Attributes of an Effective Secondary School as Perceived by Parents and the Community Members in Kilome Division, Makueni District

By

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DECLARATION

This Research Project is my original work and has not been presented for a degree in any other University.

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DEDICATION

To my wife Mary and children, Andrew and Naomi whose undivided support and encouragement enabled me to go through this project, against many handicaps.
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LIST OF ACRONYMS AND ABBREVIATIONS

AIDS: Acquired Immune Deficiency Syndrome

BOG: Board of Governors

DEB: District Education Board

DO: District Officer

HIV: Human Immuno Deficiency Virus

PTA: Parents and Teachers Association

TSC: Teachers' Service Commission
ABSTRACT

The purpose of this project was to investigate on the attributes of an effective secondary school as perceived by parents and the community members, in Kilome Division, Makueni district. Questionnaires were used as study instruments. The questionnaires were given and collected personally by the researcher after a one-week period from the time respondents got them.

Key attributes of effectiveness that emerged from this research project were that, an effective school should have an adequate number of qualified staff, a strong administration personified by a principal who is firm and focused, it should charge affordable fees, ensure availability and quality material resources and put in place a close monitoring of learners progress in school.

Other attributes included a strong emphasis on high levels of academic achievement, clear and fair discipline on learners, provision of a wide range of curriculum activities, availability of adequate physical structures and a curriculum that lays a strong emphasis on self-reliance and self-employment after school.

The study identified a number of causes of ineffectiveness in secondary school. Among this are poor school administration, lack of adequate resources, high levels of students indiscipline, shortage of qualified staff, high fees and other cause and misuse of school funds. Other causes identified included drug abuse among students, lack of motivation
among teachers, engagement by teachers in personal businesses during school time, and lack of dialogue among teachers and students.

The study identified a number of solutions to ineffectiveness in secondary schools which included, ensuring that head teachers are appointed on merit that high level of student discipline are maintained, providing for adequate resources and facilities in schools, and ensuring that school have adequate number of qualified staff. Other solutions included charging affordable fees in secondary schools involving parents in school management and decision making, equipping teachers with guidance and counselling skills, making frequent auditing of school finances, exposing head teachers to irregular training and ensuring that communication channels with students remain open to allow them to freely air their views and grievances.

The study recommended that since the cause of establishing effective secondary schools are quite high going by the expectations of parents and community members, the government should come up with a more ambitious programme of financing establishment and development of secondary schools that meet the minimum expected standards of effectiveness. There is also a need for the government to set minimum requirements as a criteria that every secondary school in the country must meet in order to be allowed to operate. A body within the Ministry of Education should be established to enforce these requirements for existing schools and those being established. Stakeholders should be involved more in the day-to-day operations of the schools and a legislation that recognizes their role and contributions should be enacted. There should
also be a clear legislation that defines the role of religious organizations in school sponsorship and management to avoid conflict of interest between these organizations and other stakeholders in secondary school management.
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

A desire for effective education systems and institutions remains a persistent yearning for individuals, communities and nations world over. The focus has been to have an education, which should pay back in terms of money worth, time and other resources invested therein: an education, which meets the needs and aspirations of the individual the community, and ultimately the Nation. Studies done on school effectiveness have come up with some characteristics in schools that act as indicators of effectiveness.

Effective schools have professional leadership, which is firm, purposeful and participative; leadership, which sets the pace and shows the way in all school programmes. Such schools also have shared vision and goals, which is characterized by unity of purpose, consistency in practice and a strong collaboration among all key players (Coldwill and Spinks; 1993).

Effective schools have a calm and orderly learning environment, which is task oriented, and well kept, neat, clean, and with physical structures that are in a good state of repair and maintenance. There should also be purposeful teaching, with teaching activities organized efficiently, where both learners and teachers clearly understand the education objectives from subject and school level, and to the national level. Besides, learners in effective schools participate actively in the learning process, through regular assignments, exercises and tests (Henevald and Hellen; 1995).
Parents and teachers in effective schools have positive expectations about the learners' achievements which they demonstrate through frequent monitoring of learners' progress and a readiness to raise learners' self-esteem and expectations. The process of teaching emphasizes on praise and encouragement as opposed to punishment. Where disciplinary actions are taken, reasons for this must be clear and the action be fair and consistent. (Summons, et al; 1998). Learners in effective schools are disciplined both in and out of school. Curriculum taught must be relevant to the needs of the society. The cost in user charges like fees and other dues should be lower in comparison with similar schools. Effective schools register higher levels of examination success as compared to those in their category. In secondary schools, performance is gauged in terms of the candidates proceeding to the University and other middle level colleges as well as those directly absorbed into formal employment. (Newton and Terrat; 1992)

Other characteristics of effectiveness include a wide range and type of subjects, which offers choices to learners, wide range of co-curriculum activities, excellent relations between staff and students, and quality and available material resources to facilitate effective teaching and learning process (Zimmet 1993)

In Kenya search for effectiveness can be traced to the time just after Independence. The immediate concern of the government was to cater for the expanding needs of formal education and to train a sufficient number of qualified Africans to take up the senior and other administrative positions in the civil service and in the economy generally. Because of the existing structures at independence, and the scarcity of resources, the first task was
to set priorities. As a first measure, through recommendations of Ominde Commission, the curriculum was changed from the practical oriented one to a highly academic one. Segregation of schools on racial lines was abolished and English became the media of instruction from upper primary. The National Education goals were revised to reflect the aspiration of the newly independent nation. For both political and economic reasons, Kenya was faced with the necessity to increase its output in term of graduands at the Secondary and University levels. The graduands at these levels were to take up managerial and other high level white color jobs in the civil service and the private sector held by whites and Asians. The magnitude of this task is gained by considering that at the time of independence, Europeans and Asians held well above half of total employment in the high and middle level manpower categories (Brownstain, 1972). The main dilemma facing the government was to expand the education system fast enough to meet the needs, while maintaining high standards in the midst of limited resources.

In the mid 1970s secondary school graduates were more than the job opportunities and spaces in tertiary institutions. To make it more effective in terms of relevance, the secondary school curriculum was revised to give greater emphasis to practical skills, sciences, mathematics, Agriculture, Industrial Arts, Engineering, Home science, commercial and technical Subjects.

More Science oriented A level streams were started to address the shortages in the economy that were mostly in the scientific and technical fields. National Polytechnics in Nairobi and Mombasa and later in Eldoret were also established to address the shortage of employable personnel (Bogonko, 1992).
The introduction of 8. 4. 4. education system in 1985 in secondary schools, and 4 years earlier in the primary schools was an effort to equip learners with the relevant knowledge, skills and attitudes for self-employment and self reliance (Eshiwani 1993).

Today, government’s efforts to provide for effectiveness in schools generally and secondary schools specifically has been through provision of trained teachers, direct financial support, in-service training of teachers and other stakeholders after needs identification, inspection services, and provision of a standard national curriculum, registration of schools, provision of fees guidelines and other user- charges and auditing of school finances.

1.2 Statement of Problem

Secondary schools in Kenya have increased phenomenally from 151, and an enrolment of 40,000 in 1963 just over 3,200 schools with an enrolment of well over 700,000 currently (Development plan 2002 – 2007). However, most of the graduands are unable to get spaces in tertiary institutions or any jobs in the public and private sectors. Besides, in laying a high premium on a good education the government has generated such a high demand that the large numbers seeking secondary and tertiary education is now compromising high quality.

Each level of education appears to be just a preparatory stage for the next, without considering what will happen to those unable to proceed to the next level. Ironically, a majority of the 3,200 secondary schools are community schools that are poorly equipped
with relevant resources and personnel, resulting into poor performance in national examinations, while the cost of secondary education in fees and other user-charges is beyond the ability of most parents. Other emerging issues currently affecting effectiveness include: Incidences of grave indiscipline in form of strikes, drugs abuse, vandalism, arson, hooliganism, immorality and in extreme cases even murder. Those acts of lawlessness are at a crisis level. The secondary school system in Kenya appears to be falling apart.

Parents and the community generally, are key stakeholders in secondary school education. But there is no evidence in the past and even presently of any efforts ever undertaken to solicit for views of parents and the community, on what they consider to be an effective secondary school. These schools are intended to serve them; besides, their input through provision of learners, land, direct labour and finances in secondary schools is monumental. This study thus sought to identify what parents and the community perceive to be an effective secondary school, and any useful suggestions on what can be done to make our secondary schools more effective.

1.3 Purpose of the Study

This study attempted to find out what parents and members of the community in Kilome Division Makueni District considered to be the attributes of an effective secondary school.
1.4 Objectives of the Study

The specific objectives of this study were to determine:

i. What parents and the community associate with an effective secondary school.

ii. Why some schools lack some, or all those attributes that parents and the community associate with an effective school.

iii. What suggestions parents and the community have that can make secondary schools more effective.

1.5 Research Questions

The researcher sought to answer the following questions:

- Are parents and members of the community knowledgeable of the attributes of effectiveness in secondary schools?

- Do parents have a way of prioritization of the attributes of secondary school effectiveness in terms of their importance?

- What do parents and the community members consider to be causes of ineffectiveness in secondary schools?

- What suggestions do parents and the community offer in order to make secondary schools more effective?

1.6 Assumptions of the Study

The research was carried out on the basis of the following assumptions:
That parents and the community play an important role in the establishment, growth and development of secondary schools.

That attitudes, perceptions and expectations of parents and the community on secondary schools have an impact on the effectiveness of those schools.

That parents and the community are aware of what constitutes an effective secondary school.

That it is possible for secondary schools to be moulded to meet the expectations of parents and the community.

1.7 Significance of the Study

The findings of this study will prove significant in the following ways:

- They will sensitize educational planners in Kenya to seek for and put into consideration the views of parents and the community in designing, implementation and evaluation of secondary school programmes.

- They will bring to light those factors that parents and the community associate with effectiveness in secondary schools.

- They will provide an important guide to potential investors in the secondary education sector in Kenya, on what expectations parents and the community have on secondary schools.

- They will impress on secondary school management on the role and importance of parents and the community in the success of these schools.
1.8 Limitations of the Study

The researcher was confronted by the following limitations in this study:

- This study was confined to one Division in Makueni District in the Republic of Kenya. The views expressed by parents and the community here may not necessarily be reflecting the views of all Kenyans.

- The time set for this study was 4 months and this may not have been adequate for the researcher to comprehensively interact with the subjects of the study in order to arrive at in-depth findings and conclusions.

1.9 Definition of Terms

Attributes: The characteristics of an effective secondary school as identified by parents and the community.

Board of Governors: A body established by the minister of Education in Kenya, under the Education Act, to run a public secondary school on behalf of the minister.

Community/Community Members: The adult members (18 years and above) of the general public in the study area but are not parents or guardians in secondary schools currently.

Effective School: A school, which meets the expectation of parents and the general community successfully provides for all the requirements of the secondary school curriculum in Kenya.

Parents: Parents and/or guardians to children attending secondary schools.
CHAPTER TWO

2.0 LITERATURE REVIEW

This study attempted to determine what parents and the community in Kilome Division, Makueni District attribute to effective secondary schools. Literature review in the study emanated from research findings and other works by educationists from different countries and settings. The researcher reviewed materials on two areas namely:

(i) Studies on school effectiveness.
(ii) Kenya’s commitment to effectiveness in secondary school, and attendant challenges.

2.1 Studies on School Effectiveness

Studies by Summons, et al (1995); Henevald and Hellen (1995); Zimmet (1993), and Newton Terrat (1992) have identified several attributes of an effective school, which include:

(i) Professional Leadership: This is school leadership characterized by a firm, purposeful and participative approach to all issues that relate to school leadership and administration. The head teacher is a leading professional who sets the pace and direction of school affairs.

(ii) Shared vision and goals: An effective school reflects unity of purpose, consistence in practice and a strong collaboration of all players. The head and staff build consensus on the aims, objectives and values that the school subscribes to, and puts this into practice through consistent and collaborative ways of
working and decision-making. There is always a strong sense of ownership and a common practice among staff and students, which is built on reciprocal relationships of support and respect for one another.

(iii) **A good Working Environment:** An effective school has a calm, orderly and task oriented environment, which stimulates good practice of learning and behaviour. The school structures should be in a good state of repair and maintenance as this enhances standards in academic and behaviour.

(iv) **Focused/Purposeful Teaching:** Quality of teaching remains at the core of effectiveness in schooling. While high quality teachers are necessary for this, but they are not a sufficient condition in purposeful teaching. They need to be endowed with effective teaching styles and strategies. Teaching activity should be organized efficiently with both learners and teachers remaining focused on education objectives; lessons should be prepared well before the class begins, and teachers should clearly explain the objectives of the lesson and refer to them through out in order to maintain focus. Objectives are also related closely to the previous study or class and to those things that are of personal relevance to the learner. There is also a degree of independence and responsibility on the learners in managing their own work.

(v) **Clear emphasis on Teaching and Learning:** In an effective school, teachers, parents and pupils have high and positive expectations of pupil achievement.
These expectations are operationalized through strong emphasis on academic achievement, where learners' progress is constantly monitored, and where there is an orderly environment conducive for learning. The expectations must place a demand on every team player in the school towards their realization. Teachers must monitor their attitudes beliefs and behaviours to ensure that they raise learners' expectations, and self esteem.

(vi) **Clear Emphasis on Teaching and Learning**

Teaching and learning is a core duty of all schools, however different schools differ profoundly on the extent to which they focus on teaching and learning. Effective schools depend on effective classroom teaching, which revolves around maximization of learning time. Learning time is intern determined by proportion of time in lessons devoted to academic subjects, proportion of teachers time spent discussing the actual content of work with learners, punctuality of learners and teachers to lessons and finally freedom from disruption that is coming from outside the classroom. Effective schools also show a very strong bias towards excellent academic achievement. They emphasize on masterly of the academic content. Such schools also have clear examination entry policies, regular setting and monitoring of schoolwork, and a teachers' thorough masterly of subject content. There is also a strong emphasis of the curriculum.
(vii) **Positive Reinforcement and Expectations**

Positive reinforcement may be in form of patterns of discipline and feedback to learners. Different forms of reinforcement have a positive impact on effectiveness. Rewards, incentives, and clear rules are associated with better outcomes. Learning in effective schools gives emphasis on praise as opposed to punishment, and discipline process that entails enforcement of clear, fair and well-understood rules, in a consistent way. There should be a school wide or even public recognition of academic success, and other aspects of positive behaviour. Praise for achievement should be specific, spontaneous and varied. Besides, learners' prior accomplishments should be used as a context for describing present accomplishments, and linked with their effort and ability.

(viii) **Effective Monitoring of Progress**: Effective schools have a well-established mechanism for monitoring performance and progress of individual learners, classes and the school at large. Monitoring process may be formal or informal, but should focus on teaching and learning and be calculated to play a role in raising expectations in the learners. The monitoring process should determine the extend to which goals of the school are being realized, then focus the attention of the key players namely the teachers, learners and parents to those goals. However effective schools must avoid time wastage through too frequent monitoring procedures. A good monitoring process involves good record keeping not only of the learners' academic abilities but also their personal and social development. Finally there should be an effective feedback mechanism to learners', teachers
and even parents on the interpretation made out of the monitoring process. The same interpretation is incorporated into the school decision-making procedures to ensure that this information is actively used.

(ix) **Respect for, and Recognition of pupils rights and responsibilities**

When learners have an active role in the life of the school, there are gains in effectiveness because the self-esteem of the learners is raised. Recognition of their rights and responsibilities is also through giving learners a share of responsibility for their own learning. Teachers attitude is in the way the teachers communicate with the learners, the extent to which they accord them (learners) respect, the feeling of being understood, and any other efforts which teachers put in order to understand and respond to personal needs. A good rapport between learners and teachers has a beneficial influence on learning outcomes. Where there are shared out of class, and out of school activities between teachers and learners, and where there is an atmosphere of freedom for learners to consult their teachers about personal problems, there are positive effects on outcomes. Giving positions of responsibility to learners in the school convey trust to them and in their ability of setting standards of mature behaviour.

(x) **Supportive Relationships (partnerships between home and school)**

The level of this relationship and especially direct parental involvement in the learning programmes depends on the learners' age and their levels of learning in the schools. At junior classes direct parental involvement in class work, school trips, regular progress meetings, committees and events in the school, greatly
enhance effectiveness. However at all times the teachers and parents expectations on the learners have to be the same. Besides, in effective schools, parents are also involved in schools’ self-evaluation development planning and in direct provision of the schools requirements.

(xii) *School as a Learning Organization for all*

In effective schools, not only students alone are learning, but also even teachers and senior managers in the school keep abreast with new knowledge in their subjects and new advances in instructional strategies. This is necessitated by constant changes in individual disciplines, in education in general and in the society at large. Effective schools have a staff development programme that stresses on the importance of training, improving classroom teaching and the general instructional programme. Staff development programmes are embedded in the overall school’s planning programme to ensure that new ideas are routinely shared and adopted.

According to (Snauwaert, 1993) effective schools provide for parents empowerment through involvement in decision-making boards, and in approving of school programmes. The school programmes should move in line with the goals and vision of the parents and the wider community as key stakeholders in the schools (Ferrat, 2000; Kelley & Barron, 1991). Effective schools should also have Lay Advisory Councils comprising of parents with expertise on relevant areas of school management, like law, public health,
architecture etc. so that such parents can provide their input in these relevant areas (Sallies, 1990; Jacobson, 1973).

(Rutter et al, 1979 & Henkener, M. 1984) have highlighted some key attributes of effectiveness in schools as being:

- Learners good behaviour in and outside the school
- Relevant and successful curriculum that provides for the local market.
- Lack of incidents of vandalism in the school.
- Relatively lower fees and other user charges in relation to other schools.
- High level of examination success.
- Strong emphasis on academic achievement.
- Wide range of subject taught to allow for choices.
- Wide range of co-curriculum activities
- Quality relations among teachers, parents and learners.
- Adequate class sizes
- Quality and availability of material resources
- A curriculum that teaches social values and social interrelationships.

(Eshiwani, 1993 & Bill, 1992) attribute schools effectiveness to the following:

- A learning programme that leads to an all round mental moral physical social and spiritual development of the learners.
- Learning programme in which the learner can choose with confidence and cope with vocational employment after school.
• Learning programme that ensures parity for all learners in the development of cognitive, affective and psychomotor skills.

• Learning programme that ensure formation of attitudes of national patriotism, self-respect and consideration for others and service and loyalty to home, society and the nation.

(Mbiti, 1999) opines that an effective school focuses on service to its own people – the community in which it is located. He notes that:

'School is not an island, but part of the community in which it is located... the pupils in the school are also members of the community. School activities therefore should as much as possible reflect the aspirations of the community... what is taught in class should be put in practice in improving the living standards of the community (p. 51)

(Bannaars, et al 1994) adds that effective schools recognize the community’s input through having programmes that help to improve the general welfare of the community. Community’s invaluable input is in provision of land for schools construction, direct services as labour, provision of finances in fees and other levies, donations and provision of the learners.

(Jowet et al 1991 & Mortmore, 1993) observe that traditionally schools tended to exclude parents from school programmes in the pretext that teaching is a professional activity, which should be carried out without interaction with non-professionals like parents. But schools now acknowledge the important roles played by parents and the community.
An article in (East African Standard. November 28th 1982) observes that:

'The quality and performance of a school basically depends on the devotion of duty by its teachers and hard work and discipline portrayed by learners in all activities uncoupled with the interest parents and the community takes in its activities (p. 6).

This is the interest, or lack of which, enlists the home and community as either allies or enemies of the school.

2.2 School Effectiveness in Kenya

The official view of an effective secondary school in Kenya is expressed in (Republic of Kenya, 1987) in which the Government designates an effective secondary school as one that:

- Is well staffed with appropriately qualified staff
- Has adequate and well maintained buildings and fields
- Has a curriculum that ensures general education irrespective of examination requirements
- Has equipment that is suitable for the subjects taught
- Has an education that is of good standards, and not only ensures a chance of success in examination but all general development of the learner.

This view is both narrow and simplistic in nature. It overlooks pertinent issues like relevance of the curriculum to the job market, or adaptation to life after school. It looks
at the qualification of the staff but fails to consider whether or not they possess correct
atitudes skills and knowledge needed for effective content delivery. This view also
overlooks key requirements as effective leadership good school community relations and
expectations, continuous appraisal of relevance of the curriculum in the face of changes
in the society, moral development of the learners and affordable cost of education.

The Wangai Report (Republic of Kenya, 2001) on student discipline and unrest in
secondary schools is an admission of daunting challenges facing Kenya in efforts towards
effectiveness in secondary schools. Key challenges highlighted in the report include: -

- Retraining of teachers to enhance effectiveness in curriculum instruction in the
  face of challenges of 21st century, which include HIV/AIDS, insecurity,
  utilization of new Information and Communication Technology (ICT) and
  improvement of teaching technologies.
- Provision of adequate learning materials like textbooks and other reference
  materials.
- High level of poverty, with 52% of Kenyans living below the poverty line, which
  affects the ability of parents to send and retain children in schools.
- Effects of HIV/AIDS which is killing 6000 teachers annually and causing about
  1.2m children to be orphaned in the some period. The government has to find
  ways to retain children in school and provide the necessary moral material and
  psychological support to them. Among the teachers, absenteeism due to
  opportunistic diseases, and eventual death affects the government’s ability to offer
  quality education.
• High cost of financing education by the parents and the government.

• Advancement in information technology that makes the world a global village, so that whatever happens anywhere in the world is accessible to Kenyans society and impacts on it either negatively or positively.

• Environmental hazards within the school and its environs.

• Decentralization of education management system to bring it closer to the stakeholders.

• Development of a curriculum that is manageable and responsible to individual and societal needs.

• Lack of a legal framework to facilitate implementation of the various recommendations from education reports.

• Politicization of education

• Inadequate finances to implement education programmes.

• Failure to involve stakeholders in the formulation of education policies.

• Policy pronouncements that appear to be made after a crisis. (Reactive as opposed to pro-active policies).

• An education Act that needs to be reviewed to keep pace with emerging challenges facing the country's education sectors.

• Widespread indiscipline among students that has led to wanton destruction of property and loss of life and limb. (p. 37)

The Inspectorate in the Ministry of Education is the quality assurance arm that ensures provision of quality education through:
• Monitoring the implementation of the curriculum
• Ensuring adequate teaching and learning facilities and staff in schools.
• Ensuring effective evaluation of the curriculum
• Ensuring delivery of professional support services for teachers
• Co-ordinating guidance and counseling in schools
• Liaising with stakeholders in the provision of in-service training to teachers.

(Republic of Kenya 2001)

According to Wangai Report (2001), schools go for years without ever being inspected because of shortage of inspectors, shortage of working tools like transport and equipment and yet, where inspection occurs, the reports are hardly acted upon.

In management and capacity building challenges to effectiveness in secondary schools as observed in Wangai Report (2001), are in the area of: -

• Head teacher not trained in management.
• Ill-trained and ill-equipped schools Management Bodies like the Provincial Education Boards, the District Education Boards, Boards of Governors and Parents Teachers Associations. Government efforts to address this anomaly has been in ensuring: -
  • That heads are appointed on merit and not on religious, political tribal or any other influence like bribery.
  • That heads are firstly good classroom teachers who should be able to supervise curriculum implementation and play an effective role as an internal inspector.
- That heads are trained in management skills and acquaint themselves with key management instruments like education Act, Code of regulations for teachers, Heads Manual, and Accounting Instructions for secondary schools.
- That heads are trained in financial management, public relations and team playing.
- That heads are morally upright and with moral integrity and good role model to teachers’, students and the community.
- That heads should be accessible to the teaching and non-teaching staff, students and parents to facilitate effective communication and feedback.

At the classroom level, challenges to effectiveness according to Wangai Report (2001) include
- Overcrowding in classes due to over enrolment
- Examination malpractices
- Failure to complete syllabuses
- In appropriate relationships between students and teachers.
- Teachers who join the teaching service without commitment, especially those who join teaching because they failed to qualify for more lucrative courses like law, medicine, engineering etc.
- Shortage or lack of instructional materials like textbooks, laboratory equipments, stationery etc.
- Inciting of students by teachers against school administration.
- Chronic absenteeism of teachers
- In adequate skills in student guidance and counseling.
• Peer pressure

• In adequate pastoral care that inculcates in learners the values of respect, honesty, respect of work, others and law, and the ability to resist antisocial behaviours like homosexually, lesbianism and devil worship.

Other general challenges that cut across the entire secondary education systems include:

• Banning of corporal punishment through a legal notice without providing for an alternative strategy in curbing indiscipline.

• Political interference in the appointment of BOG’s, leading to appointment of members who lack the capacity to measure up to the responsibility of managing a school.

• Conflict between Boards of Governors and Parents Teachers Association, born out of the anomaly that while parents are the financers of secondary schools, it is the Boards of Governors that are mandated by the Minister of Education to run secondary schools.

• Persistent conflicts between the government and church sponsors of secondary schools leading to disruption in learning and management of schools.

• Problems of schools isolating themselves from communities that surround them, which leads to indifference suspicion and open hostility between the two parties.

• High incidences of drugs and substance abuse which adversely affect discipline and consequently performance.

• Cases of insecurity in and out of schools like in bandit prone areas, floods prone areas, and flash points of ethnic animosity, all of which lead to fear, lack of
concentration, restlessness and poor performance. In serious cases schools are closed altogether and learners miss everything.

- Negative role of mass media in ruining morals in youth through giving undue publicity to everything negative, supply of pornography, advertisement of cheap alcohol among others.
- Sense of hopelessness among learners based on inability of their colleague school leavers to secure employment. Students see schools as just a place for passing time before joining the cue of poverty after school. (Republic of Kenya, 2001)

2.3 Summary

From the above literature review, the following was observed:

- That effectiveness in secondary schools goes beyond the narrow considerations of good academic results.
- That there is interplay of very many forces in the process of influencing positively or negatively secondary school effectiveness.
- That inspite of evident efforts by the Kenyan government to make secondary schools effective, there are daunting challenges within and without the schools that stand in the-way towards effectiveness.
- That one way to improve on secondary school effectiveness is in incorporating the views of parents and the community in schools management. Firstly, they are the chief stakeholders and secondly, relevance of the schools programmes will ultimately by determined by whether or not they add value to the lives of stakeholders.
3.0 METHODOLOGY

3.1 Introduction

The purpose for this study was to investigate what views and expectations parents and the community in Kilome Division of Makueni District had regarding effectiveness in secondary schools.

3.2 Research Design

The researcher used the Descriptive Survey Design in the process of the research. According to (Cohen and Manion 1989), the Descriptive Survey is concerned with:

- Conditions and relations that exist, practices that prevail,
- Beliefs points of view and attitudes that are held, processes
- That are going on effects that are being felt or trends that
  are developing (p. 165).

This Research Design was ideal for this study because it attempts to establish the views currently held by parents and members of the community concerning what characterizes an effective secondary school institution at the present time.

3.3 Target Population

The target population in this research was the general community in Kilome Division, Makueni District, Kenya. It is the researcher home Division and its choice for this study was prompted by the apparently strong desire by the area community to expand
secondary school opportunities for their children through establishment of many secondary schools in the recent past. Most of the schools lack the basic requirements for effective curriculum instructions of the 13 secondary schools in the Division only 1 is a Provincial school, the rest are District schools that lack basics like adequate classrooms, laboratories, libraries, adequate teachers, textbooks, among others. Their performance in exams, sports, music and drama and other school activities and programmes has been rather dismal. This state of affairs raised a major concern in the researcher who wished to know:

- What in the minds of the community constitutes secondary school institutions that meets their expectations.
- Whether the community appreciated that performance standards of its schools are generally low compared to others elsewhere in the country.
- Whether the community knew what should be done to make their secondary schools better.

3.4 Subjects

Parents, of secondary school-going children, and other community members in Kilome Division, Makueni District.
3.5 Sampling Procedure

Kilome Division comprises of three locations and each has 2 sub-locations, bringing a total number of six (6) sub-locations.

A sample of three (3) sub-locations was chosen from the total number of six in the Division through simple random sampling.

After selecting a random sample of 3 sub-location, the researcher then picked, one settlement cluster (in form of a village), from each of the sub-location selected. The choice of each of the three clusters was also through simple random sampling from lists of the cluster (villages) prepared for each sub-location.

60 respondents from each cluster were chosen through convenience sampling, representing at least 20 percent of eligible respondents in each cluster, based on estimates given by the village headmen for each village (cluster).

3.6 Research Instruments

The research used the following instrument.

(i) Parents and the Community Members Questionnaire on Secondary Schools Effectiveness. This questionnaire had four parts

Part I: General Profile of Respondents

Part II: Respondents' Perceptions on Attributes of Effectiveness in Secondary Schools.

Part III: Respondents' Ranking of Identified Attributes of Effectiveness.
Part IV: Respondents' Reasons for Ineffectiveness in Secondary Schools and Proposed Solutions

3.7 Data Collection Procedures

Before commencing the field research, the researcher first sought permission to carry out this research from the Office of the President, as is the requirement according to the laws of the land. Later he sought for the area D. O's authority and support during the cause of the research in the Division.

Before going to the field, the researcher provided copies of the questionnaires to his colleagues in the masters class, who gave a critique on the format, content and relevance of the question items, and offered suggestion on areas that needed improvement. The same research instruments were discussed further with the supervisor with a view to improve them even farther.

A pilot study was then undertaken through administering those instruments to selected subjects. The results from the pilot study were analyzed to enable the researcher to make all necessary adjustments and clarifications. Results from the pilot study were not considered in the actual research. The questionnaires were then coded. The purpose of the coding was to enable the researcher to know those questionnaires that would be received from the respondents, and also to enable him to easily analyze the findings from the respondents. A brief instruction on how to fill the questionnaires was provided on the cover page of each questionnaire. The researcher
personally distributed these Questionnaires to respondents. 7 days were given before the Questionnaires were collected from respondents.

3.8 Data Analysis

After the questionnaires had been received, the researcher went through them one by one to ensure that they had all been adequately filled. Those that had been adequately filled were re-numbered in a systematic order to enable the researcher to summarize, classify and quantify the responses.

A codebook for the Questionnaire was prepared and the information extracted from each instrument was entered in the codebooks in form of frequencies. The information in the codebooks was then analyzed through use of percentages, and averages. The researcher also used charts and tables to illustrate the findings and observations made from the data.

The facts emerging from the analysis formed the basis on which final conclusions and recommendations on research were made.
CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.0 INTRODUCTION

The purpose of this study was to investigate the views of parents and community members in Kilome Division, Makueni District regarding attributes of effectiveness in secondary schools. 180 respondents drawn from Mukaa, Kitaingo and Kimakiu locations in Kilome Division were given questionnaires to fill, of these 115 were returned. This was a 64% return rate of the issued questionnaires. The questionnaire inquired relevant information on the following areas:

- Profile of Respondents.
- Respondents’ perceptions of attributes, of secondary school effectiveness
- Ranking of attributes of school effectiveness in order of their importance.
- Factors respondents consider as obstacles to see school effectiveness.
- Possible solutions to low levels of effectiveness in secondary schools.

4.1 Profile of Respondents

(a) Age characteristics of the respondents

The table below provides a summary of the respondents’ age characteristics.

<table>
<thead>
<tr>
<th>AGE</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-35</td>
<td>55</td>
<td>48.0</td>
</tr>
<tr>
<td>36-45</td>
<td>31</td>
<td>27.0</td>
</tr>
<tr>
<td>46-55</td>
<td>26</td>
<td>23.0</td>
</tr>
<tr>
<td>56 and Above</td>
<td>3</td>
<td>0.03</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100%</td>
</tr>
</tbody>
</table>
As seen from the above table, there was a balanced number of respondents in the age brackets 18-35, 36-45 and 46-55. Besides, over 99% of the total number of respondents came from these age brackets. It was an indication that most of the people who appeared informed enough on issues of secondary education fell on these three age brackets.

(b) Residence of Respondents in terms of Administrative Areas.

Kilome Division, which was the study area for this research, has 3 locations. The table below shows how many respondents from each of these three administrative locations returned their questionnaires.

Table 4.2: Number of Respondents According to their Residence in the Study Area

<table>
<thead>
<tr>
<th>Administrative Area</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mukaa Location</td>
<td>26</td>
<td>22.6</td>
</tr>
<tr>
<td>Kitango Location</td>
<td>36</td>
<td>31.3</td>
</tr>
<tr>
<td>Kimakiu Location</td>
<td>53</td>
<td>46.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the above table the number of respondents from the different administrative areas in the Division was fairly balanced. Each area had a move than 20% response out of a possible maximum of 33.3% for each.
(c) Academic Qualifications of Respondents

The table below summarizes findings on academic qualifications of respondents.

Table 4.3: Academic Qualifications of Respondents

<table>
<thead>
<tr>
<th>Education Level</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never gone to school</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Primary school level</td>
<td>7</td>
<td>6.1</td>
</tr>
<tr>
<td>Secondary school level</td>
<td>77</td>
<td>67</td>
</tr>
<tr>
<td>Post-secondary education</td>
<td>31</td>
<td>27</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the above table it is observed that none of the respondents had never gone to school, while only a small percentage (i.e. 6.1%) of the respondents had primary school level of education. This was an indication that individuals with either no education at all or those with primary education level were probably reluctant to respond to the questionnaire. This may either be because they felt unable to respond to the items in the questionnaire or that they felt incompetent to respond to issues touching on secondary school education. Over 92% of the respondents had secondary or post secondary education. This probably provided them with personal experience on which they based their responses in the questionnaire.

(d) Respondents’ Status

It was observed that 71% of respondents’ where parents at the time of this research, or had some point in the past been, parents in secondary schools. Their own experience in
this role provided them with adequate knowledge and exposure on the goings on, in secondary schools institutions.

4.2 Attributes of School Effectiveness as Perceived by Parents and the Community Members

The research had drawn out an exhaustive list of 31 attributes of effectiveness in secondary schools. These attributes came out of findings from an extensive literature review on the subject as well as the researchers own experiences as a secondary school teacher of 20 years experience. Respondents were required to categorize each attribute as 'very important,' 'important,' 'fairly important,' or not important.

Attribute No. 1: Schools should have a wide range of curriculum activities

The table below summarizes the views of the respondents' with regards to this attribute.

Table 4.4 Respondents Perceptions on a Wide Range of Curriculum Activities

<table>
<thead>
<tr>
<th>IMPORTANCE OF ATTRIBUTES</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>92</td>
<td>80.0</td>
</tr>
<tr>
<td>Important</td>
<td>21</td>
<td>18.3</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Not Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100%</td>
</tr>
</tbody>
</table>

From table 4.4 above, an overwhelming percentage of 80% considered this attribute to be very important. A combined total of more than 99% considered this attribute to be either very important or important attribute of effectiveness. These results indicated that
A school offering a wide range of curriculum activities was considered as more effective than that whose range of curriculum activities was narrow. Respondents provided the following reasons as to why they considered this as *very important* or *important* attribute of effectiveness.

That:  
- It provides the learners an opportunity to fully exploit their talents and potential during the learning process and period.  
- It provides learners with the opportunity to determine and choose a career that best appeals to their interests and wishes.

Rutler et al. (1979) Emphasize that a wide range of subjects taught in schools allow for choices among the learners. These enhance their chances of success in their post school life. Besides, this provision provides learners’ with a wide range of choice of career and also provides them with a chance to exploit their talent in, both in, and out of class school programmes.

**Attribute No. 2: School should have Available and Quality Materials and Resources (textbooks, laboratories, equipments etc)**

The table below shows distribution of responses to this attribute.

**Table 4.5: Respondents Perceptions on availability of Quality Materials and Resources**

<table>
<thead>
<tr>
<th>Importance Of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>100</td>
<td>80.6</td>
</tr>
<tr>
<td>Important</td>
<td>15</td>
<td>13.3</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100%</td>
</tr>
</tbody>
</table>
From the above table it can be observed that about 87% of respondents considered this attribute as very important to secondary school effectiveness while 13% considered it as important. No respondent considered this attribute as either fairly important or not important. The results showed an overwhelming endorsement of this attribute as very important to school effectiveness.

The following reasons were offered for this opinion.

That: - These materials facilities and resources facilitate a quality teaching/learning programme because both teachers and students have all what it takes for effective instructional programmes.

- Learners' private studies programmes are greatly enriched by the availability of these resources.

- On the whole, the performances of students in exams are always much better in well equipped and endowed schools.

This observations are given credence by Rutler et al, (1979) in which he observed that schools are poorly, or not equipped with this resources are unable to adequately prepare students for National exams and also equip them with relevant knowledge, skills and attitudes that are needed for survival in competitive environments.

Attribute No. 3: Schools should have Adequate Number of Qualified Teaching and Non-teaching Staff.

Table 4.6 below summarizes respondents' views on this attribute
Table 4.6: Respondents Perceptions on Importance of Adequate number of Qualified Staff

<table>
<thead>
<tr>
<th>Importance of Attributes</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>99</td>
<td>86</td>
</tr>
<tr>
<td>Important</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above 86% consider this attribute as very important while 100% of respondents consider it as either very important or important. These results show that a record 100% rate this attribute highly.

Respondents offered the following reasons for their opinion:

- That qualified staff will provide effective teaching and other services leading to quality results in examinations.

The core duty of any secondary school is to undertake instructional programmes for learners and especially academic programmes. This objectives can not be realized if a school lacks qualified staff, especially teachers in (Republic of Kenya 1987). The government considers a key attribute of an effective secondary school as one that is well staffed with appropriately qualified staff.
Attribute No. 4: Secondary Schools should charge affordable fees and other charges.

Respondents' views are summarized in the table below.

Table 4.7: Respondents Perceptions on Importance of affordable Fees and other charges to School Effectiveness

<table>
<thead>
<tr>
<th>Importance of Attributes</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>102</td>
<td>88.7</td>
</tr>
<tr>
<td>Important</td>
<td>13</td>
<td>11.3</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results above showed that 100% of respondents considered affordable fees in secondary schools as either very important or important attribute of secondary school effectiveness.

The following reasons were offered for these responses:

- Affordable fees would enable majority of secondary school students to complete the course, without dropping out altogether.
- Students would learn more, and perform well in examinations because they would not loose school time at home when they are sent to look for fees.

In Kenya today, a major cause of high drop out rates in secondary schools has been the failure by parents and guardians to pay the required fees this has led to the government to
regulate fees and provide bursary to needy children. But these efforts have not succeeded in curbing the high drop out rates among students. High levels of unemployment and perennial food shortages consume merger resources available in households making payment of fees even more problematic. There is a point below which fees charges would not meet the quality standards of secondary school education so, other than just focusing on lowering fees the government should find a way of increasing financing of secondary schools. This will lead to subsidization of the costs without lowering the quality.

Attribute No. 5: That a School has adequate physical structures (classes, laboratories, play grounds, libraries etc)

Table 4.8 shown below summarizes the responses provided by the respondents.

Table 4.8: Perceptions on Importance of Adequate Structures

<table>
<thead>
<tr>
<th>Importance of Attributes</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>89</td>
<td>77.4</td>
</tr>
<tr>
<td>Important</td>
<td>26</td>
<td>22.6</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100%</td>
</tr>
</tbody>
</table>

Results shows that more than 75% of respondents considered adequate physical structures as very important to school effectiveness. A hundred percent of the respondents considered this attribute as either important or very important to school effectiveness. It was an indication that parents and community members expect schools to put up adequate physical structures.
Reasons offered for these responses included:

- That the schools are able to carry out many educational programmes without hindrances or disruptions because rooms and other facilities are available.
- That there won’t be congestion in classrooms, laboratories and libraries, which would contribute to effective instructional programmes.

Such physical structures like classes, laboratories, hostels, libraries and ply grounds among others need to be there for effective learning. Their shortage leads to congestion in places like classrooms, labs, and libraries. This results to poor learning and equally poor examination results.

**Attribute No. 6: Involving Parents and other Community Members in School Programmes.**

The table below summarizes the responses given during the research.

**Table 4.9: Perceptions on Importance of involving Parents and Community in School Programmes**

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>59</td>
<td>51.3</td>
</tr>
<tr>
<td>Important</td>
<td>42</td>
<td>36.5</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>6</td>
<td>5.2</td>
</tr>
<tr>
<td>Not Important</td>
<td>8</td>
<td>7.0</td>
</tr>
<tr>
<td></td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>
The above results show that just over 50% of the respondents considered this attribute as very important to secondary school effectiveness. Another 37% saw it as important. However a significant proportion of 12.2% viewed this attribute as either fairly important or not important. It was an indication that there was no general consensus on the level of significance of this attribute to effectiveness in secondary schools.

Respondents who considered it as either very important or important, offered the following reasons for their opinion.

- That when parents and the community are involved in school programmes they tend to identify more with the school thus readily offering any assistance or contribution whenever it is needed.

- That because parents and the community are a major stakeholder in schools, they have a right to be involved in their programmes.

- That involving parents and community in school programmes enriches the learners learning experiences.

- That parents and the community will develop a sense of ownership of the schools and be on the forefront to protect them against any form of destructive forces and influences.

The idea of involving parents and the community in schools programmes is supported in Banners et al, (1991) and the (East African Standard Newspaper, November 28th 1982, p. 6) where it is observed that community members provide the learners pay the school fees intitally provide the land in which the school are built and in many cases provide free labour at the initial stages of establishment of these schools. As such the strength,
stability and success of any school depends almost wholly on the level of interest that parents and the wider community takes in its activities.

Respondents who considered this attribute as just fairly important or not important opined that:

- In many occasions, when the community and parents are allowed a lot of room in secondary schools they tend to influence the schools negatively. Many of these are not education experts while still others may bring into the school harmful substances like drugs or provide other bad influence to the character of the students.

This may be true in some cases but such situations can be controlled and eradicated because they are usually the exception to the rule.

Attribute No. 7: Involving Learners in Community Activities as part of their Curriculum

Responses provided for this attribute were as shown in table 4.10 below

Table 4.10: Perceptions on Involving of Learners in Community Programmes

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>27</td>
<td>23.5</td>
</tr>
<tr>
<td>Important</td>
<td>46</td>
<td>40.0</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>29</td>
<td>25.2</td>
</tr>
<tr>
<td>Not Important</td>
<td>13</td>
<td>11.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>
From the findings on the table above, this attribute lacked any consensus on what level of importance respondents attached to its contribution to school effectiveness. A small percentage of about 24 considered it as a very important attribute. A fairly significant 40% considered it as important. A similarly significant 38% considered this attribute as either just fairly important or not important.

Respondents who considered this attribute as either very important or important provided the following reasons:

- That students become aware of the need and problems in their communities and that they are expected to play their role in solving them.
- That learners will be prepared early enough for the roles that awaits them in their societies later in life.
- That it will endear schools to communities and make the community members ready to help them whenever such help is needed.

A school programme that offers learners' an opportunity to contribute to the welfare of their communities while still in school is good because it gives the learners' a way to reciprocate for the sacrifices that their own people make to have them in school. Besides, it gives the learners' the opportunity to experience the challenges that face their own people. (Mbiti, 1999) notes that

A school is not an Island but part of the community in which it is located... the pupils in the school are also the members of the community... what is taught in class should
be put in practice in improving the standards of the community. (P. 51).

These comments capture the spirit in which schools should go out of their way to involve themselves in community affairs.

Respondents who viewed this attribute as either *fairly important* or just, *not important* had the views that:

- Involving learners in community affairs may disrupt schools core programmes of learning leading to poor results.

- That there are bad eggs in the community, who through frequent contact with learners, may influence them into harmful habits like drugs taking and immoral behaviours.

- That the core objectives of schools are simply not the same as those of the wider community at any given time.

These observations can only be true if there are no controls and rules to regulate the manner and the extent to which schools involved themselves in community programmes.

**Attribute No. 8: Good School – Community Relations**

The following responses were provided by respondents regarding their perception of this attribute to school effectiveness.
Table 4.11: Respondents Perceptions on good School - Community Relations to School Effectiveness.

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>87</td>
<td>75.6</td>
</tr>
<tr>
<td>Important</td>
<td>26</td>
<td>22.6</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td>Not Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table above, it is observed that over 75% of the respondents considered Good-School – Community relations as a very important attribute to school effectiveness. The combined percentage of those viewing this attribute as either very important or important stood at over 98%. This is overwhelming endorsement of good school-community relations as a very important attribute of effectiveness in the perception of parents and community.

Reasons offered for this stand included:

- That there is a symbiotic relationship between the school and the community with each getting lots of benefits from the other. So good relations is in the interest of both.
- That no school can survive, the moment the community at large withdraws its goodwill from the school.
- That the community will take its children to those schools in which it feels inclined to be associated with.

A cordial relationship between schools and the community in which they are found ensures that these schools enjoy full support from such communities. Such support is
inform of provision of learners, financial material and even moral support like ensuring
the schools are not vandalized by people of ill will and also sharing to these schools any
relevant information that would helps school administrators to perform better.

Attribute No. 9: A Strong School Leadership/Administration (One that is firm and
purposeful and leads by example).

The following responses provided the parents and community members' perception
regarding the level of importance of this attribute in secondary schools effectiveness.

Table 4.12: Responses on Attribute of strong School Leadership to Effectiveness

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>115</td>
<td>100</td>
</tr>
<tr>
<td>Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

As can be observed in Table 4.8 above, all respondents considered the attribute of a
strong school leadership as very important. This was a unanimous belief that a strong
school leadership is a very important attribute of effectiveness in a school.

The reasons provided for this unanimous verdict were that:

- A strong leadership inspires students and teachers and rallies them to
  success.
- Strong leadership leads to high level of discipline, which ensures a peaceful school and academic success.
- Strong leadership acts as a role model to the learners.

A commonly held belief is that a secondary school 'stands or falls by its head', the wisdom behind this statement is that whether or not a school succeed will depend almost entirely on the kind of head teacher or principal that it has. In, Report on the Task force on Student Discipline and Unrest in Secondary Schools. (Republic of Kenya, 2001), it is observed that a major cause of poor performance in most secondary schools is appointment of head teachers on any other basis than merit.

Attribute No. 10: A curriculum that lays emphasis to skills relevant to the country’s labour market.

The responses offered for this attribute are shown in the table below:

Table 4.13: Responses on Curriculum with Emphasis on Skills Relevant to the Country’s Labour Market

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>91</td>
<td>79.1</td>
</tr>
<tr>
<td>Important</td>
<td>20</td>
<td>17.4</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>Not Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>
From Table 4.13 above 79% of respondents felt that a curriculum that would lay great emphasis on acquisition of skills relevant to local labour market is a very important attribute of school effectiveness. A further 17% considered this attribute as important. This gave a total of those considering this attribute as either very important or important to be over 95% of the respondents. However a small number of respondents considered this attribute as just 'fairly important' and provided a compelling reason for the same.

Reasons provided by the respondents who considered this attribute as either very important or important were that:-

- These skills would enable learners to be gainfully employed after school.
- The skills would directly contribute to growth and development of the country’s economy
- The skills would make the learners' to be self reliant later in life.

These views gain support from Ruttler et al, (1979) & Henkener, M. (1984) who consider a key attribute of an effective school as being able to offer a curriculum that first and foremost provides the required skills for the local market. Education being an investment, its productivity and returns can only be in terms of how well it is able to pay back to those who have invested in it through increased productivity both in goods and services.

The small number of respondents who viewed this attribute as just ‘fairly important’ to school effectiveness observed that:-
Skills that are narrowly tailored just to satisfy domestic labour market may not compete effectively in international labour markets where school learners' are also entitled to complete.

Such fears are understandable only in situations where those graduating from the secondary school system are not able to be absorbed in labour market outside our country.

**Attribute No 11: A Curriculum that Lays Emphasis on Self-reliance and Self-Employment after School.**

Respondents provided the following responses in table 4.15 below with regard to their perception of the above attribute

**Table 4.14: Respondents Perceptions on Laying Emphasis on Skills of self-reliance and self-employment after School**

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>93</td>
<td>81.0</td>
</tr>
<tr>
<td>Important</td>
<td>19</td>
<td>16.5</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>Not Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

As can be observed from the table the number of respondents who considered this as very *important* to school effectiveness were over 80%. If those who considered it as an important attribute to school effectiveness are added to this, the total percentage of respondents would be over 87%. The above data is an indication that a large majority of
parents and community members would wish to have a secondary school curriculum that lays great emphasis on skills that will make learners self-reliant after school.

Reasons given for these observations were that:

- The economy of our country has not been able to absorb most of the secondary and university graduands leading to high levels of unemployment, so learners ought to be equipped with skills that will enable them to survive after school.

- School leavers who are able to start their own enterprises after school through skills provided in school will themselves be able to create more employment opportunities in the process.

Learners should therefore be able to cope with self and vocational employment after school (Eshiwani, 1993). This will reduce the numbers of school leavers who must wait to be employed either by the government or in the private sector.

**Attribute No 12: Emphasis on Moral Development of Learners**

Table 4.16 below summarizes the responses on how the above attribute was rated regarding its level of importance on Secondary School effectiveness.

**Table 4.16: Perceptions on Emphasis on Moral Development of Learners**

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>98</td>
<td>85.2</td>
</tr>
<tr>
<td>Important</td>
<td>17</td>
<td>14.8</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>
From the above table it can be observed that over 85% of respondents considered moral development of learners in high schools to be a very important attribute of school effectiveness and the remaining balance of 15% considered the same as important. This is an indication that generally the concerns of parents and the community on the morals of their school going youth are very high.

Reasons given for the overwhelming endorsement of this virtue included:

- That morally upright students will fight off the careless and freestyle life style of drugs and sex that has led to many contracting AIDS.
- That good morals result to self-respecting, responsible and dependable members of society.

More than ever before, the concern by parents and the community members on moral probity of their children, is taking a very prominent role. This is so because employers, training institutions and institutions of higher learning are increasingly laying a higher premium on the character of applicants. Moreover, the AIDS pandemic, drug abuse, sexual immorality, gross indiscipline and a strong inclination to violence among youth in secondary schools today cause for a serious refocus of the virtue of character formation as an important attribute.

Attribute No. 13: Strong emphasis on Religion Values on Learners

The responses below came out on this attribute that sought to find out the respondents perception on how it impacts on school effectiveness.
Table 4.16: Responses on Impact to school Effectiveness of Religious Values

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>73</td>
<td>63.5</td>
</tr>
<tr>
<td>Important</td>
<td>28</td>
<td>24.3</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>8</td>
<td>7.0</td>
</tr>
<tr>
<td>Not Important</td>
<td>6</td>
<td>5.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table above, more than 63% of the respondents considered religious instructions as a very important attribute of secondary school effectiveness. Another over 24% of respondents considered this attribute as important; this gave a total approval of this attribute at over 85%. These results showed that many parents and community members approve and support the teaching of religious values and knowledge to their high school going children, and consider this as an important gauge of effectiveness.

The following reasons were given for these responses:

- That religious values strengthen the morals of learners
- That they build into them virtues of obedience, hard work, chastity and honesty.
- That learners are trained to be obedient and law abiding.

Nearly all religions espouse the virtues of honesty, hard work, love for one another, respect to fellow humans, equality of all mankind before God, kindness among other virtues. These are very important for harmony, peace and stability in human communities.
About 15% of the respondents considered this attribute as either just *fairly important* or not *important* and their reasons were that:

- To be religious or not to be, is a matter of individual choice that need not be imposed on learners.
- Of late several religious organizations have come with misleading teachings, and these may find their way in schools.

These fears expressed above may be borne out of some contemporary teachings of emerging religious sex which appear to contradict those virtues earlier highlighted.

**Attribute No. 14: Schools with Physical Structures in Good State of Repair**

The table below summarizes the findings regarding parents and community members’ perception of this attribute.

**Table 4.17: Perceptions on Schools with Physical Structures in good state of Repair**

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>57</td>
<td>49.6</td>
</tr>
<tr>
<td>Important</td>
<td>58</td>
<td>50.4</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

The above results show that about half of respondents considered this attribute *as very important* to school effectiveness while the other half considered it to be *important*.

Reasons given for the unanimous endorsement of this attribute were that:
Structures in a good state of repair guarantee safety to learners and teachers as they use them.

- Comfort offered by the sense of safety from using well-maintained structures enhances learning.

- The long-term costs of rehabilitating structures that are used for long without periodic repairs may be prohibitive.

This attribute of school effectiveness also finds support in (Republic of Kenya, 1987), which observed that an effective school should have both adequate and well-maintained buildings and fields. Proper maintenance ensures that structures are not a danger to the safety of the learners besides providing an attractive appearance. Such attractiveness is an aesthetic dimension to the school environment and this enhances good performance.

### Attribute No. 15: Strong Emphasis on High Level of Academic Success in National Examinations

The table below summarizes the responses on this attribute received during the research:

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>99</td>
<td>86.1</td>
</tr>
<tr>
<td>Important</td>
<td>13</td>
<td>11.3</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>3</td>
<td>2.6</td>
</tr>
<tr>
<td>Not Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>
From this table more than 86% of respondents perceived a strong emphasis on high levels of academic success in National Examinations as a very important attribute of effectiveness in a school. Another over 11% perceived the same attribute as important. The combined percentage being over 87% of the respondents, only a trace minority of about 3% considered this attribute as fairly important.

Reasons given for this opinion included that:

- Good academic results would enable learners to get admission to the University or in quality training opportunities and realize their life dreams after graduation.
- The learners will have a competitive advantage when they are looking for jobs.

Many Kenyans consider good examination results in secondary schools as a key determinant of the quality for the school. Parents take students to school mainly because they would like them to do well in exams and proceed to higher education or get good jobs or training opportunities in competitive middle level colleges (Henkener, M., 1984).

The trace minority of about 3%, who saw this attribute as fairly important gave the reason that:

- This may extremely stress the less gifted in academics, and also deny them the opportunity to discover their potential in other activities like say sports.
Attribute No. 16: High and Positive Expectations among the Learners themselves that Parents and the Community

The responses on the above attribute are shown on table 4.19 below.

Table 4.19: Perceptions on High and Positive Expectations among Learners, Parents and the Community

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>84</td>
<td>73.0</td>
</tr>
<tr>
<td>Important</td>
<td>28</td>
<td>24.4</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Important</td>
<td>3</td>
<td>2.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

Over 97% of respondents considered the above as a very important or important attribute of secondary school effectiveness. This is an indication that parents and community members like to place very high expectations on secondary school learners. They would also expect learners to have similarly high expectations on themselves.

The reasons provided by respondents for this near unanimous opinion were that:

- Such high expectations act as a driving force to learners to work very hard, which results always to excellent results.
- Causes a sense of bonding between learners parents and the community where learners feel that they are not just working hard for themselves but also to satisfy the wishes of their parents and community. This imposes on them a burden to excel.
The above attribute implies that key stakeholders in the school set high expectation on the school's performance. Such expectations act as an impetus that compels every player in the school to give his or her best towards quality performance. The same effect is provision of an education that is of every high quality standards, which ensures excellent results in examinations as well as quality general development of learners (Republic of Kenya, 1987). A trace percentage of 2.6 considered this attribute as 'not important'. The reason they offered for this opinion was that:

- Such high expectations may put too much pressure on slow learners who may opt to quit education or even result to forms of escapism like drugs.

An eventuality as this one is only possible if these expectations are unrealistic and fail to appreciate the fact of individual differences among learners.

**Attribute No. 17: A School that offers Learners a Greater Central on what goes on in and out of Class**

Responses to the significance of this attribute to effectiveness are summarized in the table below:
Table 4.20: Perceptions on Providing Learners Greater Control of their in and out of Class Affairs

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>49</td>
<td>42.6</td>
</tr>
<tr>
<td>Important</td>
<td>44</td>
<td>38.3</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>14</td>
<td>12.1</td>
</tr>
<tr>
<td>Not Important</td>
<td>8</td>
<td>7.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

The above data indicates that respondents’ opinion was not unanimous. Just over 40% considered this to be a very important attribute while another 38% consider it as important. This is an indication that parents and the community may desire a greater participation of learners in school programmes than it is now.

The reasons offered for this opinion were that:

- Such opportunity would enable the learners to develop their leadership and decision-making potential while still in school.
- The opportunity would also forestall incidents of strikes that occur when learners consider school administration as dictatorial and insensitive to their needs.

About 20% of respondents perceived this attribute as either just fairly important or not important at all. Reasons they offered were that:

-
Providing for much freedom to learners in high schools at this young age would make them abuse it out of ignorance and in experience and run out of control.

It is wrong to fail to provide young people in high schools clear guidance and leadership at this time when they may not know what is best for them.

While the authority that determines what is to be taught at different levels in the secondary school course lies entirely outside the domain of learners, but it is possible to involve them a lot in the 'how' of these programmes. When learners are involved in some way, in organizing school programmes, they are gains because the learners self-esteem is raised. (Newton and Terrat, 1992).

Attribute No. 18: Close Monitoring of Learners Progress in School (through Homework, Assignments, Exams and out of Class Activities)

Responses provided on this attribute are summarized in the table below

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>104</td>
<td>90.4</td>
</tr>
<tr>
<td>Important</td>
<td>11</td>
<td>9.6</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>
From the results above, it can be observed that an overwhelming response of over 90% perceive this as a *very important* attribute of school effectiveness. The other 10% perceive it to be an *important* attribute. This leaves an overwhelming indication that parents and community members want their children’s learning process to be closely monitored as one of the indicators of school effectiveness.

Reasons offered were that:

- If leads to excellent results because it keeps learners positively busy and occupied throughout the learning process.
- It is possible for teachers to identify learners’ areas of weaknesses and problems in time, and correct them.
- It keeps learners from idleness in school which may result into truant behaviours.

When learners are closely monitored, they work hard. Besides, such monitoring indicates that teachers are taking their work seriously and students are getting the value for their money worth (Newton and Terrat, 1992). Evaluation of any instructional programme is unnecessary step to ascertaining the progress of learners. Exams, assignment and homework are part of this evaluation.

**Attribute No. 19: Use of a wide variety of Teaching Strategies**

The table below provides a summary of the responses.
Table 4.22: Respondents Perception on use of wide variety of Teaching Strategies

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>73</td>
<td>63.5</td>
</tr>
<tr>
<td>Important</td>
<td>32</td>
<td>27.9</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>6</td>
<td>5.2</td>
</tr>
<tr>
<td>Not Important</td>
<td>3</td>
<td>2.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

As can be observed from table 4.22 above over 63% of respondents perceived this as a very important attributes to school effectiveness. Another over 27% perceived it as important. This gives a combined figure of over 91%. These results are an indication that respondents understood and appreciated the need for use of a wide array of teaching strategies as an indicator of school effectiveness.

Reasons offered for this opinion were that:

- It enriches teaching and learning experiences and makes it more enjoyable and successful to both the teacher and the learner.

- It results to a form of stimulus variation, which avoids boredom in learning process, and also helps to relax the learners' brains.

While a wide variety of teaching strategies may demand a larger input of financial resources, which also translates into higher course of education, but it is worth the increased cost. Class programmes can be boring, tiresome, and stressful to learners if undertaken through one method. Knowledge of psychology supports the use of stimulus variations for effective learning. This is what many teaching strategies achieve in learners.
A small minority of 8% of total number respondents perceived this attribute as either *fairly important* or *not important*. Observations made following this opinion were that:

- It is only well equipped and endowed schools that may afford resources needed to widen the variety of teaching strategies, yet many schools lack such resource endorsement.
- The syllabuses are normally wide and adoption of many teaching strategies may slow down the pace of coverage.

The observation above cannot be used as an excuse to deny learners the use of a wide variety of teaching strategies. Poor schools should be able to improvise. Also, time allocated for subject allow room for use of these strategies.

**Attribute No. 20: Provision of Opportunities for Students’ Responsibility**

Responses on perception of this attribute are reflected in Table 4.24 below:

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>74</td>
<td>64.4</td>
</tr>
<tr>
<td>Important</td>
<td>33</td>
<td>28.6</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>8</td>
<td>7.0</td>
</tr>
<tr>
<td>Not Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>
As shown in the table above, over 64% of respondents perceived this attribute to be very important to school effectiveness. Nearly 29% considered it to be an important attribute. This was a near unanimous endorsement of this attribute's importance in school effectiveness. Reasons given for this opinion were that:

- Peers have an opportunity to mould and influence one another positively.
- Students are more likely going to open up to one another than they would to elder members of the society.
- It enables learners to be mature and to nurture fully their hidden talents.

When learners get an opportunity to assume roles and responsibilities like being prefects, official of clubs, and societies and opportunities to participate in drama, Science Congresses etc. They enrich their learning experiences. They also have an opportunity to exert positive peer influence on one another.

The small minority who perceived this attribute as just fairly important opined that:

- It is not very wise to leave peers to guide and nurture one another because it is not always when they may know what is best for them in life.

This is only true in situation where learners are allowed to operate without any guidance or supervision whatsoever.
Attribute No. 21: Provision for Public Rewards and Incentives (like organized price giving days etc)

Findings from Respondents regarding this attribute are provided in the table below

Table 4.24: Respondents Perceptions on Provision for Public Rewards and Incentives in Schools

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>80</td>
<td>69.6</td>
</tr>
<tr>
<td>Important</td>
<td>23</td>
<td>20.0</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>7</td>
<td>6.1</td>
</tr>
<tr>
<td>Not Important</td>
<td>5</td>
<td>4.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table above it is observed that over 69% of respondents considered this attribute as *very important* to school effectiveness, while another 20% considered it as *important*. This provided an endorsement of this attribute by almost 90% of the respondents.

The reasons they offered for this endorsement were that:

- It motivates both learners and teachers to work very hard which in itself results to excellent results.
- It enhances competition among students, institutions and even teachers, which leads to hard work and much better performance.
- It challenges the weak and lazy learners and teachers to work hard.
- It makes learners and teachers fell that their efforts are being recognized and appreciated by the parents and the wider community.
When learners, who have excelled in various academic and other school programmes, are rewarded in such public forums, the impact is phenomenal. Firstly, they feel recognized and appreciated and would work extremely hard for another such opportunities. Moreover, learners who fail to get that honour would also work extremely hard for it in future. The net effect is excellent performance in exams and other schools programmes.

(Summons et al. 1995) opines that different forms of reinforcement have a positive impact on quality performance and are associated with better outcomes at individual and school level. These public rewards and incentives are a form of reinforcement to learners.

About 11% of the respondents who perceived this attribute as either just fairly important or not important at all in contributing to school effectiveness had the following reasons:

- That learners and teachers may fail to perform if resources are not there to organize for such occasions.

- Sometimes schools charge parents to finance these occasions and this adds a burden to parents

The observations above are true. Excessive use of rewards and incentives may be counter productive to performance whenever the resources and the opportunities for their use miss at any given time. Also where parents must be taxed heavily to finance such problems this burden added to the high fees paid in secondary schools may be unfair.
Attribute No. 22: Highest Percentage of time allocated to Academic Learning vis-à-vis other Activities.

The table below provided a summary of the findings on parents and community members of this attribute to school effectiveness.

Table 4.25: Respondents Perceptions on Allocating Highest Percentage of Time to Academic Learning

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>63</td>
<td>54.8</td>
</tr>
<tr>
<td>Important</td>
<td>29</td>
<td>25.2</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>12</td>
<td>10.0</td>
</tr>
<tr>
<td>Not Important</td>
<td>12</td>
<td>10.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table indicates that more than 54% of respondents perceive this attribute as very important while another more than 25% considered this attribute as important. The combined values give an endorsement of 80%. The reasons offered for these responses were that:

- Academic pursuit and excellence is the single most important reason for children to go to school.
- After school prospective employers and institutions of further education are mostly interested with academic qualifications.
- What has to be covered in different areas of class subjects is very wide and quantitative and obviously need more time.
In-as-much as activities like games and sports, drama, music and community service programmes are important in secondary school programmes, but a consensus exists that the core duty of a school is academic pursuits. Excellent academic performance as may be reflected in National examination results, carries the top honours for any secondary school. All other achievements fade in importance in comparison. In (Henkener, M. 1984), it is noted that time allocated for academic subjects must be adequate and must get the first priority in the school programmes.

The relatively significant number of respondents, comprising 20% of the total considered this attribute as either fairly important or not important.

Reasons offered for these observations were that:

- There are students whose talent may not lie in academic field and will also need to be helped to discover them in areas like sports drama etc.
- Over emphasis on mentally draining academic programmes may result to stress in learners.

The observations above would carry meaning only if a school ignores activities such as sports, and also fails to give learners time for recreation.

**Attribute No. 23: Schools to be under Sponsorship of Religious Organizations**

Table 4.26 below summarizes responses on perceptions on importance of having schools and sponsorship of religious organizations.
Table 4.26: Respondents Perceptions on Importance of having Schools under Sponsorship of Religious Organizations

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>31</td>
<td>27.0</td>
</tr>
<tr>
<td>Important</td>
<td>24</td>
<td>21.0</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>25</td>
<td>22.0</td>
</tr>
<tr>
<td>Not Important</td>
<td>35</td>
<td>30.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

The results from the table above show a general lack of consensus on how respondents perceive this attribute. For example, only 27% of the respondents considered the role of religious organizations in sponsorship of school as very important. Another 21% perceived this attribute as important. The total for those who considered it as either very important or important was 48%. The views in support of this attribute were that:

- Generally schools under sponsorship of religious organizations perform better in examinations.
- Sponsoring organizations act as guardians of the Parents and Community interests in schools by ensuring that there is no abuse of resources and other unethical dealings.
- Most schools were started by Religious Organizations, and as such they have a right to continue to bear influence on how they are run.
- They offer spiritual guidance and nourishment to learners and this enhances discipline.
That the best performing schools in the country are under sponsorship of religious organizations is not in dispute. Schools like Precious Blood Girls in Riruta and Kilungu, Alliance Girls and Boys High Schools, Strathmore, Mangu High School, Friends Kamusinga, among others that have dominated national charts in national examination performance or sponsored by religious organizations. Similarly such schools hardly experienced students' unrest.

A majority of 52% passed a negative verdict on the role of sponsorship of schools by religious organizations with 30% of them perceiving it as \textit{not important} and a remaining 22% perceiving this attribute as just \textit{fairly important}. Reasons given for this opinion were that:-

- Most of the times religious organizations compel learners of other faiths to practice those values and beliefs espoused by the sponsoring body. This is against learners' individual rights to belong to their faiths.

- In many occasions religious sponsors cause instability in schools by imposing their will in every path of the school management including imposing their own administrators or refusing those of other faiths who may be very efficient.

- Some religious organizations do not provide any material support or even meaningful spiritual support yet they insist on having their way in all key areas of school management.
In the recent past some religious organizations have emerged with teachings that arouse suspicion on parents and community and may not want their own children to be influenced by these teachings. Respondents who held these views above may have had in mind situations in which schools have failed to respect divergent religious views held by some learners. Instances where students of the Seventh Day Adventist Church are denied their rights to observe the Sabbath in non-Seventh Day Adventist sponsored schools are many cases of Muslim Girls being denied the rights to wear their head gear in Christians schools have also been reported. This intolerance may be the reasons for reduced support to religious sponsorship in secondary schools.

Attribute No. 24: A Provision that Schools Should be same Sex Secondary Schools Only.

Findings during the research on perceptions regarding the attribute above are expressed in the table below.

Table 4.27: Respondents Perceptions of Requirement that Secondary Schools be Same Sex Only

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>31</td>
<td>27</td>
</tr>
<tr>
<td>Important</td>
<td>28</td>
<td>24.3</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>15</td>
<td>13.0</td>
</tr>
<tr>
<td>Not Important</td>
<td>41</td>
<td>35.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>
As the above table shows, opinion over the significance of this attribute to school effectiveness is totally divided. A small proportion that is 27% saw this provision as very important to school effectiveness. A similar but less strongly held view of this attribute as being important was held by another group comprising 24% of the respondents. The overall total was just over 50% of the respondents. The reasons offered for those perceptions were that:-

- The general trend in Kenya Secondary schools today is that learners' in single sex schools, don’t get disrupted by the opposite sex in the course of learning, which leads to good individual results among learners.

- Cases of pregnancies and immoral behaviour are common in mixed secondary schools.

These observations are true generally because single sex schools like Alliance, Mangu, Starehe and Precious Blood are usually at the top in both national exams and other secondary school programmes. There are also fewer cases of drop out due to pregnancies and other problem of misbehaviour.

As the results in the table show about 49% of the respondents saw this requirement as fairly important or not important. This reflected their lack of endorsement for this attribute. Reasons provided were that:-

- Students who go to single sex secondary schools are generally poorly socialized in later life because in real life people are never isolated in terms of their gender.
This arrangement denies the learners the opportunity to learn and compete with one another on similar circumstances in school life.

This arrangement criminalizes free interaction among youth of the opposite sex, as they grow up and share their dreams and fears.

Note that there are still mixed secondary schools in Kenya whose performance has been excellent in the past. This vindicates the views above. Schools like Kabarak High and Sunshine High Schools that are mixed have remained as some of the best performing schools in the country.

Attribute No. 25: A Clear Emphasis on Clear and Fair Discipline on Learners

The responses regarding this attribute to secondary schools effectiveness are summarized in table 4.28 below:

Table 4.28: Respondents Perceptions of Emphasis on Discipline to Secondary School Effectiveness

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>100</td>
<td>87</td>
</tr>
<tr>
<td>Important</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

From the above table, an overwhelming majority of 87% of respondents considered this attribute as very important. The remaining 13% gave a verdict of important to
The significance of this attribute to school effectiveness. This is an indication that parents and community members' strong support to discipline in secondary schools is both overwhelming and also unanimous. Their reasons for this stand were that:

- No one is able to achieve anything in life without good discipline.
- Good discipline in schools enhances effective learning.
- It is easy to mould a disciplined student into a responsible and dependable person in the society.

Wangai Report (2001) emphasizes on the need to underscore high levels of discipline among secondary school youth. The report notes that increased cases of indiscipline manifested through drug abuse, schools' strike and riots, absconding of classes etc may have increased because of the banning of the use of the cane and the negative role played by the media in ruining the morals of the youth.

Attribute No.26: A Strong Emphasis on Values of Patriotism and Consideration for Others in the Society.

The results of the respondents' perception of this school attribute are summarized below.

Table 4.29: Respondents Perceptions on Emphasis in Schools on Values of Patriotism and Consideration of Others

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>57</td>
<td>49.7</td>
</tr>
<tr>
<td>Important</td>
<td>53</td>
<td>46.1</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>5</td>
<td>4.2</td>
</tr>
<tr>
<td>Not Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>
The table above shows that a landslide majority, of 96% perceives the teaching of values of patriotism and consideration for others as either very important or important. This is an indication that parents and community members expect effective schools to place great emphasis to teaching of these virtues. The reasons offered are that:

- These virtues develop in the learners a sense of identification with their people and nation.
- These virtues develop in the learners a sense of identity and pride in their cultures, societies, and values.
- They endow learners with virtues of nationalism, which make them prepared to give the best to their people and their country and also defend them if necessary.

A key aim of any education should be to produce learners who are useful to the society. This is the only justification for the society's massive investment in education, whose dividends must be in what the education system's graduands are able to give back to the society. In (Eshiwani, 1993), it is observed that learning programmes in secondary schools, should ensure formation of attitudes of National Patriotism, self respect and consideration for others, and service and loyalty to the home, the society and the nation.

A trace of 4% of respondents gave a judgement of fairly important and gave their own reasons as being that:

- If not well-checked teaching of such virtues can breed a zealous form of nationalism that will make the learners loose sense of appreciation of other nations, cultures or communities.
If overemphasized it may lead to the indoctrination of the youth, which blinds them from developing their independent views on national issues.

Attribute No. 27: Harmonious and Respectful Relationships Between Teachers and Learners

Findings on the respondents' views regarding these attributes are shown in the table below.

Table 4.30: Respondents Perceptions on Harmonious and Respectful Relationships Between Teachers and Learners.

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>102</td>
<td>89</td>
</tr>
<tr>
<td>Important</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

The results above shows that there was a unanimous feeling among all the respondents that such a relationship is a very important indicator of effectiveness in schools. Close to 90% of the respondents endorsed this attribute as very important while the rest saw it as important. This indicates that the parents and community's view is that a harmonious
and respectful relationship must characterize teacher-student relationship in an effective school. Reasons offered for this unanimous opinion were that:-

- There is serious and effective teaching and learning programmes in schools with this manner of relating.

- There are few incidents of strikes by students or class boycotts by teachers, which may result from strained relations between the two parties.

- There will be no incidents of unhealthy liaisons like illicit sexual relationships between teachers and students as it has commonly happened in many schools.

In a school system, the teacher is basically the source of knowledge while the learners are the recipient. How the two relate, will greatly determine the success or failure of the school programmes. Teachers should recognize the learners’ rights and responsibilities. In turn learners should respect their teachers. This motivates the teachers to give their best. Learners should feel understood by their teachers and a good rapport and sense of warmth and appreciation between the two parties should exist in order to provide beneficial influence on learning outcomes (Summons et al., 1995)

Attribute No. 28: Secondary Schools to have Reasonably Large Compounds:
Table 4.31: Perceptions on Importance of Reasonably large School Compounds to School Effectiveness

Respondents’ perceptions to this attribute are summarized in table 4.31 below

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>65</td>
<td>56.5</td>
</tr>
<tr>
<td>Important</td>
<td>29</td>
<td>25.2</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>11</td>
<td>9.7</td>
</tr>
<tr>
<td>Not Important</td>
<td>10</td>
<td>8.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

As the results show, the respondents’ opinion was divided but also strongly in favour of this attribute. Over 56% of respondents considered a relatively large school compound as a very important attribute of effectiveness. Another 25.2% considered this attribute as important. Their combined total of over 80% was a strong endorsement of this attribute. Reasons offered for this stand were that:

- Large compounds enable the school to engage in many activities that require land, like, sports.
- It is possible for a school to expand in future to accommodate more activities and increased number of learners.

The above observations are true because schools with small land area are restricted in terms of the number of educational programmes, which they can accommodate, as well as the number of students, which they can admit. The current policy in the Ministry of Education is to have schools with at least four streams. This is not possible in schools whose land is small.
A notable 18% of respondents failed to endorse this attribute and provided the following reasons as to why they felt that it was either not important or trust fairly important to school effectiveness. They observed that:

- When large compounds remain idle in schools, they become places of misbehavior where learners’ hide to smoke, escape classes and engage in immoral activities, because compounds are difficult to police.

- Large compounds do not directly contribute to performance in a school as such.

The observations above are true only when the compound is too large for effective management and policing. Few schools have that kind of land.

Attribute No. 29: Orderly and Well tended School Compounds

A summary of respondents’ perceptions to this attribute is given in table 4.32 below.

Table 4.32: Responses on Importance of the Attribute of Well tended and Orderly School Compound

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>79</td>
<td>69</td>
</tr>
<tr>
<td>Important</td>
<td>33</td>
<td>29</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Not Important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

The responses above show that a large majority of respondents amounting to nearly 70% of the total number strongly feel that an orderly and well-tended school compound is a
very important attribute of effectiveness in a school. An almost unanimous total of 98% consider this attribute as either important or very important. Reasons offered for this overwhelming endorsement were:

- That an orderly and well-tended school compound is a reflection to any casual observer of the orderly manner and good organization in which things are done in the school.
- That such order means a healthy and hygienic environment where learners’ health is not at risk.

A set up where the school compound is orderly and well tended reflects calmness and is task oriented. This stimulates good practice of learning and behaviour. Learners experience a sense of comfort and order. This enhances high standards in both academics and behaviour.

**Attribute No. 30: Provision of Quality Diet for Learners**

Students in boarding schools have all their meals there, while those in day schools usually have their lunches prepared in the school.

Responses concerning the quality of their meals are summarized in the table below.

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>66</td>
<td>57.2</td>
</tr>
<tr>
<td>Important</td>
<td>42</td>
<td>36.0</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>6</td>
<td>5.2</td>
</tr>
<tr>
<td>Not Important</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>
From the above table it is observed that there is a general agreement among respondents that quality diet is a necessary attribute of effectiveness in schools. However the feeling is not as strong because those who consider it to be very important comprise of just over 57% of total number of respondents. However when those that consider it to be important are also considered a near unanimous approval of over 90% is achieved.

Reasons offered by these respondents are that:

- Good diet enhances the learners' health, which is an important requisite of effective learning.
- Allegation of poor diet in schools has been the most quoted reason for strikes in secondary schools so quality diet would forestall strikes.

Certainly, a good diet does not call for hotel services and facilities in schools, but it just recognizes the need for learners to eat decently while in school. Boarding students take all their meals in the school during school days, while day scholars usually have their lunches served in school. The researcher's experience in seven schools, during 20 years of teaching experience shows that the money charged in boarding schools for meals and/or lunch programmes is enough to provide decent meals for learners. Parents and community members are aware that a major cause of strikes in schools is poor diet. If provision of decent meals can considerably reduce the number of strikes in schools, and considering that money paid for food is enough then learners should get decent meals. Moreover, quality meals will also enhance good health among learners, and this directly contributes to better results.
A token percentage of roughly 8 of the respondents did not endorse this attribute as one that in any meaningful way contributes to school effectiveness. The reason they offered merited attention. They observed that:

- Emphasis on good diet for learners will give them a false impression that life out of school is just bread and butter. This may even influence some not to work very hard.
- Resources spent on elaborate meals can be better used to buy resources for learning.
- The school diet should not be any different from one, which students enjoy in their modest homes.

This issues raised above are only meaningful in situations where the need for quality meals appears to take the centre stage. But secondary schools institutions know that their key objective is not just to give quality meals to learners.

Attribute No. 31: Provision that Secondary Schools be Boarding Schools

Findings from respondents are summarized in the table below:

Table 4.34: Respondents Perceptions on Provision for Boarding Secondary Schools

<table>
<thead>
<tr>
<th>Importance of Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>27</td>
<td>23.5</td>
</tr>
<tr>
<td>Important</td>
<td>29</td>
<td>25.2</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>15</td>
<td>13.0</td>
</tr>
<tr>
<td>Not Important</td>
<td>44</td>
<td>38.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>
From the findings above this is one attribute that raises the most divergent and varied sheds of opinion among the respondents. There is not even a tendency to consensus with regard to how respondents viewed the importance of having secondary schools as boarding schools. Just over 23% of respondents rated this attribute as very important, while another 25% rated it as important. The combined responses stood at about 48% of the respondents. But the level of conviction of those who endorsed this attribute is not really high considering that only 23% felt strongly about this attribute as contributing to school effectiveness.

Reasons provided by the respondents were that:

- In boarding schools, learners have adequate time to study, which provides them with a better opportunity to perform better.
- Some learners come from highly troubled family backgrounds and children from such families find comfort in boarding schools.
- Learners have more time to consult with one another and with their teachers, resulting in to better results.
- Chances of learners getting badly influenced by the wayward members of the community are minimized because interaction is controlled in boarding schools.

Nearly all the top performing schools in the country are boarding schools. As the observations above indicate boarding students' have more time for private studies and for discussion. They also have more time with their teachers. The effect of this is for them to have more time in academic related engagement, no wonder their results are better.
A majority of more than 51% gave an unfavourable verdict to boarding schools while 13% considered this attribute as **fairly important**, which reflected their mild disapproval. A notable 38% strongly objected to this attribute by rating it as **not important**. The strong views expressed for this opinion were that:

- Majority of Kenyan households are below the poverty line and fees paid in boarding schools is largely beyond their reach.
- Boarding schools have become very unsafe as destinations for children because of the endless strikes and cases of violence and arson that go with these strikes.
- Boarding schools deny parents adequate time with their children at a very critical time of their lives in which the counsel, and guidance of the parents is needed most in the children's character information.
- Some day schools, and individual day scholars in both day and boarding schools have excelled confirming that day schools or scholars can do equally well as boarding schools or scholars.

The cost that goes with maintenance of learners in boarding schools is generally high and many parents have been compel to send their children to poorly equipped day schools because of this costs. The spate of strikes in the recent past as concentrated mostly in boarding schools. This may be forcing parents and community members to think again on the advantage of having their children in boarding schools. Poor performance in day schools may not necessarily be as a result of the schools being day schools as such, but it may be because most of this day schools are also poorly equipped.
4.4 Categorization of the Attributes in their Order of Importance

Respondents were asked to indicate which to them were the top ten most important attributes. The results are summarized in the table below.

Table 4.4.1: List of Attributes in Order of Importance

<table>
<thead>
<tr>
<th>Statement of the Attribute</th>
<th>Attributes Serial No. in the Questionnaire</th>
<th>No. of times in the top ten list</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School should have adequate numbers of qualified staff</td>
<td>3</td>
<td>81</td>
<td>70</td>
</tr>
<tr>
<td>• Schools should have a strong administration.</td>
<td>9</td>
<td>77</td>
<td>67</td>
</tr>
<tr>
<td>• Schools should have affordable fees and other expenses.</td>
<td>4</td>
<td>76</td>
<td>60</td>
</tr>
<tr>
<td>• Schools should have quality and available material resources (e.g. textbooks)</td>
<td>2</td>
<td>73</td>
<td>63</td>
</tr>
<tr>
<td>• A close monitoring of learners progress in school.</td>
<td>18</td>
<td>68</td>
<td>59</td>
</tr>
<tr>
<td>• A strong emphasis on high levels of academic success in exams.</td>
<td>15</td>
<td>52</td>
<td>45</td>
</tr>
</tbody>
</table>
The results in the table above are arranged such that the 1st attribute is the one that was mentioned by the largest number of respondents as contributing to effectiveness in secondary schools. This was that schools should have adequate numbers of qualified staff. The last attribute was the 10th in order of importance. This was that effective schools should have a curriculum that lays emphasis on provision of skills for self-reliance and self-employment. Details on perceptions of respondents on these two and the other eight attributes are discussed in 4.2 above.
4.5 Reasons for Ineffectiveness in Secondary Schools Today

The table below summarizes the reasons given by respondents in order of their importance. The total number of times each attribute was mentioned by the respondents in the questionnaires is also indicated.

Table 4.5.1: Responses given for Reasons on low levels of Effectiveness in Secondary Schools

<table>
<thead>
<tr>
<th>Nature of Problem</th>
<th>Rank</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor school administrators</td>
<td>1</td>
<td>67</td>
</tr>
<tr>
<td>Lack of adequate resources in schools</td>
<td>2</td>
<td>62</td>
</tr>
<tr>
<td>Indiscipline among students</td>
<td>3</td>
<td>53</td>
</tr>
<tr>
<td>Shortage of qualified staff</td>
<td>4</td>
<td>43</td>
</tr>
<tr>
<td>High fees and other costs</td>
<td>5</td>
<td>32</td>
</tr>
<tr>
<td>Misappropriation of school resources by head teachers</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>Morally decadent society whose values affect schools</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Drug abuse among students</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Teachers engaged in business pursuit other than teaching</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Lack of motivation of teachers</td>
<td>10</td>
<td>14</td>
</tr>
</tbody>
</table>

The responses above are briefly discussed below:

The findings are discussed in relation to the objective that this study was trying to determine reasons for low level of effectiveness in secondary school in the questionnaires the responses were given in part IV, question 1.
Problem of Poor School Administrators (Head teachers)

That the success or failure of any institution almost solely depends on the head teacher is not in any doubt. He/she is the chief executive in a school and does the key administrative functions of planning, organizing, coordinating, controlling and directing all school activities and programmes. He also secures and controls both material and human resources. This places the head teacher at the centre of every programme in the school. His ideas, will to succeed, level of motivation, foresight and dreams, become the same ones for the school. In Kenya evidence abound in schools that were excelling until a certain head teacher was transferred, and a new one brought. Soon after the same school begins to drop in a free fall manner from one year to another. Similarly schools that were doing badly have received quality head teachers who have suddenly reversed the trend to make such school excel again, or for the first time. Mr. Otula, currently in Maseno National School has had that ability of re-energizing institutions to excellence.

There are very many incidents reported in the country in which schools go on strike because of poor leadership. In many others, parents have had the resolve to chase head teachers out of offices and lock them out. The Wangai Report on students Discipline and Unrest in Secondary Schools (Republic of Kenya 2001) clearly points at appointment of unqualified head teachers as a major cause of the rot in the secondary education sector.
• **Problem of lack of adequate Resources in Schools**

This current problem has a historical dimension. After independence, the strong desire for secondary school education led to an uncontrolled expansion of the sector. Resulting from this was establishment of very many community-based secondary schools under the “Harambee Spirit” of “let us pull together.” These schools came to be referred to as “Harambee” schools. They were poorly build and ill equipped in terms of material and personnel resources. Even though in the 80’s the government declared formally all “Harambee” (community) schools to be public schools, but this did not change the situation on the ground. Construction efforts are still funded by parents and the community. High levels of poverty in the country underlies the reason for very poor resource endowment in most of these public schools, majority of which were the Harambee/community schools. As would be expected, performance in these highly deprived schools has remained disappointing especially in the core subjects of Sciences, languages and Mathematics.

• **Problem of Indiscipline among Students**

There is a consensus among Kenyans that the secondary school sector in our education system faces a crisis. In July, 2004 alone, dozens of secondary schools in the country went on strike, and caused massive and wanton destruction of property. In a span of 2 weeks in the same month, media reports indicated that In Machakos and Makueni alone, the cost of destruction from a wave of strikes stood at over 50 million shillings. This was linked to gross indiscipline and drug abuse among students. Even without strikes and related destruction, an indisciplined
student cannot effectively learn. Success in its own right needs high degree of self-discipline. Performance in indisciplined institutions is correspondingly low.

- **Problem of Shortage of Qualified Staff**
For a number of years now, the government has frozen all employment, including that of teachers as a condition imposed by donors. At the same time loss of teachers through death, mostly due to HIV/AIDS has been alarming. Many others have left for greener pastures while others have retired. Only those who retire are being replaced and this is after quite sometimes. All this is in the background of schools that are expanding while new ones are still being started. As a result many schools have a biting shortage of teachers and this has greatly affected their performance in National exams.

- **High Fees and other charges**
The current fees and other charges in an average Provincial or District boarding secondary school stands on the very least at more than shs. 30,000 a year while National schools charge much more than that. Government’s efforts at controlling fees in secondary schools appears to have failed, as management in institutions argue that each school has the own unique needs. The end result to these spiraling costs in secondary education has been a high drop out rate, and a lot of time being spent by learners at home as they look for fees. Many other bright boys and girls who have done very well in KCPE have been unable to join secondary schools.
The impact of bursaries by the government, to the needy has just had token impact, partly due to the little amount involved and partly due to their poor management. It's noteworthy that majority of Kenyans are below poverty line and eke a living in very deprived circumstances. Their children have a very dim chance of ever enjoying secondary education.

- **Misappropriation of School Resources by Head teachers**

  When school resources are diverted to personal use and/or used for any other purpose other than the intended one, than misappropriation has taken place. Many school heads both in primary and secondary schools have been interdicted demoted or sacked because of his vice. The Wangai Report (Republic of Kenya, 2001) found out that in many schools head teachers wantonly misuse school funds and other resources. This results into a school falling to achieve the objective for which the funds were set, and consequently poor results.

- **The State of Moral decay in the larger society has just been duplicated in Secondary Schools**

  The notable number of respondents who hold this view belief that schools cannot run efficiently and effectively when they are actually a microcosm of the wider Kenyan society deemed to be in turmoil. If violence, rape, drug abuse, muggings, plunder of public resources, dishonesty, belief in short cuts to ones dreams in life, and an array of other vices characterize the Kenyan society, it would be a tall dream to expect school systems to fail to mirror the same vices. This is both true
and also practical. A child who is born in a home where violence is the norm is bound to show similar traits in school. Kenya’s society should heal itself before schools are healed.

- **Drug Abuse among Students**

  This is now a major threat to the future and even the very existence of our youth especially those in secondary schools. Issues raised under indiscipline among students, and society’s moral decay elsewhere in the findings of this research have exhaustively touched on the implications of this vice to secondary schools effectiveness.

- **Involvement of Teachers in Private Business pursuits that compromise their productivity in Schools**

  Major culprits are both principals and classroom teachers. Many school principals run chains of business concerns with turnovers that do not reflect their modest earnings. The numbers of those who have been caught having swindled their institutions add weight to the speculation that embezzled school funds are invested in these businesses. Similarly, many secondary school teachers have invested in Matatus, Retailing, Secondhand clothes businesses and even offering commercial tutorials during school time.

  As heads and classroom teachers spent more and more of their time in those businesses, schools suffer. The meager pay packages offered to teachers added to
the harsh economic times have tended to push them to cheat on the employer regarding commitment to duty.

- **Lack of Motivation for Teachers**

  It is generally accepted that the small pays given to teachers are not commensurate with the roles and responsibilities they play in this thankless profession. The government's acceptance to improve on teachers salaries and other allowances in 1997 was trashed soon after the elections. Teachers realized that they had been taken for a ride to provide a voting block for the government of the day. This, and other issues touching on the welfare of the teacher have adversely affected teachers' morale and motivation. The matter of teachers engaging in private business during class time discussed above may be a direct result of this scenario.

4.6 **Proposed Solutions to Secondary Schools' Ineffectiveness**

In the questionnaire, the research sought from the respondents what they felt would help improve on levels of effectiveness in secondary schools. The table below summarizes the findings. The proposals are listed in the order of prominence offered by the respondents and the number of times each suggestion was mentioned.
The findings are discussed in relation to the objective that this study was trying to determine what suggestion parents and community have that can make secondary schools effective in the questionnaires the responses were given in part IV, question 2. These findings included:

- *Need to ensure that only qualified head teachers are appointed to run secondary schools*

The impact of poor management in secondary schools has been discussed elsewhere in these findings. The government through the employing agent should
vet head teachers to determine their eligibility to head schools. The yardstick should be on academic qualifications, teaching experience, individual teachers performance as a classroom teacher, human relations skills financial management skills and other relevant skills. Serving heads should be periodically in-serviced to ensure that they are up to date with the required know how to run a secondary school in a dynamic society.

- **Ensuring High levels of Students Discipline**

  It calls for a collective responsibility of the school, the parents, the wider community and more specifically the government. Many parents have abandoned their roles to teachers, many of whom are poor apologies in providing guidance and advice to the youth. The wider society is a culprit in the causes of indiscipline among the youth. It has set a bad example to its own children. The society must lead by example. The government ought to set legislation that will firmly rein in on rampant indiscipline among learners.

- **Ensuring adequate number of Qualified Staff in Schools**

  Despite the handicaps the government faces towards achieving this objective, and which are discussed elsewhere in this report, It must still find a way of posting adequate teachers to schools. The budget for education ministry should be increased even farther to cater for this need. Many qualified teachers who have since graduation gone without jobs can readily fill this gap.
• **Ensuring Fees and other charges are affordable to all**

That the cost of secondary education in Kenya is beyond the reach of the majority has been highlighted clearly elsewhere in this report. There is a point below which fees charges would make no sense of quality. So other than just focusing on lowering fees, the government should find a way of raising increased revenue for financing secondary school education. This will lead to subsidization of the costs without lowering quality.

• **Involving Parents in Schools Affairs**

The failure to do so was not raised as one of the main problems of ineffectiveness in secondary schools, which merits it a closer look. (Mortmore, 1993), observes that traditionally schools were viewed as an exclusive domain of the professional—the teacher. So schools tended to exclude parents from school programmes in the pretext that as a professional activity teaching should not seek any interaction with non-professionals like parents. But now more parents are becoming highly informed on educational matters and thus the need to incorporate their input into the school.

• **Equipping Teachers with Guidance and Counseling Skills**

The respondents in this research may have recognized the gap that was left by the banning of the cane in secondary schools without offering an alternative way of exerting discipline in learners. Students' fear of the cane, when it was in use, acted, as a deterrent to wrongdoing. The banning has created in them an unusual
boldness to engage in wrongdoing. Teachers will need new skills on counseling to build the character of our youth without the cane.

- **Ensuring that schools are audited regularly to forestall incidents of embezzlement and misappropriation**

This observation is given impetus by the researcher’s own experience as a head teacher. Sometimes secondary schools can go up to 4 or more years without their accounts being audited. Where auditing occurs the results are watered down by incidents of corruption in which auditors are bribed to doctor the audit reports. The government should give BOGs the authority to engage independent auditors whenever they suspect fraudulent activities in the management of school finances.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The major concern of this study was to identify the attributes of an effective secondary school as perceived by parents and community members in Kilome Division, Makueni District. This study sought to deal with the main issues raised in chapter one under objectives of study namely to determine.

(i) What parents and community members attribute to an effective secondary school.

(ii) Why some or all these, attributes of secondary school effectiveness are lacking in schools.

(iii) What suggestions parents and community members have in regard to making secondary schools effective.

A sample of 180 respondents was selected from the three locations that comprise Kilome Division. For each location, first a list of settlement clusters comprising of Sub-locations was prepared and one cluster chosen through simple random sampling. Selection of individual respondents, from the selected clusters was through convenience sampling. 60 questionnaires were distributed by the researcher to selected respondents in each cluster who were given a week to respond to the items in the questionnaire, after the researcher had fully and clearly explained the purpose of the research. 115 questionnaires from the three selected sites were returned.
5.2 Summary of Findings and Conclusions

The research findings showed that among the key attributes of an effective secondary school were that, such a school should have adequate numbers of qualified staff, a strong administration personified by a principal who is firm and focused, it should have affordable fees and other charges and adequate material resources like textbooks, teaching aids etc. Other attributes of effectiveness identified included, having a system of closely monitoring learners' progress in school, laying a strong emphasis on a high level of academic performance, a strong emphasis on students' discipline, provision for a wide range of curriculum activities for learners' and provision for adequate number of physical structures like classrooms, laboratories and libraries. It should also provide for a curriculum that lays emphasis on provision of skills for self-employment and self-reliance after school.

The research identified several causes of ineffectiveness in secondary schools this included, poor school administration reflected by appointment of principals who are not qualified, lack of adequate resources in schools, high indiscipline among students, shortage of qualified staff, high fees, misappropriation of school finances and moral decadence in the wider society which get reflected within secondary schools because these schools are a microcosm of the larger society. Other causes of ineffectiveness identified included drug abuse among learners, lack of motivation among teachers, mostly due to low pay and deprived working environment, and teachers engagement in personal businesses during working hours.
The following suggestions were offered as ways of making secondary schools effective. They included; ensuring that only qualified persons are appointed to head secondary schools, ensuring availability of physical facilities and other resources, ensuring high level of students' discipline, and ensuring the schools have adequate numbers of qualified staff. Other suggestions included, involving parents and other stakeholders in management in schools and in decision making organs of this schools, equipping teachers with guidance and counseling skills, exposing head teachers to periodic in-service training and courses on administrative skills, and ensuring that schools are audited regularly to forestall resource misappropriation.

5.3 Conclusions

Based on the findings of this study the following conclusions had arrived:

- Parents and community members fully understand what characterizes an effective secondary school. Their unanimous view was that no single or just a small attribute could make for an effective secondary school. Their judgement on what comprises an effective school espoused a large list of attributes. In this research about 28 of them were identified.

- Parents and community members also clearly understand the main causes of ineffectiveness in secondary schools and their views are consistence with what is evident in secondary school today.

- Points of conflict exist with the regards to what role religious organizations should play as sponsors of secondary schools.
• Parents and community members appeared strongly divided on whether secondary schools should be boarding or day schools, and also on whether they should be single sex or mixed secondary schools.

• Parents and community members appeared to have unanimous views on actions that should be taken to restore effectiveness in secondary schools.

5.4 Recommendations

The following recommendations are made on the basis of findings on this research:

• The financial implications for providing for an effective secondary school are prohibitively high, and there is need for the government to consider, instituting an ambitious, consistent and concerted programme, of helping communities with finances and other expertise to build and develop effective secondary schools.

• There is need to consider the possibility of coming up with a package of set minimum requirements that every secondary school in the country must meet to be allowed to operate. This could involve the setting up of a fairly autonomous body within the Ministry of Education to enforce these requirements in both public and private secondary schools.

• Key stakeholders like parents, community members and sponsors need to be involved in the day-to-day operations of secondary schools through a legislation that recognizes their roles and that clearly sets out their specific responsibilities in order to avoid conflicts between them and school administration.
5.5 **Suggestions for Further Research**

The following are suggested for further research;

- Further research should be done to determine the perceptions of school managers and teachers on the **Attributes of an Effective Secondary School**.

- Similar research should be done to determine perceptions of **Secondary Schools Students**.

- Since this research was undertaken in only one Division, similar research can be duplicated in other areas of the country in order to make it possible to generalize the findings to the whole country.
REFERENCES


The East African Standard (June 12, 1982). The Standard Ltd: Nairobi
APPENDICES

Appendix I: Letter of Request for Permission to undertake Research

Kenyatta University,
P. O. Box 438-
NAIROBI.

20/11/2003

The Permanent Secretary,
Office of the President.
Provincial Administration & Internet security.
P. O. Box:
NAIROBI.

Dear Sir/Madam,

RE: APPLICATION FOR AUTHORITY TO UNDERTAKE RESEARCH

I hereby submit a formal request for authority and permit to undertake a research on Attributes of an Effective Secondary School. The research site will be Kilome Division in Makueni District, and the research subjects will be parents and the community members in the Division.

The research is a project for an award of a degree of Masters in Education Administration at Kenyatta University. The information gathered will be used solely for this course.

I intend to carry out the research between December 2003 and may 2004. A letter of introduction from the University is herewith enclosed.

Thank you.

Yours Faithfully,

Jonathan M. Mukima,
KENYATTA UNIVERSITY.
Appendix II: Cover Letter for Parents and Community Members Questionnaires

Kenyatta University,
School of Continuing Education,
P. O. Box 43844,
NAIROBI.

Dear Respondent,

You have been randomly selected to form a sample of a research project being undertaken through Kenyatta University, that will investigate what the Secondary School Parents and the Community in Kilome Division of Makueni District perceive as the attributes of an effective Secondary School. The responses that are provided in the questionnaire will offer key information for the research.

All information given in this questionnaire will be treated with utmost confidentiality and strictly for the purpose of the research only. You are therefore not obliged to indicate your name in the questionnaire. The information you provide will be highly appreciated.

Thank you in anticipation.

Yours most sincerely,

Jonathan M. Mukima.

C.C. Dr. A. O. Onyango,
KENYATTA UNIVERSITY.
Appendix III: Questionnaire On Secondary School Effectiveness

PART I: GENERAL INFORMATION

1. What is your age range?
   18-35 [□]  36-45 [□]  46-55 [□]  56- above[□]

2. Where is your home located?
   Location __________________________ Sub-location __________________________

3. What is your Education level?
   Did not attend any school [□]  Primary school level [□]
   Secondary school level [□]  Post secondary level [□]
   Any other (specify) __________________________

4. Have you ever been a parent/guardian to a secondary student?
   Yes [□]  No [□]

PART II: INFORMATION ON SECONDARY SCHOOLS EFFECTIVENESS

Use a tick (/) against the appropriate answer for each of the attributes of secondary school effectiveness provided.

1. It should have a wide range of curriculum activities
   Very Important [□]  Important [□]  Fairly Important [□]  Not Important [□]
   Reason __________________________

2. Should have quality and availability of material resources (textbooks, laboratory, equipments etc).
   Very Important [□]  Important [□]  Fairly Important [□]  Not Important [□]
   Reason __________________________
3. Adequate number of qualified staff (Teaching and Non-teaching)

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4. Affordable fees and other expenses

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Reason

5. Adequate physical structures (classes, laboratories, library, play grounds etc)

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6. Involvement of parents and community in school programmes (As resource persons, observers etc)

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Reason

7. Involvement of learners in community activities as part of curriculum (like participation in community functions and occasions, provision of labour and expertise to community projects etc).

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Reason
8. A good school community relationships

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Reason

9. Strong school administration/leadership (one that is form and purposeful, and provides leadership through example).

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Reason

10. A curriculum that lays emphasis on provision of skills relevant to the country’s labour market.

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Reason

11. A curriculum that lays emphasis on self-reliance and self-employment after school.

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Reason

12. A strong emphasis on moral development of learners

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Reason
13. Strong emphasis on religious values on learners

Very Important [ ] Important [ ] Fairly Important [ ] Not Important [ ]

Reason ________________________________

14. School with physical structures in a good state of repair

Very Important [ ] Important [ ] Fairly Important [ ] Not Important [ ]

Reason ________________________________

15. Strong emphasis on high levels of academic success in National exams.

Very Important [ ] Important [ ] Fairly Important [ ] Not Important [ ]

Reason ________________________________

16. High and positive expectations on high achievement among the learners, teachers, parents and community

Very Important [ ] Important [ ] Fairly Important [ ] Not Important [ ]

Reason ________________________________

17. School that offers learners greater control over what happens in and out of class.

Very Important [ ] Important [ ] Fairly Important [ ] Not Important [ ]

Reason ________________________________

18. A close monitoring of learners’ progress in School (through homework, assignment exams award of scores for excellence for in and out of class tasks etc).

Very Important [ ] Important [ ] Fairly Important [ ] Not Important [ ]

Reason ________________________________
19. Use of wide variety of teaching strategies (e.g. films, resource persons, field excursions etc).

Very Important □ Important □ Fairly Important □ Not Important □

Reason

20. Provision of opportunities for student responsibility (like peer teaching, peer counseling, other student led school programmes etc).

Very Important □ Important □ Fairly Important □ Not Important □

Reason

21. Provision for public rewards and incentives (like organized prize giving days, school open days etc).

Very Important □ Important □ Fairly Important □ Not Important □

Reason

22. Highest percentage of time allocated to academic learning vis-à-vis other activities (like games, and other co-curriculum activities).

Very Important □ Important □ Fairly Important □ Not Important □

Reason

23. Secondary schools to be under sponsorship of religious organization.

Very Important □ Important □ Fairly Important □ Not Important □

Reason
24. A provision for single sex secondary schools only.

Very Important □  Important □  Fairly Important □  Not Important □

Reason

25. Strong emphasis on clear and fair discipline on learners as a form of positive reinforcement.

Very Important □  Important □  Fairly Important □  Not Important □

Reason

26. Strong emphasis on values of patriotism and consideration for others in society.

Very Important □  Important □  Fairly Important □  Not Important □

Reason

27. Harmonious and respectful relationships between learners and teachers.

Very Important □  Important □  Fairly Important □  Not Important □

Reason

28. Secondary school to have reasonably large school compound.

Very Important □  Important □  Fairly Important □  Not Important □

Reason

29. Orderly and well-tended school compound.

Very Important □  Important □  Fairly Important □  Not Important □

Reason
30. Provision of quality diet for learners

- Very Important [ ]
- Important [ ]
- Fairly Important [ ]
- Not Important [ ]

Reason

31. Provision that secondary schools be boarding schools.

- Very Important [ ]
- Important [ ]
- Fairly Important [ ]
- Not Important [ ]

Reason

32. Any other attributes of effectiveness you consider very important or important

Attribute

PART III

Out of the attributes of secondary school effectiveness considered from above please use 1 to 10 to indicate the ten most important with 1 as the top most

Attribute No. | Rank
---|---
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Thank you for your time and patience in carrying out this research. Kindly ensure that all items in the questionnaire are correctly answered.
PART IV

1. What are the main reasons for low levels of effectiveness in our secondary schools?
   (i) 
   (ii) 
   (iii) 
   (iv) 
   (v) 

2. In what ways can secondary schools be made more effective?
   (i) 
   (ii) 
   (iii) 
   (iv) 
   (v) 

Thank you for accepting to participate in this research. Kindly ensure that all the items in the questionnaire are responded to.