

**FACTORS INFLUENCING THE PERFORMANCE OF PUBLIC MIXED DAY
SECONDARY SCHOOLS IN KENYA:
A CASE OF LIKUYANI CONSTITUENCY**

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DECLARATION

This research project report is my original work and has not been submitted to any other university or institution for academic credit.

Sign.....

Date.....

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L40/6931/2017

This research project report has been submitted for examination with my approval as the University supervisor.

Sign.....

Date.....

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DEDICATION

I dedicate this Project to my lovely parents, my precious siblings JobJoey and Jonah and my employer for their moral and financial support during the study.

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I wish to acknowledge the support accorded to me by my family especially during the long nights when I would stay awake writing this research. I feel extremely indebted to Dr. Anne Ndiritu for her support and guidance without whose efforts the skills so candidly expressed in this work would not have been realized. I also acknowledge the officers at the Sub-County Education's office, principals, teachers and students of the schools I visited who willingly offered the information I needed.

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LIST OF ABBREVIATIONS

PA	Parents Association
SES	Social Economic Status
SPSS	Statistical package for Social Sciences
UN	United Nations

ABSTRACT

This study aimed at determining the factors affecting the performance of public mixed day secondary schools in Kenya. Challenges facing these schools have persistently controlled their outcome over the years. The inability of students to compete favorably with those in boarding schools continue to raise concern over the rating process. Managing such schools require knowledge and recognition of the specific underlying factors in the region. With an increasing number of students enrolling into mixed day schools across the country, the government policies on financial support has proven inadequate in many schools. In Likuyani constituency, for example, 24 public secondary mixed day schools are hampered by poor performance due to lack of adequate facilities and learning material. Moreover, poverty has led to a significant number of potential students dropping out school to cater for their basic needs and families. The increasing gap between rural public mixed day schools and the urban developed boarding schools prompted the researcher to survey the issues experienced at the lower level. For this reason, the study investigated the factors relating to the poor performance of the public mixed day schools. It was guided by the following objectives; determining the role of leadership styles, assessing the influence of availability of resources, evaluating the role played by community participation, and establishing the impact of parental socio-economic factors towards the performance of public secondary mixed day schools in Kenya. The study was based on the following theories; the theory of Education production function and the continuous improvement theory. The research used a descriptive design. Primary data was collected using questionnaires distributed to the school management in different schools within the constitution. The data collected was analyzed using descriptive design. The findings showed that; leadership styles, resources, and parental socio-economic factors had a significant effect on the performance of public secondary schools. Community participation had a moderate impact on the dependent variable. It, therefore, recommends local government action and further research form future scholars.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Performance is defined as an accomplishment of a task. According to Visser, Juan and Feza, (2015), good performance in education is a pillar for economic development in both developed and third world countries. Most Sub-Saharan African countries have continuously emphasized the role of education for their people and intensified the efforts to improve their social and economic development. Different studies have explored a variety of methods to measure the returns of education. In many cases, favorable performance is viewed as an investment in human capital and closely related to employment rates in any economy. Education provides the necessary skills and competencies, which will allow individuals to perform productive roles, more literate and skilled labour force is likely to yield more returns on investment. Education is responsible for a more informed citizenry, as it empowers individuals and enables them to become more proactive, gain control over their lives and broaden the range of available career choices (UNESCO, 2007). For these reasons, most countries around the world have invested in education as a pillar for development. Education funding varies from one country or state to another.

According to Lu (2012), education funding in China is a state-run system of public education, which is run by the Ministry of Education. Some of the regions vary according to central and provincial governmental management and funding. For example, there is significantly lower funding in rural areas compared to the major urban municipalities. For this reason, most of the families need to supplement monies provided to school by government with tuition fees. The result is that some of the students are exposed to less education than others.

In Sub-Saharan Africa, availing secondary education is spreading among the countries. For example, Uganda became the first country here to introduce it in 2007 coming 10 years after it introduced universal primary education. A 2016 UN report revealed that Africa had the worst secondary school enrolment rates in the world with only 34% of

secondary school-age learners enrolling in class. Moreover, girls and poorer young people were the most who lacked education (Bayat, Louw, 2014).

The Kenyan government recognizes that improvement in education performance is key on boosting the lives of the working generation. Training of as many citizens as possible is fundamental to the success of the Vision 2030 (Ministry of state for planning national development and vision 2030, 2010). Sufficient and high standards of performance help to equip them with knowledge and understanding. Consequently, such people will be making informed choices about their lives and those facing Kenyan society. The education sector is designed to provide the skills that will be required to steer Kenyans to the economic and social goals of Vision 2030. The main challenge faced by the government is how to meet the human resource requirements for a rapidly changing economy (Nzoka & Orodho, 2014).

1.1.1 Likuyani Constituency

Likuyani constituency was created in 2013, and spans a total area of 301.8square kilometers, bordering Lugari to the South, Eldoret West to the East, Bungoma North to the West, and Trans Nzoia West to North. With only one division, it is home to 125,137 people. There are 34 secondary schools out of the 112 schools in the division (Mbugua, Kibet, Muthaa & Nkonke, 2012).

Farming is the main economic activity in the five wards, which are Sinoko, Nzoia, Kongoni, Sango and Likuyani. It is situated on the extreme northern end of Kakamega County bordering Kiminini Constituency of Trans Nzoia County in the North, Soy and Turbo Constituencies of Uasin Gishu County in the east, Lugari Constituency in the south and Tongaren Constituency of Bungoma County in the west. Other economic activities here are; dairy keeping, large scale maize farming and forestry being managed by Kenya Forest Service in the southern part. River Nzoia forms the boundary with other Constituencies in the northern and western part of the Constituency

1.2 Statement of the Problem

Government policies stipulate a specific allocation of funds for secondary schools. Since funds are necessary to provide stability of learning institutions, public secondary schools

rely on government support. Construction of physical facilities like science laboratories, classrooms and libraries need to be constructed or improved upon (Wekesa & Nyaroo, 2013).

The biggest challenge is that most of the crucial services still lack in Likuyani Constituency (Ministry of education, 2009). There are 24 public secondary mixed day schools in the constituency. Majority of the secondary schools are hampered by poor performance due to lack of access to funds and resources necessary. For example, poor facilities restrain some students from accessing equal opportunities with their counterparts in urban areas. In addition, some of the students drop out of school for lack of fees (Kimani, Kara & Njagi, 2013). A section of the secondary schools does not have access to sufficient classrooms, as required environment for quality learning. There are cases where science and computer laboratories are either missing or ill-equipped.

The study therefore, aims at determining the factors influencing the performance of the public secondary mixed day schools in Kenya. It hopes to expose the reality on the ground by examining the situation in Likuyani constituency.

1.3 Purpose of the Study

The purpose of this study is to determine the factors affecting the performance of public mixed day secondary schools in Kenya

1.4 Research Objectives

The research objectives of the study were as follows:

1. To determine the role of leadership styles in influencing the performance of public secondary mixed day schools in Kenya
2. To assess the influence of availability of Resources in the performance of public secondary mixed day schools in Kenya
3. To evaluate how community Participation, influence the performance of public secondary mixed day schools in Kenya
4. To establish out how parental socio-economic factors influence the performance of public secondary mixed day schools in Kenya

1.5 Research Questions

1. How do leadership styles affect the performance of upcoming secondary mixed day schools in Kenya?
2. To what extent does the availability of resources determine the performance of upcoming secondary mixed day schools in Kenya?
3. How does community participation influence the performance of upcoming secondary mixed day schools in Kenya?
4. In what ways does parental socio-economic factors affect the performance of upcoming secondary mixed day schools in Kenya?

1.6 Assumptions of the Study

1. Leadership styles affect the performance of upcoming secondary mixed day schools in Kenya
2. The availability of resources determines the performance of upcoming secondary mixed day schools in Kenya?
3. Community participation does not influence the performance of upcoming secondary mixed day schools in Kenya
4. Parental socio-economic factors affect the performance of upcoming secondary mixed day schools in Kenya

1.7 Significance of the study

The findings of the study will hopefully influence practical strategic measures of management with the aim of improving performance of public secondary schools in Likuyani. Moreover, the results should be relevant to similar situations across the country. The findings should also provide a basis for further research on a larger population.

1.8 Limitations of the study

Most of the data to be used was collected from the school management. The accuracy of the data significantly depends of the records of the schools and head teachers' reports, which are not well maintained or consistent. Some of the respondents may hold back

from giving critical information required for the study citing that it may expose and incriminate them. The study was also limited to one constituency.

1.9 Delimitations of the study

The study on the performance of public secondary school was carried out in 8 schools in the constituency. The researcher focused on secondary data provided by the Ministry of Education and convince the respondents of discretion to earn their loyalty and un biasness.

1.10 Scope of the Study

The study assessed the leadership styles, availability of resources, community participation, and parental socio-economic factors contributing to the performance of the schools in the constituency. The researcher will approach sample size of 5 officers from the Sub-county Education's office, 8 principals, 40 teachers, and 50 students.

1.11 Definition of significant terms used in the study

Leadership styles: the manner and approach of school heads in directing, making major institutional decisions as well as motivation of the staff and students towards the core values and goals of a school.

Availability of resources: refers to the capability to utilize certain extent of supply of money, materials, staff, and all other necessary assets needed in a school.

Community participation: refers to the involvement of the neighboring families and surrounding society towards the goals of schools, which determine the final performance.

Parental socio-economic factors: refers issues relating to living standards of the parents. They directly influence the performance of the school

Government Policies: refers to a course of action and rules to guide the Ministry of Education in its mandate to execute and influence decisions on schools.

Constituency: Region legally identified as a distinct entity for government administrative purpose and community service.

Influence: The effect of a particular treatment on the desired variable.

Performance: is the extent to which a student, teacher or institution has achieved both short and long-term educational goals

Public secondary schools: Refers to schools registered and owned by the government through the ministry of Education.

1.12 Organization of the study

This study is divided into five chapters. The first consists of the introduction, which includes; background of the study, research objectives, research questions, and significance of the study, limitations of the study, delimitations of the study, scope of the study, and definition of significant terms. The second chapter shows the Reviewed Literature based on the variables. They include the role of leadership styles, the effects of availability of resources, community participation, and parental socio-economics. The third chapter deals with research design, target population, research instruments, validity of research instruments, reliability of research instruments, procedure of data collection and data analysis. The fourth chapter includes the analysis of the findings according to each variable. The final chapter indicates the conclusions and recommendations derived from the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The second chapter explores previously researched articles and a review of related literature. It will highlight the hypotheses, findings, observations, as well as the recommendations on issues that concern student's academic performance in Public Schools. This chapter is organized according to the research objectives stated previously. They are; leadership styles, availability of resources, community participation, and parental socio-economic factors in relation to the performance of public mixed day secondary schools. There follows a theoretical framework to help explain the variables of the study. Finally, a conceptual framework will be drawn showing how the relationship between variables. Government policies is the moderating variable.

2.2 Leadership Styles and Performance of Public Schools

The approach to leadership choice in any institution plays a vital role to the final academic performance of the school. According to Mingaine (2013), an efficient leadership style portrayed by the school management determines the emergence of an atmosphere of order, which is responsible for a climate of high expectation for both the staff and students. Moreover, effective leadership encourages commitment among students to the school goals. In a study conducted in Nairobi county by Tschannen-Moran (2014), school leaders were found to directly relate to the achievement of the learners because they have the key role of coordinating, directing and facilitating the learning process. Some of the most important and practical measures include; ensuring availability of resources and facilities in the school. Administrators need to provide materials for learning, tools and equipment for teachers as well as text books. The availability of these basic materials and tools in schools greatly contribute to learner motivation because they provide a favorable environment for learning. In most of the studies conducted around the world, teaching resources made a significant difference in the students' achievement across a wide variety and categories of schools. For example, the distribution of resources

such as textbooks is also a major factor, which is responsible for scholastic difference in academic performance among schools.

2.2.1 Guiding and Counseling

The role of the school Leadership goes beyond academic performance. The head teachers need to be concerned about the discipline of the students and the psychological welfare as well. They have the responsibility of ensuring there are teachers who deal with stable-minded students. Since the staff is tasked with implementation of the curriculum, the mental state of the students determines their reception and ability to progress. Tutors are therefore, directly involved in the success of the school. According to Al-Omari (2013), when learners are left alone without guidance, facilitation, stimulation and motivation, they lose their motivation due to boredom. As a result, if the lack of passion and persistence, there arises a significant depreciation in Arts and Design activities among the students as well.

Parent involvement is one of the most critical ingredients to any student. Overall academic performance is directly dependent on parental involvement especially by the formal Parents Association (PA) meetings. There are many studies, which have concurring information over the role of PA meetings to the overall performance of schools (Mingaine, 2013).

2.2.3 Motivation

When students get motivated, they get the critical inspiration needed for pursuance of the ever-rising academic goals. Underlying motivations can include grades, entrance to college, social acceptance or parental approval. Motivation of students is very important for better output in the academic pursuit. According to Algarni and Male (2014), students' motivation has a direct proportionality to improved academic performance. The students' attitude toward school and learning is largely based upon their opinions of the classroom environment. In a study on the influence of motivation to general performance of schools, Nzoka and Orodho (2014) found that motivation directly influenced academic achievement, while the rest of the factors affected achievement only through their effect on motivation. Al-Omari (2013) insists that it is not as easy to understand the motivation

factors. Numerous studies have been conducted on this topic, which has led to the development of several theories of motivation. Outside of their targets, there are many other factors, which contribute to motivation.

A study conducted on gender achievement of secondary education in Uganda indicated that socialization in homes and generally in the community was a major contributor to students' motivation. Another study, which focused on Johannesburg, South Africa showed that the extent to which parents or other family members are actively engaged in a student's education produced a significant effect on student improved performance. On the contrary, Lu (2012) found that there was no positive relation worth noting in rural China in homes where parents were actively involved in their children's school welfare.

2.3 Availability of Resources and Performance of Public Schools

Makori and Onderi (2014), indicated that a significant problem facing academic achievement was the community environment of the day students, which the boarding students were spared. With lack of enough of reading materials at home, most of the students faced a more difficult time to perform at par with their boarding counterparts.

2.3.1 Teacher-Student Ratio

The ratio of teachers attending to students plays a key role in the overall effectiveness of the learning process. In remote areas where no tutors are ready to move in and blend with the tribes, there are often inadequate numbers. The overwhelming task burdens the school management and lowers the standards and quality of education in rural areas and populated regions of developing countries. Since poverty is at the helm of the situation, there is no direct or quick solution yet (Mestry & Ndhlovu, 2014)

According to Algarni and Male (2014), tutors who lack an understanding of their students' cultural background fail to provide valid learning processes. It is vital for the teachers to grasp the resident relationships with their families to teach effectively.

2.3.2 Funds for Learning Materials

According to Savery (2015), overcrowded accommodation attributed to the poor performance of Somali pupils in United Kingdom. There is often little or no space for

proper organization of learning materials in most typical Somali families. The families have an average of six children hence face learning obstacles such as excessive noise levels.

Most researchers consider the most critical instructional materials to be textbooks and other basic reading materials as the fundamentals of stability in schools. The studies have indicated that the availability and use of such materials have a significant positive effect on school effectiveness. According to Tyner (2014), students lacking such materials, depend of teachers to dictate notes without extra teaching aids. This study concurred with previous studies on the role of availability of textbooks and the main variables, which are; pupils' achievement, enrichment of learning and professional development. These conditions prevail mostly in the remote regions of developing countries.

In a study conducted in Nicaragua, Tavares (2015) found a significant and consistent relationship between day students' achievement and the availability of books. The results agree with a wider range of findings from the Philippines as well as Brazil where the performance of schools improved with increased reading materials. In a Philippine educational program geared towards raising the national level of academic achievement among its students in three subjects, Savery (2015) made similar observations. The official government report on the program revealed that the program had reduced the ratio of pupils per book per subject from an average of 10:1 to 2:1 and there was marked improvement in performance. The findings of the study indicated a significant impact of textbook availability and the achievement of students.

According to Gitaari *et al.*, (2013), the national distribution of basic resources such as books and other crucial learning materials accounted for scholastic differences among schools in Trinidad. In another study, Mestry and Ndhlovu (2014) found that the availability of books helped to enhance the achievement of students in problem solving techniques.

Bayat, *et al.*, (2014), insisted that possession of school materials was linked to better achievement among Jamaican girls. The same case was observed in rural China where the presence of reading material correlated with improved performance.

2.4 Community Participation and Performance of Public Schools

School – community relations refer to the sharing of responsibilities, cooperation, working together for the promotion of educational progress. For improved performance of public schools to occur, two-way communication is vital in any school community. According to Ballard (2018), the information gained through school-community contact is vital in helping tutors to coordinate school activities with those of other agencies. Consequently, the management can avoid potential conflicts as well as gain the endorsement of appropriate supervision to ensure a smooth liaison between them. Some of the most contested issues are often related to land allocated to the school and strained resources shared between the school and public such as common water sources. According to Carrasquillo and London (2013), community participation should be based on; discipline of students, employment of staff, monitoring performance, planning school policies, safeguarding school finances, and taking care of buildings and maintaining school plant.

2.4.1 Security in School-Community Relations

In situations where educators work in collaboration with the community to find, share, and act on their learning, they develop an appropriate environment of community practice. In the schools, this includes providing ongoing, job-embedded professional development, training, and support for educators. Such crucial efforts help to improve their practices and boost overall performance of the schools. A secure environment provides an ample time for the tutors to have maximum and quality time with their students. The students have a chance to explore their abilities when not thinking about the risks and dangers around the community (Carrasquillo & London, 2013).

A study by Turnbull, Turnbull, Wehmeyer, and Shogren (2013) in South Africa revealed that long distance to attend public schools had consistently large negative effect on the probability of enrolling in secondary school. This problem proved more challenging to teenage girls than boys. For example, the study further indicated that less distance to the nearest secondary school by one mile resulted in an 8.6% increment for girls compared to only approximately 6.3%, for the boys. The dangers associated with the distance travelled made girls vulnerable and afraid (Tavares, 2015).

According to Black-Hawkins, Florian and Rouse (2016), long distances from homes to schools are one of the main causes of poor participation among rural communities in Africa. In remote places where few schools exist, there are worse conditions for attending school ranging from wild animals to pirates and dangerous roads.

2.4.2 Health

According to Korir and Kipkemboi (2014), parents have a significant role in ensuring their children are best suited to meet the conditions of learning and compete favorably. This support is directly introduced by a healthy lifestyle for energy and peace of mind. Improving the quality of education required eliminating the problem of starvation or fending for food.

Since communities where parents take education seriously and get involved in their children learning, the school performance invariably improves quite significantly. According to Sanoff (2015), the community is the source of learners. It acts as the catchment area, and for this reason, teachers and education officials need to understand the children's background, environment and cultures for them to appreciate the learners in order to improve other process of teaching and learning. Turnbull et al., (2013), found that students who did not have access to adequate housing, health care and nutrition do not learn well. Such students were the least likely to compete favorably with their colleagues from stable and healthy backgrounds.

2.5 Parental Socio-Economic Factors and Performance of Public Schools

According to Black-Hawkins et al., (2016), there is a strong correlation between parental education and family social economic status level on the quality of student's have positive correlations with the student's quality of achievement. In their study, they found that students with high level of social economic status (SES) were likely to perform better than those with middle class. The same case recurred when those in the middle class were compared to students with low level of SES

2.5.1 Family Size

In a study conducted in Barbados, Tyner (2014), surveyed the significance of family size as one of home environmental factors towards the achievement of secondary pupils. The

findings revealed that factors such as family stability, unity, and security had a direct proportionality with the student's academic achievements in public schools. Consequently, the achievement of students is negatively correlated with the low SES level of parents because there are little or no resources and learning support mechanisms in place.

According to Ballard (2018), students drag to lower levels thanks to low SES levels in huge families. Their achievement largely depends on how stable the family background is with regards to the societal standards. The researchers further found that this negative impact is most visible at the post-secondary level. It is also observed that the economically disadvantaged parents are less able to afford the cost of education of their children at higher levels and consequently do not work at their fullest potential.

2.5.1 Family Income

Most day students experienced a challenge in keeping with the boarders due to the duties and chores they took at home. In poorer areas, they needed to help the parents make enough income for the survival of the family. Some of the teenage students needed to fend for their younger ones in case their parents were not strong enough to work or provide enough consistently. This problem was observed in Latin America by Reardon (2013), a significant number of students in rural areas had the responsibility of earning money for their families on a regular basis. These students were among the least performing in national examinations. For example, in Malawi, girls were culturally expected to help their mothers in the homes. They were needed for labor intensive household chores before and after school. The girls in the rural areas were most affected as they arrived to school late and exhausted. Consequently, the female students were less likely than their male counterparts to perform well

According to Coleman (2018), most public day students were engaged in activities as caring for their siblings when their parents are away. Others worked with their parents in fields and industries to increase their household income. The girls were mostly tasked with taking care of the sick, and attending to traditional rituals, funerals, and many other cultural events depending on the region. With less time to focus on their studies, the girls performed worse than the boys in most cases. Most of the boys across the spectrum were

allowed more freedom, girls may use some of their free time to do more homework thus performing better than boys.

2.6 Government Policies in Education

Government Policies consist legal statement of interest to carry out an activity within the ministry of education. These policies mark the guide to more practices in education in any country. Notably, the degree to which these students succeed depends entirely on a variety of certain variables, which include but not limited to; environment, resources, political, economic capacity as well as the implementation process. Kenyan education has been guided by policy guidelines since independence. The most reliable policy documents appear in as committees, commissions, presidential working parties, as well as development plans to guide education practice (Makori & Onderi, 2014).

For over five decades, education in Kenya was always predominantly a government responsibility. With strained resources today, needs are exponential. Consequently, most of the public schools strive to keep up with unmanageable population increase with minimal resources. The government has responded by enacting and implementing policy measures such as cost sharing to sustain the schools amidst the poor conditions (Hoxby & Turner, 2015).

In a study conducted to assess the factors affecting performance in national examinations, Reardon, (2013) found that absenteeism of students from school, lack of facilities. Other causes included; the lack of motivation, understaffing, lack of some facilities and lack of role models cause poor performance. To date, government policies on free resources are yet to prove enough in providing adequate measure of resources.

2.7 Theoretical Framework

The study was based on two theories

2.7.1 Theory of Education Production Function

This theory states that educational outcomes are a function of various inputs, which are used in the process (Psacharopoulos, 2014). The system is therefore, based on a production mode for analysis, which considers; the quality of tutors, the available school

resources, and family economic conditions. It is based on the duration of school attendance in an effort to measure the achievement of the student and school in general across the various national structures of education. The author considered family background as a socio-demographic characteristic associated with parental education, income, and family size. Other peer inputs to the model are the aggregates of student socio-demographic characteristics or achievement for a school or classroom while the school inputs are; teacher background (education level, experience, sex, and race depending on the region), school organization (class sizes, facilities, and administrative expenditures)

2.7.2 Continuous Improvement theory

This theory was proposed by Edward Deming and attempts to provide guidelines for successful organizational transformation and effective change management in strategies to support continuous improvement in an organizational setting. The theory states that all formal organizations consist of many groupings of different individuals, all working together harmoniously towards a common goal (Singh & Singh, 2015). The author further suggests that organizations are large and complex social units consisting of many interacting sub-units which are sometimes in harmony but more often than not they are in diametric opposition to each other. It will be used in this to focus on public schools as complex social units with interacting components.

2.8 Conceptual Framework

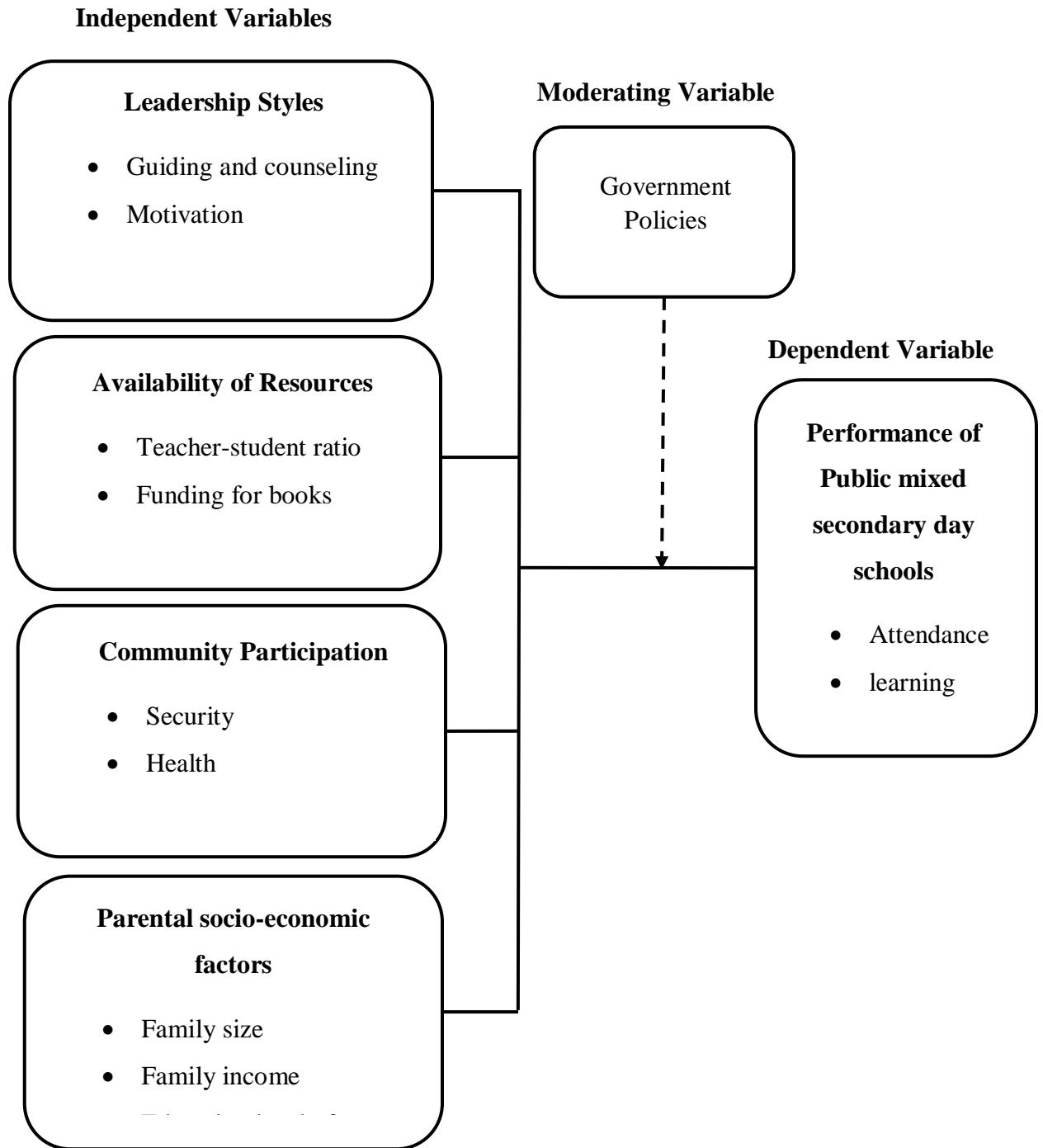


Figure 1 Conceptual Framework

2.9 Knowledge Gaps

From the above related literature, it is evident that various studies have previously been conducted on the factors relating to the performance of public schools in Kenya and the world. Most of the global studies such as Mingaine (2013), Al-Omari (2013), and Mestry and Ndhlovu (2014), focused on rural schools, which are seen in different cultures and educational systems. However, the studies existent today focused on the contributing factors to academic performance in all Secondary Schools and none have specifically looked into the Public Secondary Schools in Likuyani Constituency. The information is therefore, not relevant to the specific region. This study, therefore, focused on Likuyani Constituency to capitalize on the knowledge gap in rural public secondary schools in Western Kenya. Despite the efforts to equip schools and hire trained teachers, there is an overwhelming number of students who need better services to thrive and compete favorably nationally. There are specific factors, which are unique to the region hence the need for this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter defines the basic plan that guided the data collection and analysis of the research project. The research design constitutes the structure for the collection, measurement, and analysis of data. The main purpose of any design was to answer some specific research question utilizing well-developed Principles of Scientific inquiry. Data analysis methods to be used will also be highlighted.

3.2 Research Design

This study employed a descriptive cross-sectional study since it is focused on learning. This design allowed the researcher to investigate who, what, where, when and how the factors influence the performance of public mixed day secondary schools in Likuyani Constituency. The cross sectional study was based in one place and at the same time. The study focused on tutors, parents, students, and stakeholders and how they responded to factors influencing the performance of their public mixed day schools.

3.3. Target Population

According to Saunders, Lewis and Thornhill (2012), a population is the total of all the individuals with specific characteristics, which are of interest to a researcher. The population can either be finite (have countable number of elements) or infinite (uncountable elements involved). The population for this study was managers of public secondary schools in Likuyani Constituency. The target population, according to Bryman and Bell (2003), consists a segment of the entire population, which meets specific characteristics, which the study intends to evaluate and make inference on the whole population. The target population of this study was the 47 departmental managers and heads of schools within the constituency.

3.4 Sampling

The study targeted stakeholders among schools located in Likuyani constituency, which included parents, teachers, students. They all reside in one region and are easily accessible.

The researcher used the census (case study) method because the population is reasonably small and for the purpose of high degree of accuracy. Census is the procedure of systematically acquiring and recording information about members of a given population. A census includes all the elements, units or people in the population, targeted place, a group of people, or a specific locality through which the data is collected (Kothari, 2004).

3.4 Data Generation Techniques

For the purposes of this research, primary data was collected using semi-structured questionnaires and structured interviews. These questionnaires were structured in a manner to cover issues on the influence of celebrity endorsements on consumer behavior. The questionnaires were administered to the respondents who consist students, parents, and teachers of the 5 selected schools. They were hand-delivered and collected within three days. The types of questions included both open ended and closed questionnaires. Close ended questions ensured that the answers were direct and addressed the questionnaires. The researcher will phrase the questionnaires clearly to make clear dimensions along which the respondents correctly analyzed. Open-ended questions shall provide space for relevant explanation by the respondents, thus giving them freedom to express their feelings. This method was considered effective to the study in that, it created confidentiality. The presence of the researcher was therefore, unnecessary as the questionnaires were self-administered.

Kothari (2004) refers to secondary data as information already collected by someone and for some purpose and are available for the present study. This data is originally collected for a different purpose and at a different time. Secondary data including academic journals, text books, policy briefs and magazines will also be useful for this study.

3.5 Data Analysis

Data was analyzed using descriptive statistics. The proportion and frequencies were used to analyze categorical data. Percentage, mean, standard deviation correlation coefficient and distribution tables were done to obtain value where the correlation analysis technique was used to measure the relationship between different attributes of celebrities and purchase intention and testing the hypotheses. Correlation analysis helped to examine and understand how the value of consumer behavior (dependent variable) changes when any one of the celebrity endorsement (independent variable) changes, while other variables are constant (Mugenda, 1999). For this research simple, linear regression analysis was used. SPSS (Statistical package for Social Sciences) was used for the quantitative data analysis.

3.6 Ethical Consideration

The researcher was committed to use the principle of voluntary consent and confidentiality by obtaining a copy of an introduction letter at commencement of the survey. The questionnaire was also accompanied by a cover letter from the University of Nairobi in accordance to the ethical policies of the government rules and regulations.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter shows the analyses of the findings, interpretations, discussions and presentation of data in line with the objectives of the study. Presentation of the data is in tabular form.

4.2 Presentation of Findings

4.2.1 Response Rates

In order to identify the respondents' participation rates, the researcher analyzed the feedback. The findings are shown in Table 4.1;

Table 4. 1 Response Rate

Response Rate	Frequency	Percentage (%)
Response	42	89

Table 4.1 shows how the respondents participated in this study. It indicates that the total number of managers who successfully filled and completed the questionnaires to the required satisfaction of the research were 42, which translates to 89% of the population. Only 5 of them, translating to 11% did not participate effectively. According to this analysis, it is conclusive that the response rate was satisfactorily high.

4.2.2 Gender

To ensure gender balance, the researcher sought to consider the difference in the participants. The findings are shown in Table 4.2;

Table 4. 2 Gender

Gender	Frequency	Percentage
Male	28	67
Female	14	33

Total	42	100
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4.2.3 Age

The age of the respondents was taken into consideration. It helps to reveal the age gap among the young people as shown in Table 4.3

Table 4. 3 Age

Age Category	Frequency	Percentage
Below 30 years	3	7
31-40 years	8	19
41-50 years	15	35
Above 51 years	16	39
Total	42	100

According to Table 4.3, 5 % of the respondents were below 30 years old, 21% between 31 and 40 years, 37% were between 41-50 years while 37% were above 50 years.

4.2.4 Role of Leadership

On whether leadership influenced the performance of public secondary mixed day schools, Table 4.4 shows the results

Table 4. 4 Effect of Leadership

Leadership	Frequency	Percentage
Very strongly	31	74
Strongly	8	20
average	2	4
weakly	1	2
Total	42	100

Table 4.4 shows the analysis of the role of leadership in determining the performance of public secondary schools. The results indicate that 74% of the respondents pointed out a very strong effect of leadership and management, 20% thought it had a strong effect, 5%

indicated an average effect, while only 2% said it had a weak influence on the performance of their schools.

These findings coincide with those of Mingaine (2013), who asserted that an efficient leadership style portrayed by the school management determines the emergence of an atmosphere of order, which is responsible for a climate of high expectation for both the staff and students. They also coincide with those of Al-Omari (2013), who found that when learners are left alone without guidance, facilitation, stimulation and motivation, they lose their motivation due to boredom. As a result, if the lack of passion and persistence, there arises a significant depreciation in Arts and Design activities among the students as well.

4.2.5 Effect of Availability of Resources on the Performance of Secondary Schools

On how they responded to the effect of resource allocation and access in their schools, table 4.5 shows the results were as follows

Table 4. 5 Effect of Availability of Resources

Availability of Resources	Frequency	Percentage
Very strongly	32	76
strongly	5	11
average	4	3
weakly	0	0
Total	42	100

Table 4.5 reveals the analysis of availability of resources. Based on the analysis, 76% indicated that availability of resources had a strong influence, 13% indicated it had a strong effect, a further 11% indicated an average effect, while none thought it had a weak effect on the overall performance of the students in public secondary schools.

These findings supported those of Mestry and Ndhlovu (2014), who concluded that the ratio of teachers attending to students plays a key role in the overall effectiveness of the learning process. In remote areas where no tutors are ready to move in and blend with the

tribes, there are often inadequate numbers. The results also coincided with the findings of Savery (2015), who concluded that overcrowded accommodation attributed to the poor performance of Somali pupils in United Kingdom. The study found that there was often little or no space for proper organization of learning materials in most typical Somali families.

Other similar studies include; Gitaari et al., (2013), who found that the national distribution of basic resources such as books and other crucial learning materials accounted for scholastic differences among schools in Trinidad.

4.2.6 Effect of Community Participation

On how they responded to the effect of community participation on the performance of students in their public secondary mixed day schools. The results are indicated in Table 4.6:

Table 4. 6 Effect on Community Participation

Customer Interaction Channels	Frequency	Percentage
Very Strong	6	14
Strong	11	27
Average	18	43
Weak	7	16
Total	42	100

Table 4.5 shows the analysis of the community participation. The results of the analysis indicate that 14% had a very strong indication, 27% believed it had a strong effect, 43% indicated it had an average effect, while 16% said it had a weak effect on the performance of students in public mixed day schools.

The findings had a minimal correlation with other previous researchers. For example, those of Turnbull, Turnbull, Wehmeyer, and Shogren (2013) conducted in South Africa, revealed that long distance to attend public schools had consistently large negative effect on the probability of enrolling in secondary school. This problem proved more challenging to teenage girls than boys.

Korir and Kipkemboi (2014) provided contradicting views. They concluded that parents have a significant role in ensuring their children are best suited to meet the conditions of learning and compete favorably. They further suggested that the support was directly introduced by a healthy lifestyle for energy and peace of mind. Similarly, Sanoff (2015) indicated that the community was the source of learners. The author explained that community participation acted as the catchment area, and for this reason, teachers and education officials needed to understand the children’s background, environment and cultures for them to appreciate the learners in order to improve other process of teaching and learning.

4.2.7 Effect of Parental Socio-economic Factors

On how they responded to the effect of parental socio-economic factors on the performance of their mixed day schools, the results are in Table 4.7:

Table 4. 7 Parental Socio-economic Factors

Organization Policies Business	Frequency	Percentage
Very Strong	5	12
Strong	12	28
Average	25	60
Weak	0	0
Total	42	100

Table 4.6 indicates the analysis of the parental socio-economic factors. The finding show that 12% believed organizational policies had a very strong effect while 28% indicated it had a strong effect, while 60% believed it averagely affected the performance. None of the respondents thought it had a weak effect on business process outsourcing.

The findings disagreed with those of Black-Hawkins et al., (2016) who noted a strong correlation between parental education and family social economic status level on the quality of student’s have positive correlations with the student’s quality of achievement. In a study conducted in Barbados, Tyner (2014), surveyed the significance of family size as one of home environmental factors towards the achievement of secondary pupils. The

findings revealed that factors such as family stability, unity, and security had a direct proportionality with the student's academic achievements in public schools.

Another study conducted by Coleman (2018), showed that most public day students were engaged in activities as caring for their siblings when their parents are away. Others worked with their parents in fields and industries to increase their household income.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to determine the factors affecting the performance of public mixed day secondary schools in Kenya. This chapter presents findings of the study, conclusions, and recommendations

5.2 Summary of Findings

The objective of this study was to find out the determinants of schools' performance within Likuyani Constituency. It focused on school managers including principals, heads of department, and deputy principals of 24 schools available in the region. It sought to identify the role of leadership styles, availability of resources, community participation, and parental socio-economic factors towards performance of the public mixed day secondary schools. Using questionnaires distributed to 47 respondents, the researcher obtained the following results.

The participants revealed that there was a very strong effect of leadership styles and management on the performance of students in public mixed secondary schools. Majority of the participants felt that the factor played a huge role in determining the overall outcome of school's educational and extracurricular activities. These results agree with those of Mingaine (2013), who asserted that an efficient leadership style portrayed by the school management determines the emergence of an atmosphere of order, which is responsible for a climate of high expectation for both the staff and students.

The findings therefore, support the Continuous Improvement theory, which attempts to provide guidelines for successful organizational transformation and effective change management in strategies to support continuous improvement in an organizational setting. The theory states that all formal organizations consist of many groupings of different individuals, all working together harmoniously towards a common goal (Singh & Singh, 2015).

Concerning availability of resources, the participants felt that this factor affected the performance of the students very strongly while none of them thought it had a weak relationship. These findings supported those of Mestry and Ndhlovu (2014), who concluded that the ratio of teachers attending to students plays a key role in the overall effectiveness of the learning process. In remote areas where no tutors are ready to move in and blend with the tribes, there are often inadequate numbers. The results also coincided with the findings of Savery (2015), who concluded that overcrowded accommodation attributed to the poor performance of Somali pupils in United Kingdom.

On the role of community participation, most of the respondents indicated that it had an average impact on performance of the schools. The findings are in line with the theory of education production function, which states that educational outcomes are a function of various inputs, which are used in the process. The author asserted that the system was based on a production mode for analysis, which considers; the quality of tutors, the available school resources, and family economic conditions.

On parental socio-economic factors, most of the respondents indicated that there was an average effect on the overall performance of the school. The results partially supported the theory of education production function. In the theory, the author considered family background as a socio-demographic characteristic associated with parental education, income, and family size. The findings contradicted those of Black-Hawkins et al., (2016) who noted a strong correlation between parental education and family social economic status level on the quality of student's have positive correlations with the student's quality of achievement.

5.3 Conclusion

This research supports many previous studies, which sought the determinants of performance in public schools especially in rural areas across Sub Saharan Africa. The role of leadership, availability of resources, community participation, and parental socio-economics cannot be ignored as determinants to overall performance. Although parental socio-economics and community participation are not considered major contributors, they are emerging as partial determinants to the performance.

According to Ballard (2018), for example, the information gained through school-community contact is vital in helping tutors to coordinate school activities with those of other agencies. Consequently, the management can avoid potential conflicts as well as gain the endorsement of appropriate supervision to ensure a smooth liaison between them.

Most of the studies did not consider the four variables, but were relevant to the Kenyan and Sub-Saharan situation in schools. For example, Turnbull, Turnbull, Wehmeyer, and Shogren (2013) in South Africa revealed that long distance to attend public schools had consistently large negative effect on the probability of enrolling in secondary school. This problem proved more challenging to teenage girls than boys. For example, the study further indicated that less distance to the nearest secondary school by one mile resulted in an 8.6% increment for girls compared to only approximately 6.3%, for the boys. Although based in South Africa, it indicated similar circumstances faced in Kenya hence applicable and useful for consideration.

Another study by Black-Hawkins, Florian and Rouse (2016) found that long distances from homes to schools were one of the main causes of poor participation among rural communities in Africa. The authors concluded that remote places where few schools exist, there are worse conditions for attending school ranging from wild animals to pirates and dangerous roads.

Most studies agreed on the need to consider the four basic determinants of performance of poor rural schools. The participants in this study gave similar sentiments to agree with the results of previous studies. It is therefore, conclusive that leadership and availability of resources had a major part to play in the overall outcome of the schools' performance. Community participation and parental socio-economics did not have a strong significance to the outcome, but averagely agreed as important determinants as well.

5.4 Recommendations of the Study

Based on the study findings the following recommendations were made:

1. The choice and leadership style in rural schools is crucial in the efforts to improve the performance of the public mixed day schools. The management of the schools should, therefore, invest in the schools' heads and enough tutors who are committed towards success in both academics and extracurricular activities.
2. Since availability of resources had a significant role in determining the outcome of the schools' academic results, the management of the schools need to invest in finding resources, which are at par with the urban boarding schools. Raising the standards give the students competitive advantage and a chance to get the exposure they need.
3. Community participation is emerging as a crucial contributor to most rural public mixed day schools. For this reason, rallying of the community to support the learning process may help improve the learning environment in selected areas.
4. Finally, parental socio-economics partially affects the students' concentration and ability to raise their standards in academics. The county government should focus on proving help to needy students as a way of giving a chance to compete favorably with other students.

5.5 Future Research

This research focused on determinants of the factors affecting the performance of public mixed day secondary schools in Kenya but left the following gaps that should be studied:

1. To carry out this kind of research but from the parents' perspective and comparing with the managers' perspective
2. To carry out study on other possible aspect of determinants
3. To carry out studies in other geographic areas such as in other regions, with varying local determinants.
4. To carry out a survey on the members of the surrounding community as a way of determining their perspective on the topic of study

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APPENDICES

Appendix I: Questionnaire

Naomi Nafula Wechuli

P.O Box 7070-30100

Date...

Dear Madam / Sir,

I, Naomi Nafula Wechuli, is a student in the University of Nairobi.

I am writing my project on the determinants of performance of public mixed day secondary schools in Kenya. Kindly take a few minutes of your time to study and fill in this questionnaire about your sentiments on what you feel the following determinants affect the overall performance of the schools within the constituency.

Your responses will be confidential.

Part A: DEMOGRAPHICS

1. What is your Gender? Tick where appropriate

a. Male [] b. Female []

2. Please select your age

a. Below 30 years []

b. Between 31 and 40 years []

c. Between 41 and 50 years []

d. Above 51 years []

Part B: LEADERSHIP

1. Does leadership in schools determine the performance of the students?

Yes [] No []

Explain;

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

2. To what extent would you rate the effect of leadership on performance of public mixed day schools?

(Use 5 for very strong, 4 for Strong, 3 for average, 2 for weak and 1 for very weak, select the extent of leadership)

PART C: EFFECT OF AVAILABILITY OF RESOURCES

3. Do you consider availability of resources effective on performance of public mixed day secondary schools?

Yes [] No []

Explain;

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

4. How strongly does availability of resources affect the performance of the public mixed day secondary schools?

(Use 5 for very strong, 4 for Strong, 3 for average, 2 for weak and 1 for very weak, select the extent of availability of resources' effect on performance of the schools)

PART D: ROLE OF COMMUNITY PARTICIPATION

5. Is community participation effective in determining the performance of secondary schools in Likuyani? Indicate with a check mark in either box provided

Yes [] No []

Explain;

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

6. To what extent would you rate the role of community participation?

(Use 5 for very strong, 4 for Strong, 3 for average, 2 for weak and 1 for very weak, select the extent of community participation on the performance of public mixed secondary schools.

PART E: EFFECT OF PARENTAL SOCIO-ECONOMIC STATUS

1. Does the status of parental socio-economics affect the students' performance in public mixed day secondary schools in your area?

Yes [] No []

Explain;

.....

.....

.....

.....

2. To what extent would you rate the impact of parental socio-economics?

(Use 5 for very strong, 4 for Strong, 3 for average, 2 for weak and 1 for very weak, select the extent of parental socioeconomics to academic performance in your area).