How would you rate the involvement of parents in the learning affairs of their children?

- High (  )
- Moderate (  )
- Low (  )

If low, what are the reasons?

18. How many meetings did you hold with the BOG/PTA members last year?

<table>
<thead>
<tr>
<th>Duration</th>
<th>No. of meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Term</td>
<td></td>
</tr>
<tr>
<td>Last year</td>
<td></td>
</tr>
</tbody>
</table>

19. What are the issues you discussed?

20. To what extent do the following negatively affect the academic performance of the school?

a) Political conflicts
b) Religious factors .................................................................

c) Community factors e.g. taking alcohol.................................

d) Economic activities.............................................................

21. What other factors you think could also be affecting performance in your school?
........................................................................................................
........................................................................................................

22. What suggestions would you give for better performance in future?
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
APPENDIX E

INTERVIEW SCHEDULE FOR THE AEO, AIS, DIS AND DEO

1. Name of the Division/District ..................................................

2. Name of the Education/Inspector officer.................................

3. Age ..........................................................................

4. Sex ...........................................................................

5. How long have you held the office? ..................................

6. What is the criterion of distributing secondary school teachers. ..................................................

7. What are the main reasons for the teachers' transfer? .............

8. What is the criteria used for the appointment of secondary school head teacher?

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

9. What is the commitment level of your

\[ \text{a) Head teachers} \]

High  \( ( \)  
Moderate  \( ( \)  
Low  \( ( \)

If low what are the causes?

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

\[ \text{b) Teachers} \]

High  \( ( \)  
Moderate  \( ( \)  
Low  \( ( \)
If low what are the causes?


10. Are there incentives given to teachers to work hard?

Yes/No............... 

If yes, what is the nature of the rewards?


11. Do schools in your division/district have tuition sessions either after school, weekend or holidays. Yes/No.............

12. How often do you hold training sessions/seminars or workshops for your teachers to keep with teaching techniques/strategies?

   Once a year (    )

   Once in two years (    )

   Not at all (    )

13. How often do you visit schools?

   Once a term (     )

   Once a year (     )

   Not at all (     )

14. What problems do you encounter in your inspection

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

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

15. How would you rate the disciplinary condition in your schools?
(a) Head teachers  
  Good  (    )  
  Satisfactory (     )  
  Poor  (    )  

(ii) What are the causes?

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

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

(b) i) Teachers  
  Good  (    )  
  Satisfactory (     )  
  Poor  (    )  

(ii) What are the causes?

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

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

(c) i) Students  
  Good  (    )  
  Satisfactory (     )  
  Poor  (    )  

(ii) What are the causes?

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

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

16. How do you deal with the indiscipline cases in each category?

Head teachers ......................................................

Teachers ..............................................................

Students ..............................................................
17. What is the rate of absenteeism among head teachers in your division

High ( )
Low ( )

If high, what are the causes?

18. What is the rate of absenteeism among teachers

High ( )
Low ( )

If high, what are the causes? ...........................................

19. How would you rate the effectiveness of your head teachers as school administrators?

Very effective ( )
Satisfactory ( )
Ineffective ( )

If ineffective give reasons ...........................................

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

20. How effective are the teachers in their work?

Very effective ( )
Satisfactory ( )
Ineffective ( )

If ineffective give reasons ...........................................
21. How would you rate the involvement of parents in the learning affairs of their children?

- High
- Moderate
- Low

If low, what are the reasons?

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

22. What is the general attitude of parents to secondary school education?

- Very positive
- Positive
- Negative
- Very negative

Give reasons for your answer.

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

23. How do the following negatively affect the performance of the schools?

e) Political conflicts .................................................................

f) Religious factors .................................................................

g) Community factors e.g. taking alcohol...............................

h) Economic activities.............................................................
23. What other factors you think could also be affecting performance in your school?

24. What suggestions would you give for better performance in future?
## APPENDIX F

### OBSERVATION SCHEDULE

<table>
<thead>
<tr>
<th>1 OFFICE:</th>
<th>Available</th>
<th>Not available</th>
<th>Not up-dated</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) The school time table</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) The visitor book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) The Black books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iv) The register for teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(v) Teachers schemes of work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vi) Any other useful documents from the ministry of Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. STAFF ROOM:</th>
<th>Available</th>
<th>Not available</th>
<th>Not up-dated</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. The School Time table</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Class Registers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Teachers' lesson notes/plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. The record of work books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Teachers lesson notes/plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi. The mark books/progress Record.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. **PHYSICAL FACILITIES:**

<table>
<thead>
<tr>
<th></th>
<th>Available</th>
<th>Not available</th>
<th>Not up dated</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>The classroom, Desks, chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>Library text books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td>Laboratories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv.</td>
<td>Workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v.</td>
<td>Play fields</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **OBSERVE TEACHER TEACHING**

(i) Teaching-learning strategies

(ii) Teaching-learning resources
5. THE GENERAL ORGANIZATION OF THIS SCHOOL:

(i) How they parade

(ii) Punctuality and lateness.

(iii) Others