

A SURVEY OF THE FACTORS THAT INFLUENCE
PERFORMANCE IN KENYA CERTIFICATE OF
EDUCATION (K.C.E.) EXAMINATIONS IN
KERICHO DISTRICT, KENYA.
A CASE STUDY OF SELECTED SECONDARY SCHOOLS.

A RESEARCH PROJECT

BY

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JULY, 1986.

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factors that*



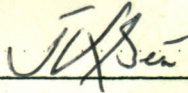
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D E C L A R A T I O N :

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



JOHN K. BETT

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



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D E D I C A T I O N :

This work is sincerely dedicated to my parents Mr. Kibet Koech and Mrs. Sarah Koech for their tireless efforts, sacrifice and encouragement during my school days, without which I couldn't have made it to this level.

A B S T R A C T :

The purpose of this study was to investigate the factors that influence the performance in K.C.E. examinations in Kericho District, Kenya. Due to financial constraints and time, only ten sample schools were selected randomly from Kericho Town and Belgut division for the purpose of this study.

Two instruments, questionnaires and structured interview/questionnaire schedules were prepared for use in getting the required information from the following; D.E.O. and Headteachers (using structured interview/questionnaire), teachers and students (using just questionnaires).

The data obtained was analysed and interpreted using descriptive statistics as frequency and percentage distributions.

The findings of the study revealed that the following amongst others are the major factors that influence performance in K.C.E. exams in Kericho District:-

(v)

- i) Unequal distribution of graduate teachers and learning facilities in schools.
- ii) Ineffective role played by the school personnel, teachers and headteachers.
- iii) General laxity, indiscipline and lack of aggressiveness in students towards learning.
- iv) The educational administrators and inspectorate being ineffective and inefficient in their execution of duties.
- v) Poor support from local community in the development of learning resources and facilities.

In the light of these findings, it was suggested that the school administrative personnel (Headteachers and teachers), the parents and community under the guidance of the educational administrators and local administrators combine efforts towards the development of sound student attitudes towards school work and the development of school learning resources and facilities.

A C K N O W L E D G E M E N T S:

I'm deeply indebted to all those who contributed to the success of this project.

It may not be possible due to some limitations, to mention you all individually, but I owe special thanks to the following:

My supervisor - Dr. Paul K. Rono who always found time to read through my work, giving advice and encouragement during discussions with me, inspite of his other routine duties.

All the Headteachers of the ten sample schools who availed their school performance records to me willingly and willingly gave their time and full support in responding to the interviews/questionnaire schedules irrespective of their daily deliberations.

All teachers and students of the ten sample schools who responded to the questionnaires inspite of their busy schedule administering, marking or doing the K.C.E. mock exams of 1986 in July. Without them all, this study would not have been possible.

My brother James K. Bett whose car made mobility in data collection process alot easier.

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CHAPTER ONE

1.0.0. INTRODUCTION:

1.0.1. Background to the problem and focus of the study:

Education in Africa began with the portugese missionaries four centuries ago, but little record remains of their accomplishments. The colonial powers and in some instances local traders also established schools. But the foundation of the present African school system was laid by the 19th Century missionaries who alone had the motivation and the organization to enable them to bear the brunt of the work in the early period.

In British and Belgian Africa, the Colonial governments followed the example of the home countries and gave aid to the mission schools. And despite the fluctuating pattern of church-state relationship in metropolitant France, support of Church schools was a standard procedure in French Africa

"The type of school organization depended primarily on the nature of the mission. If the mission was of an evangetistic character, there was greater possibility that they would teach manual skills in addition to literacy classes, if the mission was composed of individuals with more liberal education the curriculum reflected this"¹.

After independence new African states took education as a major concern. At every point of modernization process, education was seen as a critical factor for without which Africa's people would be unable to enter the professional and technological world. Each phase of economic planning demands not only capital but skilled manpower which can only be drawn from the reservoir of educated population.

So it meant that the system of education had to be carefully planned and developed to meet the needs of the people and from this perception African independent states saw education as a way of knowledge advancement and alleviation of socio-economic problems (disease, famine etc) that affected the individual and the society at large. As Burns asserts.....

"the future of every independent country depends more than anything else on the rapid and effective development of its system of education. Hopes of achieving higher standards of living and even establishing independence in a viable form seem to depend almost directly upon the ability of each country to train the men and women at all levels"²,

... but the fact still remained that most of the independent African countries inherited the education system of their colonial administrators.

The Kenya system of education in particular has been inherited from the British colonial powers and through the years an attempt has been made to continuously review the education system so as to ensure that it serves and satisfies the aspirations of the country's youth as well as cater for the wide interests of National development. The Minister for education Science and technology (Ng'eno) had this to say in 1984,

..... "Kenya attained independence 23 years ago and over the same period, the government set up three major inquiries to look into ways and means of achieving the national educational objectives. These are:-

- i) Kenya Education Commission (1964)
- ii) National Committee on Educational objectives and policy (1976) and
- iii) Presidential working party on second university (1981).³

The reports of these three commissions are commonly referred to as Ominde, Gachathi and Mackay respectively after the names of the chairmen who headed the inquiries. Mackay report which is the latest, recommended among other things, the major change to 8:4:4 system of education. The Government accepted this recommendation and implementation started in primary level at standard eight, which means that the majority of the secondary, higher

and university level of education has not been affected much yet. The old system is the 7:4:2:3 system which means that the education is structured into four stages thus; 7 years of primary education, 4 years of secondary education, 2 years of high school education and a minimum of three years in the university. The 8:4:4 system has 8 years, 4 years and 4 years in primary, secondary and minimum of 4 years at university education respectively.

The movement from one level of education to the next is characterized by competitive national exams which have to be sat at the end of each stage of the educational level. The examinations for standard 8 are Kenya Certificate of primary education (KCPE). Earlier it was certificate of preliminary education (C.P.E.) done in standard 7, before the introduction of 8:4:4 system of education. Kenya Certificate of Education examinations (K.C.E.) are done at Form 4.

The Kenya system of education is very much exam oriented such that right from primary school the pupil is made to understand that success only comes when one is able to competitively pass well in the national exams. Of course, this would mean attainment

of a good certificate. In most Kenya schools today the students are drilled to pass exams as this is the only criterion for selection into jobs, courses of further studies or vocational training. This creates a very high sense of competition such that one has to be highly competitive to secure one of the few places either in an institution of higher learning, vocational training or a well paid job.

The Kenya Certificate of Education Examinations are done as cited earlier at the end of secondary education, form 4. The grading is such that the passes have four divisions set according to the number of points obtained as follows:

Div. I - 6 up to 23 points

Div. II - 24 up to 32 points

Div. III - 33 up to 42 points.

Div. IV-43 up to 50 points.

In any school, the performance is determined by the number of students who are able to get Div. I, Div. II or Div. III and rarely Div. IV.

The performance in K.C.E. examinations in the majority of the districts in Kenya has not been very good except for schools in Central Kenya and Nairobi Area which have remained the top

schools in the Country. A few examples are; Alliance Boys school, Ngandu Girls, Loreto High, Mangu High, Starehe B.C., St. Charles Lwanga, Lenana, Nkabune Girls, Nyeri High just to name a few.

Kericho District is one of those districts in Kenya which has done poorly for the past few years as revealed in table 1, where results for the past four years in availed.

Table 1: Shows passes per division per year in Kericho District.

YEAR	DIV.I	DIV.II	DIV.III	DIV. IV	Z	ABSENTEES	TOTAL	%PASS
1985	75	465	1509	1766	1932	14	5761	35.5%
1984	46	417	1179	1610	1762	41	5055	32.4%
1983	37	256	859	1305	1508	100	4065	28.3%
1982	31	240	784	1137	1339	-	3531	29.9%

With permission from D.E.O's office, Kericho.

As indicated in the national educational objectives one of the aims of education is to help student acquire knowledge, skills and attitudes which will enable him to lead a successful and productive

life and the main aim of examinations is to assess the degree to which candidates have acquired these skills. But as earlier cited, students have always associated school with examinations only. Not only the students hold this view but even their parents and the community sees the success of their children in terms of good examination results. This is in line with the view held by Yusufu that ...

"the objective of education is not to just help students pass examinations. But the society we live in associates success in life with passing of examinations. Since every parent demands his child to excell in examinations, students of every age are under tremendous pressure to do well giving rise to examination anxiety." 4

In Kenya today the unemployment rate is high and this calls for any school leaver to accept a job that does not even require his skills acquired in school, but just because he has to work to earn a living he has to take up the job. Infact in extreme cases a form four leaver comfortably accepts a cleaner's job, something that doesn't require his standard of education. It could even be worse if the student failed his K.C.E. examinations; he becomes a complete dropout.

The purpose of this study then is to make a survey study of the factors that influence the performance in K.C.E. examinations in selected

secondary schools of Kericho district. The Schools in this district can be grouped into three distinct types: Those :

- i) with adequate facilities, high standard of organization, reasonably staffed, have reached reasonable standards both physically and academically,
- ii) With deficiencies in physical facilities, and staffing but give clear curriculum,
- iii) which possess clear curriculum with staffing and physical facilities deficiencies and give no indication of improvement.

The first group is typical of Government maintained schools like Kericho High School, Kipsigis Girls High School etc. The second group is typified by the Assisted Harambee schools, like Kipsitet secondary school, Kapsoit secondary schools etc. The third group is characterized by the non assisted Harambee schools, Mission schools or private schools E.g. Roret Mixed and Singoronik secondary schools. Note should be taken here to the effect that most of the well established Mission schools do well in K.C.E. examinations and fall within the first group of schools e.g. Kaplong Girls.

In this study, therefore, an attempt will be made to show whether there is a relationship between the school category and performance or whether better provision of resources both human and physical coupled with efficient and effective administrative organization enhance performance.

From records, not even a school from Kericho district has never appeared among the top ten in K.C.E. examination performance in any year between 1980 and 1985. This could also be true for the past years.

Table 2: Shows the best, top ten schools in K.C.E. examination performance, in the years 1980, 1983 and 1985.

1980	1983	1985
1. Alliance Boys	Alliance Boys	Stratmore College
2. Starehe Boys Centre	Ngandu Girls	Starehe Boys Centre
3. Loreto High Limuru	Alliance Girls	Alliance Boys
4. Ngandu Girls	Loreto - Limuru	Ngandu Girls
5. Mangu High	Mangu High	Mangu High
6. St. Charles Inyanga	Starehe Boys Centre	Loreto High Limuru
7. Lenana School	Nyeri High	Kenya High
8. Nkabune Girls	Precious Blood - Riruta	Nyeri High
9. Nyeri High	St. Brigids Girls	Njiris High
10. St. Patricks	Nkabune Girls	Kyome Secondary School.

Further investigation also revealed that these schools which top are either Government maintained schools or Catholic Mission schools. In Kericho District there are several schools which are Government maintained like Kabianga, Kericho High, Kipsigis Girls schools etc. But none of them has ever featured prominently in K.C.E. examination performance.

In 1984 K.C.E. examination results a Catholic Mission sponsored school - Kaplong Girls lead in the district outwiting all the Government maintained schools. Obviously the Harambee (poorly staffed/equiped) schools did poorly (with the exception of a few who equally compete with these maintained schools) and have very frail chances of excelling. It should be emphasized here that these relative performances are below 50%. (see Table 1.)

In 1985 K.C.E. results Kabianga High School, a well established maintained school of of 134 candidates who sat the exams only 7 got Div.1. Kipsigis

Girls High School of similar category had 123 candidates and only 1 got Div. I. More information revealed that in 1985 alone 5761 candidates sat for the exam in the district and only 75 managed Div.I. In 1984 out of 5,055 candidates only 46 got Div.I. This situation is quite appalling. In parallel with this, Criffins said...

"out of 201 boys candidates who sat for K.C.E. exams in Starehe boys Centre in 1984, 121 candidates got division I."⁵

It becomes clear then that the situation in Kericho district has become a matter of concern. The District Education Officer, Kericho for the past few years - from 1983 has been holding meetings with the Headteachers of the secondary schools with an aim of trying to diagnose the causes of this trend, but it still disturbs to note that inspite of these meetings there's been no remarkable improvement in the performance of K.C.E. in the district as manifested by the results of 1984 and 1985.

Not only are the school administrators and the Education Ministry Officials getting concerned about this, even the community too is alarmed by the way their children are failling.

Kirior had this to say...

"the K.C.E. examination performance in Belgut division of Kericho District in 1984 was very poor and something had to be done about it. Out of 1563 candidates who sat for the 1984 K.C.E. examinations in the division only 531 candidates passed the examination."⁵

This study was an attempt to identify the presently prevailing conditions and point to the present needs that may improve the performance. The study can provide the District Administrators with information on which to base decisions in the District. It may also act as a basis for plans for improvement and further research in similar situations.

1.1. Statement of the problem:

This research was carried out with the main objective of identifying some factors that have contributed or are attributed to the poor performance in K.C.E. examinations in Kericho District, Kenya.

In the meetings between the District Education Officer, Kericho and the Heads of Secondary Schools some of the proposals passed were geared to enhancing participation by Education Officers. Headteachers, teachers, parents and students as school components

responsible in preparation of the students for K.C.E. examinations. Infact a joint K.C.E. Mock examination was even recommended in the meeting in 1985 with the hope of improvement in achievement. Whether this will expose the weaknesses and change the trend of the affair remains to be seen. Also the content validity of the examination with respect to Harambee schools in questionable.

The investigation also made an attempt to find out the constraintes that might have been possed by human components Boards of Government versus the Headmaster, Community versus Boards of Governors in the provision of general school infrustructure and inst-ructrional materials. Distribution of teachers both in quantity and quality was looked into with a point of trying to relate this distribution to performance.

Explanation was also considered on development of libraries, textbooks, recreational facilities and other factors that make the school life condusive to learning and see how their distribution affected performance. The attitudes, interests, and class attendance, or the students was looked into. The teaching strategies deployed, class sizes, teachers attitudes towards the schools administration helped the researcher to suggest and propose some sollutions

that may improve the K.C.E. results in this district. It's hoped that the findings from the selected schools will be meaningfully generalized to the entire district.

1.2.0. Research questions.

The researcher of this study attempted to answer the following questions:

- a) What role do the Ministry of Education Science and Technology in the District particularly the Education Officers and inspectors play in the motivation and encouragement of the teachers and students to work hard to achieve better results in the K.C.E. examination?
- b) Do Headteachers create a conducive administrative atmosphere in the school's that calls for harmonious working relationship between them, the teaching staff, and school workers that promotes learning conditions for the success of the students?
- c) Are parents advised by Headteachers and staff on the academic development of their children and suggesting to them the usefull roles they can play in contributing to the success of the students in K.C.E. Examinations?

- d) Are teachers, general facilities and services (e.g. libraries, textbooks, classes, lights, watersupply) evenly distributed to the schools in this district?
- e) Are the students keen and hard working in their studies so as to contribute partly to their success in K.C.E. examinations?
- f) Are the class sizes reasonably small and teaching strategies relevant to the subject matter taught to the students?

1.3.0: Significance of the study:

The researcher decided to choose this particular geographical area for this project for the following reasons:

- a) This topic has not been investigated before particularly in this part of Kericho District and whose findings will contribute to research which have been done in similar situations and set foundations.
- b) To provide a number of recommendations and suggestions generated by the study which will further improve the performance in K.C.E. exams in this region of Kenya.

- c) The researcher happens to have been working in this particular area as a secondary school teacher and is aware of the problem.
- d) Kenya Government spends a large sum of money every year on education (about 34% of its annual budget) and would be a big loss to the country, if the sacrifice is not properly utilized and students continue to fail their examinations; Then the parents lose, even the individual student as well can not favourably account for the work done in school over the four years.
- e) Secondary education is considered as a divergence point from where graduants join vocational training or courses or institutions of higher learning - from here middle level manpower will have to come from and into the economy. In the light of this objective, a research that surveys the factors that affects performance in K.C.E. examination in Kericho District hence affecting the manpower output is a matter of concern.

1.4.0: Scope and limitations of the study:

The purpose of this study was to make an attempt to investigate those factors that have been responsible for poor performance in K.C.E. in selected schools in Kericho District.

Because of limited funds and time the study was limited to only ten secondary schools within Kericho Town and Belgut Division of the District. It was intended that the sampling be more representative by including at least one of the varied schools in the district in origin, physical facilities or distribution of personnel. An attempt was made to include at least:

- two government maintained boys' schools,
- two government maintained girls' schools,
- one private school,
- two mixed assisted urban schools,
- one mixed rural day/boarding school,
- one mission school and
- one rural mixed day school (Harambee).

In each of these schools the Headteacher and ten teachers with experience of at least 3 years and having taught Form four classes received questionnaires. The Headteacher questionnaire was

different from that of the teachers. Interview and formal and informal discussion was also done with the Headteacher.

On the other hand the research was very much restricted by the inavailability of enough funds and time for better mobility in terms of transport costs, purchasing of typing, and xeroxing papers and binding. Transport to and accomodation in some remote schools that the researcher could not visit restricted the sampling.

The timing of the research also was awkward in that the schools visited in July were quite busy with preparation and administration of terminal exams and the school authorities (Headteacher/teachers) were very reluctant to respond to the questionnaires or hold interviews. The students were also very busy with these examinations.

1.5.0: Definition of terms:

For the purpose of clarity in this research study, the following are the operational definitions.
Examination: In the study the term examination is used to mean the act of testing or judging by a standard knowledge based on an experience.

That is, the process of testing knowledge and ability by use of questions either orally, written or by experimental methods.

K.C.E. Examinations: An abbreviation which stands for Kenya Certificate of Education Examinations. It is a national certificate attained after passing a national examination at the end of Form IV in the Kenya education system (this doesn't apply to (8:4:4 system)).

Education:- This term is used in the study to mean the process of learning and acquiring knowledge through schooling and school related activities.

D.E.O.:- The abbreviation refers to District Education Officer, who is in charge of administration of education at the district level in Kenya. His juniors the Assistant education officers (A.E.O's) work under him.

School Inspector:- This term refers to an officer in the inspectorate section in the ministry of Education Science and Technology whose duties is to supervise, guide and counsel teaching activities in schools and report its progress to the Chief Inspector of Schools who is the key officer in charge of inspection of schools at the inspectorate section of the Ministry.

Curriculum:- The word curriculum has been used to mean a written document prepared by an administrative office, such as a Ministry of Education or Board of Education and to mean a field of study (educational plan designed for learners) for example a curriculum for chemistry.

T.S.C.:- Abbreviation that refers to the teachers service commission. Its a statutory body established by an act of parliament and charged with duties of appointing, paying and disciplining teachers in Kenya.

Teacher:- The term refers to a person in the school system who teaches or instructs students in a particular subject or area of learning.

Headteacher:- The term is used to refer to head of the school (headmaster or headmistress) who is responsible for administrative management, supervision and control tasks of the school organization.

Diploma Holder:- The term refers to the teacher who has attained academic studies upto Form VI plus professional training in teaching for one or two years in a University or a secondary teachers training college.

S.I.:- This term refers to a teacher who has attained an academic qualification of upto Form IV plus

three years training as a secondary school teacher in a teacher training college.

Graduate:- The term refers to the teacher who has academically acquired or obtained a degree from a university. There are trained and untrained graduate teachers.

Objectives:- The term refers to immediate aims to be realised in a specified time say a lesson given in a class situation or in a number of lessons in a term or terms of teaching.

Goals:- the term sometimes referred to as aims (attained) in a school programme.

Evaluation:- Evaluation has a variety of meanings. In this study, Alkin's definition will be adopted. He defines evaluation as "the process of ascertaining the decision areas of concern selecting appropriate information and collecting and analysing information in order to report summary data useful to decision makers in selecting among alternatives (Alkin 1973:190).

Attitudes:- An individual's belief about an object, innovation or another individual, can be either favourable or unfavourable towards it. The international dictionary of education defines attitude as predisposition to perceive, feel or behave towards specific objects or certain people in a particular manner. Attitudes are desired from experience rather than innate characteristics.

FOOTNOTES:

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CHAPTER 2:

2.0.0. REVIEW OF RELATED LITERATURE:

Kenyans view education as an agent to success in life; attainment of higher educational standards gives one a ticket to a good job placement, and a respectable social status. In the light of this, in the early years of their lives the majority of Kenyans go to school to satisfy this need.

The Kenyan system of education is structured in such a way that it has firstly the seven years of preliminary (primary) education, followed by secondary stage of four years course, offering extended academic study (some schools provide technical knowledge at this state). An examination has to be done at the end of this stage to determine those who will join Form V or other training institutions offering vocational training. Those who succeed in the Form VI exams find places in the institutions of higher learning e.g the university (this doesn't apply to the 8:4:4 system of education).

The success to move from one stage to the next is characterized by exams performance. In this study I was interested in the exams that are done at the end of the second stage (i.e. secondary school). It is known that not all those who sit for K.C.E. exams succeed to join the next stage - tertiary level. In some regions of the country those who pass the K.C.E. exams to compete favourably well with the rest of the regions are alarmingly few. The study is intended to identify those barriers that contribute to this poor performance with specific reference to selected schools in Kericho district, Kenya.

Earlier studies had several highlights on what might be the factors that affect performance. The studies by Todaro 1977 revealed that the deficiencies of learning methods and curricula are closely related to the inadequate competence of and motivation of most teachers who are usually underpaid and without incentives or opportunities to learn any more themselves than they took in their start,

"... that the situation is hardly any better among educational administrators."¹

He goes on to say that the relevant learning methods, well balanced curricula and motivated teachers

with competence are positive variables that enhance achievement of the students in school.

Not only is the morale, competence and motivation of the teacher important, Olembo also thinks that the quality of the Headteacher in a school also matters. On educational administration and management he hinted that the nature of the Head also affects performance of the students; the way he structures and administers his administration, his relationship with the school subsystems, teachers and students. He said that some Heads are position centred and by their relying upon the legal resource of position alone, they do not use their own personal qualities effectively to gain leadership prestige in the school. He thinks that such a position centred Headteacher when frustrated may gamble the energy created by his own legal authority in an attempt to crash those in school system opposed to his practices and the consequence of this is the non-cooperation from the teaching staff leading to low morale and ineffective performance resulting in poor performance in the examination.²

The background knowledge of the student also matters a great deal. The readiness and competence with which the student joins form I is equally important. Eshiwani, 1982. revealed in his paper on why some schools do poorly in National examinations that upto 40% of the teachers in primary schools are untrained (UT) and unless steps are taken to upgrade proportionately the high number of UT's they will continue to determine the standards of performance in primary schools. He further went on to stress that unless this is done children will continue to have a poor base of academic standards especially those who will join Harambee Secondary Schools to find 'A' level UT's who are not ready to teach at heart.

"... this fact has a bearing on performance in K.C.E. later among students in rural schools who were not given a firm foundation in lower levels."³

In this district out of the 106 schools that sat for K.C.E. examinations in 1985 only 21 schools are Government maintained leaving the majority of them as assisted or Harambee, this then means that with several poorly equipment Harambee schools which are understaff the performance is expected to be poor putting into consideration the view held by Eshiwani above.

In support of this view the Beecher Report 1949 also stressed the need to have trained manpower in primary level of education to determine sound academic background of the child. It was reported lack of trained staff throughout the school and the poor quality of trained staff had combined to impose in schools a mediocre level of performance.⁴ The Ominde Report 1964, and Gachathi Report 1976 both stressed the need to have quality teachers in schools; Gachathi report suggested that, the quality attributes of the teacher were of paramount importance in determining the quality of education in which the intellectual development of the child was based.⁵

Studies have also been done on parent-student relationship and how it affects performance in Nairobi and U.S.A. Studies by Kapila in Nairobi schools revealed that children whose parents made solicited visits to schools did better academically than those whose parents did not pay such visits.⁶ Other studies in U.S.A. (Plowden Report) showed also that parental activities were important in influencing the academic achievements of a student.

Other researchers argue that the school and home environment also affect academic performance. Work by Smith 1967 revealed that

"... home environment may enhance positive self esteem which may improve the academic performance, especially the parents view and not their social status. Parents may then enhance self esteem by providing

- i) parental warmth
- ii) respectful treatment and
- iii) clearly defined limits ... Besides these, other variable may affect the students performance and these may include,

- i) the general atmosphere at home
- ii) cleanliness and order
- iii) type and severity of discipline
- iv) possession of books, paper and reading space."⁷

Type of school attended also has an effect on the interests and attitude of the student towards learning, whether its rural or urban. Khan in a local daily says that in many cases especially for the adolescents in urban centre schools the exposure to the unwholesome influence of the mass media, the craze of the new styles (fashions), yellow journalism and other lure of the city life influence the student.⁸ Wiseman, 1968 also shares

the same view that the neighbourhood of the school in a way affect attainment as the following factors suggest:

- i) standard of housing (v) crime rate
- ii) age of building (vi) cultural provision and
- iii) economic level (vii) moral climate."⁹
- iv) occupational level

Studies have also been done on the size of classes and size of the school and fundings. Mollonkof, 1955 suggests that among other variables, size of the class adds to the efficiency of prediction of achievement of the students.¹⁰

Kemp, 1955 also showed that physical environment of the students show low correlation with attainment and only size of school showed significant correlation

"... that large schools are more efficient than small schools and Wiseman 1966 suggests that this could be due to better administration and accrument of better facilities and personnel which are always accorded to large school; that they receive equipment, staff and textbooks promptly and efficiently."¹¹

The system of education in Kenya is so exam-oriented and has little emphasis to substantial kind of instructional methods. It is alleged that teachers have to rote-learn the students at an

attempt on high production of passes to achieve demonstrative results, a condition which by and large is expected of them. The teaching effectiveness of these teachers is measured in terms of examination achievement and not by the variability of learning strategies and resources. Although this is very common in most of the excelling schools, this idea was not shared by Griffins, 1984 and Yusufu, 1983. who maintained separately when interviewed that a close examination of those schools which have constantly performed well in exams had revealed that strong and efficient leadership, disciplined, hard working students, a happy atmosphere, skillful and devoted teachers plus adequate instructional facilities enhance performance.

Though the environmental factors, school management and facilities is thought to have a correlation with achievement, attitudes and motivation of the students are also important. The method of instruction above can not on its own produce high academic attainment but the interaction of the attitudes of the teacher, pupil and the parents affect the academic achievement of a particular

student or school. Among the attitudes of the teacher, the pupil and parents, parents' attitudes are of more importance. It is true that if the parents believe in education, if they support the school in its efforts, if their aims are similar to those of the teacher, the child has an advantage over other students who come from homes with less enthusiastic parents and thus he's likely to do better in the end. Some parents in every society are not only indifferant to education but are actively negative to it.

In a study of two groups of high school boys in the U.S.A., equated with IQ but differed in attitudes towards college Koll, 1961 had this to say

"... the interviews disclosed that although there was a general way of life which identified the common man class, some members were content with that way of life while others were not. Parents who were discontented tended to train their sons from their earliest years of grammar to take school seriously and use education as a means to climb into the middle class. Only sons who internalized such values were sufficiently motivated to overcome the obstacles that faced the common man boys in school; for they saw a reason for good performance and college aspirations." 12

The findings described above might have

limitations in view of the fact that the researchers were mainly American or British when applied to the African context. Cultural backgrounds differ and as Floud, 1962 puts it that, for students who come from different cultures or subcultures chances are that this will at variance affect the academic attainment of the student

"... the student may come to school ill equipped for and hostile to learning under educational regime, but for the most part of his educability depends as much as on the assumption, values and aims personified in the teacher and embodied in the school organization into which he is supposed to assimilate himself, as on those he brings with him from home."¹³

Its a common fact that some school do better than others in the exams and research exploration into why some schools excell has been done in third world countries by Schiefelbein and Simons, 1981 and Eshiwani, 1982. On their research on "what determines good school achievement in schools." Several variables were identified. The variables are classified under each factor as follows:

- "(i) school factors; school administration, characteristics of teachers, school facilities, class size etc.
- ii) Pupil traits sex of pupils, awareness of

students about education, school attendance etc.

iii) Community factors; parent-teacher relationship, size of family, source of income of family etc. " 14

In concluding this review of related literature to the study, from the citations, it becomes evident that the area of achievement or performance in schools by students has been researched in different parts of the world on different levels of education. The factors that influence academic achievement seem to vary from environment to environment. That is, it depends so much on the schools background and establishment in which the student will interact.

However its worth noting that this variance is within a limit as several common factors are experienced in almost all environments be they in developed or developing countries, in urban or rural setting.

Research on performance by Wiseman, Simmons, James et al, and Eshiwani tend to agree that the major environmental agencies that affect academic achievement are; the school itself, the way it organizes the learning experiences, home and the neighbourhood of the school amongst others.

The study was an attempt to see how the poor performance in K.C.E. examinations in Kericho District could have been affected by some of these factors.

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CHAPTER 3:

METHODOLOGY.

3.0.0. Introduction:

This chapter will describe the design, Instrumentation and procedures employed in this research study. The chapter is organised and presented in the following manner.

3.1.0. design of the study

3.2.0. instrumentation

3.2.1. rationale for the development of the instruments

3.3.0. procedure

3.3.1. criteria used for selection of schools and procedures used in selection of sample.

3.3.2. procedures used in data collection

3.3.3. plan used for data analysis and interpretation of results.

3.1.0. Design of the study:

The purpose of this study was to make an attempt to identify those factors that have been responsible for poor performance in K.C.E. exams in selected schools of Kericho District, Kenya. In order to carry out this research successfully, the study was divided into two phases. The field work and analysis of data.

Phase 1: Field Work: The field work was designed to be carried out in selected schools in Kericho town and Belgut division of Kericho District. This was done through the administration of interviews and questionnaires to teachers, students and headteachers.

- a) Interviews: Interview component was divided into two, for D.E.O and Headteacher.

The D.E.O. interview was designed to find out the role of the ministry personnel in the distribution of services, facilities and efforts in schools. It was also intended to elaborate on the extend of the supervision and inspection of these schools. The headteacher interview was designed to enlighten the researcher further with the facts about the administration of the schools, supervision, organization, teaching methods, parents contribution and responsibilities, students efforts towards their success (instruction, attitudes, interests etc) and how these may have contributed to poor K.C.E. results in the past.

- b) Questionnaire: This data collecting instrument had two formats. One for teachers and the other for students. Samples of each of

these are found in the appendix. They were designed to assess the attitudes, interests mutual participation of the teachers and students towards success in K.C.E.

Phase 2:

Data analysis:

Data was analysed by the researcher manually. The distribution of frequencies, mean values etc. Analysis using descriptive statistics was selected because it was economically sound for dealing effectively with the data.

3.2.0: Instrumentation:

The type of instruments used had been briefly explained in (3.1), but I intend to give the rationale for choosing the instruments in this unit.

3.2.1: Rationale for the development of data collecting instruments:

The researcher developed 4 instruments for data collection. These instruments were developed with some assistance from the Supervisor.

Description of the instruments:

- i) Teachers and students questionnaires.
- ii) Interviews with Headteachers and D.E.O.
- iii) Personal interaction (observation and (discussions) on state of physical facilities, discipline of pupils, organization and administrative structure of school systems.

Student questionnaires:

The information was about the opinion of students concerning the teachers devotion to their work, attitudes of students towards schooling and the school and interest in their work.

Teacher questionnaire:

Provided data concerning the teachers attitudes towards the profession and his/her academic and professional standards. Their constraints in the day to day task of classroom instruction.

- a) Students: 10 questions to be answered by 20 students in Form 4 in each school.
- b) Teachers: 10 questions to be answered by at most ten members of staff who teach Form 4 or who have taught Form 4 in the past, in each school.

Timing was decided after the first administration of the questionnaire for there wasn't enough time for pilot study. The student questionnaire was to take 30 mins. while the teachers questionnaire took 25 minutes.

The interview/questionnaire for D.E.O. and Headteacher.

The purpose for using partially structured interview was:

- i) to avoid rambling
- ii) to extract proximate truth.

Headteacher interview lasted 45 minutes and contained 20 structured questions. That for the D.E.O. contained 4 questions to be answered by D.E.O. or his/her juniors.

In line with the fact finding, the researcher intended to include personal interactions (observations and discussions) and experiences with the people of Belgut Division of Kericho District with relevance to K.C.E. exam performance.

3.2.1: Rationale:

- i) the design of the questionnaire provided an opportunity to the researcher to practice skills involved in development of research instruments
- ii) questionnaire is convenient tool to obtain information from a large number of subjects.

3.3.0: Procedure:

- 3.3.2: Creteria for selecting the specific schools for study and procedure used in selecting sample.
The author made decision to select schools of varied background and establishment.

Criteria:-

- i) 4 Government maintained schools { 2 girls' schs.
2 boys' schs.
- 4 Assisted schools { 2 day schools
2 mixed boarding schs.
- 2 are non assisted { Harambee or
private schools.
- ii) The school must have done K.C.E. exams for at least 4 years.
- iii) Accessibility of school in rural or urban should be with minimal expenses transportwise.

iv) 20 students of Form 4 were randomly selected in each of the 10 schools, and the questionnaire administered to them. This was done by using 40 students and 40 pieces of paper carrying numbers ranging from one to forty were issued. Out of these with odd numbers were taken. In the case of mixed schools, 20 boys were issued with 20 pieces of paper and even numbers were taken. The same case applied to the girls.

Table 3: shows the region where the schools are situated and the number of students who took the questionnaire:

Area	Secondary school	Form 4 students	
		Boys	Girls
Urban	Kericho High School	20	-
Urban	Kericho Day Sec. School	10	10
Rural	Kipsigis Girls	-	20
Rural	Belgut High School	10	10
Urban	Kericho Tea Sec.Sch.	10	10
Urban	Kapsoit Sec. School	10	10
Urban	Kipchimchim	10	10
Rural	Kaitui Sec. School	10	10
Rural	Kipsitet	10	10
Rural	Sosiot Girls' School	-	20

D.E.O. questionnaire/interview:

The interview proceedings entailed providing an identical copy of the interview/questionnaire to both interviewee and researcher. After explanation of all the outlined procedures the interview started, using the outline format of the interview/questionnaire. The researcher recorded the responses and information on his copy.

3.3.2: Procedures used in data collection:

Data collection was the sole responsibility of the researcher.

First the permission to conduct the research had to be granted from the Office of the President. I had to arrange for this. Once the permit was obtained the researcher proceeded to Kericho District where the data was to be collected. Accompanying the permit, the covering letter of introduction had been posted earlier to the heads of schools concerned and the D.E.O.

Once in a particular school every effort was made to introduce the purpose of the research and point out on the urgency and importance of accurate responses to the questions in the project to the headteacher. The headteacher would in turn introduce me to the teachers and to the students, later for the administration of the questionnaires.

The data collection from students and teachers was done in July before the schools closed for August holidays and the D.E.O. and Headteacher questionnaire/interviews were arranged to be done during August or late July when according to them they were more free.

Once data had been collected, it was labelled, tabulated and stored for analysis by the researcher later.

3.3.3: Plan for data analysis and interpretation of results:

Once the data had been collected, labelled and coded the researcher tried to put the respective responses under the respective factors that were thought to influence achievement. Descriptive statistical information was obtained on simple analysis. The relationship between the responses obtained and the factors that influence performance was interpreted using simple descriptive statistics like frequencies mean values, percentages etc.

Tables and figures were also used to explain patterns and trends in performance in the past four years in Kericho District.

From the interpretations of the data with reference to the objectives of the study and theories, the research made an attempt to suggest factors that might have contributed or are attributed to the poor performance in K.C.E. in this region of the District. Recommendations could also be drawn out to this effect.

CHAPTER 4:

DATA ANALYSIS:

4.0.0: Introduction:

This chapter of the study addresses itself to the analysis of the findings of the research data in the light of the variables that were examined or observed that relate to the poor performance of K.C.E. examination in selected schools in Belgut Division and Kericho Town of Kericho District.

The chapter is presented in two sections, section 1, deals with the relationship found between :

- i) the educational administration, supervision and inspection in the district and the schools.
- ii) Interaction between the headteacher, teachers, students learning experiences and instructional materials.
- iii) The interaction between the community (parents), school environment and the schools.

Section II deals with the analysis of the data as obtained from the interviews, discussions and questionnaires with D.E.O. head-teachers, teachers, students and parents or community.

4.1.0: Section I:

4.1.1: (i) The educational administration, supervision, and inspection in the district and the selected schools.

The District Education officer is the person in charge of the administration, supervision, inspection and provision of learning resources to schools. He/she is assisted by District assistant education officers, and in charge of different fields of administration e.g. management financing and examinations. He's also assisted by the district inspector of schools.

In the district there are 106 secondary schools which have sat for K.C.E. exams since 1981 and total number of teachers in the district are 842. These teachers are distributed in the 106 schools of which 21 are Government maintained, 58 are Government assisted, 21 are harambee and 6 are private.

(Ref. Table 4). From my analysis out of these 842 teachers in secondary schools 39% are For VI ('A' level) and only 49.7% of the total teaching population in the district are trained. Out of these trained qualified teachers the majority are in Government maintained schools as manifested in Table 6.

Its evident from this now that one factor that contributes to the poor performance in K.C.E. examination in the district in the distribution of teachers, the Government maintained schools in the district perform slightly better because of this advantage, however, the majority of secondary schools are plagued by UT's who total 50.3% of the teaching population in the district. Unless this discrepancy is rectified the performance is likely to remain poor.

In the side of inspection, it was noted that up-to this year the district has not been with a school inspector charged with inspection of secondary schools. One who has been there only dealt with primary level. This does not mean that the schools have not been inspector of schools stationed at Nakuru could visit a

handful of schools in a given year, but the majority of schools remained without guidance, advice and appraisal. This affected the Harambee schools mainly where the majority of the teachers are 'A' level and lacked teaching techniques and guidance.

Distribution of facilities and instructional materials also follow the same trend i.e. the government maintained schools get the 'Lions share' of it. Paradoxically this bias in distribution of resources has not been an important variable in the extent that it affects performance. Its true that those students in government schools enjoy a variety of facilities - libraries, laboratories, textbooks, recreational facilities etc; but this has not been reflected favourably on the performance as Tables 11, 12, and 13 shows. Schools F, H, I and J are government maintained but have not featured significantly in the performance in K.C.E. examination as compared to the other poorly equipped schools. Reference to the past performance records in the district with specific emphasis in 1985 results shows that the best (top) ten schools in the district are the government assisted schools;

beyond here the trend breaks down with Harambee schools competing equally well to positions like 11 - Roret Girls, 13 - Poiywek, 16 - Chepkechei, 18 - Kaboson Secondary Schools just to name a few. (see appendix E).

This hints to the fact that inspite of the distribution of facilities being a factor, other factors are more prominent that this one and this might be revealed in the next subsection.

4.1.2:

ii) Interaction between the Headteacher, teachers, students, learning experiences and instructional materials.

A good Administrator e.g. Headteachers while given necessary resources (human resources and physical resources) coupled with good instructional methods, and good learning environment etc. is bound to be one of the guiding factors in promoting good performance in his school. Such a Headteacher is bound to follow closely how teachers and students get on in the class. He establishes a happy and harmonious atmosphere in the school and will find

it easy to ensure that the right things are being taught correctly and in time. From time to time he will obtain schemes of work, records of continuous assessment tests, and student class attendance from teachers examines them and commends. In such a way, the teaching is carried out in a systematic way. This quality of Headteacher also gives his teachers essential novices, professional advice, so that they can be absorbed into the main-stream of the school life very quickly. He is also informed and in contact with the school inspector(s) and Education Officers for professional and administrative consultations.

The interview questionnaire issued to the Headteachers revealed several aspects of this qualities at variance. Some Headteachers hold themselves aloof from both fellow teachers and students and take an authoriterian stance when dealing with students, infuriates the students and earns unsympathetic support from the teachers. Such situation normally allows what was otherwise a minor problem to develop into a major issue, which may lead to

strikes and destruction of property. This quality of a Headteacher has a negative affect in the enhancement of performance of K.C.E. examinations or any other school activity.

Deducing from the preceding arguments and relating to the statistical results of 1981 - 85 K.C.E. results, most Headteachers lacked or at least did not exercise most of the leadership qualities expected of them and according to the A.E.O. in charge of secondary schools he ascertained that...

"most Heads are not keen in their work and even rarely hold staff meetings to highlight on administrative or academic issues ... this has resulted in the indifference and laxity amongst teachers and deterioration in discipline in the side of students."¹

This has contributed a great deal to poor performance in examinations.

The role of the classroom teacher can not be underestimated. To realize good performance teachers normally put in extra effort to ensure that their students are well prepared for examinations. This

may involve giving remedial classes, extra homework - which amount to extra duties. Infact in schools where performance has been good, teachers have been known to go beyond their routine teaching. For the teacher's efforts to succeed, students on the other hand should be capable of reading at their own, very eager to learn and with additional guidance from the teacher, have good chances of doing well.

The effectiveness of the teacher however, is dependent on several factors.

- i) The level of education. This indicates how much in subject matter he had acquired in his academic studies.
- ii) Good academic qualifications and the appropriate training and experience of the teacher is the highest asset a school can have. However, caution should also be be given that however effective a teacher maybe; a happy atmosphere, good descipline in the school and supportive instructional material is an overriding asset.

From my discussions with Headteachers and teacher, most Heads lamented about the discipline of the students that enter secondary schools these

days, most teachers believed that they've carried those attitudes with them from home or primary school. This factor coupled with such supportive instructional materials and financial aids which are rare in most secondary schools has contributed a great deal to poor performance in national exams.

In the light of this therefore, students in the process of their education have also a vital role to play if they are to succeed in passing their exams. They have to be thoroughly disciplined in all aspects related to the school life and the immediate environment and at their homes. They must also take keen interest in their classwork, assignments, private study (reading) and extra curricula activities. They have to be obedient to their teachers and school authority.

The school authority should also be flexible enough to allow the students to organise themselves in some school activities, contribute ideas in school organization, and also allow their views without fear. In this way an effective form of communication between students and the authority is established.

It had earlier been explained in the literature review, one handicap that our students have in school that hinders their learning in the command of medium of instruction. English or Kiswahili is the medium of instruction in schools and most students have inherited a poor English or Kiswahili background from their primary teachers who often used vernacular as a medium of instruction. To alleviate them from this burden teachers should encourage them to vigorously take part in class discussions irrespective of their poor base of language inherited at primary level of education. Infact out of 180 students who responded to this item 34.4% have regular discussion with some teachers only and 21.7% never had any discussion at all.

It is in this way that connections are made and confidence is built for the benefit of the students. If all these are observed fear and tenseness in class, laziness to work and motives to riot against authority will be avoided and will be replaced with harmonous atmosphere condusive to hardwork and success in the K.C.E. examinations.

4.1.3:

iii) The interaction between the community (parents), school environment and the schools: Out of the ten Headteachers interviewed on what parents normally come to do in their schools when they come, all of them responded positively that parents often visit their offices. But it was interesting to note that hardly any of the parents come to inquire about their childrens academic development. 20% of the Headteachers accepted that some parents come but only those parents who are enlightened ask about their childrens academic development. 20% of the Heads said parents are not interested at all that they believe that its a teacher's (school) job to educate the child. 40% of the Headteachers said that parents only come when called upon to attend to disciplinary matters related to their children or simply to come and pay fees. 10% of the Headteachers claimed that parents only come when called upon to check on their childrens' health.

From this analysis it may look as if parents are least interested on their childrens' academic development, but this is far from the truth: They are. This was revealed by interreaction with

several parents who surprisingly had some responses to a question as to why they sent their children to school? A parent gave the following answer: "the purpose of sending my child to school is for him to get education which will enable him to get a good job and help himself and the family. He may also contribute to the country." When asked about the scarcity of textbooks and other instructional facilities in most Harambee schools, it was clear that they are aware of it. One parent had this to say ... "in some schools particularly this one (Kapsoit) where my children are learning, there are not enough books and adequate learning is not carried out effectively because of scarcity of various equipment needed in school e.g. laboratory equipments, and textbooks ... in part he also suggested that ... the employer of the teaching force (TSC) should equalize the distribution of teachers all over the country not to forget the Harambee secondary schools."

This means therefore, that parents despite their illiteracy, know the meaning, purpose and benefit of education for their children and society and

may be, that is why they endeavour to use the scarce resources at their disposal to educate them, be it in a poorly equipped harambee secondary school or Government maintained school.

Most parents in rural schools can not read and are not able to interpret the report forms sent to them from schools. It's important that to enable these parents to read school reports of their children and follow what is required of the child in order to succeed well in his examinations, such as purchasing of needed extra textbooks, providing the child with private room for reading etc. he has to be educated by Headteacher, local administration, (chief or assistant chief), education officers, or local political leaders at say parents day in school or other administrative functions to attend literacy classes. This will go along way in helping him understand better the academic development and needs of his child.

The school environment should also respond positively towards the development of their secondary schools. Most heads interviewed felt that the development of the school is the responsibility of the

Community and this could be done through the local administration (chief, assistant chief) Councillor and Member of parliament in collaboration with the the school Board of Governors and the Parents Teachers Association. 80% of the Heads said that this message is conveyed during parents days or other administrative meetings outside the school, and the local community responds nicely.

4.2.0: SECTION II:

This section addresses itself to the findings as obtained in the questionnaires and interviews with the subjects mentioned earlier in chapter 3. The findings have been organized according to the different subjects, these are:-

- i) .D.E.O. interview/questionnaire.
- ii) Headteacher interview/questionnaire.
- iii) Teacher questionnaire.
- iv) Student questionnaire.

4.2.1: D.E.O. Interview/questionnaire.

Q.1. The findings of the questionnaire is found in table 4 and table 5.

Q.2.(i) This question was aimed at getting information on how often the inspectors visit secondary schools.

Response: Since there is only one inspector of schools in the district, he's mainly in the office so that Headteachers come for consultations as he's not able to visit all the schools. The A.E.O. also hinted that one other reasons why he doesn't move out to schools often is because of financial constraints.

ii) the duties of the schools inspector amongst others are the following:-

To check on (a) school administration

(b) financial control of the school

(c) standard of discipline,
cleanliness and general school outlook.

(d) Curriculum and how accurately
its being followed and

(e) To assess the standard, quantity
and quality of school facilities.

Table 4: Shows categories of schools, their number and distribution of teachers in Kericho District and Belgut Division of the District.

Category of School.	No. of Schools in Kericho Dist.		Total No. of teachers		No. of Schools in Belgut Div.	
	No.	%age	No.	%age	No.	%age
Government maintained	21	19.8%	312	37.1%	6	18.2%
Government assisted	58	54.7%	428	50.8%	18	54.5%
Harambee Non assisted	21	19.8%	49	5.8%	7	21.2%
Private or (Mission Asst.)	6	5.7%	53	6.8%	2	6.1%
TOTAL.	106		842		33	

Table 5: Shows the breakdown of teachers academic (professional) qualifications in Kericho Dist.

Qualifications	No. in District trained	No. in District untrained (UT's)
Graduates	168	87
Approved	13	-
Dip. Education	231	-
S.I	7	
P.I	-	329
Form 6 ('A' level)	-	8
Others	-	
TOTAL	419	424

Analysis:

Form 6 (out of total) = 39.0%

UT's (total) = 50.3%

Trained = 49.7%

- Q.3. i) The trend of performance is given on Table 1
- ii) On the reaction of the heads of institutions towards this trend, the D.E.O. had this to say: "that there is lack of effective supervision on schools. Most schools lack guidance, advice and adequate assistance.

- iii) Many teachers and the public are now aware of the seriousness of the matter and are trying to find out solutions to the problem.
- iv) The possible factors that contribute to this poor performance amongst others are the following:-
- a) that heads are not very keen to work hard to improve the performance.
 - b) There is indiscipline in the side of students .
 - c) There is laxity in the part of teachers.
 - d) The community contribution is not to the standard.

Q.4.(i) Meetings are held regularly, for example in 1985 - 4 meetings were held and 1986 - 2 meetings had already been held as at August 3rd between the Educational administrators and heads of institutions mainly to assess academic progress of the district schools and other matters that affect schools e.g. financial aids, grants etc.

ii) Issues discussed mainly as regards academic progress were:-

- a) Why there is poor performance in K.C.E. examinations.
- b) To look for ways of improving exam K.C.E. results.
- c) Assess the role to be played by community to help improve on results.

Some of the recommendations:

- d) Start and establish a District joint work examinations for Form 4.
- e) To co-ordinate a central centre for distribution of school equipment - e.g. books.
- f) Scrap off half-term holidays.
- g) Involve local community in educating their children at home on importance of education.
- i) Hold regular seminars/meetings with heads and teachers geared at the improvement of teaching.
- k) That Headteachers also hold meetings and report to D.E.O. on development and re-allocation of more funds for general equipment purchase.

- iii) Major drawbacks in the educational development in the district.
- a) Lack of commitment from students, teachers and even heads.
 - b) Utilization of UTs (untrained teachers) even in examination classes. These UTs have no experience and limited academic background.
 - c) Lack of effective support from administrators, educational and local.
 - d) Lack of student control from parents at home.
 - e) General lack of adequate equipment - learning resources e.g. books especially in Harambee secondary schools.
 - f) Lack of effective supervision and inspection from education officials. There's only one district secondary school inspector.

Table 6: Indicate the Breakdown of the Teachers' academic (professional) qualifications in the selected ten schools.

SELECTED SCHOOL	GRADUATE	APPROVED	DIP.ED.	S.I	FORM 6 ('A' Level)	TOTAL STUDENT UPTO FORM IV	AV.NO. OF STU/TEACHER
A	2	-	1	1	3	126	18.0
B	-	-	2	2	4	127	16.0
C	3	-	1	-	10	459	33.0
D	5	-	6	2	4	346	20.0
E	3	1(P.1)	1	1	2	170	21.0
F	7	1	7	2	5	400	18.0
G	1	-	1	-	5	140	23.3
H	29	-	2	4	-	412	14.2
I	5	-	4	3	1	261	16.6
J	22	2	5	3	1	310	11.2
TOTAL	77	4	29	18	34		
%	47.5%	2.5%	17.9%	11.8%	21%		
\bar{X}	7.7	0.4	3	1.8	3.4		

\bar{X} - mean value.

Key:

- A - Kipsitet Sec. School.
 B - Kapsoit Sec. School
 C - Kipchimchim Secondary School
 D - Kericho Tea Sec. School.
 E - Belgut High School.
 F - Kericho Day Sec. School.
 G - Kaitui Sec. School
 H - Kipsigis Girls High School.
 I - Sosiot Girls School.
 J - Kericho High School.

Table 7:

Table shows Enrollment in Form I in the ten schools.

School	Boys	Girls	Total	Streams	Average per stream
A	29	16	45	1	45
B	43	27	70	2	35
C	95	34	127	3	42
D	65	47	112	3	38
E	52	41	93	2	47
F	120	40	160	4	40
G	32	23	55	1	55
H	-	120	120	3	40
I	-	82	82	2	41
J	120	-	120	3	40

Total 423

- 10 schools

Average clas size = $\frac{423}{10} = 42.3$

Table 8 : Shows Enrollment in Form 3 in the ten schools

SCHOOL	BOYS	GIRLS	TOTAL	STREAMS	AVERAGE/ STREAM
A	35	23	58	1	58
B	15	13	28	1	28
C	119	72	191	4	48
D	70	73	143	3	48
E	22	26	48	2	24
F	120	40	160	4	40
G	27	9	36	1	36
H	-	150	150	3	50
I	-	95	95	2	46
J	120	-	120	3	40

Average class size $\frac{418}{10} = 41.8 \approx 42$ students.

Table 9: Indicates enrolment in Form 4 in the schools.

SCHOOL	BOYS	GIRLS	TOTAL	STREAMS	AV. / STREAM
A	18	5	23	1	23
B	17	12	29	1	29
C	90	51	141	3	47
D	42	49	91	2	46
E	11	18	29	1	29
F	40	40	80	2	40
G	32	17	49	1	49
H	-	142	142	3	47
I	-	84	84	2	42
J	130	-	130	3	43

$$\begin{aligned}
 \text{Average class size} &= \frac{395}{10} \\
 &= 39.5 \\
 &\approx 40 \text{ students}
 \end{aligned}$$

Table 10: Indicates enrolment in Forms 1,3 and 4
in the ten schools:

SCHOOL	FORM. I		FORM III		FORM IV.		TOTAL
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	
A	29	16	35	23	18	5	126
B	43	27	15	13	17	12	127
C	93	34	119	72	90	51	459
D	65	47	70	73	42	49	346
E	52	41	22	26	11	18	170
F	120	40	120	40	40	40	400
G	32	23	27	9	32	17	140
H	-	82	-	95	-	84	261
J	120	-	120	-	130	-	370
GIRLS	-	430	-	501	-	418	1349
BOYS	554	-	528	-	260	-	1342
TOTAL...							2,691

% girls = 50.13%

% Boys = 49.87%

Table II: Shows the performance per division per school in the years 1980 and 1981.

	1980					1981				
	DIV. I	DIV. II	DIV. III	DIV. IV	STREAMS	DIV. I	DIV. II	DIV. III	DIV. IV	STREAMS
	A	0	1	3	14	1	0	0	6	12
B	0	1	6	16	1	-	-	-	-	-
C	0	6	16	22	2	0	5	10	23	2
D	-	-	-	-	1	0	1	11	32	2
E	0	1	1	8	1	0	1	6	15	1
F	1	3	12	18	1	2	5	19	10	1
G	-	-	-	-	1	0	0	3	13	1
H	3	22	40	34	3	2	32	51	33	3
I	1	7	12	6	2	1	5	16	17	2
J	7	33	30	21	3	10	24	33	15	3

(a)

(b)

4.2.2: Headteacher interview/questionnaire:

Responses to

- Q.1. Can be obtained in table 6(b)
- Q.2. Can be obtained in tables 7,8,9 and 10
- Q.3. Can be obtained in table 6(a)
- Q.4. Can be obtained in tables 11,12 and 13.
- Q.5. Can be obtained in table 14
- Q.6. Many Headteachers responded negatively to this item. 30% of the Heads claimed that education Officers or inspectors only come when there's a crisis (problem) at school or when called upon to officiate some function or when a higher ranking official of the Ministry is going round schools e.g. Minister of Education. 40% claimed that they have never been visited by any inspector or education officer for the whole of this year. 20% of the heads were visited by Inspectors or Education Officers but they claimed that these Officials only talk to the Head and advice mainly on curriculum education policies only. Hardly do they meet teachers and advice them on schemes of work, teaching strategies etc. 10% said they come only when invited for parents day or to officiate in a meeting

Table 12: Shows the performance per division per school in the years 1982 and 1983.

	1982					1983				
	DIV. I	DIV. II	DIV. III	DIV. IV	STREAMS	DIV. I	DIV. II	DIV. III	DIV. IV	STREAMS
	A	0	0	7	17	1	0	0	1	18
B	0	0	5	14	1	0	1	5	9	1
C	0	3	23	25	2	0	4	22	48	2
D	0	6	23	35	2	0	5	24	40	2
E	1	3	18	28	2	2	10	18	39	2
G	0	0	6	12	1	0	0	3	21	1
H	2	32	51	33	3	0	25	54	37	3
I	0	0	18	37	2	0	2	17	32	2
J	5	30	47	31	3	7	31	45	44	3

(a) (b)

Table 13: Indicates the performance per school in the years 1984 and 1985.

SCHOOL	1984					1985.				
	DIV.	DIV.	DIV.	DIV.	STREAMS	DIV.	DIV.	DIV.	DIV.	STREAMS
	I	II	III	IV		I	II	III	IV	
A	0	3	9	16	1	0	2	4	15	1
B	1	1	6	18	1	0	0	14	14	1
C	1	6	38	42	3	2	4	40	46	3
D	0	3	22	34	2	1	10	32	46	2
E	0	2	20	39	2	0	4	27	26	2
F	1	9	33	34	2	0	6	31	50	2
G	0	1	13	18	1	0	6	6	17	1
H	5	49	41	25	3	1	31	59	20	2
I	0	4	20	33	2	0	9	27	36	2
J	8	36	57	31	3	8	31	68	23	3

(a)

(b)

Table 14: Shows frequencies of visits by inspector of schools, education officers per year and class observation by Headteacher in the ten schools.

SCHOOL	Frequency of visits by Inspector of schools per year	Frequency of visits by Education Officer(s) per year	Class observation by Headteacher when teachers are teaching/term
A	0	0	0
B	0	2	1
C	1	2	3
D	1 after 4 years	very few	occasionally
E	1	2	severally
F	1	1	6
G	0	3	Rare
H	rarely	rarely	rarely
I	rarely	3	-
J	1	1	once in a while.

Q.7. Only 30% of the Heads observe classes conducted by teachers, 50% rarely do the observation and 20% have never done this exercise. When interviewed further most of them claimed that its due to the pressure of office work. One head claimed that even when she had time, teachers would not agree to be observed. They claim that they are professionally qualified and needed no observation.

The majority of the Headteachers check on the teachers lesson notes, schemes of work and students records of attendance regularly but hardly any of them checked on the students work. Most heads argued that this was the duty of the subject teachers and could only report to him/her any special cases. Asked on how many teachers report on lazying students, one head said none.

Q.8: About the library size, equipment and extend of readership; most heads expressed that this was an area that required improvement. 10% of the Heads had a satisfactorily large and equipped library and 70% had small libraries with inadequate space and are poorly equipped. The majority of these

these 'libraries' were classes converted into book stores from which students could borrow books. 20% of the heads didn't have any libraries at all, however one of these two hinted that they use the Kenya National library Branch at Kericho Town.

Q.9: Heads generally agreed that parents call at their offices but are very few, that those who come are only interested in paying fees or checking on the health of their children. Others come when called upon to attend some disciplinary matters of their child or children but rarely to ask about their academic progress. Most Heads felt that parents consider the part of academics as a totally teachers' job.

Q.10: Many of the heads felt that the influence of the community on school affairs was a two way affair:

- a) the effects are positive if they contribute to the development of physical facilities in the school as building of classrooms, dormitories buying library books etc.

- b) But the effects are negative if the community takes a negative attitude towards the school affairs e.g. when there is a political struggle between the Parents and Teachers Association and Board of Governors in control of the school, say in Harambee schools. This affects development of the school.
- c) Or when politicians dislike the Headmaster and go out talking ill of the school or when the politicians go around blaming teachers for the poor performance in examinations without seriously considering other factors that might have carried more weight.
- d) Urban school Heads interviewed commented that the school environment had influenced students into bad habits especially after school in attending discos, smoking, excessive drinking and prostitution. They argued that this affected their attitudes towards school work.

Q.11: All the Headteachers interviewed accepted that there were career teachers in their schools. But surprisingly there's little interaction between the teacher(s) and the students.

The following reasons were given:-

- a) These teachers lack adequate information careers and rely mainly on information or career booklets for examination classes.
- b) The students either do not know what they want to be after school or are reluctant to follow the advice given.
Other Heads said that the students also lack parental support information-wise.
- c) On conseling, Heads had the view that the students are not willing to reveal themselves or when they do, there are no special rooms or offices for the career teachers to use in performing their duties.

Q.12: At least each of the schools had a quest speaker per term. The data obtained revealed that 50% of the schools had one speaker per term, 20% had two and 30% had three.

Q.13: News media were variably available in these schools except for one school which had none. 40% of the schools use local dailies, 30% use TV, Radio and local dailies. One school and TV. only in use.

Q.14: TSC information was provided to TSC teachers in all schools in time and when applicable. Heads generally agreed that most of the correspondence from TSC are generally on curriculum or educational policies and rarely on teachers security, benefits and promotions.

Q.15: Most heads very often mixed with their teachers either in the assembly (assemblies) or in the staff-room or staff-meetings. Many of the heads mixed only with students when on assemblies or during games or any other student functions and rarely with the local local community except on parents days or when they come to school to check on their children.

Q.18: Parents day:

A day when school system meets with parents, the parents representatives PTA and Board of Governors of the schools.

Most Heads say that they try to explain to the parents the academic development of their children, explain the constraints encountered by the children in their learning and try to seek moral and material support from the parents.

In most of the schools the attendance is generally poor less than half of the parents turn up and the majority are people for the community. Two Heads felt that parents still have not understood the importance of parents day. They need to be educated more on this from the local administration.

Q.19: Teacher transfers.

In almost all these schools teacher transfers are common, especially in Harambee schools where the majority of teachers are 'A' level.

Q.20: Opinion of Heads on teacher problems were as follows:-

- a) Shortage of teaching materials e.g. textbooks.
- b) Lack of full information on 8.4.4. system of Education,
- c) Very small staffrooms if any.
- d) Overenrolment in classes.
- e) High teaching load e.g. 40 to 50 lessons per week.
- f) Poor students' discipline.

4.2.3: Teacher questionnaire.

- Q.1: i) The mean (average) number of lessons taught per week is 25 lessons.
- ii) Out of 38 teachers who responded to this item 97.4% agree that they were not exempted from teaching other classes.
- Q.2: i) Out of 53 teachers who responded 40% had spacy staff-rooms.
- ii) 47.4% had houses in school or were getting house allowance from TSC.
- Q.3: There were sufficient teaching aids in assisted or Government maintained schools but few in Harambee schools. The responses were as follows:-
- variably adequate 23.6%, just adequate 18.2%. Few (not enough) 58.2%.
- Q.4: a) The methods commonly used in teaching were questioning, explanation, by examples, discussion and demonstration. Other methods were rarely used.

- b) Reasons for using a particular method.
- i) Discussion, teaching and explanation.
By examples.
- . Develop ability to participate in discussion.
 - . Large classes and few textbooks.
 - . Congested time table.
 - . Reduce fear in students.
- ii) Demonstration
- . Lack of laboratory equipment.
 - . Financial constraints.

Q.5: All teachers used terminal examinations, but continuous assessments were rarely use. Final examination was mandatory at the end of the year.

Q.6: i) The year the teacher started teaching:

period	'70- '75	'76 - '80	'81 - '85	'86 -
freq.	4	13	30	8

This means that the majority of the teachers started teaching in the eighties.

ii) Qualifications:

Grade	M.Sc./M.A.	B.ED.	B.A./B.Sc.	S.I.	Dip.Ed.	'A' level	Others
Freq.	5	15	4	7	18	14	5

iii) Years of experience as qualified teacher

Years	1 - 5	6 - 10	11 - 15	16 -	N/A
Freq.	21	13	4	1	7

Q.7: i) No of schools taught in since started teaching

Years	1	2	3	4	5	10
Freq.	13	14	8	6	2	1

ii) Years in present school.

Years	less than 1.	1	2	3	4	5	6	7	8	11
Freq.	5	18	4	6	4	1	1	0	1	1

iii) Out of 45 teachers who responded to this item 80% considered teacher mobility to affect performance. 13.3% said No and 6.7% had no opinion.

Q.8. i) 68.8% of the teachers joined teaching profession by choice 25% joined the force because they had nothing else to do.

ii) On opinion about satisfaction in teaching, 28.9% were satisfied most times, 66.7% were only satisfied sometimes.

Q.9: On being made Headteacher, teachers had varied opinions: 42.9% would accept to be made H/T. 35.8% totally refused.

On asked for reasons for their choices those who accepted had this to say/write:

- | | |
|-----------------------------|---------------------------|
| a) .that it's a promotion 6 | (b) those who refused |
| . to instil discipline 1 | . Avoid troubles as H/T.8 |
| in school 2 | |
| . prestigious position 4 | . political position 4 |
| . avoid chalk 7 | . tideous job 2 |
| . better money 3 | . preparing to join |
| | other profession 2 |

* The number after each response is its frequency.

Q.10. On their opinion whether they were willing to accept another job, 40.5% said yes, 28.5% said No and 31% had no opinion.

Those who were willing to quit had these to write:

- | | |
|----------------------------------|----------------------------|
| a) . avoid failing students | (b).Had chosen the profes- |
| . rude students | sion rightfully. |
| . attitude of community | . teaching had more |
| towards teaching poor | holidays. |
| . terms not attractive. | |
| . go out and make money | |
| . avoid excess work and monotony | |
| . No promotion. | |

4.2.4: Student questionnaire:

On the student questionnaire 200 Form 4(1986) students were involved (20 from each of the ten schools)

The students answered the questionnaire individually.

A copy of the questionnaire is at the appendix.

Q.1: 58% of the Form IV students don't attend all their class lessons per term. 32.1% attended fairly but 9.9% of the students were rarely all school. When the had teachers were consulted for reason for this behaviour reasons given were:

- , mainly problems of school fees.
- . sickness, indiscipline and going for games fixtures outside school during school days.

Q.2: Majority of the students took part in all assigned extra curricula. 45.7% of those who resprovided had good participation, 50.5% had fair and 3.8% participated poorly or rarely.

Q.3: 66.8% of the students always completed their assigned class work those who rarely completed were 31%. Reasons given for this were:- Lazyness, lack lack of interest, contributed by subject teacher, other commitments e.g. extra curricula.

Q.4: 34.4% of the students responded that they take part in class discussions always. 43.9% only did

it with some teachers only and 21.7% did not take part at all. This poor participation could be attributed to poor language base (English or Kiswahili) which inhibits expression and creates fears, shyness and passiveness. This has amounted to lack of confidence on the part of the student.

The researcher had also observed that:-

Some teachers have a habit of harassing students and do not encourage discussion from students in fear of being challenged. This is very much so for poor or ill prepared teachers.

Q.5: Students make an attempt of allocating themselves private time for study. 88.9% of all those who responded were positive about this

Q.6: Reading to improve knowledge in various subjects was poor. 42.3% of the students who responded were reading all the subjects examinable in school. 31.3% read only Arts subjects and 13.7% read only science. 12.7% read those objects or books that were either science or arts. This low readability in most of the cases was due to:-

a) lack of interest (stamina)

- b) Insufficiency of books.
- c) Little encouragement from teachers.
- d) Because of high student mobility in Harambee schools, lack of background in some subjects has restricted their field of study.

Q.7: Socialization in academics is very poor.

Only 32.4% were able to assign themselves time with friends to do maths problems very often.

57.5% rarely did it and 10.1% never did it at all.

This can be attributed to the following:-

- a) Competitive attitude created in school.
- b) There seemed to be a general lack of interest in maths.

Q.8: Personal cleanliness and that of the surrounding for students dormitories or classrooms and compound was good as 74.1% responded that they observed that always. 17.3% did it only on week-ends.

From field observation, the compounds were generally not upto date, fences were fallen or grass was not cut or classrooms dusty.

Q.9: When asked their opinion on whether they were satisfied with their present school or willing to join another school, 66.7% were satisfied with their schools. 26.8% were willing to join another school while 6.5% had no opinion.

Reasons for this were:-

- a) Those who were in government maintained schools expressed no wish to change their school for they were enjoying good facilities and had adequate teachers etc.
- b) Those who expressed dissatisfaction were mainly from Harambee schools where this mobility is rampant because of poor staffing, inadequate facilities and poor learning conditions.

Q.10: i) When asked to explain the reasons for being in school; the majority of the students responded thus; that they were in school to learn and be knowledgeable, get a good job and live happily. Ironically they know why they are in school but are not serious with what goes on in school.

- ii) On personal problems, majority of them expressed that school fees always kept them out of school. Other minor reasons given were; health, suspension all the time and unnecessary punishments by some teachers and inadequate learning resources.

FOOTNOTE:

1. Odongo, C. - A.E.O., Kericho in charge of secondary schools. Interviewed in his office.

CHAPTER 5:

5.0.0: DISCUSSION OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This final chapter addresses itself to the discussion of the findings giving conclusions and recommendations based on the analysed data. The chapter is organised as follows:-

- 5.1.0: Discussions and conclusions from the findings.
- 5.2.0: Recommendations and suggestions.
- 5.3.0: Areas for further Research.

5.1.0: DISCUSSIONS AND CONCLUSIONS.

In chapter 4, (section one, 4.1.0), I discussed in details the contributions of educational administrators, supervisors and inspectors of schools and how their effectiveness influence the academic and general development of education in our schools. For a school to do well and consistently remain so, positive contribution from all the elements of school system (Headteacher, teachers, students, and parents) are vital. A close relationship has to exist between all these elements. Those schools that

had consistently performed well in examinations had revealed that strong efficient leadership contributed to good results. It is such leadership that possesses the capability of stimulating co-operation among teachers, and students, thus instill in the school a sense of discipline and hard work. Added to such created atmosphere are the availability of the necessary instructional materials and facilities, relevant professional advice and guidance from educational officers and a well established good relationship with parents and the community around. If this harmonious relationship is broken or the absence of it, performance in schools is affected.

The poor performance in K.C.E. examinations in Kericho District for the past four years may be attributed directly to the following factors:-

- a) Inadequate distribution of graduate and trained teachers. Research supports the fact that trained and qualified teachers teach better than those who are not qualified. References to Tables 5 and 6, show that those schools which had the highest proportion of qualified teachers and are Government maintained schools did relatively better in K.C.E.

examinations. Assisted and Harambeee schools are mostly at a disadvantage as the majority of their teachers are 'A' level or Diploma in Education holders. The performance in the Mission schools is very much dependent on the good discipline and extend of support it has from foreign religious bodies. Those with maximum grants and support do equally well as the Government maintained schools. While those who receive minimal support suffer the fate of Harambee schools. Private schools also perform like Mission schools, much depending on the support from the private body - some of them do even better than Government maintained schools as Yusufu said ... "there were many examples of private schools with leadership and strong motivation on the part of the staff and students that consistently do better than Government maintained schools"¹ ... this is not the case with Kericho as almost all the private schools are poorly supported and have 'A' level teachers like the Harambee Schools. (See Table 6, school E).

- b) Lack of instructional facilities such as teaching aids, libraries and laboratories.

Out of the ten schools visited only the government maintained schools had laboratories, and libraries which were poorly equipped. The others had improvised stores as libraries. Textbooks and other teaching facilities were especially inadequate in all schools even government schools. This affected the attainment of learning experiences by the students and affected results negatively.

- c) Scarcity of school inspectors.

One secondary school inspector for the whole district is not sufficient as it's not practically possible for him to travel to different schools frequently to assist the majority of teachers who may need professional advice and guidance.

- d) Aquisition of the languages English and Kiswahili as the medium of instruction being poor.

Command of English or Kiswahili as a medium of communication was very poor especially for rural schools. This affected their understanding

and interpretation of classroom instruction and examinations questions. Some of the students observed in the field had difficulty expressing themselves in English.

e) Inability of some Headteachers to administer effectively. These Headteachers are generally indifferent to school activities, and and due to incompetence in leadership, find themselves engaged in personal businesses during or after school hours with the least concern about their schools. As put out by Yusufu on qualities of a good Headmaster, he said that ... "he's one who is keenly aware of the tasks done, has systematically planned and organized how it should be done and has a sense of commitment which communicates itself, easily to all the staff and students." A good Headteacher sets a tradition of his school. This tradition plays a big role as teachers and students want to live up to their tradition of doing well disciplinewise and in academics.

f) Poor student participation in classroom activities and extra-curricula e.g. class discussions, debates, and drama. This is attributed to the incompetence brought about by their poor command of English or Kiswahili languages. This creates fear and lack of confidence on the side of students.

g) Family background.

To most of the parents in the rural areas going to school by their children is seen as a panacea. They would try anything possible to see that their children remain and succeed in school by paying fees in time and responding to other demands or wants of the school. But the majority of the parents do not provide extra facilities and provision in their homes like private reading-room and buying textbooks.

h) Comfort of the teacher.

Most schools do not take this seriously.

It's true that unless the teacher is comfortable he can not participate effectively in the school activities. Discomfort can be created in a school system in

several ways, some include the following:-

- i) unfavourable teaching climate created by uncooperative teachers and students.
- ii) inavailability of good residential houses and necessary services such as water supply and electricity.
- iii) teaching over-crowded (over-enrolled) classes.
- iv) crowded staff-room.

These factors are common with Harambee schools.

- i) Overenrolment in Form I and Form IV mainly. From Tables 7 through 10, it can be seen that the enrolment in all the classes is slightly above average. In some schools like H in table 7; enrolment in Form I is 55 students instead of 40.

Assisted and Harambee schools, admit more students to say in Form I than that authorized by the Ministry of Education because this is a primary source of their budgetary provision.

j) Parents do not contribute much and in time towards the development of the school facilities and neither are they seriously involved in assisting or in following up of the academic progress of their children.

5.2.0:RECOMMENDATIONS:

The researcher posed the following recommendations in order to improve the performance of the K.C.E. examinations in Kericho District.

i) Adult Education to parents.

This should be reactivated properly and politicised with the main objective of attracting mass involvement among the illiterate parents. Education (literacy) to parents help to improve their economic productivity, thus enabling them to meet school fees and purchase educational requirements for their children with ease. Educated parents also create a motivative atmosphere at home conducive to the education of their children.

For this to succeed social service officers and education officers should help the local leaders in several ways, in

fostering this objective:

ii) Supervision of primary and secondary schools.

The Education Officers at District and Divisional level should intensify supervision of primary schools. The number of inspections in secondary schools should be increased, at least the deployment of Assistant Secondary School Inspectors (ASSI) be initiated to assist the only secondary school Inspector in the District.

Inspectors should also detect the lazy teachers and those who engage in personal business at school hours and recommend them for disciplinary action.

iii) Distribution of graduate teachers.

T.S.C. should attempt to distribute the graduate teachers fairly to all the schools in the locality; such distribution will help to upgrade performances in assisted or Harambee Secondary Schools.

iv) School administration machinery.

Administration in a secondary school should be effective. The Headteacher should execute those tasks of administration, management and supervision

effectively as to be felt in the entire institution. He/she should endeavour to create an atmosphere in which communication can flow vertically and horizontally with a lot of ease - and understanding. He/she should be the major source of good will and discipline in the school; for where discipline thrives, hard work and success follows.

- v) Inservicing of teachers and availability of information to them.

Teachers in secondary schools should occasionally be availed to inservice courses. They should also be supplied with upto date information from T.S.C. and Ministry of Education Science and Technology on professional and policy matters on time.

- vi) Class enrollments.

Headteachers should desist from admitting more than authorized students per class. Small classes learn more effectively as the teacher can easily attend to each student.

vii) Student participation in class and extra curricula activities:

Students should be encouraged to take part in discussions and to ask questions in class. They should also be encouraged to take part in debates, give lectures and prepare arguments for and against certain themes or topics. In this way they will improve their English and Kiswahili languages and confidence.

viii) Guest speakers:

Outside speakers should be invited in some occasions to these rural schools to lecture on various topics pertaining to the subjects offered in the schools, culture, ethics, current affairs, health, careers and economics. Such forms of lectures will normally give the students a wide exposure in their intellectual horizons.

ix) Equipment in schools:

More equipment should be provided to schools by the following: - Ministry of Education grants,
- Organization of funds drive to purchase school equipment in secondary school in

the whole district and to ensure that the funds available are spent on the purchase of equipment only. Also it's suggested that a minimum level of equipment in a school should be determined by Ministry of Education Science and Technology before a school is registered and allowed to sit for National examinations. Several of Harambee schools do not qualify at all to prepare students adequately for national examinations.

5.3.0: Areas for further research:

The discussions and analyses of the collected data in the previous chapters have demonstrated that there is a need for further research in the performance of K.C.E. in Kericho District. The following are some of the areas which can be studied.

- i) What are the factors that contribute to differences among schools in their students' performance on the national examinations?
- ii) What are the contributions of the community towards the development of schools in the district?
- iii) What factors influence the performance between boys and girls in the district secondary schools?

iv) What are the attitudes, interests and aspirations of students in Kericho District Secondary Schools and how these affect their performance in National Examinations?

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DISTRICT EDUCATION OFFICER'S
INTERVIEW/QUESTIONNAIRE.

Dear Sir,

These structured interview questions are geared at retrieving information that will help the researcher to establish the factors that influence the performance in K.C.E. examinations in Kericho district. The responses you give accurately and truthfully are very important in this study.

The information that you will give here will be kept strictly confidential and will only be used as an important variable significant to the study. Most of all you are thanked in advance for your co-operation.

- 1.(a) Kindly help to provide data to fill the table below. The information required is about the categorization of secondary schools, their number in the whole district and specifically in Belgut Division of the District.

Type of secondary (High) School or (Category).	Number of Schools in District.	Number of Schools in Belgut Div.	Total Number of Teachers in District.
i) Government maintained			
ii) Assisted			
iii) Harambee			
iv) Private or Mission assisted			

b) Provide information on teachers professional or (academic) qualification in Kericho District according to the grades provided.

Qualification	Number in District (Trained)	Number in District untrained (UTs)
Form 6 ('A' level) S.I. Dip.Ed. Approved graduate Graduate		

2. (a) How often in a term do your officers especially inspectors call in these secondary schools to execute their duties?

Once a year twice a year more than twice
in a year

(b) What kind of duties do they normally execute when (if) they visit the schools?

3. Please provide data to show the trend of performance in K.C.E. in the district per grade per division between the years 1980 to 1985.

K.C.E. Performance

Year	Div.I	Div.II	Div. III	Div. IV	Fail	Total entrants	%age pass %
1985							
1984							
1983							
1982							
1981							
1980							

(b) What is the reaction (positive or negative) of the heads of the institutions (schools) and the public on the performance?

(c) What course of action has been undertaken to counteract the situation?

(d) What would be the possible factors responsible for this trend?

4. a) How often do you hold seminars and or meetings with Heads of institutions on matters pertaining to the progress of academic achievement? (~~per year~~).

b) What are the common issues discussed and what recommendations/conclusions were/are arrived at in the light of 4(a)?

c) What in your opinion and experience are the major setbacks in educational development in this district?

HEADTEACHER INTERVIEW/QUESTIONNAIRE.

Dear Sir/Madam,

These structured interview/questionnaire questions are geared at retrieving information that will help the researcher to establish the factors that influence the performance in K.C.E. examinations in Kericho District. The responses you give truthfully and accurately are very important in this study.

The information you give will be kept strictly confidential and will only be used as an important variable significant to the study.

Most of all you are thanked in advance for your co-operation.

1. a) Give the category of your school.

Government maintained (b) Day (c) Year founded _____
 Government assisted Boarding
 Harambee asisted Day/Boarding
 Private or other
 Mission Assisted

2. Provide data on school enrolment upto Form IV only.

Form	Form I	Form II	Form III	Form IV
Boys				
Girls				
Streams				
TOTAL				

3. a) Give the breakdown of professional (academic) qualification and years of experience of teachers (in teaching) in your school.

Qualification	Number of teachers
Form 6	
S.I.	
Dip.Ed.	
Approved graduate	
Graduate	

- b) Total number of subjects taken at Form IV in your school. _____ .

c)

Subjects taught at Form IV classes	Average number of teachers per subject/class.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

4. Kindly provide information on K.C.E. performance between the year 1980 to 1985 per division.

	1980	1981	1982	1983	1984	1985
Div. I						
Div. II						
Div. III						
Div. IV						
Fail.						

5. How many times per year is your school visited by:

a) School Inspector(s) ----- times

b) Education Officer(s) ----- times

6. Briefly give the nature of educational help your school gets from the Inspectors and education officers from the teacher instruction improvement point of view.

7. How many times per term do you (as the Headteacher) of your school) observe the following:-

a) classes conducted by form 4 teachers -----times

b) teachers' lesson notes and scheme of work ----times

c) students work (notes, assignments) ----- times

d) students record of school attendance ----- times.

8. How do you rate the following:-

a) Library, its size and extend of equipment?

b) Intensity of student readership?

9. a) Do parents call in your office? Yes/No.

If yes, do they come to follow up academic (progress) development of their children? Yes/No

If not, then what do they normally come for?

b) What do you think would be the effect of this towards K.C.E. examination performance, either way?

10. Briefly help to explain the influence both positive and negative (if any) of the local community to the school life and its effects to the performance of the K.C.E. examinations?

a) Positive

b) Negative

11. a) Are there career teachers in your school?
Yes/No. What are their major responsibility?

b) What are the major setbacks in their work of guiding and counseling Form IV students?

12. a) How often per term do you write outsiders (guest speakers) to enlighten some subjects topics or issues pertaining to success and general knowledge of the students?----- times

b) What are the common topics or issues discussed and to what extend?

13. News media available in your school.

TV. only

Radio only

Radio and TV

Newspapers only

Newspapers, TV, and Radio

Newspaper and Radio

Nil

14. How often do your teachers go for inservice courses on various subjects per year?

15. Do you provide timely and currently useful information from T.S.C. or Ministry on education or policy matters, security, benefits, promotion opportunities to your teachers? Yes/No.

Comment.

16. How often do you mix socially per term with
- a) teachers
 - b) students
 - c) local community?
17. How is the division of labour structured in your school organization?
18. What normally transpires between parents, teachers and students during parents day(s) in your school as to the continuous preparation of students for K.C.E. examinations? (kindly explain)

19. How many teacher transfers on the average between 1980 and 1985 did you receive to your school----- and out of your school -----.

20. In your opinion, what do you consider to be the major difficulties experienced by your teachers as they undergo their daily routine teaching? (Give as many of them as possible).

TEACHER QUESTIONNAIRE:

Male
Female

Instructions:

- a) Please do not write your name anywhere on this paper.
- b) The aim of this questionnaire is to retrieve information that will help the researcher establish the factors that influence performance in K.C.E. examinations in this district.
- c) The responses you give accurately and truthfully are very important in this study.
- d) The information that you will give will be kept strictly CONFIDENTIAL and only be used as an important variable in the study.
- e) Kindly attempt All the questions in this questionnaire and Thanks in advance for your co-operation in this exercise.
- 1.a) What is the average number of lessons that you teach in the school per week? ----- lessons.
- b) If you are a teacher coaching Form IV in a subject or subjects, are you given concession in form of reduced lessons or exempted from lower classes as to give you time to maximize your work in examination classes? Yes No

2. a) Do you have spacy staffroom that is conducive to effective preparation or marking of work?

Yes No

b) Are you provided with housing and services by either school or T.S.C.?

Yes No . If yes, School housing
T.S.C. allowance

3. Do you have sufficient teaching aids for your subject(s) such as textbooks, charts, maps etc?

Variably adequate quite few

Just enough None at all

4. a) Which three of the following teaching methods do you use most often?

Lecturing	<input type="checkbox"/>	Discussions	<input type="checkbox"/>
Questioning	<input type="checkbox"/>	Dictation	<input type="checkbox"/>
Explanation	<input type="checkbox"/>	Experiments	<input type="checkbox"/>
Demonstration	<input type="checkbox"/>	Grouping	<input type="checkbox"/>
By Examples	<input type="checkbox"/>	Field trips	<input type="checkbox"/>
Discoveries	<input type="checkbox"/>	Other(s)	<input type="checkbox"/>

b) What reasons do you have for using this particular teaching method mostly?

Reason(s)

5. Which type of the following student evaluation methods do you use and how often?
- i) Continuous assessment (weekly, fortnightly, monthly)
- ii) Terminal examinations (Every term, once a year, twice a year)
- iii) End of year exams
- 6.a) When did you start teaching? Year-----
- b) What was your qualification? -----
- B.Ed. B.Sc. S.I UT Other -----
- c) How long have you taught as a qualified teacher----- years.
- 7 a) How many schools have you taught in since you started teaching? -----(number only required).
- b) How long have you taught in your present school? ----- years.
- c) In your opinion, would you attribute teacher mobility (transfers) as one of the factors that affect performance in K.C.E. examinations?
- Yes No No opinion
- d) How would you rate this effect of teacher mobility to performance?
- High Average low

8. a) How did you join teaching profession?

By choice Had nothing else to do
Other reason(s)

b) Do you find teaching satisfying?

Yes, Most times Sometimes Not at all

9. a) If you were made a headteacher, would you accept?

Yes No No opinion

What reasons do you give for your choice in 9(a)?
Reason(s).

10.a) If another job (not teaching) equally paying and satisfying was made available to you, would you accept? Yes No No comment

b) What reasons do you have for your choice?

STUDENT QUESTIONNAIRE:

Male Female Instructions:

- a) Do not write your name or the name of your school anywhere on this paper.
- b) These questions are geared at retrieving information that will help the researcher to establish the factors that influence performance in K.C.E. examinations in this district.
- c) The responses you give, will be kept strictly confidential and will only be used as an important variable in the study.
- d) Attempt all questions and be truthfull and accurate as much as possible in your responses as this will be very important in the study.
- e) You are thanked in advance for you co-operation in this excercise.

Mark against the option (choice) in questions or statements that follow it when you agree with it.

1. How is your attendance for lessons in your class per term? You attended a few lessons most of the
All the lessons lessons

2. How is your participation in assigned extra curricula activities (e.g. games, drama, debate, athletics, cleanliness etc).

Very poor Average Good

3. How often do you do your class assignments in time?

Has never rarely in time Always in
done them in time

4. How often do you take part in class discussions?

Not at all sometimes with some Always with
teachers only all teachers

5. Do you allocate yourself time everyday for revision of work already done? Yes No

6. Do you read extensively to improve your knowledge in, examination subjects? I read only in science
In all subjects only in Arts Others

7. How often do you assign yourself or with two to four friends private time everyday to practice solving mathematical or scientific problems or discussing some issues or concepts in arts subject?

Not at all Rarely Very often .

8. a) Do you appreciate and observe personal cleanliness and that of the school compound?
Yes/No.

b) How often do you take part in cleaning your surrounding. (classrooms, dorms, labs etc)?
Rarely Only on weekends (Always)
Everyday

9. a) When were you admitted to this school.-----{year}

b) Supposing there was an equally good school, would you have liked to join that one or remain in this school?

No comment join new school to remain

10. a) Please briefly explain in your opinion the reasons for your being in school.

b) What personal common problems do you normally encounter in this school as regards classwork, teachers, fellow students, headmaster etc.(if any)?