

**INFLUENCE OF HEADTEACHERS' RELATED FACTORS ON KENYA
CERTIFICATE OF PRIMARY EDUCATION PERFORMANCE IN
PUBLIC PRIMARY SCHOOLS IN BONDO SUBCOUNTY, KENYA**

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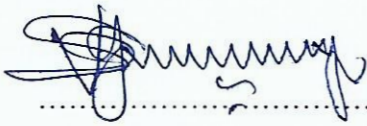
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Award of Degree of Master of Education in Educational Administration**

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DECLARATION

This project report is my original work and has not been presented for an award of a degree or any other title in any other university.



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This project report has been submitted for examination with our approval as university supervisors.



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DEDICATION

This study is dedicated to my parents: Margaret Awino Sigunyu and Mzee Barack Sigunyu Oteng'o; my wives: Everline Anyango Okelo and to the memory of the late Lucy Atieno Okelo; and my children: Brian, Margaret, Felix, Merab, Victoria and Emaculate.

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The completion of this work has been through the significant contributions from several people whom I am deeply indebted to. I thank God Almighty for the good health and strength that has kept me going during my study. My sincere gratitude goes to my supervisors: Dr. Lucy Njagi and Dr. Daisy Matula, for their patience, indefatigable guidance, positive criticism and encouragement. I also recognize the effort of all the lecturers in the Department of Educational Administration and Planning who prepared the framework on which this work was done. I would like to appreciate the effort of all the respondents for participating in this study and in particular the Educational Officer for Bondo Sub-County. My appreciation also goes to a special friend, Dr. Kennedy Omondi, for the moral and academic counsel throughout my study times. My gratitude too goes to former colleagues in Mitiro Primary school and Got Abiero Primary school for their patience and encouragement during my early stages in this study. I also acknowledge the support of my current staff colleagues in Ramuya primary school for their understanding and moral support towards the completion of this project. Finally, to all my family members; my parents Mzee Barack Sigunyu and Mama Margaret Awino Sigunyu, my wife Everline Anyango Okelo, our children Brian, Margaret, Felix, Merab, Victoria and Emaculate for always being there for me during this study in prayers and moral support. Thank you all for without your support this study would not have been a success.

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ABBREVIATIONS AND ACRONYMS

GPA	Grade Point Average
IQ	Intelligent Quotient
KCPE	Kenya Certificate of Primary Education
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institute
KEPSHA	Kenya Primary Schools Headteachers' Association
NYWA	New York Worlds Apart
SEDEP	Secondary Education Development Programme
TSC	Teachers Service Commission
UNICEF	United Nations Child Education Fund
UNPF	United Nations Populations Fund

ABSTRACT

Learners living with physical disabilities need a lot of support from education stakeholders. Their academic achievements vary in schools depending on morale, material and financial support given. These are factors that need attention from head teachers' as supervisors of curriculum implementation in schools. Thus, this study sought to determine the head teachers' related factors influencing academic performance of learners with physical disabilities at Kenya Certificate for Primary Education in Bondo sub-county, Kenya. The objectives of this study were to investigate how head teachers' classroom lesson observation, engagement in conferences with teachers, provision of physical facilities, and provision of instructional materials influence the performance of learners living with physical disabilities. This study was guided by the systems theory. The study employed descriptive survey research design. This study used questionnaires as data collection instrument. Two sets of questionnaires were used to collect data from head teachers and teachers. The questionnaires were tested for reliability in a pilot study and results were found at Cronbach coefficient Alpha value of $r = 0.991$ & $r = 0.79$ respectively. Questionnaires were administered to 104 teachers and 52 heads teachers giving a total of 156 respondents. Purposive sampling technique was used to select teachers while all head teachers participated in the study. Descriptive statistics were used to analyze quantitative data using the Statistical Package for Social Sciences version 23. The study findings indicate that headteachers' classroom lesson observation positively influence performance of learners with physical disabilities in public primary schools and through engagement in conferences with teachers, headteachers are able to help teachers identify and mitigate challenges affecting academic performance of learners with physical disabilities. Similarly, the study found that provision of physical facilities and instructional materials positively influence the performance of learners living with physical disabilities. It was recommended that the government, through Ministry of Education, should increase budgetary allocation to public primary schools for effective provision of physical facilities and instructional resources.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Academic performance is the outcome of education to the extent to which a pupil, teacher or institution has attained their educational objective (Seikkula-Leino, 2007). Academic performance, which is measured by the examination results, is one of the major goals of a school. Marsh, Seaton and Marjorie (2013) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. The academic and the quality assurance committee are concerned about those who do not perform well because if this poor performance goes unchecked, the learning institutions may lose their reputation (Richardson, Abraham & Bond, 2012).

Some students demonstrate their competence based on the role played by various educational stakeholders like parents, teachers and headteachers (Richardson, Abraham & Bond, 2012). Head teachers are chief executive officers in all learning institutions globally. Their positions are very important in the performance of any school. According to Guyum (1981), head teachers as the lead supervisors have several roles in the school. These roles include head teachers' classroom lesson observation on pupils' academic performance, head teachers' engagement in conferences with teachers on pupils' academic performance, head teachers' provision of physical facilities for academic work and head teacher provision of instructional materials for use in schools.

Learners living with physical disabilities need a lot of support from head teachers. Their academic achievements vary in schools depending on classification and degree of involvement in the disability (Memaster, 2009). These learners living with physical disabilities at times do not come to school because of their health conditions. Conferences and declarations have been held both locally and internationally aiming at ensuring that learners living with disabilities get full access to education and achieving their full social integration and individual development. This is in line with the universal declaration of human rights of 1948 and the World declaration of education for all of 1990 conference whose main aim was to achieve universal education by 2000 as reported by United Nations Populations Fund (UNPF) and New York Worlds Apart (NYWA) in relation to special Education.

The conference noted that learning needs of learners living with physical disabilities, demanded special attention and steps needed to be taken to provide equal access to education for every category of such disabled persons as an integral part of the equal access to education. In the education sector worldwide learners living with physical disability have been experiencing many difficulties. Concern is growing over their participation in national development, there is need to ensure that learners with physical disabilities are empowered to take their rightful place in the society (UNPF, 2000).

There is a gap between the mainstream learners and learners living with physical disabilities in terms of access to education. According to Ada and

Anake (2015), the enrolment of learners living with disabilities in schools is low in third World countries compared to the first World Countries. Initially the physically and mentally disabled learners were placed in special schools (UNICEF, 2009). The practices of isolating challenged learners was determined by people who thought that such learners were not capable of learning the same concept as their non-disabled peers. The concept of integration came later. According to Leyser and Kell,(1994) integrating learners living with physical disabilities in mainstream schools has been one of the driving forces in the provision of special needs education with modification in the learning institution, these learners can even do better than mainstream learners (UNICEF, 2009). In academic field, learners living with physical disabilities in boarding institutions are either equal to mainstream learners in performances or better than them (Gathua, Joseph and Jessica, 2016).

The overall academic performance of the learners living with physical disabilities is naturally affected by their physical conditions. Abidim, Rezaee, Abdullah & Singh (2011), report that these learners cannot do well because they cannot come to school on regular basis. The physically challenged learners cannot do well because the chronic physical conditions they have retard their reading ability by 28 or more months (Sucuoglu & Akalin, 2010). This normally puts them behind the mainstream learners in academic achievement.

In Bondo Sub-County, learners living with physical disabilities are encouraged to enroll in all public primary schools because of integration and inclusion programmes. However, the physically challenged learners have registered poor performance in mainstream schools compared to their peers. This was according to a report given by Bondo Sub-County Kenya Primary School Heads Association (KEPSHA) Office in 2018. Kenya certificate of primary education results by KEPSHA regarding performance of learners in Bondo Sub-County as given in table 1.1 below.

Table 1.1 Comparison of academic performance between mainstream learners and learners with physical disabilities

Year	Learners living with physical disabilities	Mainstream learners	Deviation
2019	208.73	261.05	-53.32
2018	219.98	259.84	-39.86
2017	219.25	250.83	-31.58
2016	200.00	253.61	-53.61
2015	213.00	256.84	-43.84
2014	199.00	251.67	-52.67

Source: Sub county Education office – Bondo (2019).

Table 1.1 indicate that for the last five years learners living with physical disabilities could not score an average mean mark of 250 out of 500 marks , while the mainstream learners have been obtaining an average mark of 250 and above. Comparison between the two groups shows that mainstream learners are doing better than learners living with physical disabilities. This prompted a research on head teachers’ related factors influencing the performance of learners living with physical disabilities at KCPE.

1.2 Statement of the Problem

Effort by the Government and other non-state actors to ensure that all learners access education at all times have seen establishment of policies, treaties and deliberations like the “No Child Left Behind”, “Education for All”, “Inclusive learning” and, “the Basic Education Literacy Act”. These efforts are geared towards ensuring learners’ participation in primary and secondary education attain 100 percent enrolment and transition rates. However, there are more incidences of low participation of learners living with physical disabilities who are constantly absent from school from time to time attributing to poor performance at Kenya Certificate for Primary Education. Most learners living with physical disabilities continue to perform poorly in public primary school despite their inclusion and integration in the education system. In Bondo Sub-County learners living with physical disabilities have continuously performed lowly compared to their peers without disability Table 1.1. This study aimed at establishing the extent to which head teachers related factors influence the academic performance of learners living with physical disabilities.

1.3 Purpose of the Study

The purpose of the study was to determine the head teachers’ related factors influencing Kenya Certificate of Primary Education performance of learners with physical disabilities in Bondo sub-county, Kenya.

1.4 Objectives of the Study

The objectives below guided the study:

- i. To establish how head teachers' classroom lesson observation influences the academic performance of learners living with physical disabilities at KCPE in Bondo Sub – County.
- ii. To determine how head teachers' engagement in conferences with classroom teachers influences the academic performance of learners living with physical disabilities at KCPE in Bondo Sub – County
- iii. To investigate the influence of physical facilities provided by head teachers on performance of learners living with physical disabilities at Bondo Sub- County.
- iv. To establish how instructional materials provided by the head teachers influence the performance of learners living with physical disabilities at KCPE in Bondo Sub – County.

1.5 Research Questions

The research questions below guided the study:

- i. How does head teachers' classroom lesson observation influence the academic performance of learners living with physical disabilities at KCPE in Bondo Sub – County?
- ii. To what extent does head teachers' engagement in conferences with class room teachers influence the academic performance of learners living with physical disabilities in Bondo Sub – County?
- iii. What is the influence of provision of physical facilities by head teachers on the performance of learners living with physical disabilities at KCPE in Bondo Sub – County?

- iv. What is the influence of instructional materials provided by head teachers on the performance of learners living with physical disabilities at KCPE in Bondo Sub – County?

1.6 Significance of the Study

The study may be of benefit to school head teachers in influencing decision making process in ensuring that learners living with physical disabilities get appropriate learning environment. Data obtained may be useful to the Ministry of Education in establishing strategies and means of improving instructional supervision practices of primary school head teachers to ensure that teaching methods used by teachers incorporate learners with physical disabilities. The study may assist the Ministry of Education and institutions like KEMI in coming up with methods of training head teacher to improve instructional supervision to enhance performance of pupils at KCPE. The study may add to the existing body of knowledge on supervision and its influence on academic performance.

1.7 Limitations of the Study

The study was restricted by the use of a self- rating questionnaire for head teachers, which means that the head teachers could overrate themselves on their instructional supervision effectiveness. This is because, as Webser, Iannucci and Romney (2002) established, respondents tend to overrate themselves on positive traits. To overcome this, the researcher included open ended questions in the questionnaire to provide respondents with option for alternative answers. Another challenge experienced during the study was reluctance of the respondents especially the teachers to show the efficiency of

their head teachers in the provision of teaching and learning facilities and instructional resources. To mitigate this, the researcher assured the respondents of confidentiality of the collected data and that the information would be used for academic purposes only. Data collection exercise was faced by access limitations due to the vast distribution of the sampled schools. To overcome this challenge the researcher used alternative means of transport to access respective schools within the stipulated timeframe.

1.8 Delimitations of the Study

The study confined itself to only public primary schools, Private primary schools were not involved because they operate under different management structures from public schools. Study participants included school head teachers and teachers since they are critical in instructional supervision.

1.9 Basic Assumptions of the Study

The research study was based on the assumptions that;

- i. The head teachers' in Bondo Sub- county primary schools are involved in supervisory activities which influence learners' performance at KCPE.
- ii. Learners living with physical disabilities are enrolled in mainstream learning environment in Bondo Sub-County

1.10 Definitions of Significant Terms

The following terms are presented as used in the context of this research;

Conferences with teachers: refer to the engagement o the head teacher and teachers to deliberate on different school issues.

Derogatory: refers to negative feelings towards learners living with physical disabilities.

Disability: refers to the loss or reduction of functional ability of an individual due to impairment

Inclusion: refers to bringing the learners living with physical disabilities into mainstream schools and making the school environment conducive to accommodate them.

Instructional materials: refers to materials used by teachers and learning process.

Integrated programme: refers to a programme where pupils with physical handicaps are instructed together with non- handicapped ones in primary school in Kenya.

Lesson observation: refers to a formal or informal observation of teaching while it is taking place in a classroom or other learning environment in order to observe teaching methods employed by the teacher.

Performance: refers to the mean score as obtained by pupils/ learners at KCPE examination

Physical facilities: refers to infrastructure in the school meant to facilitate learning.

Physically disabled learners: refers to learners who are physically affected in one way or another.

Special needs: refer to the factors or conditions that hinder individual's normal learning and development.

1.11 Organization the Study

The study was organized into five chapters. chapter one consists of background of the study, statement of the problem, purpose of the study,

objectives of the study, limitations of the study, delimitation of the study, basic assumptions and definition of significant terms. Chapter two covers literature review under the following sub- headings, head teachers' classroom lesson observation on pupils' academic performance, head teachers engagement in conferences with teachers on pupils' academic performances, head teachers' provision of physical facilities for academic work and head teachers provision of instructional materials.

Chapter three covers research methodologies where topics discussed include research design, target population, sample size and procedures, research instruments, validity and reliability of instruments data collection and data analysis. Chapter four consists of data analysis and interpretation. Finally chapter five consists of summary, conclusion and the recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter presents a review of literature related to the study on influence of head teachers' related factors influencing academic performance of learners living with physical disabilities at primary school. The chapter covers literature on head teachers classroom lesson observation on academic performance of learners living with physical disabilities, head teachers engagement in conferences with teachers on academic performances of learners living with physical disabilities, effects of physical facilities provided by head teachers on performance of learners living with physical disabilities and effects of instructional materials provided by head teachers on performance of learners living with physical disabilities.

2.2 Concept of Pupil's Academic Performance

A complex series of action is involved to integrate the knowledge and skills to ensure one perform in education (Alomar, 2006). According to Seikkula-Leino (2007), academic performance is the outcome of education to the extent to which a pupil, teacher or institution has attained their educational objective. Academic performance according to the Cambridge University Report (2003) is defined in terms of examination performance. Academic performance is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspect are most important;

procedural knowledge such as skill or declarative knowledge such as fact (Alomar, 2006).

According to Seikkula-Leino (2007), generally around the world, the performance of student is measured by the 19th Academic Performance Index. However, there are some individual differences influencing academic performance. Individual difference in academic performance has been linked to difference in intelligence and personality. Student with higher mental ability as demonstrated by IQ and those who are higher in conscientiousness which is linked to effort and achievement motivation tend to perform or achieve highly in academic setting. A recent meta-analysis suggested that mental curiosity has an important influence on academic achievement in addition to intelligence and conscientiousness (Alomar, 2006).

Academic performance, which is measured by the examination results, is one of the major goals of a school. Marsh, Seaton and Marjorie(2013) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. The academic and the quality assurance committee are concerned about those who do not perform well because if this poor performance goes unchecked, the learning institutions may lose their reputation (Richardson, Abraham & Bond, 2012). When people hear the term “academic performance” they often think of a person’s GPA. However, several factors indicate a student’s academic success. While some may not graduate top of their class, they may hold leadership positions in several student groups or score high on standardized tests.

People often consider grades first with regard to academic performance of learners (Richardson, Abraham & Bond, 2012). This includes schools, which rank students by their GPA, awarding special designations such as valedictorian and salutatorian for those who graduated with first and second in their class. Scholarship organizations and universities also start by looking at grades, as do some employers, especially when hiring recent graduates. Grades carry more weight in some industries, especially technical professions such as law, medicine and finance. Other industries place less importance on GPA, particularly creative professions such as writing or art and occupations such as sales where people skills are more crucial than technical knowledge. Grades do not always reflect a person's knowledge or intelligence. Some students don't perform well in a classroom setting but are very intelligent and earn high marks on IQ tests, standardized testing or college entrance exams. Universities and employers consider these scores along with other measurements and may forgive a less-than-perfect GPA for students who perform well on these tests (Richardson, Abraham & Bond, 2012). Law firms and medical facilities also place great importance on these scores and may eliminate anyone who scores below a certain grade. Some of the brightest students do not earn straight "As" but are extremely well-rounded, succeeding at everything from music to athletics. The ability to master a diverse set of skills illustrates intelligence, curiosity and persistence, qualities attractive to universities and employers (Marsh, Seaton & Marjorie, 2013). Some colleges will admit and even award scholarships to students who 21 earned average

grades but display a pattern of achievement by consistently learning new skills. Many businesses also see this as a selling point, thinking these candidates are eager to learn and will be easy to train.

According to Richardson, Abraham and Bond (2012), initiative can also indicate academic performance. Some students demonstrate their competence by serving as student body president or holding office positions in student groups such as the honor society or the science club. They might regularly organize student events such as fundraisers, pep rallies or dances. Others participate in voluntary organizations and coordinate food drives or other community outreach efforts. Universities and employers look favorably on consistent leadership activities, feeling these students will bring that same drive to their classrooms or board room.

2.3 Head teachers' Classroom Lesson Observation and Academic

Performance of Learners Living with Physical Disabilities

As pointed out by Okech (2004), a lot of classroom observations require to be done in order to improve the quality of teachers and teaching, and accomplishment of learners. Classroom visitation is undertaken in order to evaluate the status of the curriculum and the experiences of pupils to ascertain ideas that can be shared, and establish universal bases for curriculum planning (Glickman, Gordon & Ross, 1998). Classroom observation makes it possible for the head-teacher to discover the potentials in the staff that may be tapped and created.

Classroom visitation was initially described as inspection, which provided for the direct control of teachers. The term classroom visitation has gradually taken over inspection, but both terms are sometimes used together. The concept and practice of classroom visitation has evolved over the years (Simonsen et al., 2008). In the 19th century teachers were expected to adhere to an agreed style of teaching. Any deviation from the laid down procedure could warrant a dismissal. There has been a shift from the authoritarian style of inspectors, as they were commonly called, to a consultative style of modern day quality assurance and standards officers, as they are called today. The inspectors used to go to classes for a fault finding mission and punish the teachers for the same, today the teacher and the supervisor has a mutual interaction on the best way to improve the performance of the teachers. Baffour-Awuah (2011) stated emphatically that teachers must be held responsible for the work performed in the classroom and that the supervisor, as expert inspector, would oversee and ensure harmony and efficiency.

However, in the 21st century, classroom visitation involves the teacher being an active participant in the supervision process (Gentilucci & Muto, 2007). The major aim of this classroom visitation model is to prepare teachers to be responsible to the extent that they can evaluate and analyze their own performance and at the same time allow other people including colleague teachers to help them. This ultimately helps the teachers to be self-directing (Simonsen et al., 2008). This model support the view that the teachers cannot

live in isolation but rather the involvement of supervisors and other stakeholders in crucial; especially in the process of carrying out their duties.

According to Bloom (2007), this model should strive to bring about face-to-face interaction between the head teachers and the teachers with the sole aim of improving instruction and increasing the teacher's professional growth. The head teachers should always aim at assisting the teachers to improve their instructions. In this model, head teacher also aims at helping teachers to become reflective and autonomous by carrying out non-directives supervision (Baffour-Awuah, 2011). The teacher charts his/her own course and takes full responsibility for his/her own instructional improvement. In this model, the teachers' developmental level is put into consideration. According to Gentilucci and Muto (2007), this relies on three pre-requisite skills for the head teacher: Knowledge, interpersonal skills and technical skills.

A complex series of action is involved to integrate the knowledge and skills to ensure one performs in education (Alomar, 2006). According to Seikkula-Leino (2007), academic performance is the outcome of education to the extent to which a pupil, teacher or institution has attained their educational objective. Academic performance according to the Cambridge University Report (2003) is defined in terms of examination performance.

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aspect are most important; procedural knowledge such as skill or declarative knowledge such as fact (Alomar, 2006). According Seikkula-Leino (2007), generally around the world, the performance of student is measured by the Academic Index. However, there are some individual differences influencing academic performance.

Individual difference in academic performance has been linked to difference in intelligence and personality and physical disability. Students with higher mental ability as demonstrated by Intelligence Quotient and those who are higher in conscientiousness (linked to effort and achievement motivation tend to perform or achieve highly in academic setting. A recent meta-analysis suggested that mental curiosity has an important influence on academic achievement in addition to intelligence and conscientiousness (Alomar, 2006).

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scores and may eliminate anyone who scores below a certain number earned average grade but display a pattern of achievements by consistently learning new skills. Many businesses also see this as a selling point, thinking these candidates are eager to learn and will be easy to train.

According to Richardson, Abraham and Bond (2012), initiative can also indicate academic performance. Some students demonstrate their competence by serving as student body president or holding officer positions in student groups such as the honor society or the science club. They might regularly organize student events such as fundraisers, pep rallies or dances. Others participate in volunteer organizations and coordinate food drives or other community outreach efforts. Universities and employers look favorably on consistent leadership activities, feeling these students will bring that same drive to their classrooms or board rooms.

2.4 Head Teachers Engagement in Conferences with Classroom Teachers and Academic Performance of Learners Living with Physical Disabilities

Head teachers' engagement in conferences with teachers helps in communicating goals and change in teachers' instructional practices. During conferences, head teachers communicate school goals to the teachers in different ways. Teachers perceive their head teachers to be strong management leaders when they are accessible to discuss instructional matters, when they communicate school goals, when interacting with them on their classroom

performance, allowing teachers to try new instructional strategies by letting them know that it is okay to take risks, and undoubtedly communicating a vision for the school (Matt & Matt, 2010).

Holding conferences was found to positively affect the types of instruction head teacher delivered (Glickmn, Gordon and Rose, 1998). Holding conferences with the aim of discussing the school goals by the head teacher has an important, positive relationship with teacher classroom innovativeness (Wellington, 2008). Classroom innovativeness is the teacher's enthusiasm to try new and various instructional approaches. This helps in improving the performance of pupils in major examination. At primary school level, Okwiri (2006) found that communication of school goals by the headteachers accounted for the biggest amount of variance in classroom innovativeness. He revealed that framing school goals, communicating school goals, and promoting career development together accounted for 57% of the discrepancy in classroom innovativeness (Konchar, 2008).

Engaging teachers in conferences in order to communicate school goals helps to encourage teachers to apply more reflection; this may lead to teachers improving their instructional techniques in order to deal with different learning needs of students (Wellington, 2008). The relationship between the communication of goals by headteachers and teachers' classroom instruction, nevertheless, was weak. Wellington (2008) discovered that about 30% of the responding teachers felt holding conference with the aim of communicating

school goals encouraged them to use more reflection. Any leadership approach identified by 35% or more of the responding teachers was to explain the specific content to be learned and the visible behaviour the pupils will exhibit to show that learning has taken place. Okumbe (1999) argued that regardless of how proficiently the objectives are stated, objectives make possible for learning only if they are suitable to the academic attainment of students. A clearly stated objective includes explicit information on what is to be incorporated in the lesson and what is not.

Headteachers will know if the suitable planning for instruction has been undertaken when the teacher is able to create a lesson that succeeds in achieving the objective. This implies everything the teacher and pupils do during the lesson is connected to the objective. “Birdwalking” is an expression coined by Madeline Hunter that describes the incapability of a teacher to concentrate on the objective of the lesson (Jeremi, 2011). As an alternative, the teacher bird walks, pecking at exciting ideas with what appears to be meaningful or informative digressions, disturbing the pupils’ thinking processes and leaving the pupils confused about the focus of the lesson. This may end up being detrimental to the learners.

While making evaluation of teachers’ lesson preparation, headteachers should be aware that each strategy has a set of activities with an individual purpose and role for the teacher and pupils. Each strategy has a rational sequence which is crucial if pupils are to achieve the objective of the lesson (Nike,

2014). Thus, the selection of an instructional strategy is a composite task because there are many effects strategies that could be employed, depending on the instructional goal. The groundwork of professional documents has gone a long way in assisting the explanation of lesson objectives and has infused some remarkable focus in the affected teachers (Wellington, 2008). It has significantly aided the instructional and supervisory function on the part of the supervisors. This is driven by the fact that the headteacher has a framework to depend on the name of the professional documents and a comprehensible roadmap to direct the supervisory function (Okumbe, 1999). The preparation of professional documents has a big mark as regards to defining the attainable in the learning procedure and it may end up enhancing a good performance by the learners.

2.5 Physical Facilities Provided by the Head Teachers and Academic Performance of Learners Living with Physical Disabilities

Physical environment is simply the physical characteristics of the room, which refers to the size of the room, lighting, degree of temperature, condition of classroom floor whether it is carpeted or just concrete (www.enotes.com). Physical classroom environment refers to the physical room in which teacher and learners are the main element including its spatial elements floor, windows, walls as well as other classroom equipment, desks, chairs, rugs, chalkboards, tack boards, easels, counters and computer equipment (Fisher, 2008).

The Learners' Act (2001) addresses the rights a child is entitled to and the role the Government and parents play in protecting these rights. Persons with Disabilities Act (2003) provide for the establishment of institutions dealing with persons with disabilities and give guidelines on issues of persons with disabilities, their welfare and rehabilitation. The Education Act of 2010 (Cap. 211) Revised 2012 second schedule regulation 4(2) states that the buildings and playing fields of schools must be suitable, adequate and well maintained. For the effective learning of learners living with physical disabilities, there must be appropriate physical facilities and educational resources.

Research studies on the physical facilities have revealed that physical facilities play a vital role in the performance of learners (Savage, 1999; Stewart & Evans, 1997). The learning setting comprised of different things among them (Lippman, 2010). Physical facilities refer to the size of classroom, lighting, ventilation, and condition of the classroom, desks, chairs, rugs, chalkboard, track board, and assistive devices for learners living with physical disabilities (Fisher, 2008). Learners with mobility and movement impairments may find it difficult to participate when facing physical barriers. Inadequate and uncomfortable physical facilities can affect their comfort. Learners who are comfortable are likely to get much information as compared to those who are uncomfortable. Physical facilities can also affect the morale of the learners.

Suleman (2014) conducted a research, to examine the effects of classroom physical environment on the academic achievement scores of secondary school students. All the students studying at secondary school level in Kohat

Division, Pakistan constituted the population of the study. The study was delimited to the students of class nine of Government High School Khurram (Karak). Forty students from class nine of the same school were selected as sample through simple random sampling technique. The study was experimental in nature and therefore “Pre-test-Post-test Equivalent Groups Design” was used. Statistical data was collected through pre-test and post-test technique. Statistical tools mean, standard deviation and differences of means were calculated for each group. Significance of the difference between the mean scores of the experimental and control groups was tested at 0.05 level of confidence by applying student t-test. The students of experimental group showed better performance as compared to the students of control group. After analysis, it was concluded that classroom favorable environment has a significant positive effect on the academic achievement scores of secondary school students. Based on findings, it was recommended that classroom physical environment should be well-organized, equipped and facilitated.

Physical environment plays a central role in learning activities and makes it more conducive, successful and achievable. According to Oni (1992) and Hallak (1990), physical facilities compose a strategic factor in the operation and functioning of an organization as they determine the excellent performance of any social organization or system including education. Physical facilities are one of the stimulating factors that play a fundamental role in improving academic achievement in school system. These include; school buildings, accommodation and instructional materials. Taylor and

Vlastos (2009) found that the relationship between environment and design within the classroom form a theoretical perspective. They found that physical facilities of the classroom act as ‘Silent curriculum’. It means that classroom environmental design can facilitate and improve the learning process like the overt curriculum.

Owoeye and Yara (2011), researched on provision of facilities as it relates to academic performance of students in Agricultural Science in Ekiti state of Nigeria. Data were analyzed using mean and t – test. The results showed that there were no significant differences in the performance of students between rural and urban secondary schools in term of availability of library facilities, availability of textbooks and availability of laboratory facilities. It has been established that facilities are potent to high academic achievement of students; therefore, Ekiti State Government should provide adequate material resources to rural/urban locations to enhance teaching and learning processes. The Parent Teacher Association (PTA), philanthropist and other charitable organizations are also implored to compliment the effort of the government to boost the performance of students in SSCE.

A research by Kagu (2011), discovered that in Tanzania public secondary schools there were insufficient teaching and learning materials, laboratories, library, classrooms and other important buildings. This study investigated factors that influenced academic performance of students in the community and government built secondary schools in Mbeya Municipality in Tanzania.

The findings of this study showed that there were no enough teaching and learning materials. Teaching and learning processes were poor especially in the community built secondary schools. In addition, availability of facilities in the schools did not match with number of students. Teaching was dominated by code switching and code mixing of English with Kiswahili languages. The study findings showed that academic performance of community built secondary schools were poorer than government built secondary schools in Form II and IV national examinations from 2006 to 2008. It is therefore right to say that academic performance of learners has a close link with the availability of educational facilities (Hussain, et al. 2012).

2.6 Instructional Materials Provide by Head Teachers and Performance of Learners Living with Physical Disabilities at KCPE

Learning depends upon the most suitable instructional materials, methods, techniques and approaches employed for the teaching and learning of selected contents. The classroom teacher is the most essential person in the process of learner academic excellence. The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebabal & Kahssay, 2011). To facilitate the process of knowledge transmission, teachers should use appropriate instructional materials that best suit specific objectives and level exit outcomes.

According to Ayeni (2011), teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate

instructional materials and methods. Bharadwaj & Pal (2011) noted that teaching methods work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way. The National Special Needs Education Policy Framework (2009), which came into force in March 2010 advocates for provision of education for learners with special needs through inclusive education. The government places emphasis on inclusive for education through mainstream schools for learners with special needs and disabilities as opposed to the practice of using special schools and special units (MoE, 2009). Learning materials should make learning conducive for all the categories of learners. The instructional materials used for effective teaching learning in a school environment includes; textbooks, periodicals, maps, atlases, globes, simulation and instructional games, science corners, slides and charts (Farrant, 1995). Katana (2008) noted that when appropriate instructional materials are used and learners involved actively in the learning process, their senses are involved in inductive reasoning in the learning process and hence concepts which are learnt are understood well and retained for long.

Methods and techniques of prescriptive teaching are important to a teacher as a basis for pedagogical and implementation of the individualized education programme. The programme used assures the teacher that they will have a plan tailored to access the learners' strengths, weaknesses and demonstrate learning styles to improve learner participation in classroom work hence ensuring improved performance. Moodley (2002) says that in order for

learners to be active participants in the learning and teaching process and for their better performance in national examinations, schools must ensure that teaching and learning materials are properly utilized as well as made available for use by both the teachers and learners. According to Coombs (1970), the scarcity of instructional materials especially textbooks and physical facilities constraint educational systems from responding more fully to new demands of education standards.

On the other hand, poor school buildings and overcrowded classrooms affect academic achievement negatively. Taylor and Vlastos (2009) found the relationship between environment and design within the classroom from a theoretical perspective. They found that physical environment of the classroom acts as “Silent curriculum”. It means that classroom environmental design can facilitate and improve the learning process like the overt curriculum.

Sunday (2012), revealed that there is a significant relationship between physical school environment and students’ academic performance in secondary school. According to the researcher, the physical school environment has some influences on students’ academic performance in secondary school. The physical facilities, human resources and the relationship among them determine the physical environment of the school. The results indicated that students with adequate laboratories facilities in physics perform better than those in school with less or without facilities; this is simply because laboratories form the important part that enriches the

physical environment of the school. It was also discovered that poor facilities and inadequate space, as well as poor arrangement of items including seats in the classrooms, library and laboratory, would negatively affect the organization of learning environment. Favourable school climate gives room for students to work hard and enhance their academic achievements.

A research conducted by Odeh (2015), on the importance of school environment on students in secondary schools today in particular cannot be overemphasized. This is because, school environment has tremendous influence in the quality of teaching students receives and the extent of attention they pay to lesson in school. This implies that schools that fail to provide the necessary learning facilities and create a conducive atmosphere for teaching and learning may hardly put in the best in their students especially in the area of academic achievement. This scenario has been among the reason for poor academic achievement of students in many primary schools in the study area. The main thrust of this paper was to investigate the influence of school environment on academic achievement of students in secondary schools in Zone “A” Senatorial District of Benue State, Nigeria. The results of the study indicated that school climate, discipline and physical facilities has significant influence on academic achievement of secondary school students in Zone ‘A’ Senatorial District of Benue State. Based on the findings of this study, the researchers recommended among others that school authorities should provide a conducive school environment that has good climate for

effective teaching and learning. Such environment should be safe, students treated fairly by teachers and happy to be in school as well as feel they are part of the school.

2.7 Summary of Literature Review

From the literature review, it is confirmed that most writers have talked widely about education of learners living with different disabilities. For instance, Okech (2004); Glickman, Gordon and Ross, (1998); Simonsen et al., (2008); Baffour-Awuah (2011); Gentilucci and Muto (2007); Bloom (2007); and Baffour-Awuah, (2011) agree that classroom observation makes it possible for the head-teacher to discover the potentials in the staff that may be tapped and created. Therefore the current study sought to establish whether headteachers' classroom observation influence the performance of learners with disabilities. Other scholars including Matt and Matt, (2010); Glickmn, Gordon and Rose, (1998); Wellington, (2008); Okwiri (2006) and Konchar, 2008 state that holding conferences with the aim of discussing the school goals by the head teacher has an important, positive relationship with teacher classroom innovativeness. It is in this line that this study sought to establish whether headteachers' engagement in conference with teacher influence learners living with disabilities performance at KCPE. Other factors like provision of physical facilities and instructional resources were purported by the researcher to attribute to poor performance hence all these head teachers' related factors were sought to establish their influence the performance of the learners living with physical disabilities at KCPE.

2.8 Theoretical Framework

This study was guided by the system theory whose proponent is biologist Lanffy (1972). The theory postulates that a school as a system is composed of different parts which work together in order to accomplish the stated goals. According to this theory, education has various parts; these include pupils, teachers, head teachers and parents. If one fails in the role, then the system fails. A school receives teachers, pupils and parents from the society.

The head teachers coordinate the activities as they perform their instructional supervision tasks: classroom visitation, holding conferences with teachers, provision of physical facilities and instructional materials remain their core functions. Therefore, effective instructional supervision by head teachers plays a major role in the success of pupils, the school and the community all of which form an integral part of a larger whole.

2.9 Conceptual Framework

Orodho (2005) defines conceptual framework as a model of representation where a research represents the relationship between variables in the study and depicts them diagrammatically. For the performance of learners living with physical disabilities to improve, various measures must be put in place as explained diagrammatically in the framework below:

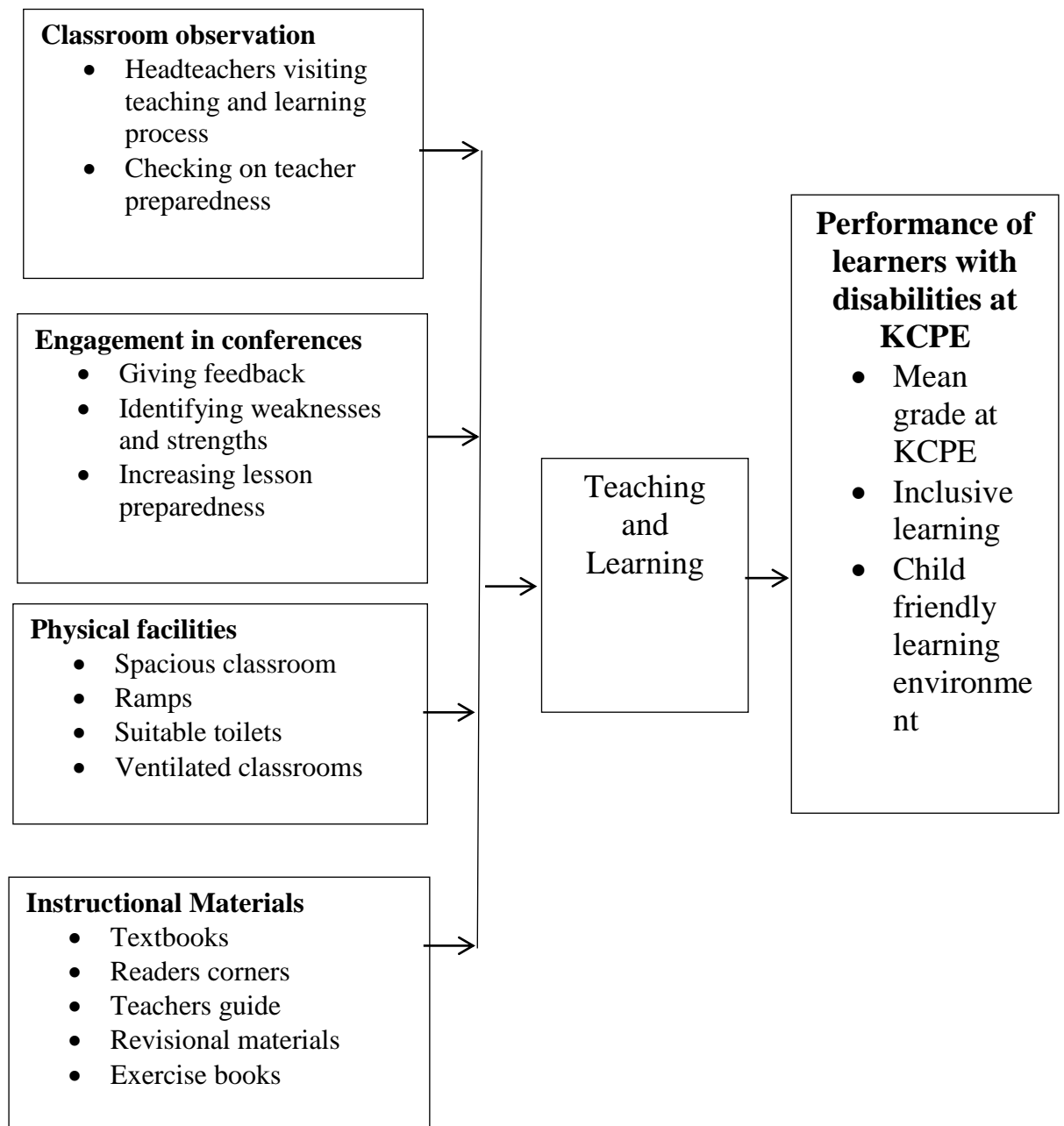


Figure 2.1: Relationship of Interaction between Variables of the Study

According to Figure 2.1, there are various head teachers’ related factors that influence teaching and learning process in a school. These headteachers’ roles include classroom observation, engagements in conferences, with teachers, provision of physical facilities, and provision of instructional, materials. These

represent independent variables of the study and are expected to have an influence on learners' academic performance, which is the dependent variable. This means that schools whose head teachers effectively undertake those independent variable influence learners' perform.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents methodology used in the research study. It includes the research design, target population, sample size and sampling procedure, research instrument, reliability and validity of instrument, data collection procedures, method of data analysis technique and ethical considerations.

3.2 Research Design

The study employed a descriptive survey design. The design is considered appropriate for the study because according to Kothari (2004) descriptive is concerned with describing, recording, analyzing and reporting conditions that exist or have existed. The survey designs is the most frequently used method of collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho , 2004).

3.3 Target Population

In the study the population comprised of 129 public primary schools in Bondo Sub County. In the target population there were 903 teachers and 129 headteachers in public primary schools in Bondo Sub County (MoEST, 2018).

3.4 Sample Size and Sampling technique

In this study, stratified random sampling was used to select primary schools in Bondo Sub-County based on seven educational zones. According to Kothari

(2006) recommendation of 10 -20 percent gives a representative sample for study. To get individual schools to participate in study the researcher used 20 percent of the schools in each education zone which include out of the 18 schools in Amoyo, 4 schools were selected, 19 schools in Nango 4 schools, 17 schools in Nyamonye 3 schools, 21 schools in Aila 4 schools, 23 schools in Barkowino 5 schools, 16 schools in Maranda 3 and 15 schools in Usenge 3 schools were selected adding to 26 schools. Purposive sampling was used to select 4 teachers from the 26 schools in Bondo Sub – County who included the panel head on curriculum affairs, the dean of students and the class teachers for class seven and eight because they were closely involved with headteachers’ support for inclusion of learners with physical disabilities in the schools.

The 26 headteachers in the sampled schools participated in the study. Simple random sampling was used to select 4 teachers from selected schools, 20% of teachers in school. Therefore, the total sample included 26 head teachers and 104 teachers. Table 3.1 shows the target population, sample size, percentage sampled and the sampled and sampling technique used for each category of respondents.

Table 3.1 Sampling Frame

Target Population	Target population	Sample size	Sampling Technique	Percent Count
Head teachers	129	26	Stratified	20%
Teachers	903	104	Simple random	20%
Total	1032	130	-	20%

3.5 Research Instruments

This study used questionnaires as data collection instruments. The questionnaires were developed by the researcher as guided by the study objectives. There were two sets of questionnaires used to collect data from head teachers and teachers. Questionnaires were used because they could be filled out at the respondents' scheduled time.

The questionnaires for head teachers and teachers was divided into five parts. Part 1 collected demographic information of the respondents. Part 2 was used to collect data on classroom lesson observation. Part 3 collected information that relates to the head teachers engagement in conference with teachers. Part 4 gathered information on the influence of physical facilities on academic performance learners living with physical disabilities while part 5 was used to obtain information availability of instructional materials. The questionnaire comprised both open-ended and close – ended items.

3.6 Validity of the Instruments

Face validity of the instruments was checked in order to ascertain whether the questionnaire appeared (at face value) to find answers for all research questions. Face validity refers to the likelihood that a question was misunderstood or misinterpreted, thus, help to iron out ambiguity. The instruments were pre- tested so as to increase face validity. According to Borg and Gall (1989), content validity of an instrument is improved through expert judgment. Content validity refers to whether an instrument provides adequate coverage of a topic. As such, assistance was sought from the supervisory and

other experts from the University of Nairobi, in order to help improve content validity of the instruments.

3.7 Reliability of the Instruments

To confirm the reliability of the instrument, before actual data collection, test – retest technique of reliability testing was employed whereby the pilot questionnaire was administered twice to the respondents. The pilot study was conducted in 3 schools in Bondo Sub – county, which was not included in the actual study. The respondents in the pilot study included 6 teachers and 3 head teachers from 3 pilot schools. Galloway (1997) suggests that a population of at least 5-10 percent of the final sample is a consideration appropriate in any pilot study. The aim of this pilot study was to test the reliability and to assess the viability of the instruments with one week interval, to allow for reliability testing. The results for the test are shown as follows

Table 3.1 Reliability Test

Cronbach's Alpha^a	N of Items
0.991	39
0.79	39

Since the Cronbach Alpha coefficient values $r=0.991$ and $r=0.79$ found was greater than 0.6, and according to Gay (2003), the instruments were reliable for the study.

3.8 Data Collection Procedure

An introduction letter was obtained from the university and a research permit from the National Commission for Science Technology and Innovation. After this, the researchers sought an authorization letter from the county Director of

education, Siaya. Thereafter, the researcher booked appointments with the sampled schools through the head teachers to visit and administer the questionnaire. The researcher then visited each of the school and administered the questionnaires. The participants were given instructions and assured of confidentiality after which they were given enough time to fill in the questionnaires. Giving respondents seven days in order to fill-in the questionnaire aimed at increasing the return rate. After all questionnaires were filled in by the respondents, the researcher collected them for data analysis.

3.9 Data Analysis Technique

This study generated both qualitative and quantitative information hence both qualitative and quantitative techniques were used to analyze the data obtained. Quantitative data were analyzed using descriptive and inferential statistics. Descriptive statistics involved the use of frequencies and percentages. The process of data analysis required the use of a computer spreadsheet, Statistical Package for Social Sciences (SPSS) version 23.0 for accurate results. The qualitative data were presented thematically in line with the objectives of the study. Qualitative analysis considered the inferences that were made from the opinions of the respondents.

3.9 Ethical considerations

In order to address ethical consideration of the research study in an effective manner, the researcher expected to maintain high level of confidentiality of the research data. This requires the research to protect the privacy of respondents

‘information. Respondents participated on the basis of informed consent. The principle of informed consent involved researcher providing sufficient information and assurances about taking part to allow participants to understand the implications of participation and to reach a full informed, considered and freely given decision about whether or not to do so, without the exercise of any pressure or coercion. Ethical treatment of human subjects is another rule that was observed. It requires the researcher to treat the participants with the human dignity they deserve to ensure honesty and transparency. The researcher did not offer any monetary incentives to lure participants to take part in the study. Respondents' confidentiality was handled with utmost secrecy to avoid victimization and biasness.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONS AND DISCUSSION

4.1 Introduction

This chapter outlines data analysis, presentation and discussion of the study findings in line with the study objectives. The objectives of this study sought to establish the influence of headteachers' classroom lesson observation, engagement in conferences with teachers, provision of physical facilities and instructional materials used by teachers on the performance of learners living with physical disabilities at KCPE in Bondo Sub-county. Analysis of descriptive statistics and inferential statistics was conducted and the results were presented in form of frequency distribution tables.

4.2 Questionnaire Return Rate

All questionnaires from 104 teachers and 26 head teachers were returned translating to 100% return rate. This indicates the seriousness the respondents attached to the study on factors influencing academic performance of learners living with physical disabilities in public primary schools. The respondents might have felt that the information provided would go a long way in improving the academic performance of learners living with physical disabilities at primary schools in Bondo sub-county. The response rate was adequate. According to Mugenda and Mugenda (2003) and Kothari (2004), a response rate of above 50 percent is adequate for a descriptive study. Babbie (2004) also asserted that return rates of above 50 percent are acceptable to analyze and publish, 60 percent is good, 70 percent is very good while above 80 percent is excellent.

4.3 Demographic Information of the Respondents

The data presented in this section related to personal details. The personal details included age, gender and experience of teachers and headteachers. This information helps in indicating the demographic of individuals working as teachers and head teachers in public primary schools in Bondo Sub-county.

Table 4.1: Demographic Information of Teachers (n=104)

Gender	f(%)	Age	f(%)	Ac. Qual.	f(%)	Yrs of Exp.	f(%)
Male	80(77)	25- 30yrs	24(23)	P1 certificate	28(27)	< 2 yrs	28(27)
Female	24(23)	31- 40yrs	24(23)	Diploma	4(4)	6-10yrs	24(23)
		41- 50yrs	28(27)	Graduate	64(62)	11-15yrs	28(27)
		>51yrs	28(27)	Postgraduate	8(8)	> 15 yrs	24(23)
Total	104(100)	Total	104(100)	Total	104(100)	Total	104(100)

f = frequency, % = percentage, Ac. Qual. = academic qualification, Yrs = years, Exp. = experience

Table 4.1 above shows that a majority (77%) of teachers were male while female teachers were 23 percent. This indicates that there is no gender parity among the respondents that is, there are more males in the teaching profession. This shows that the opinion of teachers who participated in the study was not gender biased because both genders were targeted. However, the findings also so that there were more male teachers as compared to female teachers in Bondo subcounty.

Table 4.1 also reveals that most (62%) of teachers had bachelor degree while 27 percent had P1 certificate in education this show that most of the teachers have enough knowledge to teach in their current station. Furthermore on teaching experience, Table 4.1 shows that most (27%) of teachers who participated in the study had experience of 0-2 years of teaching. This shows that teachers were evenly distributed in terms of experience in the current study.

The headteachers' demographic data presented on Table 4.1 showed that the te

Table 4.2: Demographic Information of Head Teachers (n=26)

Gender	f(%)	Age	f(%)	Sch. Type	f(%)	Yrs of Exp.	f(%)
Male	18(53)	25-30yrs	0(0)	B. boarding	4(15)	< 2 yrs	3(11)
Female	8(47)	31-40yrs	1(4)	G. boarding	2(8)	6-10yrs	2(8)
		41-50yrs	12(48)	M. boarding	1(4)	11-15yrs	9(35)
		>51yrs	12(48)	Mixed day	19(73)	> 15 yrs	12(46)
Total	26(100)	Total	26	Total	26	Total	26
			(100)		(100)		(100)

f = frequency, % = percentage, B. = boys, G = girls, M = mixed, Yrs = years, Exp. = experience

Table 4.2 shows that majority (53%) of head teachers were male and female head teachers were 8(47%), this indicates that male teachers were more than female teachers as respondents of the study. The findings imply that men are

dominant among the teachers and headteachers. Thus, the study revealed that head teachers had slightly more males than females. These findings were in line with Acker (2006) who observed that gender equality was a very important trait, as it can be used to improve performance of all staff involved. Since it is argued that females and males perceive and interpret things differently, a right gender mix for teachers and headteachers is a good ingredient of improving integration of learners with disabilities in mainstream learning environment. Acker argued that gender equality fosters teamwork and also creates a sense of unity and an aspect of working together for a common goal with every individual effort whether male or female being important to the attainment of the overall objectives. A gender sensitive institution provides a favorable environment where a staff or a manager is supposed to interact with other colleagues of the opposite gender in pursuit of excellence and achievement of set targets. Further, Maitland (2009) suggested that having a gender mix on the teachers and headteachers is invariably better than a single gender teaching staff as it encourages people to air different opinions from their gender perspectives.

Table 4.2 also shows the ages of headteachers in public primary schools in Bondo Sub-county, Kenya. There is no head teacher at the age of between 25 and 30 years of age however the highest number of headteachers is between the ages of 41 - 50 years and above 51 years giving cumulative frequency of 96%. This shows that most of the headteachers were elder teachers. The findings are in agreement with arguments from Adebay and Bakare (2014) that school leadership practices have a significant relationship with

respondents experience because older professionals have gained more hands-on experience as compared to the upcoming professionals. This also agree with Earley (2003) who argued that as people mature and gain more experiences, they become more willing and ready to assume any responsibility and to deal with complex tasks.

Moreover, in terms of experience, a majority (81%) of head teachers had worked in the teaching profession for above 15 years. Therefore, it is crystal clear that majority of headteachers in the study were mature and experienced in the profession hence they would provide the relevant information necessary for the study. The findings are in consonance with Richardson (2008), who noted that teachers' academic characteristics could imply all the expertise teachers need in order to teach effectively. Such skills consist of formal education, years of experience, mastery of the subject one teaches, teaching methodology or approaches, period of training, certification or licensing and knowledge in extra-curricular activities. The possession of all these skills is what builds up a qualified teacher and no one skill is sufficient to make up a qualified teacher.

4.4 Headteachers' Classroom Lesson Observation and Performance of Learners Living with Physical Disabilities

The first objective of the current study was to establish how headteachers' classroom lesson observation influences academic performance of learners living with physical disabilities. The respondents were asked to place a tick whether they agreed or disagreed with the view on the statement, which shows the classroom lesson observations carried out by head teacher in public

primary schools, in Bondo sub-county, Kenya. Table 4.3 summarizes the findings.

Table 4.3: Headteachers' Classroom Lesson Observation and Performance of Learners with Physical Disabilities

Classroom Lesson Observation	Teachers (n=104) f(%)	H/Teachers (n=26) f(%)	Total (n=130) f(%)
Checking students homework books	104(100)	26(100)	130(100)
Observing adequate teachers preparation to teach them	80(77)	15(58)	95(71)
Making sure that the syllabus is completed	76(73)	23(88)	99(78)
Making sure that all lessons are taught	76(73)	18(71)	94(72)
Observing t/l activities around the classrooms	80(77)	17(65)	97(73)
Ensuring that teachers employ the right teaching methods	76(73)	18(71)	94(72)
Ensuring that learners are continuously evaluated	80(77)	17(65)	97(73)
Ensuring the preparation of professional records	52(50)	17(65)	69(56)
Classroom lesson observation positively influences the academic performance	80(77)	26(100)	106(85)

From Table 4.3 various responses from the teachers and head teacher on the influence of headteachers' classroom lesson observation on academic performance of learners living with physical disabilities. The finding shows that all (100%) teachers and head teachers agreed that classroom lesson observation by checking students' homework books improves the academic performance of learners living with physical disabilities in public primary schools. With respect to observing adequate teachers preparation to teach learners living with physical disabilities, 80(77%) of teachers were in support while 30(58%) of teachers were in agreement giving a total of 71% of the respondents. On sub-item making sure that the syllabus is completed, 76(73%)

teachers agreed that it is their solemn responsibility. On the other hand, 88% of head teachers indicated that making sure that the syllabus is completed is one of the aspects for improving the academic performance of learners living with physical disabilities in public primary schools. This was highlighted by the findings of Gujjar and Naoreen (2009) where they asserted that primary schools teachers particularly in private schools were found to be better in the areas like; syllabus coverage, punctuality, preparedness for class, class cleanliness, seating arrangement of the classroom, discipline in the class, improvement of the attitude of students toward study, individual attention to the students, self-confidence of the teachers, usage of variety of teaching methods, variation in the pitch of voice on teaching points and performance during examination.

In addition, making sure that all lessons are taught contributes towards improved academic performance of learners in schools as observed by 76(73%) teachers and 37(71%) teachers. According to Alomar (2006), satisfactory coverage of syllabus depends on teachers attending to almost all lessons and this contributes towards the provision and acquiring of quality education among the learners. A total of 114(73%) participants that is, 80(77%) teachers and 34(65%) head teachers mentioned observing teaching/learning (t/l) activities around the classrooms improves the academic performance of learners living with physical disabilities in public primary schools. Ensuring that teachers employ the right teaching methods was identified by 76(73%) teachers and 37(71%) head teachers while ensuring that

learners are continuously evaluated was supported by 80(77%) teachers and 34(65%) head teachers.

In a related study by Maguswi (2011), all students and teachers agreed that evaluation of teaching process has a role in provision and acquisition of quality education since it helps to build an educational programme, assess its achievements and improve upon its effectiveness. Most respondents pointed out that evaluation fulfills various purposes in education like quality control in education, selection to higher grade or tertiary level.

The constant poor performance of students has been a matter of great concern to the educators, government, parents and society in general. The stakeholders are persistently interested in the academic achievement of students since they have invested a lot in teachers' training to improve the performance of students. Therefore, evaluation of both students and teachers is necessary (Lydia&Nasongo, 2009; Maguswi, 2011). Furthermore, ensuring the preparation of professional records as an aspect for improving the academic performance of learners living with physical disabilities in public primary schools in Bondo sub-county was pointed out by 80(77%) teachers and 35(66%) headteachers.

Consequently, all 52(100%) head teachers agreed that classroom lesson observation positively influences the academic performance. This finding was supported by UNESCO (2007) that pointed out that teachers bear responsibility for preparing lessons, teaching students, grading work, maintaining positive classroom discipline and creating opportunities for

learners to express views while learners carry responsibilities for undertaking their work, collaborating with other learners, keeping the classroom in order and arriving regularly to school and on time. This was supported by secondary education development program (SEDEP) II. The program identify the role of a teacher as preparing school development plans and budgets; managing the day to day affairs of the school; ensuring high quality for new constructions and school maintenance. Similarly, it involves ensuring a conducive teaching and learning environment, including integrating of sports and games in the school timetable; supervising and ensuring high quality teaching and learning, including effective use of time on tasks for the entire school day; receiving school inspection reports and implementing inspection recommendations; supporting Government in identifying students eligible for Government scholarships; ensuring proper record keeping and management of funds collected and grants received from the Government; and preparing on quarterly school performance reports (both financial and physical (SEDEP II, 2010). Finally, both students and teachers play a role in maintaining good relationship with parents as among their roles in provision and acquiring of quality education. The academic effect of the relationship is noted when the students who have been passing in class abruptly fail in all the examination. Subsequently, there is a need for good students-teachers, students - parent and teacher - parent relationship in the school set up in order to positively influence students' academic outcome hence quality education.

Figure 4.1 indicates the rate at which teachers prepare lesson plans in order to teach learners with disabilities in public primary school.

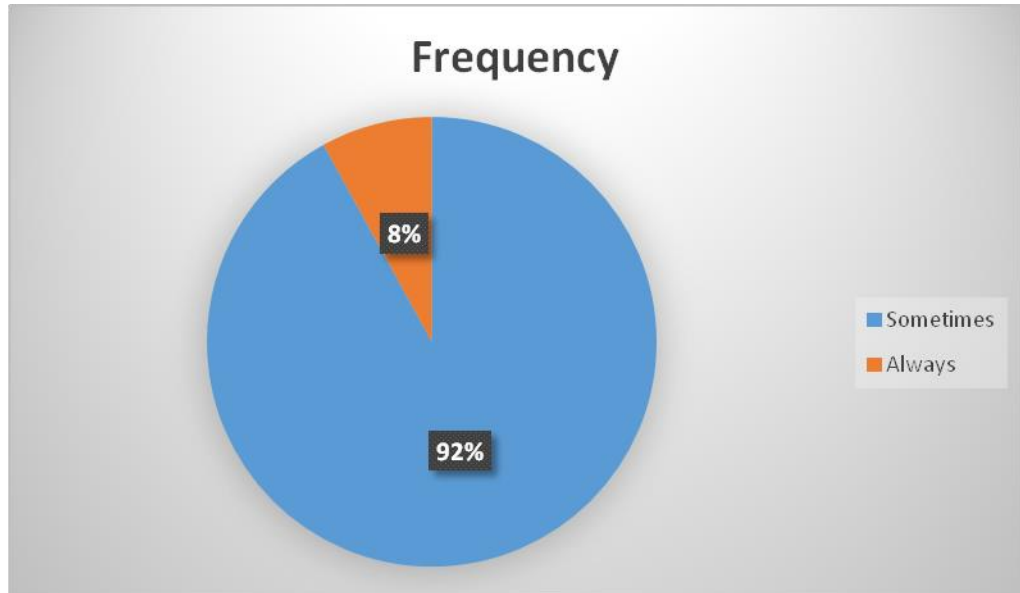


Figure 4.1: Rate at which teachers normally prepare adequately to teach learners with physical disabilities

According to Figure 4.1, 8% of the teachers always prepared lesson plans. According to 92% of the teachers always prepare adequately to teach learners with disabilities. The study findings indicate that majority of the teacher always prepare adequately to teach learners with disabilities. Thus, by ensuring proper lesson preparation, headteachers helps in ensuring that all teachers prepare lesson plans, scheme of work and other professional records. This finding is supported by Nike (2014) who maintains that while making evaluation of teachers' lesson preparation, headteachers should be aware that each strategy has a set of activities with an individual purpose and role for the teacher and pupils.

Ncube (2004) posit that in education, quality then is simply meeting the requirement of the customers. There are different customers who include parents, government, students, employers and Institutions of Higher learning who all look for different characteristic of quality. The customers do not only have different expectations of the education provided but these expectations also change with time, making the quality of education a moving target. Hoy, Bayne and Wood (2000) observed that quality in education is an evaluation of the process of educating which enhances the need to achieve and develop the talents of the customers of the process and at the same time meets the accountability standard set by the clients who pay for the process or from the output from the process of educating. The key aspect of quality education involves developing the talents of customers in a value added way meeting accountability standards and giving value for money paid. Therefore, adequate lesson preparation is necessary in order to meet the expectation of the customer.

4.5 Headteachers' Engagement in Conferences with Teachers on Performance of Learners Living with Physical Disabilities

The second objective of the current research study was to establish headteachers' engagement in conferences with teachers and its influence on performance of learners living with physical disabilities in primary schools in Bondo sub-county. The respondents were asked to express their opinion whether they agreed or disagreed with the view on the statement, which shows the headteachers' engagement in conferences with teachers on performance of

learners living with physical disabilities in public primary schools. Table 4.4 summarizes the findings.

Table 4.4: Headteachers' Engagement in Conferences with Classroom Teachers on Performance of Learners Living with Physical Disabilities

Statement	Teachers (n=104) f(%)	H/Teachers (n=26) f(%)	Total (n=130) f(%)
Discussing exam results with staff members and pupils	104(100)	26(100)	130(100)
Involving colleagues teachers to decide on the best strategies to improve teaching and learning	104(100)	26(100)	130(100)
Ensuring proper setting and administration of CATs and examination	104(100)	19(75)	123(92)
Participating in workshops and seminars	104(100)	23(88)	127(96)
Giving learners individual attention	76(73)	19(75)	95(73)
Sponsoring teachers for workshops and seminars	80(77)	23(88)	103(81)
Guest speakers are normally invited to talk with teachers and pupils	52(50)	26(100)	78(65)
Conferences with teachers positively influence academic performance learners living with physical disabilities	76(73)	25(98)	101(81)

Table 4.4 shows various responses from the teachers and head teachers on headteachers' engagement in conferences with teachers on academic performance of learners living with physical disabilities in public primary schools. The finding shows that all (100%) of teachers and head teachers equally agreed on sub-items discussing exam results with staff members and pupils, and involving colleagues teachers to decide on the best strategies to improve teaching and learning. Similarly, ensuring proper setting and administration of CATs and examination was identified by 104(100%) of teachers and 39(75%) while 104(100%) of teachers and 46(88%) of head

teachers agreed that participating in workshops and seminars are important aspects necessary in improving the academic performance of learners living with physical disabilities in public primary schools. The findings are in consonance with that of Malekela (2000) on students' capabilities and Hakielimu, (2007) that reported; schools achievements in Examinations are used as standards to assess quality. Excellence in programme offered in school, or an individual learner success is assessed by academic improvement (Manyanga, 2007). In other words high achievements are used as a standards to improve or upgrade the performance of individuals, both teachers and students in institutions (Loma, 2007).

Giving learners individual attention was identified by 76(73%) of teachers while 46(88%) of head teachers agreed that Sponsoring teachers for workshops and seminars has direct bearing on academic performance of learners living with physical disabilities. UNICEF (2000) maintains that quality education includes learners who are given individual attention, well-nourished and ready to participate and learn. Quality also refers to learners who are supported by their families and communities, teachers who are well in-serviced and motivated by inviting guest speakers to talk with teachers and pupils; environment that are healthy, safe, protective and gender sensitive and provides adequate resources and facilities.

According to Table 4.4, 76(73%) of teachers and 51(98%) of the headteachers agreed that conferences with teachers positively influence academic performance of learners living with physical disabilities. Involving teachers in conferences ensures that teacher understand the plans and strategies that the school administration intend to employ. The collected information in this study relates to what Okwiri, (2006) found concerning conferences. According to (Okwiri, 2006), it is important for the headteacher to hold personal conferences with teachers as a part of any inclusive supervisory plan.

Figure 4.10 indicate the rate at which headteachers sponsor teachers for workshops and seminars.

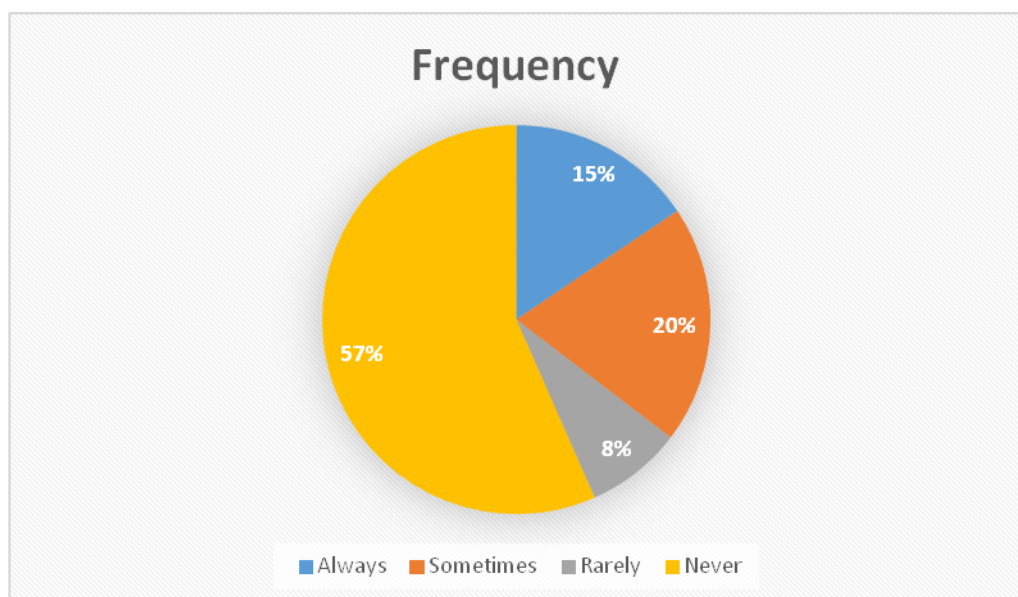


Figure 4.2: Headteachers Sponsorship for Workshops and Seminars

According to Figure 4.2, 8% of the headteachers rarely sponsor teachers for workshops and seminars while 42% of the headteachers sometimes sponsor teachers for seminars and workshops. This means that most headteachers sometimes sponsor teachers for workshops and seminars. This data supports the finding of Wellington (2008) who found out that holding conferences with the aim of discussing the school goals by the headteachers has an important, positive relationship with teacher classroom innovativeness thus improvement in academic performance of learners living with physical disabilities.

4.6 The Influence of Physical Facilities on Performance of Learners

Living with Physical Disabilities

The third objective of the current research study was to find out influence of physical facilities on performance of learners living with physical disabilities in primary schools in Bondo sub-county. The responses from respondents were summarized as shown in Table 4.5.

Table 4.5: Physical Facilities and Performance of Learners Living with Physical Disabilities

Physical Facilities	Teachers (n=104) f(%)			H/Teachers (n=26) f(%)			Total (n=130) f(%)
	NA	I	A	NA	I	A	130(100)
	Spacious classrooms	24(23)	24(23)	56(54)	1(2)	12(46)	14(52)
Staircase rails	104(100)	0(0)	0(0)	3(12)	20(77)	3(12)	130(100)
Ramps	28(27)	48(46)	24(23)	0(0)	4(13)	22(87)	130(100)
Adapted playground	28(27)	48(46)	28(27)	0(0)	26(100)	0(0)	130(100)
Adapted toilets/latrines	0(0)	104(100)	0(0)	0(0)	26(100)	0(0)	130(100)
Lighting and ventilation in classroom	0(0)	24(23)	80(77)	4(13)	0(0)	22(87)	130(100)
Water supply (tanks, buckets, jericans and taps)	0(0)	48(46)	56(54)	0(0)	4(13)	22(87)	130(100)
Hand washing tap	0(0)	48(46)	56(54)	1(2)	12(46)	14(52)	130(100)
Teachers chairs and lockers in every classroom	24(23)	24(23)	56(54)	3(12)	20(77)	3(12)	130(100)
Suggestion box	24(23)	24(23)	56(54)	1(2)	12(46)	13(52)	130(100)
Library	28(27)	48(46)	24(23)	0(0)	26(100)	0(0)	130(100)
Dining hall	56(54)	48(46)	0(0)	3(12)	20(77)	3(12)	130(100)

Inadequate teaching and learning materials and shortage of funds have an influence in provision of quality education thereby negatively affecting learners living with physical disabilities in primary schools. For instance, shortage of physical facilities that include spacious classrooms (46%), staircase rails (100%), ramps (73%), adapted playground (73%), adapted toilets/latrines (100%), while Lighting and ventilation in classroom (23%), negatively affect learners living with physical disabilities in primary schools. The findings are in agreement with a study conducted in Latin America, by Williams (2011) who observed that learners whose schools lacked classroom materials and had an inadequate Library were significantly more likely to

show lower test scores and higher grade repetition than those whose schools were well equipped.

In South Africa, Frempong, Rddy and Kanjee (2011) observed that the general education policy is to improve educational resources in the poor school with the hope that access to these resources would provide opportunities for learning and significantly boost learning outcomes for the poor. Provision of quality education was therefore affected by overcrowded classes. In Ghana, according to UNESCO (2000) the working group on education sector analysis found the quality of education is general low, lower in rural schools than in urban ones and lower in public schools than in private schools, Absence of efficient and effective leadership and management, inadequate qualified teachers' lack of management information systems, teaching and professional competence, irrelevant school curriculum and poor enrollment of girls were some identified as hindrances to achieving quality education. In Tanzania according to Vavrus (2009) improving the quality of secondary school education is considered important for educating the needed workforce for different sectors in member countries including Tanzania. The growth in demands has created the need to build more schools and classroom in order to expand access opportunities among the learners of the country.

Koomson (2005) reported that education facilities are about school space and equipment including classroom and other building, boards, pupil and teachers furniture. Standards of constructions condition of facilities and specialized rooms are all important to consider. Fuller (2009), revealed that physical

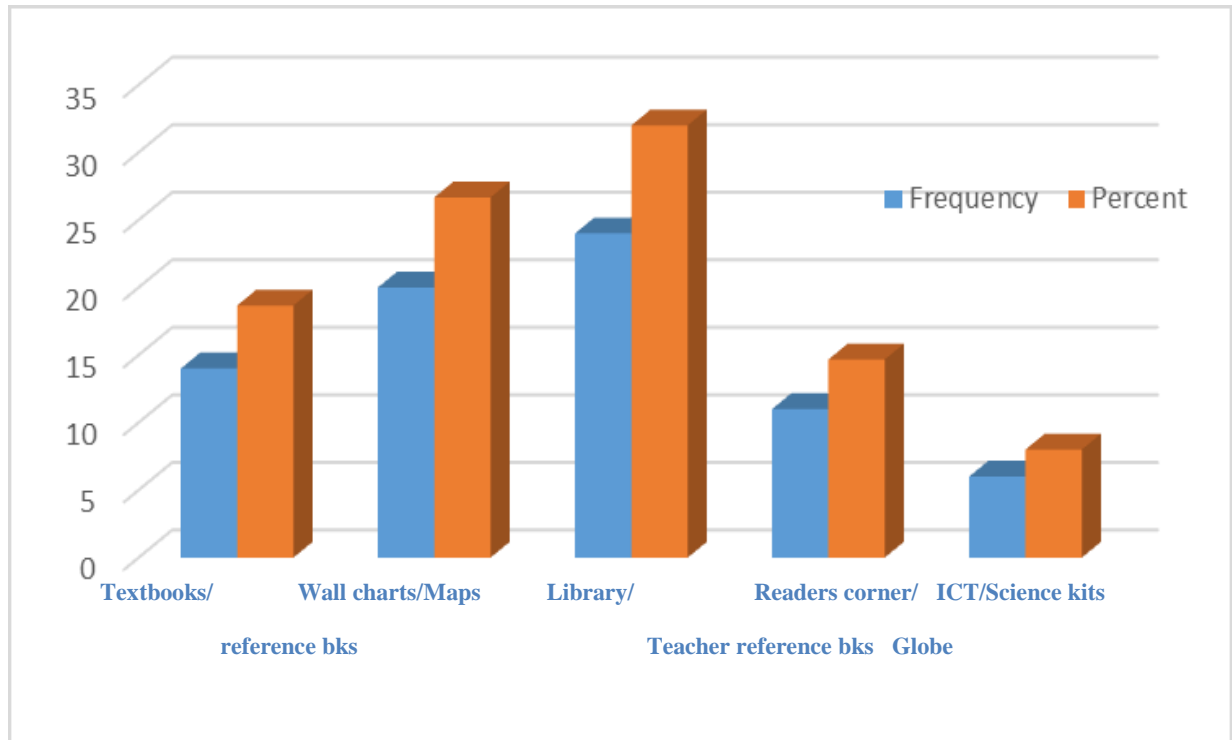
learning environment or the places in which formal learning occurs range from relatively modern and well-equipped buildings to open-air gathering places. Reddy (2006) reported that inadequate physical facilities problems emerged at times of booming enrollments. During this period pupils increase, the impact is felt first at elementary level. American association of school Administration (1999), reported that students were more likely to prosper when their environment was conducive to learning

Frick (2012) observes that we evaluate curriculum resources that are made available to learners and teachers. For example, the quality of text books used should be evaluated. We evaluate the environment in which teachers are working for example, if students feel unsafe, the roof is leaking, windows are broken and technology is not working then how can we expect much quality teaching and learning. New data has been documented that the conditions in the schools attended by students are so seriously inadequate that they do not provide an equal opportunity for a quality education. Some of these conditions include lack of qualified teachers, teacher turnover, and poor working condition for teachers, shortage of education materials, including text books, and other instructional materials and rundown physical facilities.

4.7 Instructional Materials used by Teachers to Influence the Performance of Learners Living with Physical Disabilities

The fourth objective of the current research study was to find out the instructional materials used by teachers to influence the performance of learners living with physical disabilities in public primary schools in Bondo

sub-county. The responses from the respondents captured as shown in Figure 4.3.



From Figure 4.3, the respondents both teachers 104 (100%) and head teachers 52 (100%) were in agreement that inadequate teaching and learning materials such as key course textbooks, learning reference books (80%), ICT equipment (73%), teachers reference books (83%), globe (46%), wall maps (46%), wall charts (46%), library books (46%) and science kits (60%) negatively influence the performance of learners living with physical disabilities in primary schools.

On the other sub item key course textbooks and learning reference books, 104 (100%) teachers and 52 (100%) head teachers agreed that it is a

determinant measure to good performance of learners living with physical disabilities in primary schools hence provision of quality education. Therefore, provision of more physical facilities in schools was cited by both teachers and head teachers as a measure towards improving academic performance of learners living with physical disabilities in public primary schools in Bondo sub-county.

Both teachers 25 (83%) and head teachers 56 (93%) pointed out the provision of basic infrastructures in schools as the remedial measures to the challenges the stakeholders face in provision of quality education towards improving academic performance of learners living with physical disabilities in public primary schools. Teachers and head teachers 148 (95%) revealed that construction of more spacious classes as the best measures to the overcrowded class. The study equally established that enhancing improving basic infrastructures in public primary schools through increasing government capitation grants as among the measures to be taken in order to improve the provision of quality education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter outlines summary, conclusions and recommendations. The chapter also gives suggestions for further studies.

5.2 Summary of the Study

The purpose of the study was to determine the head teachers' related factors influencing academic performance of learners living with physical disabilities at the Kenya Certificate of Primary Education in Bondo sub-county, Kenya. The research objectives focused on establishing how head teachers' classroom lesson observation influences the academic performance of learners living with physical disabilities, determining how head teachers engagement in conferences with class teachers influences the academic performance of learners living with physical disabilities, the influence of physical facilities on learners living with physical disabilities in primary schools, and to find out how instructional materials provided by the head teachers' influences the performance of learners living with physical disabilities at KCPE in Bondo Sub – County.

The results indicated that all (100%) teachers and head teachers agreed that classroom lesson observation by checking students' homework books improves the academic performance of learners living with physical disabilities in public primary schools. It is therefore their responsibility to maintain checking students' homework books in order to improve learners' academic performance in school for the purposes of provision of quality

education. With respect to observing adequate teachers preparation to teach learners living with physical disabilities, 80(77%) of teachers were in support while 30(58%) of teachers were in agreement giving a total of 71% of the respondents. On sub-item making sure that the syllabus is completed, 76(73%) teachers agreed that it is their solemn responsibility. On the other hand, 88% of head teachers indicated that making sure that the syllabus is completed is one of the aspects for improving the academic performance of learners living with physical disabilities in public primary schools in Bondo Sub-county.

The findings also shows that all (100%) of teachers and head teachers equally agreed on sub-items discussing exam results with staff members & pupils, and involving colleagues teachers to decide on the best strategies to improve teaching and learning. Similarly, ensuring proper setting and administration of CATs and examination was identified by 104 (100%) of teachers and 39 (75%) while 104 (100%) of teachers and 46 (88%) of head teachers agreed that participating in workshops and seminars are important aspects necessary in improving the academic performance of learners living with physical disabilities in public primary schools.

In addition, shortage of physical facilities that include spacious classrooms, staircase rails, ramps, adapted playground, adapted toilets/latrines as well as Lighting and ventilation in classroom negatively affect learners living with physical disabilities in primary schools. The respondents both teachers 104 (100%) and head teachers 52 (100%) were in agreement that inadequate teaching and learning materials such as key course textbooks,

learning reference books, ICT equipment, teachers reference books, class-readers corner among other instructional materials negatively influence the performance of learners living with physical disabilities in primary schools. Majority of teachers (79%) and head teachers (83%) observed that teachers' reference books greatly influence the performance of learners living with physical disabilities in primary schools followed by library books, wall charts/maps, key course textbooks, learning reference books, globe, wall maps, wall charts, library books and science kits is a determinant measure to good performance of learners living with physical disabilities in primary schools hence provision of quality education.

5.3 Conclusions

From the study findings summarized above, the following conclusions were made:

- i. Headteachers' classroom lesson observation positively influence performance of learners living with physical disabilities in public primary schools in Bondo sub-county because they identify shortcomings during teaching and learning process that contribute to learners performance.
- ii. Head teachers engagement in conferences with classroom teachers influences the academic performance of learners living with physical disabilities at KCPE in Bondo Sub – County because they highlight strengths and weaknesses observed during classroom visits.

- iii. Presence of physical facilities positively influences the performance of learners living with physical disabilities at KCPE in Bondo Sub – County. This in turns contribute in improving pupils’ academic performance.

- iv. Instructional materials provided by the head teachers influence the performance of learners living with physical disabilities at KCPE in Bondo Sub – County. This in turns help in improving teaching process which help in improving pupils’ academic performance.

- v. The challenges that hinder the school management from providing attractive environment for learners living with physical disabilities to learn were inadequate funds, human resource, poverty, insecurity, overcrowded classes, de-motivated teachers, inadequate government capitation grants, lack of parents support and political interference. These results indicates that school management experience myriad of challenges in ensuring conducive learning environment to enhance students’ academic performance of learners living with physical disabilities. Therefore, the study concludes that school environment does influence academic performance of learners living with physical disabilities at KCPE in Bondo Sub – County.

5.4 Recommendations of the Study

In relation to the study findings, the following recommendations were made

- i. In order to overcome this challenges, some measures should be taken by the government and other education stakeholders to improve academic performance such as increased government capitation grants, improved security around schools, politicians to work in harmony with school leadership, employing more teachers, increasing salaries for teachers and house allowance, building friendly structures and enhancing guidance and counseling services in schools.
- ii. The national government, through ministry of education, should increase budgetary allocation to public primary schools. This would help these schools in acquiring materials and equipment's required in preparation of teaching and learning of learners living with physical disabilities. In addition, it would ensures that teaching process is improved, and as a result help in improving pupils' academic performance.
- iii. The county of Siaya, through the ministry of education in the county, should increase financial support to public primary schools. Moreover, constituency development fund (CDF) should give both material and financial support to public primary schools. This would ensure that headteachers has adequate facilities required in undertaking the academic performance of learners living with physical disabilities,

- iv. The headteachers in public primary schools should ensure that all teachers get study leaves to attend workshops, seminars, and conferences. This would help in increasing teachers understanding in relation to school policies, plans and strategies.

5.5 Suggestions for Further Research

- i. The current study only focused on the head teachers' related factors influencing academic performance of the learners living with physical disabilities at the Kenya Certificate of Primary Education in Bondo sub-county. There is therefore a need to find out how other factors such as school environment which contribute to the academic performance of learners living with physical disabilities in public primary school in Bondo sub-county, Kenya.
- ii. Since the study was undertaken in public primary school in Bondo sub-county, only the findings of the study may not be generalized in the whole Siaya county and the country as a whole; as such a similar study should be carried out in other sub-counties in Siaya and other counties in order to ascertain whether similar findings would be obtained.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

**University of Nairobi
P.O. Box 92,
Kikuyu.**

The Head Teacher

..... Primary School

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH

I am a post graduate student in the Department of Educational Administration and Planning of the University of Nairobi. I am conducting a research for my project for the fulfillment of the requirement for the award of Master degree in Education Administration. I am carrying out the research on “**Head teacher related factors influencing performance of learners living with physical disabilities at Kenya Certificate of Primary Education in Bondo Sub-County, Siaya County**”.

I kindly request you to spare sometime to respond to the questionnaire items to the best of your knowledge. The information given will be respected and will be used in this research to establish the facts. Thanks in advance for your co-operation.

Yours faithfully,

Vitalis Okele Sigunyu

Reg. No.E55/67056/2013

APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS

Introduction

This questionnaire is intended to gather information about the learners living with physically disabilities in public primary schools of Bondo sub-county, Siaya County. The information gathered will be used for academic purpose only and will be kept confidential. Do not write your name. **(TICK WHERE APPLICABLE).**

Part I: Demographic information

1. Gender

Male []

Female []

2. Age

25-30 years []

31-40 years []

41-50yrs []

51years and above []

3. Years of experience as a head teacher in this school

Less than two years []

6-10 []

11-15yrs []

above 15 yrs []

4. Type of your school

Boys boarding []

Girls boarding []

Mixed boarding []

Mixed day []

Boys day []

Girls day []

Part II: Head Teachers' Classroom Lesson Observation

5. Are there learners living with physical disabilities in your school? Yes

[] No []

Please indicate your opinion using the following scale; 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree
(Tick (✓) where applicable)

No.	Classroom Lesson Observation	SD	D	U	A	SA
6.	Teachers normally prepare adequately to teach them.					
7.	Going round the classrooms observing teaching activities					
8	Making sure that all the lessons are taught					
9.	Making sure that the syllabus is completed					
10.	Ensuring that teachers are employing the right teaching methods					
11	Ensuring that learners are continuously evaluated					
12.	Ensuring the preparation of professional records by teachers					
13	Checking students' homework books					
14.	Classroom lesson observation positively influences the academic performance of learners living with physical disabilities					

Part III: How head teachers engage in conferences with teachers

Please indicate your opinion using the following scale; 1 = Never, 2 = Rarely, 3 = Sometimes and 4 = Always, (Tick (✓) where applicable)

No.	Statement	N	R	S	A
1.	Discussing exam results with staff members and students				
2.	Involving teachers to decide on best strategies to improve teaching and learning				

3	Ensuring setting and administration of CATs and examinations				
4.	Sponsoring teachers for workshops and seminars				
5.	Guest speakers are normally invited to talk with teachers				
6.	Conferences with teachers positively influence academic performance of learners living with physical disabilities				

Part IV: Influence of physical facilities

Please indicate your opinion on the availability and adequacy of physical facilities using the following scale; 1 = Not available, 2 = No Idea, 3 = Inadequate, and 4 = Adequate. (Tick (✓) where applicable).

	Physical facility	NA	NI	I	A
1	Spacious classrooms				
2	Staircase rails				
3	Ramps				
4	Adapted playground				
5	Adapted toilets/latrines				
6	Wide doors				
7	Lighting & ventilation in classroom				
8	Water supply (tanks, taps)				
9	Hand washing tub				
10	Teachers chairs and lockers in every classrooms				
11	Suggestion box				
12	Library				
13	Dining hall				
14	Leveled doorstep				

Part V: Instructional materials

Please indicate your opinion on the availability and adequacy of Instructional materials using the following scale; 1 = Not available, 2 = No Idea, 3 = Inadequate, and 4 = Adequate. (Tick (✓) where applicable).

	Instructional materials	1	2	3	4
1	Key course textbooks				
2	Learning reference books				

3	ICT equipment				
4	Teachers reference books				
5	Library books				
6	Class-readers corner				
7	Globe				
8	Wall maps				
9	Wall charts				
10	Science kits				

Thank you for your participation.

APPENDIX III: TEACHERS' QUESTIONNAIRE

This questionnaire is aimed at collecting data on “Head teacher related factors influencing performance of learners living with physical disabilities at KCPE in Bondo Sub-county”. Identity of each and every respondent will be treated with total confidentiality and the information used only for the purpose of this study. For each of the questions in this part, read them carefully and provide your response by putting a tick (✓) where applicable. Kindly respond to all the questions.

Part I: Background information

1. Your gender?

Male Female

2. Your age?

25-30yrs 31-40 yrs 41-50yrs 51yrs and above

3. Your highest academic /professional qualification?

PI Certificate Diploma Graduate
Post Graduate

4. Years of experience in this school

Less than 2yrs 6-10 yrs 11-15yrs
Above 15 yrs

Part II: Classroom teaching/Observation

5. Are there learners living with physical disabilities in your school? Yes
 No

Please indicate your opinion using the following scale; 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree
(Tick (✓) where applicable)

No.	Classroom teaching /Observation	SD	D	U	A	SA
6.	Teachers normally prepare adequately to teach them.					
7.	Making sure that the syllabus is completed					
10.	Ensuring that as a teacher you employ the right teaching methods					
11	Ensuring that learners are continuously evaluated					
12.	Ensuring the preparation of professional records					
13	Checking students' homework books					
14.	Classroom lesson observation positively influences the academic performance of learners living with physical disabilities					

Part III: in conferences with teachers

Please indicate your opinion using the following scale; 1 = Never, 2 = Rarely, 3 = Sometimes and 4 = Always, (Tick (✓) where applicable)

No.	Statement	N	R	S	A
1.	Discussing exam results with staff members and students				
2.	Involving colleague teachers to decide on best strategies to improve teaching and learning				

3	Ensuring setting and administration of CATs and examinations				
4.	Participating in workshops and seminars				
5.	Giving learners individual attention				
6.	Conferences with teachers positively influence academic performance of learners living with physical disabilities				

Part IV: Influence of physical facilities

Please indicate your opinion on the availability and adequacy of physical facilities using the following scale; 1 = Not available, 2 = No Idea, 3 = Inadequate, and 4 = Adequate. (Tick (✓) where applicable).

	Physical facility	NA	NI	I	A
1	Spacious classrooms				
2	Staircase rails				
3	Ramps				
4	Adapted playground				
5	Adapted toilets/latrines				
6	Wide doors				
7	Lighting & ventilation in classroom				
8	Water supply (tanks, taps)				
9	Hand washing tub				
10	Teachers chairs and lockers in every classrooms				
11	Suggestion box				
12	Library				
13	Dining hall				
14	Leveled doorstep				

Part V: Instructional materials

Please indicate your opinion on the availability and adequacy of Instructional materials using the following scale; 1 = Not available, 2 = No Idea, 3 = Inadequate, and 4 = Adequate. (Tick (✓) where applicable).

	Instructional materials	1	2	3	4
1	Key course textbooks				
2	Learning reference books				
3	ICT equipment				
4	Teachers reference books				
5	Library books				
6	Class-readers corner				
7	Globe				
8	Wall maps				
9	Wall charts				
10	Science kits				

Thank you for your participation.

APPENDIX IV: AUTHORIZATION LETTER



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

State Department of Early Learning and Basic Education

Telegrams "EDUC"; Bondo

Sub-County Education Office

Bondo Sub-County

P.O. Box 580 – 40601

BONDO

Telefax (057) 520076

E-mail: deobondo580@gmail.com

When replying please quote

REF: EBD/DEO/120/1/168

17th February, 2020

The Head teacher

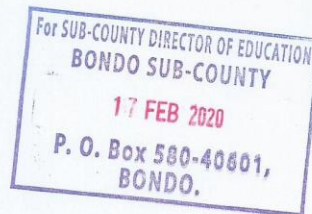
_____ Primary School

RE: RESEARCH AUTHORIZATION: - MR. VITALIS OKELO SIGUNYU- ID/NO.10809617

The person named above is from National Commission for Science and Technology and Innovation. He has been authorized to visit your school and carry out research on the 'Head teachers' related factors influencing academic performance of children living with physical disabilities at primary level in Bondo Sub-County.'

Please accord him all the necessary support he may require.

Elisha Omala
SUB - COUNTY DIRECTOR OF EDUCATION
BONDO SUB-COUNTY





REPUBLIC OF KENYA

MINISTRY OF EDUCATION

State Department for Early Learning and of Basic Education

COUNTY DIRECTOR OF EDUCATION
SIAYA COUNTY
P.O. BOX 564
SIAYA

E-mail: cdesiaya2016@gmail.com

When replying please quote
CDE/SYA/URA/10/VOL.1/157.

Monday, February, 2020

TO WHOM IT MAY CONCERN

RESEARCH AUTHORIZATION - VITALIS OKELO SIGUNYU.

The above-named person has been mandated to carry out research in Siaya County vide an authorization letter from National Commission for Science and Technology and Innovation Ref. No. NACOSTI/P/19/67857/29878 dated 28th MARCH, 2019 This research study ends on 27th MAY 2021. The research title is "*Head teachers related factors influencing academic performance of children living with physical disabilities at primary level in Bondo Sub County Kenya*" (Please accord him the necessary assistance in this County as he may require.

**SAMUEL ONDIEKI
FOR COUNTY DIRECTOR OF EDUCATION
SIAYA COUNTY**



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/67857/29878**

Date: **28th May, 2019**

Vitalis Okelo Sigunyu
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Head teachers related factors influencing academic performance of children living with physical disabilities at primary level in Bondo Sub County Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Siaya County** for the period ending **27th May, 2020**.

You are advised to report to **the County Commissioner and the County Director of Education, Siaya County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:


The County Commissioner
Siaya County.

The County Director of Education
Siaya County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/19/67857/29878**
MR. VITALIS OKELO SIGUNYU **Date Of Issue : 28th May, 2019**
of UNIVERSITY OF NAIROBI, 0-40139 **Fee Received :Ksh 1000**
AKALA, has been permitted to conduct
research in Siaya County
on the topic: HEAD TEACHERS RELATED
FACTORS INFLUENCING ACADEMIC
PERFORMANCE OF CHILDREN LIVING
WITH PHYSICAL DISABILITIES AT
PRIMARY LEVEL IN BONDO SUB COUNTY,
KENYA
for the period ending
27th May, 2020



[Signature]
Director General
National Commission for Science,
Technology & Innovation

.....
Applicant's
Signature


THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.


CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 24952

CONDITIONS: see back page