

**"ASSESSMENT OF STAKEHOLDERS' INFLUENCE ON
ACADEMIC PERFORMANCE IN PUBLIC PRIMARY
SCHOOLS: A CASE OF AKITHII DIVISION OF
TIGANIA WEST DISTRICT "**

By

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**RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT
FOR THE REQUIREMENTS OF THE MASTER OF ARTS DEGREE IN
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DECLARATION

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

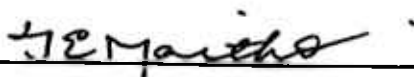


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DEDICATION

This work is dedicated to my family, loving wife Ann Gacheri and our dear children Ken Muchui and Linda Kendi.

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I wish to express my heartfelt gratitude to all who supported me in this study.

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ABBREVIATIONS AND ACRONYMS

DEB	District Education Board
DEO	District Education Officer
DEO	District Education Officer
KCPE	Kenya certificate of primary education
NGO	Non-Governmental Organisation
P1	Primary One
PTA	Parents Teachers Association
SPSS	Statistical Package for Social Scientists

ABSTRACT

This study particularly assessed the influence of school committees, teachers, parents and pupils on academic performance in public primary schools in Akithii Division of Tigania West District. The success or failure of the education process depends on the interactions of these groups and the changing roles they play in, or are assigned by, the society in which they live.

This study was purely descriptive research. There are 30 public primary schools in Akithii Division with a total student population of 14000 pupils, 30 school committees (with 420 members), 350 teachers, 30 head teachers, and 1050 parents. The study targeted all the stakeholders in public primary schools in Akithii Division. With a target population of 2954, the study used a sample size of 350 respondents representing 13.16% of the target population. Stratified simple random sampling technique was used to draw the sample.

Questionnaires were used in collecting primary data and both quantitative and qualitative techniques were used to analyze the data from the field. Findings were presented in the form of frequency tables and percentages.

Study findings reveal that there is understaffing in primary schools in the Division which affects the academic performance of the region. Additionally, majority of the pupils (69.1%) were not satisfied by the number of facilities to support learning in their school. This could also hamper their learning activities. School committees did not have a reward programme for teachers who perform well, a clear indication of lack of motivation for teachers.

Study recommends government should increase allocation of funds to provide for more amenities to facilitate learning in the schools. Such additional funds can also be used in hiring of more teachers to curb the understaffing problem. In addition, School committees can also introduce reward programmes to motivate teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The effects of stakeholder identification and of stakeholder influence on the performance of an organization are critical factors. Management must know how to accurately identify stakeholders, assess their current and future impact on organization performance, and “manage” the various stakeholder group interests, in order to best develop their organization’s strategic future (Powell, 1990). Substantial research indicates a paradigm shift of the global society from the industrial age to the transforming information age (Watson and Reigeluth, 2008) which is an era in which political, economical, social, and cultural patterns reflect decentralization in the flow of information (Toffler, 1984; Reigeluth, 1993; Senge, 2000). According to Watson and Reigeluth, education is undergoing a systemic perceptual change, as a result of society’s dissatisfaction with individual learner’s achievement in the education arena. In education, most systemic transformation efforts involve stakeholders that are critical to achieving the desired changes, as asserted by Watson and Reigeluth.

It would be true to say that everyone is a stakeholder in education. All of us will feel the impact of its relative success or failure, and all of us affect the impact of education by our behaviour which may be supportive or undermining. This generalization does not however help to identify targeted strategies of cooperation, communication or action. Particular roles and responsibilities devolve to a number of bodies and groups at different levels: local, national, regional and international. At each level, stakeholders may be part of government (or intergovernmental at regional and international levels), civil society and non-governmental organisations, or in the private sector.

To compete successfully in today’s global market environment, existing literature and research have acknowledged that it is becoming increasingly important and even indispensable for organizations to complete an analysis and identification of stakeholder groups (Bryson, Bromiley, and Jung, 1990; Bryson and Bromiley, 1993; Burby, 2003; Margerum, 2002). This is evidenced by management’s publication of the firm’s annual reports which communicates the firm’s overall position to its

stakeholders. Add emphasis in the report on certain stakeholder groups is evidence of the leverage that stakeholders have over a firm (Frooman, 1999).

Without identification and analysis of stakeholders and subsequent determination of the group's influence, the organization won't know who exactly the stakeholder groups are and what criteria are they using to judge the organization's performance (Boschken, 1994; Rainey, 1997; Rainey and Steinbauer, 1999; Rainey, 2003). The organization's overall performance is ultimately determined by the link of these combined internal and external forces and an awareness of implementing the proper strategic management tools.

Throughout this research various definitions of the term "stakeholder" are encountered, including the following variants used to define the public and non-profit sector. "All parties who will be affected by or will affect the organization's strategy" (Nutt and Backoff, 1992); "Any person, group, or organization that can place a claim on the organization's attention, resources, or output, or is affected by that output" (Bryson, 1995); "People or small groups with the power to respond to, negotiate with, and change the strategic future of the organization" (Eden and Ackermann, 1998); "Those individuals or groups who depend on the organization to fulfill their own goals and on who, in turn, the organization depends" (Johnson and Scholes, 2002). Although these definitions describe the overall role of the stakeholder, they are too general for use in this study. The decision on what definition to use is significant as it affects who and what counts (Mitchell, Agle, and Wood, 1997). Thus, for specificity, this study will define stakeholders using an educational focus described by Freeman (1984) as follows: "Those interest groups which can affect or be affected by the achievement of the institution's objectives regarding educational matters in structure or manner, regardless of level."

The research definition of "stakeholder" is derived in part from a compilation of defining variables from several authors (Freeman, 1984; Bryson, 1995; Nutt and Backoff, 1992). It includes among defined interest groups the schools' administration, school committee members, staff, pupils, parents, and donors.

Gross and Godwin (2005) state that educators should take their evidences from the successes businesses have enjoyed by identifying, learning from and involving their

stakeholders. In an article entitled "Education's Many Stakeholders", they define "stakeholders" as "individuals or entities who stand to gain or lose from the success or failure of a system or an organization". Gross and Godwin (2005) identify education's stakeholders as parents, pupils, administrators, employers and communities. This study can modify this list to include employers and communities under the term "society," and add to "parents" and "pupils", "government" and "religious groups." These stakeholders in education have various designs on the outcome of schooling and the purposes of learning, thus affecting how they structure educational institutions, define learning, and understand the nature of the student. These can appear to be mutually exclusive:

Society wants to educate children in order to ensure that its various economical and cultural institutions are perpetuated and expanded. Its values are absolutely pragmatic. Its method is mainly competition, and its aim is to mold pupils into the next generations of producers and consumers.

Government wants to educate children to ensure a stable, productive and powerful nation. Its method of operation is also competition in combination with mythic inspiration and moral imperatives of selflessness and civil justice.

Religious groups want to educate children in order to bring them in line with the wills of various Lords. They operate by brokering shame and absolution.

Parents want their children to have education so that they are equipped with skills that will allow them to leave home and flourish (or at least subsist, apart from them!) along the lines of their unique potential, thus affirming the parents' wisdom and sacrifice in raising them.

Pupils expect to be educated, so that they have plenty of choices in ways in which to comfortably realize the autonomy they so envied in their parents.

This variety of purposes, definitions and understandings poses potential problems for educators in adjusting their efforts to line up with input from stakeholders. Which input from which stakeholder will set criteria? Gross and Godwin suggest performing a stakeholder analysis by which, once relevant stakeholders are identified, it is then determined which of these have both the greatest interest and the most influence on a given educational institution. Here is where we must go beyond the pragmatics of the business world to look at why our claim regarding Charlotte Mason's philosophy of

education is relevant to all those who lay claim to pupils and have designs on ultimate outcomes in education.

Hence, an education stakeholder includes pupils, employment and careers advisors, teaching and learning managers, employers of recent graduates, business deans, professional bodies, school committees and other parent organizations. Out of these, the major stakeholders in education are parents, teachers and pupils. The success or failure of the education process depends on the interaction of these three groups and the changing roles they play in, or are assigned by, the society in which they live. In addition, they are affected by government policies and the influences of religious institutions such as monasteries, churches and mosques. For instance, the NARC government introduced the free primary education in 2003. However, while free primary education: has increased participation, it has at the same time created considerable problems. It has worsened the problem of teaching and learning facilities (Sifuna, 2003). As a result of the high influx of new pupils, classrooms are congested. Many of the preliminary surveys seem to show that the existing facilities make a mockery of the free education programme. Many school management committees feel that they are seriously constrained to improve the state of learning facilities due to the government's ban on school levies. At the same time, conditions laid down to request for concessions to institute levies are so cumbersome that they hesitate to embark on the process. (Sifuna, 2003)

As a result of the free primary education, the situation of the teaching force in most of the districts is generally bad. Teachers complain of increased pupil teacher ratios. Many primary schools are understaffed as a result of the free primary education programme. This does not augur well for the quality of education being delivered. Many school management committees are of the opinion that as a result on the ban of levies, they are unable to recruit extra teachers through the school committees and this has also seriously affected the pre-school units (Sifuna, 2003).

In Akithii Division academic performance has been deteriorating over the years. Schools in the Division perform below average with mean scores barely reaching the 250 average as illustrated in Table 1.1.

Table 1.1: KCPE examinations results (2005-2009)

Year	2005	2006	2007	2008	2009
Average Mean score	224.74	232.16	225.89	223.84	216.55
Relative deviation from the mean score	—	7.42	-6.27	-2.05	-7.29

Source: *District Education Office-Tigania west district*

Importantly, however, it is the interactions of the child with the teacher in the contexts of the school and the community and with the parents and the family in the contexts of the home and the community that determine the outcome of the child's education. Such relationships among the stakeholders are very fundamental to creating the kind of cultural change necessary to sustain a post-authoritarian society.

In summary, this research recognizes that indirect external stakeholders, such as local and central governments as well as local businesses, may be affected by decisions made by the schools as a result of the ripple effect and that many interactions and dynamics exist among the various stakeholder groups. However, this study was limited to those stakeholders who benefit as a direct effect of the schools' decision making. It is with this background that this study focused on those stakeholder groups described as school committees, teachers, parents, and pupils and their influence on academic performance in public primary schools.

1.2 Statement of the problem

Even though the government has expressed concern over the worrying trend in low academic performance in public primary schools, general observation shows that the situation has not changed much. On that perspective the government has taken many measures to curb the problem of continued low academic performance. For instance, taking head teachers to workshop courses and introduction of free primary Education among others (Wachira, 2009). It has been noted that the practice has not brought any significant change as far as academic performance is concerned. According to Wachira (2009), poor academic performance continues to be reported in many parts of the country. The dust has now settled on the results of last year's (2009) Kenya

Certificate of Primary Education (KCPE) but the issue remains as to why public primary schools performed so dismally. (Wachira, 2010).

Quality and effectiveness of public primary schools dropped in 2003 with the introduction of the Free Primary Education programme and have never recovered. Intended to boost enrolment and increase completion rates at primary level, free learning has reduced cost of education borne by parents but has failed to deliver on quality. The fairy-tale of public schools such as Olympic Primary School in Kibera, Shikunga Primary School in Butere and Buru Buru Primary School in Nairobi Eastlands is no more. School heads blame it on understaffing, while as politicians have blamed it on poor school management (Wachira, 2010).

It has been observed that from the District Education Office-Tigania west district, ever since 2006, KCPE examinations results for Akithii Division has been declining with a drop of -6.27 in 2007, -2.05 in 2008 and -7.29 in 2009. This raises a grievous concern not only to the researcher but also to all key stakeholders in education. In view of that, this study strictly sought to address the role of stakeholders on academic performance of public primary schools of Akithii Division with a view of providing more practical and meaningful approach that would lead to better performance in the region.

Every stakeholder is very instrumental to good academic performance and every Kenyan student is useful to our nation. It¹ is therefore significant for every student to perform well in primary education so as to offer better services to the society in which he/she lives.

The study therefore assessed the influence of stakeholders on academic performance in public primary schools in Akithii Division of Tigania West District in Eastern Province.

1.3 Purpose of the Study

The purpose of this study was to assess the influence of stakeholders on academic performance in public primary schools in Akithii Division of Tigania West District in Eastern Province.

1.4 Objectives of the Study

The specific objectives were:

- i). To assess the influence of school committees on the academic performance in public primary school in Akithii Division
- ii). To investigate how teachers influence the academic performance in public primary school in Akithii Division
- iii). To establish parents influence on the academic performance in public primary school in Akithii Division
- iv). To establish pupils influence on the academic performance in public primary school in Akithii Division

1.5 Research Questions.

The research questions were:

- i). What is the influence of school committees on academic performance in public primary school in Akithii Division?
- ii). How do teachers influence the academic performance in public primary school in Akithii Division?
- iii). What is the parents' influence on the academic performance of pupils in public primary school in Akithii Division?
- iv). To what extent do pupils influence their academic performance in public primary school in Akithii Division?

1.6 Significance of the Study

The results of this study are very important to the public primary schools in Kenya since it will help in the understanding of various stakeholders influence on academic performance. Stakeholder influence has been proven to be a critical factor in the ability of an organization to achieve its strategic goal and objectives. This study examined the influence that internal stakeholders have in achieving their aspirations as compared to the successful formulation and implementation of the strategic policies, procedures, and programmes in public primary schools. The effects of stakeholder identification and of stakeholder influence on the performance of public primary schools are critical factors. Management must know how to accurately identify stakeholders, assess their current and future impact on school's academic performance, and "manage" the various stakeholder group interests, in order to best

develop their school's strategic future. As previously mentioned, the school's performance and strategic success is determined by its ability to recognize those internal and external forces which influence its environment and to implement a strategy that matches the level of environmental turbulence. Such a strategy can be understood as a way of building bridges with its stakeholders. The study provides vital information for policy makers towards improvement of academic performance in public primary school. The findings of this research study can be used as a foundation base for further research.

1.7 Delimitations of the Study.

The study was delimited to stakeholders in the education sector in Akithii Division. This target population was not only accessible but also a good representative. This is based on the fact that public primary schools in Akithii offer basic services offered by other public primary schools in Kenya. The study was also delimited to specified period of time (January, 2010 - July, 2010). In addition, the study only focused on KCPE examinations performance.

1.8 Limitations of the Study

The study had the following limitations

Academic performance may be affected by a multiplicity of factors. Alienating the influence of all the factors was difficult.

The extent to which the study results are generalized to the larger population may not be a true representation because of taking a study case of Akithii Division. Factors affecting academic performance may vary in different environmental situations.

The potent effect of non response error was another limitation encountered. The researcher solved this by doing follow ups to clarify on misinterpreted issues.

The study was also limited by inadequate funds and time. Although there were those limitations, the researcher selected a manageable sample size and focused on four stakeholders.

1.9 Assumptions of the Study.

The study made the following assumptions

The research assumed that the model and statistics used were appropriate for this study.

The survey respondents understood and were able to answer the questions in the survey tool.

The respondents were familiar with, or could gain access to, information with which to answer the survey questions.

The respondents provided accurate and honest answers to the best of their ability.

The respondents were able to accurately and objectively evaluate relationships with other identified stakeholder groups.

All respondents were a representative of the entire identified stakeholder group

1.10 Definition of Significant Terms

Academic performance: Academic performance refers to how pupils deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. It is the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper.

Stakeholder: A person, group, organization, or system who affects or can be affected by school's actions. Stakeholders usually stand to gain or lose from the success or failure of a system. Since, by definition, stakeholders are those who are impacted by (or have an impact on) the project, their perspectives need to be taken into account in order for a project to be successful. Stakeholders can have positive or negative views regarding a given project, and often don't agree with one another, making it a challenge to reconcile their varied viewpoints.

Public primary schools: refers to primary schools which are funded and/or run by the governmental. Such government-funded schools provide education free of charge to pupils.

Assessment: measure, evaluate or estimate the nature, quality, ability, extent, or significance of someone with respect to its worth. It is the process of gathering and judging evidence in order to decide whether a person has achieved a standard or objective.

Influence: A power affecting a person, thing, or course of events, especially one that operates without any direct or apparent effort. Power to sway or affect based on prestige, wealth, ability, or position:

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to stakeholders in general and their influence on academic performance in schools. Both theoretical and empirical literatures are reviewed. Particularly, the chapter discusses education development in Kenya, different roles that various stakeholders play which might influence the pupils' academic performance. The section explores the roles of school committee, teachers, parents and pupils. The conceptual framework is also discussed.

2.2 Theoretical orientation

Like the rest of Africa, Kenya by its sheer nature, has many ethnicities and indigenes (Bunyi, 1999; Dei: 2000). In pre-colonial times, localized relevant indigenous knowledge was very important in the organization and transmission of knowledge. When formal education was introduced in Kenya during the British colonial era, ideological conflicts arose because this was a western-style of education provided mainly by the missionaries with the cooperation of the colonial government (Bunyi, 1999; Ntarangwi, 2003; Strayer, 1973).

In 1963, the country gained independence and a commission was set up to make changes in the formal educational system. The focus of the commission was to build a national identity and to unify the different ethnicities through subjects in school such as history and civics, and civic education for the masses. Between 1964 and 1985, the 7-4-2-3 education structure modeled after the British education system was adopted. The system was designed to provide seven years of primary education, four years of lower secondary education, two years of upper secondary education, and three years of university (Buchmann, 1999). The country was in dire and immediate need for skilled workers to hold positions previously held by the British. Hence, the government set out to quickly expand educational opportunities to its citizens, many of whom had been previously denied educational and economic opportunities (Ntarangwi, 2003). Since then, Kenya has always placed education as a priority at all levels, promoting it as a key indicator for social and economic development.

The Ministry believes that improved pupils learning and achievement is strongly related to the way in which schools are managed. It is on the basis of this reality that the ministry approached the department for international development of the United Kingdom for assistance in the training of primary school head teachers in management skills. Funds were provided through the primary schools management project (PRISM) (School Management Guide, Ministry Of Education And Human Resource Development Kenya Jomo Kenyatta Foundation 1999)”

“The annual national budget for education and training is currently 40% of the total government recurrent vote. Any increase in this allocation would require that the taxpayers pay more. The number of primary school going age group has been increasing over the years. This makes it difficult for the government to provide all the requirements and therefore, parents have to supplement what the government provides”

“under the cost-sharing policy (started as far back in 1922 as started in the Phelps-stoke commission) the government through the ministry of education and human resource development provided funds to finance education management, administration professional services and technical support services. The session paper NO.6 of 1988 made further recommendations on cost sharing “The government in this regard specifically provided teachers additional textbooks and equipment, etc. the cost sharing policy required that parents and the community provide:

Learning and teaching resources

Physical facilities

Other amenities that are necessary for running the school effectively

It is therefore necessary for the head teacher to educate and encourage parents and the community members on the fundamentals of cost-sharing if the school is to function and develop.

The success of the school will to a large extent depend on the head teachers’ active involvement of all stakeholders in the cost sharing activities. This should start within the school through income generating activities. Parents should be made aware of their responsibility in providing the necessary resources that would enable their

children to learn effectively. The fact that parents are the major contributors to cost-sharing and yet they have limited resources to avoid loss and wastage.

Pupils are the key stakeholders within a school. Managing them effectively is important in the overall management of a school. The establishment of an effectively and efficient guidance and counseling committee the one way in which the head teacher can manage the pupils smoothly and as a result improve academic performance.

“Since the introduction of 8-4-4 system various curriculum evaluation have been undertaken, leading to certain measures being taken in the reduction of curriculum load and the number of subjects offered at KCPE and KCSE levels. These measures seem not to have gone far enough in addressing sustainability, relevance and effectiveness of the curriculum. (Report of the task force on student discipline and unrest in secondary schools, September 2001)

“It can hardly be emphasized that as a free nation we are at a stage when an equitable distribution of our talents is most essential for an all round and integrated development of our economy. A balanced economy stipulates high quality scientist, lawyers, doctors engineers, teachers, scientists, business men, farmers etc. Proper allocation for all branches is necessary and this can only be achieved through proper education and vocational guidance.” This should commence at primary level to realize full results (Report on guidance and counseling seminar for Secondary school teachers/counselors held at Kenya Science Teachers College, 1978)

The process of education is concerned chiefly with the interaction between the teacher and the child together with the classroom practices that occur within the school environment. Peer pressure is also an important factor in shaping a child’s behaviour. Parents within the context of the family and home provide the child with the security, support and guidance necessary for his or her proper intellectual and moral growth. Religion in the form of monasteries, churches and mosques, also has a great influence on the socialisation of the youth. There are close interconnections between the institution of family, the institution of religion and the institution of education. They act as partners in reinforcing the social education of the youthful. Teachers, parents

and religious leaders have a moral responsibility to pass on values and principles to children. Most interventions in the provision of education occur at the policy, structural, school or home levels. More importantly however, it is what the youthful people learn from the home and school environments that shape their personality and character.

The major stakeholders in education are school committee, teachers, parents and pupils. The success or failure of the education process depends on the interaction of these four groups and the changing roles they play in, or are assigned by, the society in which they live. Most importantly however, it is the interactions of the child with the teacher in the contexts of the school and the community and with the parents and the family in the contexts of the home and the community that determine the outcome of the child's education. Such relationships among the stakeholders are pivotal to creating the kind of cultural change necessary to sustain a society. As such, the roles of school committee, teachers, parents and pupils are discussed.

To foster a better understanding of the roles of the stakeholders in the educational arena, the study attempted to explain the roles of various educational stakeholders— school committee members, teachers, parents, and pupils — who are closely involved in the overall operations of schools. The researcher described influential factors for each of the stakeholders' roles, which may better define the significance of each educational stakeholder.

Historically, the common managerial approach to stakeholder understanding was to simply forecast their actions and to adopt a defensive position, rather than trying to strategically manage and understand their actions (Bryson, 1995; Freeman, 1984). As such, there was little need to determine levels of aggregation or disaggregation of stakeholders as it was of little use to management to understand the motivation behind the behaviors of the stakeholder groups. The subtle difference is that one views the stakeholder as adversarial whereas the other views the stakeholder as a contributor to the organization's success. Preston and Sapienza (1990) state the first listing of stakeholders appeared in the 1930s, confirming Dodd (1932) who cites General Electric as the first company to identify employees, customers, and the general public as key constituent groups.

Freeman (1984) asserts that the term “stakeholder” is actually derived from the Stanford Research Institute term for “stockholder,” defining it as those groups without whose support the organization would cease to exist. Freeman’s appraisal of the stakeholder is confirmed and validated by Nutt and Backoff’s definition (1992) of all parties who will be affected by or will affect the organization’s strategy, and by Johnson and Scholes (2002) whose definition of the organizational stakeholder adds depth to the dimension of stakeholder by identifying the self-interests of those “individuals or groups who depend on the organization to fulfill their own goals and on who, in turn, the organization depends.”

Thus, researchers commonly agree with the position of the stakeholder theory that stakeholders are driven by a “goal seeking” agenda, each with varying loci of power, and that management’s awareness of the primacy of stakeholders’ agendas is essential to the organization’s success. It is imperative to understand that “stakeholder goal seeking is only central to the loci of power determining their strategies for achieving their goal” (Eden and Ackermann, 2002). Therefore, determining the locus of power and interest within any stakeholder group is vital, but this information alone is insufficient. Management must also comprehend the potential influence of each group in order to “strategically manage” the stakeholders.

2.3 Review of related studies

2.3.1. Influence of school committee members on academic performance

A school committee is comprised of members that are usually elected by the parents in collaboration with the Ministry of Education at the district level. School committees have the power to hire and fire subordinate staff and other employees as need may dictate. They are the guardians of the policy that help implement changes that will benefit the school or support the head teacher of the school who has the responsibility of implementing and maintaining the policies set by the committee.

According to Darden (2008), the school committee has to take in legal considerations when making decisions pertaining to policy governing them. This policy or law encompasses not only the teachers and administrators, but also the pupils and their parents. Ideal school committees will be educationally focused and will avoid risking legal action.

Influence of head teachers on academic performance

The school head teacher represents the single most influential stakeholder in the school setting (Spillane, Camburn, and Pareja, 2007), and is expected to set the academic tone for pupils, parents, staff, and community members through effective participatory leadership. Effective school administration leadership develops a collaborative team approach to decision making and problem solving while simultaneously and consistently developing and maintaining policies and guidelines. Additionally, the successful school head teacher employs a distributive approach to routine school operations to ensure maximum involvement of other internal and external stakeholders (Spillane, Camburn, and Pareja, 2007). For example, the school head teacher may choose set up task force committees—including parents, teachers, community leaders, and pupils—to research a particular issue and report their findings to the School Improvement Team. Finally, the school head teacher may be subject to significant influences by the cultures—explicit and implicit interactions among staff—of the school, which may determine the effectiveness of his or her leadership. For example, many explicit interactions—ceremonies and rituals—are routine and are expected, such interactions should be encouraged and honoured; whereas, implicit behaviour stemming from unwritten expectations are potentially problematic (Kezar, 2001). For instance, teachers with seniority expect certain privileges—select their teaching assignments, or to receive first opportunity to attend a state conference—from the school administration. Therefore, the school head teacher will need to be aware of the inter works of these cultures to maintain effective leadership, as asserted by Kezar.

The qualities expected of a head teacher must therefore be a demonstrated love for this profession and good exemplary behaviour. A head teacher must demonstrate qualities of leadership such as:- ability to motivate, inspire, guide and collaborate with colleagues of all ranks.

It is worth to note that the degree and style of leadership as well as personal attributes towards others differ from one individual to another. As a result, sometimes a head teacher may become a major source of conflicts not only in the teacher –parent relationship but also in relationships among members of staff or between teachers and pupils.

Moreover, the head teacher is in charge of discipline in the school. As the chief administrator the head teacher is responsible and answerable for all matters concerning the daily affairs of his school. He is the immediate agent to the school committee, the Ministry of Education, Teachers Service Commission and all other interested Education partners e.g. Non-Governmental Organizations (NGO).

Mbiti argues that discipline can be approached through the combination of both reason and punishment. He further argues that discipline is child centred but stresses that stakeholders ought to be brought on board. All views he says should be listened to and respected as opposed to the traditional approach where children were only to be seen but never to be heard.

Mbiti stresses that discipline provides need for direct individual behaviour which influences learning attitude among children. Hence, the head teacher has the responsibility to find ways of directing children energy into useful and worthwhile activities such that their energy is utilized.

Like Mbiti, Barrel, G.R, asserts that the responsibility of school discipline is in the hands of the head teacher. To emphasize on the responsibility of the head teacher, Olembo asserts that the head teacher should see to it that the school rules are successful.

These rules may be written down or may be oral precepts which are tradition of the school. Thus, the head teacher is responsible for the overall running of the school for the maintenance of rules and all round standards. The head teacher never the less, delegates some of the powers to the other members of staff but even though he must be in close touch with all the school activities whether academic or extra-curricular. His influence is very important as it pervades all aspects of the school ranging from his devotion to his work, relations with other members of staff and school matters which require constant attention.

It is crystal clear that head teachers are the guiding light in general school management and discipline falls on their area of jurisdiction. Griffin in his book (School Mastery 1994) asserts that a head's public and professional reputation will

depend more on standards of discipline in his school than on any other single factor for good discipline brings good results in every field of school Endeavour. A head who lets discipline out of his hands is risking trouble.

The paramount aim to instill school discipline by the head teachers is to endow each pupil with such habits like self-respect and proper pride in his own integrity that he will observe the norms of good conduct when not under compulsion or supervision and will carry them eventually into his adult life. Sound discipline is an essential ingredient in the creation of a happy and industrious community, performing properly its functions of training the citizens of today and tomorrow.

Therefore, the school head ought to establish a positive and powerful “school spirit” so that pupils learn the desired attitudes easily and quickly from the examples of role models around them. The head teacher should take trouble to explain to the pupils and their parents what standards he expects to see and why. He should make it clear that discipline is not something to be discarded like an old garment on leaving the school premises. Hence, discipline is the key to academic performance. It should be extended to home and the head teacher should count upon the parents in ensuring this is so.

2.3.2 Influence of teachers on academic performance

Some philosophies such as Buddhism advocate the enhancement and glorification of filial piety: the respect and devotion of an individual for their parents and teachers. In some societies around the world, teachers assume the role of substitute parents. This places a great amount of responsibility on them. The social roles of teachers and pupils are drawn so rigidly that expecting the latter to participate in dialogue and decision making is often deemed inappropriate (Han Tin 2004). Similarly, in other spheres especially where hierarchies exist, as in the military, in the monasteries and in instances in which superior-subordinate relationships occur, the Divisions are rigidly drawn. The commands or orders of a superior are almost never questioned or challenged. It is, however, an experienced reality in education that teachers can, and do, have life-influencing effects on pupils. Many individuals who have succeeded in life invariably attribute their success to one or more of their teachers, who are remembered with much respect, affection and gratitude.

Teachers have great potential to act as agents of change. Teachers are, however, as a group, highly conservative and traditionalist, and tend to resist change. For instance, the two Departments of Basic Education and the Myanmar Education Research Bureau have held training sessions on new methodologies and classroom strategies to counter rote learning but with little success. When the teachers returned to their classrooms, they reverted to their old methods after a time. This indicates the need to change the attitude of teachers by improving methods of teacher training—pre-service and in-service—and further increasing their professionalism. Teachers are crucial players in any endeavour to create a more enlightened population. Kennedy (1998) has pointed out that ‘outcomes of education are affected by the quality of the teaching workforce. Well-qualified and committed teachers will make the difference between success and failure for many pupils.’

At a time in Kenya’s education system when the dedication, commitment, confidence and high social status of teachers are being eroded by malpractice and corruption, it is clear that corrective measures must be taken without delay to arrest this backslide. As Hattie (2004) remarked, ‘it is what teachers know, do and care about which is very powerful to the teaching–learning equation’. Teachers have one of the most significant influences on the learning of pupils.

The function of teachers is essential, as they have to inculcate important values in future generations and ensure the holistic development of their pupils. The best teachers strive continuously to develop in their pupils respect for other races, other cultures, other religions, other conventions, other traditions and other points of view. They are aware of the moral or conventional nature of social values that are to be employed in character education and ‘values lessons’. It follows that the training of teachers should also include the pursuit of moral, intellectual and aesthetic virtues and their acquisition. The major task of teachers would then be to impart these virtues to their pupils in addition to the main task of teaching the standard school subjects. Until the early 1960s, school activities included (lessons on civics, ethics and good citizenship). This was very much in line with present-day ‘affective education’, ‘values education’ and ‘character education’. To make headway in an attempt to reduce the corruption that exists in all work environments at all levels, lessons on ethics with emphasis on honesty and trust should be reintroduced in schools.

Teachers occupy a unique and influential role in Kenyan society and have the potential to act as agents of social change; instilling their pupils with liberal and humanistic values and ideals so that when they become parents they will be less authoritarian and will bring about a movement away from the authoritarian model of social relations that exists in Kenya. In addition to this, teachers have the potential to use their status in the community to try to interact with parents and influence them in such a way that they will be less authoritarian towards their children. By changing the mind-set of parents, teachers will be making it possible for future generations to move away from the domineering-type of society that exists today.

The teacher, along with the student, plays an interactive role in the education process because one cannot function without the other. "The empowerment of teachers will facilitate the empowerment of pupils (Short and Greer, 2002)." Teacher empowerment takes the form of providing teachers with a significant role in decisions making, control over their work environment and conditions, and opportunities to serve in a range of professional roles (Short and Greer, 2002). The teacher as a stakeholder is expected to possess the professional knowledge to lead the pupils in instructions. In addition to serving in an instructional role, the teacher can be a mentor, supervisor, counsellor, and community leader. The teacher can be a mentor to pupils or other teachers. The role of supervisor is present in every aspect of a teacher's daily responsibilities. The teacher's role as counsellor can be used to offer advice to pupils or school advisory committees.

The motivational factors for teachers is related to the impact their role plays in producing individuals who are an asset to the community they live in. "The ends of education have to do with such things as providing the society with a culturally literate citizenry, a world-class workforce, people who can think and reason (Schlechty, 2001). The teacher is motivated to fulfil their role with an understanding of how important teachers are to society. Without teachers, our society would not be able to function as a global competitor. Moreover; without teachers modern society could be lavishing in perpetual darkness and untold ignorance.

2.3.3 Influence of parents on academic performance

Children are born into the nation, the religion and the social class with which their family identifies. Few will dispute the power of the family as a socializing agent. Religion and moral codes tend to support traditional views, especially the dominant position of the father in the family and the special reverence accorded to motherhood.

In Kenya in the past, financial constraints have often discouraged many poor parents from sending some or all of their children to school until recently where free primary education was introduced. Often these parents keep their children gainfully employed to supplement the family income, or keep them at home to look after their younger siblings while both parents are away at work in the fields or elsewhere. Such a scenario is true of many of the poor communities in rural areas.

A different picture emerges from the cities and towns. Most urban parents are aware that their children stand a better chance of succeeding in life with an education. Many parents strive (in many cases, beyond their means) to send their children to the best schools to obtain what they hope will be quality education. A worrying feature that is emerging is that some rural families have shifted towards urban areas because of the belief—real or imagined—that more job opportunities exist in the cities. Han Tin (1994) pointed out that most of the rural families who leave their villages often settle in peri-urban areas or satellite towns. Due to the high cost of living in cities, both parents invariably have to work to make ends meet and the children are left to their own devices. Also, the disruption from traditional village life deprives them of the support of the ‘extended family’ and the village monastery. The resulting disorientation often leads to antisocial behaviour and, ultimately, these children find themselves in the most vulnerable group of the population and their parents’ expectations are seldom realized. Fortunately, migration from rural to urban areas in Kenya has not been excessive. Urbanization in Kenya still appears to be slow. According to the latest UNESCO Institute of Statistics estimates (based on World Bank development indicators), the rural population for 2005 was still 69 per cent of the total.

Parents play key roles as educational stakeholders. Parents’ primary objective is the assurance that their children will receive a quality education, which will enable the

children to lead productive rewarding lives as adults in a global society (Cotton and Wikelund, 2001). Parents bring a valuable quality to the educational experience of their children because they may better understand their own children and can influence significantly student behaviors such as time management and study habits, eating practices, and their personal safety and general welfare. Parents as educational stakeholders provide additional resources for the school to assist with student achievement and to enhance a sense of community pride and commitment, which may be influential in the overall success of the school. For instance, parent involvement with their children's educational process through attending school functions, participating in the decision making process, encouraging pupils to manage their social and academic time wisely, and modeling desirable behavior for their children represent a valuable resource for schools across this nation, according to Cotton and Wikelund. In addition, parents have the right and the responsibility to be involved in their children's educational process (Essex, 2005).

Parents are very important stakeholders to the educational decision making process. As suggested by Essex (2005), many parents' decisions on educational issues are significantly influenced by their values and beliefs rather than school law. In addition, each geographical area is subject to present different beliefs and values. Therefore, the parent's position on the nativity scene may be dependent on his or her value system or the area he or she lives.

2.2.4 Influence of pupils on academic performance

The largest and the most important stakeholders in education are the pupils. According to the UNESCO Institute of Statistics (2007), of a total population of 48 379 000, the group aged from birth to 14 years makes up 25 per cent. Since 1988, when Myanmar emerged from self-imposed isolation of 26 years, the young people of Myanmar have become increasingly aware of what life has to offer. At the post-school level in the cities, the expectations of these young people are more varied as well as being more focused than previous generations. Most feel that the schooling they have received has failed to prepare them for the world of work. With the support of their families, they are willing to invest in courses that provide them with learning and skills that will enable them to strive for upward mobility. Quality control is a necessity in these circumstances. Accreditation and recognition must be given by a

professional body, which should be non-governmental, but with Ministry of Education representation.

Escaping from England the Puritans, in an effort to free from religious persecution and establish a healthy economy, set up the first American school (Barger, 2004). Educational institutions were incepted for the purpose of providing free schooling for all children. Schlechty (2001) states "statements about the purpose of education have emphasized the intention of the schools to provide all pupils with the "opportunity to learn" "For years, they [pupils schools] have taken as their primary customers those pupils who come to school with the backgrounds, incentives, and work habits that lead them to desire to engage in academic pursuits (Schlechty, 2001)." Today schools serve a wider range of pupils who are expected to meet standards that were required of only a few pupils years ago (Schlechty, 2001). Those who are identified as pupils have changed from all to those who participate but their role in the education process has not changed. Student plays the leading role in the educational process and as stakeholders they are expected to participate in the process. "Successful schools encourage significant participation by parents, pupils and teachers (Wilson, 2008)." Although the student's primary role is that of a recipient, pupils should be encouraged to exercise their decision-making role in the education process. By giving aid to the decision-making process pupils become an integral part of a successful institution. Empowering pupils with shared decision making increases their choices and responsibilities for their own learning (Short and Greer, 2002).

Participant is not the only role of pupils, but the student is used as a determining factor for some aspects of education. The student determines the educational services offers such as special education for those who are gifted and learning challenged. The number and needs of pupils can be a determining factor for allocating resources. As a result of their participation pupils gain the skills and knowledge needed to be productive and viable part of our society. Pupils as stakeholders possess both intrinsic and extrinsic motivational factors. The intrinsic motivation comes with understanding the value of an education. Extrinsic motivations are the accolades pupils receive for successful completing their education.

Moreover, it should be noted that discipline helps the pupil or person to achieve greater self-insight, self understanding and stability to become an intelligent consumer and produce in our society. Self-discipline is the core to any education endeavour without which academic excellence will always be obsolete and unattainable. Griffin asserts that pupils, particularly appreciating the importance of self discipline should be trained and obliged through partnership with adults in the school community to take an active share in the running of the school. A high level of responsibility will be devolved upon them both individually and collectively. Freedom of thought and speech should be encouraged with appropriate forums and channels of communications to satisfy their aspirations.

Sarwar, Muhammad (2004) conducted a study on the relationship of study attitude and academic performance of pupils at secondary level in Punjab. The main purpose of the study was to investigate the relationship of study- attitude or the pupils with their academic-performance at secondary level. Study attitude was student's viewpoint about study and academic performance is academic achievement of pupils. The major objectives of the study were to correlate the study- attitude and academic-performance of pupils and to compare the study-attitudes of low and high achievers. The items were divided into eight categories namely attitude toward self, regularity, examination, perseverance, teacher, subjects, school and parents'-authority. The variable of academic performance was measured through marks obtained by the pupils in the final Examination. The academic-performance scores were correlated with study-attitude scores and it was found that study attitude was positively related to the academic performance. The study attitude scores of females were more closely related with academic performance as compared to males; similarly study attitude scores of rural pupils are more closely related with academic performance as compared to urban pupils. Furthermore, mean scores of low and high academic-achievers were compared and it was found that high achievers and low achievers differ in their study attitude and female, male and rural, urban pupils also differ in their study attitude.

2.2.5 Academic performance

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself.

As career competition grows ever fiercer in the working world, the importance of pupils doing well in school has caught the attention of parents, legislators and government education departments alike. (Michelle, 2009)

Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of pupils in schools. Parents care about their child's academic performance because they believe good academic results will provide more career choices and job security. Schools, though invested in fostering good academic habits for the same reason, are also often influenced by concerns about the school's reputation and the possibility of monetary aid from government institutions, which can hinge on the overall academic performance of the school.

The tracking of academic performance fulfills a number of purposes. Areas of achievement and failure in a student's academic career need to be evaluated in order to foster improvement and make full use of the learning process. Results provide a framework for talking about how pupils fare in school, and a constant standard to which all pupils are held. Performance results also allow pupils to be ranked and sorted on a scale that is numerically obvious, minimizing complaints by holding teachers and schools accountable for the components of each and every grade. (Michelle, 2009)

Performance in school is evaluated in a number of ways. For regular grading, pupils demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions. Teachers evaluate in the form of letter or number grades and side notes, to describe how well a student has done. At the state level, pupils are evaluated by their performance on standardized tests geared toward specific ages and based on a set of achievements pupils in each age group are expected to meet. (Michelle, 2009)

2.2.6 Factors influencing pupil's academic performance

Mugambi (2007) conducted a study investigated factors that influenced pupils' performance in KCSE examination in Meru South District. The study sought to achieve five objectives: to examine whether there was any relationship between class

size and pupils performance in KCSE examination; to assess the extent to which learner characteristics influenced performance in KCSE examination; to determine in KCSE examination; to establish whether the availability of resources in schools was related to pupils' performance in KCSE examination and finally, to establish whether there was any relationship between class size and pupils performance in KCSE examination.

In his findings, Mugambi (2007) observed that in most schools, KCSE performance was found to be average and that there was a significant relationship between pupils' performance and teachers' age, teaching experience, academic qualifications and teacher commitment to school work. Gender of pupils was not significant in KCSE performance. Mugambi (2007) also found out that there was a significant relationship between availability of textbooks, school laboratory, library and desks and KCSE performance. Class size did not influence performance in KCSE.

Eshiwani (1983) analyses of the examination results for the Certificate of Primary Education, the Kenya Certificate of Education, and the Kenya Advanced Certificate of Education showed that academic achievement at the primary and secondary levels in the Western Province of Kenya was very poor, compared to the other provinces. He further went ahead to determine the school factors that may have caused this poor academic performance. The following factors were found to affect achievement: streaming effect, large class size, poor school facilities, the lack of preparation or homework, the lack of sound and efficient leadership in the school administration, the inadequate amount of time allocated to teaching and learning, and teacher characteristics. Other factors included environmental and social factors affecting achievement.

Munyaka (2007) conducted a study to identify the factors that contribute to poor academic performance of private secondary schools in Kiambu West District. Five research questions were formulated to guide the study. Study findings revealed that there were school based factors that were responsible for poor performance in private secondary schools. These included lack of facilities and poor school management.. Findings also revealed that teacher related factors such as qualification, motivation, work load, preparation contributed to poor performance. Findings also revealed that

student related factors were responsible for poor performance. It was also found out that lack of facilities and basic amenities in the schools was another factor leading to poor performance. Schools were not inspected or supervised adequately. Lack of supervision of schools was another factor that contributed to poor performance.

2.4 Conceptual framework

The conceptual framework shown below was proposed from the literature review discussed above.

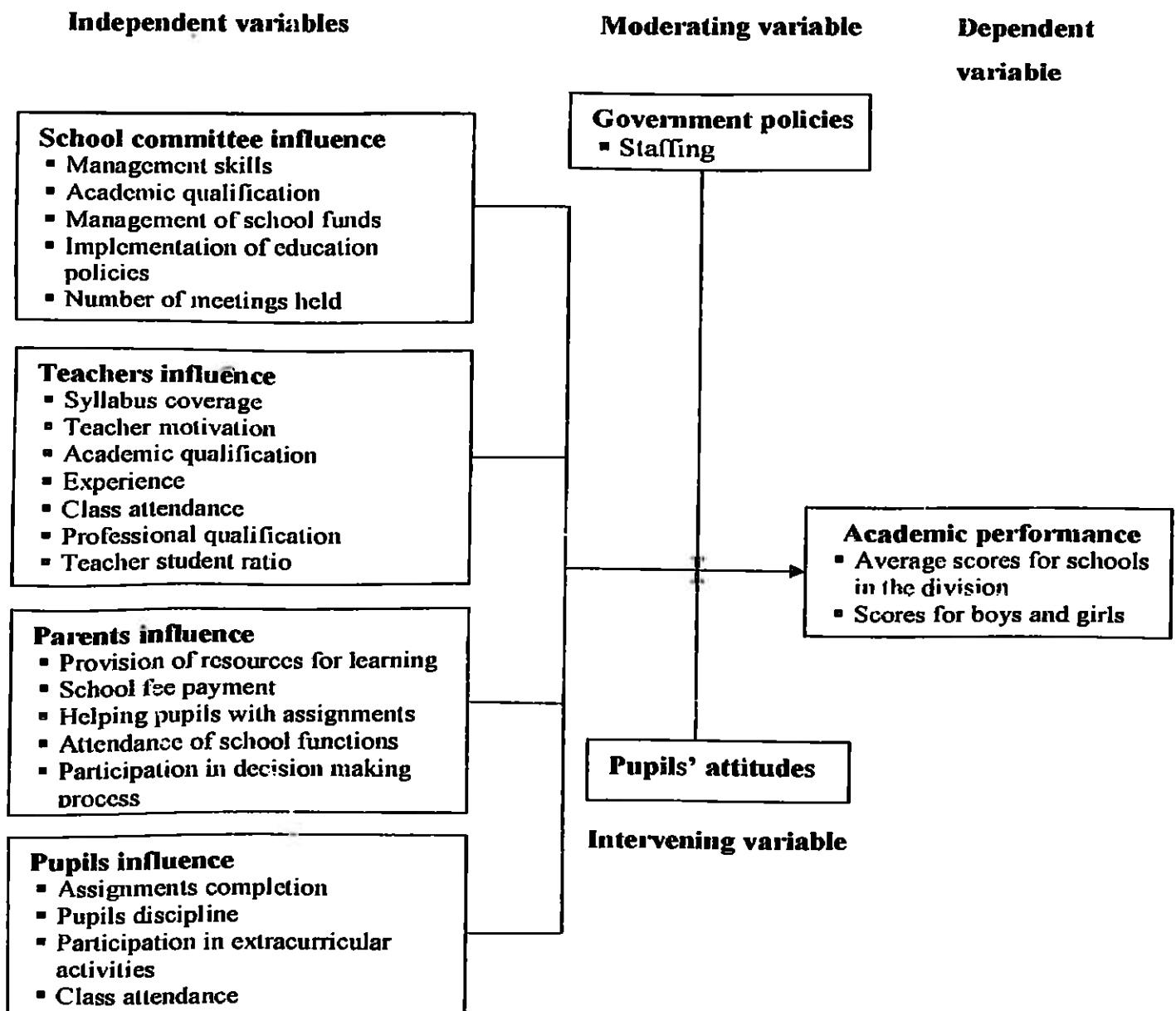


Figure 1: Conceptual framework

Explanation of the conceptual framework

The roles of each stakeholder in a school provide an integral part to the entire organization. Like a system of checks and balances, the school committee oversees the overall management of the school. The parents and pupils, as stakeholders, have a right to complain to the committee, concerning the smooth running of day to day operations in the school. Though each stakeholder has a say in the business of the school, the power and influence of the say may depend on the role and the position of a stakeholder.

As the ideas and methodology change to meet the information age, the structure and hierarchy within a school and the role of the stakeholders may also change. Hence, stakeholders' influence will particularly depend on the stake held by each and every stakeholder.

As the pupils evolve and adapt to the educational models that are introduced, pupils may dictate the success or failure of the programmes. The pupils are creating their world through the education that the stakeholders provide and in time they will restructure and modify the education system to fit their environment and learning needs. Their attitudes towards their teachers and learning in general may influence to a great deal to their academic performance

Each stakeholder has to cope with their individual beliefs and those of the population of parents and pupils for which they serve. The stakeholders represent the beliefs and standards of a community while still abiding by the decisions of nation's law. Academic performance refers to how pupils deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Academic performance is the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a description of the methods the researcher employed in order to meet its objectives. The methodology of the study outlines the techniques, methods, and tools used in data analysis and how to arrive at the sample size. This chapter therefore discusses the research design, target population, data collection instruments, data collection sources data analysis techniques and presentation. Each section is backed by justification based on the expert opinion of scholars.

3.2 Research Design

A research design is a master plan for the collection and analysis of data which aids in answering the research questions. Research design is the specification of the methods and procedures for acquiring the information needed for solving the problem. It ensures that the study is relevant to the problem and that it is an economical procedure for acquiring information (Cooper and Schindler, 2003). A good research design according to White (2002) is characterized by flexibility, appropriateness, efficiency and economy.

This study was purely descriptive research. The purpose of descriptive research is to determine and report the way things are (Mugenda and Mugenda, 1999). According to (Kothari, 2005) the major purpose of descriptive research is description of the state of affairs as it exists at present. Kerlinger (1969) points out that descriptive studies are not only restricted to fact finding but may often result in formulation of important principles of knowledge and solution to significant problems.

3.3 Target population

Population refers to an entire group of individuals, events or objects having a common observable characteristic (Mugenda and Mugenda, 2003). A population entails all the cases or individuals that fit specifically for being sources of the data required in addressing the research problem.

There are 30 public primary schools in Akithii Division with a total student population of 14000 pupils, 30 school committees (with 420 members), 350 teachers, 30 head teachers, and 1050 parents. The study targeted the stakeholders in public

primary schools in Akithii Division. However, the study only involved class 8 pupils among other pupils whose total was 1100. Class eight pupils were involved because they are better placed to understand survey items. Moreover, this group is the target for the standardised KCPE examinations.

3.4 Sampling Technique

According to (Mugenda and Mugenda, 1999), “Where time and resources allow a researcher should take as big sample as possible”. However, generally, the sample size depends on factors such as the number of variables in the study, type of design, method of data analysis and the size of the accessible population. (Gay, 1992) suggests that for descriptive studies, 10% of the target population is enough. It is on the basis of the above discussion that the researcher used all the stakeholders in public primary schools in Akithii Division. Stratified simple random sampling technique was used to select the sample. The table below demonstrates the sampling frame and sample size. With a target population of 2950, the study used a sample size of 365 respondents representing 12.4% of the target population.

Table 3.1: Sample size

Category (Group)	Target Population	Sample Size	Sample percentage
School committees	420	60	14.3
Head teachers	30	30	100
Teachers	350	60	17.1
Parents	1050	105	10
Pupils	1100	110	10
Total	2950	365	12.4

3.5 Data collection methods and instruments

Primary and secondary data was used for the purpose of this study. Primary data was collected by means of administered questionnaires. A separate questionnaire was administered to the teachers, parents, pupils, school committees and head teachers. Secondary data was collected from documents written by experts in the area of academic performance, journals, government publication, data from DEO and any other literature that will be found relevant to the study.

The researcher used questionnaire to collect data. Each item on the questionnaire was developed to address specific objective of the study. The items on the questionnaire were structured and unstructured. The structured questions were used to measure subjective responses. The questionnaires were hand delivered to the respondents. The researcher was however present to clarify on any questions that were unclear to the respondents. Where proves difficult for respondents to complete the questionnaire immediately, the researcher left them with the respondent and picked them at a later agreed date.

3.6 Validity and reliability

3.6.1 Validity

Validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis actually represent the phenomenon under study Mugenda and Mugenda, (1999). Validation of the data was done using content validity. This measures the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept; Mugenda and Mugenda, (1991). After the analysis of the pilot study, items which needed amendments were accordingly effected. Also irrelevant and baseless items were discarded and replaced with more useful and logical ones which needed to elicit the required responses. Instrument validity was also ensured through the expert advice of supervisors and other members of the department versed in research.

3.6.2 Reliability

Pre-testing was done in order to reduce the shortcomings and ensure effectiveness of the questionnaire. The pre-testing of the questionnaires was conducted in a different area with similar characteristics to the actual sampling area. By using this method the researcher aimed at determining the coefficient of internal consistency or reliability co-efficient whose value vary between 0.00 (indicating no reliability) and +1.00 (indicating perfect reliability). This enhanced reliability of the data collection instrument. Mugenda and Mugenda (1999) notes that reliability is the measure of the degree to which a research instrument yields consistent results or data on repeated trials. The research instrument was split into two (2) subtests one consisting of odd numbered items/questions and the other made of all even numbered items. The score

of all the odd-numbered and even numbered items of the responses in the pilot study was computed separately. The odd numbered scores for all items were then correlated with the even numbered scores using the Pearson product correlation coefficient of the entire test was 0.75 thus the instrument was concluded as satisfactory

3.7 Data analysis and Presentation

After collection the completed questionnaires were edited and coded to facilitate statistical analysis. The aim here was to eliminate unusable data, interpret ambiguous answers and contradictory data from related questions. A coding scheme was developed for the responses to each question. The coding scheme facilitated the development of an appropriate data structure to enable its entry into the computer. Data entry and analysis was done using Statistical Package for Social Sciences (SPSS).

As Orodho and Kombo, (2002) points out, qualitative data is not always computable by arithmetic relation, the responses were categorized into various classes referred to as categorical variables. Since the purpose of this study was to describe the situation as it is, a simple descriptive analysis was done. The categorized data was arranged to determine how the independent and dependent variables relate. Since the study was purely descriptive in nature, descriptive statistics were used in analysis.

The data was presented in form of frequency tables and percentages yielded by the SPSS.

3.8 Operationalization of variables

Table 3.2: Operationalization Table

Research objective	Variables	Indicator	Measurement	Level of scale	Data collection	Type of analysis	Level of analysis
To establish how parents influence the academic performance in public primary school in Akithii Division	<u>Independent</u> Parents influence	▪ Parents involvement in pupils learning activities	<ul style="list-style-type: none"> ▪ Provision of resources for learning ▪ School fee payment ▪ Helping pupils with assignments ▪ Attendance of school functions ▪ Participation in decision making process ▪ Perception on modelling of desirable behaviour in children 	<ul style="list-style-type: none"> ▪ Nominal ▪ Interval scale 	<ul style="list-style-type: none"> ▪ Secondary data sources ▪ Interview/questionnaire 	<ul style="list-style-type: none"> ▪ Qualitative ▪ Quantitative 	Descriptiv
To investigate how teachers influence the academic performance in public primary school in Akithii Division	<u>Independent</u> Teachers' influence	▪ Teachers involvement in pupils learning activities	<ul style="list-style-type: none"> ▪ Syllabus coverage ▪ Teacher motivation ▪ Academic qualification ▪ Experience ▪ Class attendance ▪ Professional qualification ▪ Teacher student ratio ▪ Teaching methods 	<ul style="list-style-type: none"> ▪ Nominal ▪ Interval scale 	<ul style="list-style-type: none"> ▪ Secondary data sources ▪ Interviews/questionnaires 	<ul style="list-style-type: none"> ▪ Qualitative ▪ Quantitative 	Descriptiv

Research objective	Variables	Indicator	Measurement	Level of scale	Data collection	Type of analysis	Level of analysis
To assess the influence of school committees on the academic performance in public primary school in Akithii Division	<u>Independent</u> School committee influence	<ul style="list-style-type: none"> ▪ Staffing ▪ School committee involvement in learning activities 	<ul style="list-style-type: none"> ▪ Management skills ▪ Academic qualification ▪ Management of school funds ▪ Implementation of education policies ▪ Number of meetings held 	<ul style="list-style-type: none"> ▪ Nominal ▪ Interval scale 	Interviews/Questionnaires	Qualitative Quantitative	Descriptive
To establish how pupils influence the academic performance in public primary school in Akithii Division	<u>Independent</u> Pupils influence	<ul style="list-style-type: none"> ▪ Pupils involvement in learning activities 	<ul style="list-style-type: none"> ▪ Assignments completion ▪ Pupils discipline ▪ Participation in extracurricular activities ▪ Class attendance ▪ Class size ▪ Pupils' attitudes towards education ▪ Pupils' role models 	<ul style="list-style-type: none"> ▪ Nominal ▪ Interval scale 	Interviews/Questionnaires	Qualitative Quantitative	Descriptive
To assess the Academic performance of pupils in Akithii Division	<u>Dependent</u> Academic performance	<ul style="list-style-type: none"> ▪ KCPE results 	<ul style="list-style-type: none"> ▪ Average scores for schools in the Division ▪ Scores for boys and girls 	<ul style="list-style-type: none"> ▪ Interval scale 	<ul style="list-style-type: none"> ▪ Secondary data sources 	<ul style="list-style-type: none"> ▪ Quantitative 	Descriptive

Research objective	Variables	Indicator	Measurement	Level of scale	Data collection	Type of analysis	Level of analysis
Government influence in academic performance in Akithii Division	<u>Moderating</u> Government	<ul style="list-style-type: none"> ▪ Government policies ▪ Staffing 	<ul style="list-style-type: none"> ▪ Frequency of school inspection ▪ Funding for education programmes ▪ Deployment of teachers ▪ Salary payments ▪ Motivation of teachers ▪ Existence of framework for evaluation of accessibility, equity, relevance and quality education 	▪ Nominal	▪ Secondary data sources	<ul style="list-style-type: none"> ▪ Qualitative ▪ Quantitative 	Descriptiv

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter comprises of data analysis, presentation, and the interpretation of study findings. The chapter is divided into subsections where general demographic characteristics of the respondents such as age, marital status and gender are analyzed. In addition, the data is also analyzed around key variables relating to the influence of different stakeholders on academic performance of pupils in public primary schools. Presented below are the key findings incorporating methodologies of mixed types.

Out of 365 questionnaires which were filled, 361 were accepted for analysis representing a response rate of 98.9% which is statistically acceptable.

4.2 Influence of school committees on the academic performance in public primary school in Akithii Division

Table 4.1: Gender distribution among committee members

Table 4.1 shows that 66.7% of respondents were male while 33.3% were females.

Gender	Frequency	Percentage
Male	40	66.7
Female	20	33.3
Total	60	100.0

Data from the study indicates that generally there were gender-based biases in allocation of positions in the school committee. Males seem to dominate the school committees. In practice the Ministry of Education should observe the principle of allocative justice; giving women as much opportunity as men to empower themselves socially so as they can participate in matters that also affect them. Moreover, the ministry must open up opportunities for gender mainstreaming in school management initiatives at the grassroots level.

Table 4.2: Committee members' distribution by age

Table 4.2 shows that majority of the respondents were aged between 38 and 43 years which makes it up to 28.3%, 23.3% were aged between 32 and 37 years, 18.3% were between 44 and 49 years, 11.7% were aged 50 years and above, 10.0% were between 26 and 31 years while the remaining 8.3% were below 25 years.

Age	Frequency	Percentage
Under 25 years	5	8.3
26 - 31 years	6	10.0
32 - 37 years	14	23.3
38 - 43 years	17	28.3
44 - 49 years	11	18.3
50 and above years	7	11.7
Total	60	100.0

Findings from the study demonstrate that majority (58.3%) of the school committee members were aged above 38 years old. This age group consists of mature people with full of experiences and managerial backgrounds from diverse professions. This brings together a mix of relevant managerial skills that is necessary and needed in management of educational institutions. In contrast, only 8.3% of committee members were aged less than 25 years who mainly comprised of the youth. Exclusion and non-participation of youth in the key managerial functions has major implications for both succession planning and sustainability of the school management initiatives in the long run.

Table 4.3: Highest academic qualification among committee members

Table 4.3 shows that 38.33% of the respondents have gone through education up to high school level, 30 have gone up to primary level and 31.67% have post secondary education level.

Educational level	Frequency	Percentage
Secondary O level	23	38.33
Certificate level	19	31.67
Primary level	18	30
Total	60	100

This implies that at least 100% of school committee members have acquired formal

education (primary to secondary and college levels). This places the school committees in a particularly good position in terms of capacity building (skills and knowledge acquisition) and creates a better basis for achievement of better results. However, the high (68.33%) number of board members with O level of education and below as their highest level might prove an impediment in quality management of schools if this is coupled with lack of any other professional qualification consequently resulting in poor academic performance schools in the region.

Table 4.4: Professional seminars attendance

Table 4.4 shows that 61.7% of the respondents have never attended any professional seminar, 16.7% have attended three seminars, 13.3% have attended one seminar while 8.3% have attended two.

Seminar attendance	Frequency	Percentage
One	8	13.3
Two	5	8.3
Three	10	16.7
None	37	61.7
Total	60	100.0

Findings from the study show that the Ministry of education lacked a career and professional development programme in place to enhance and promote acquisition of new and relevant knowledge for school committee members. Such an inadequacy may prove an impediment to the performance of committee members as far as management of primary schools is concerned consequently resulting into poor academic performance of the public primary schools.

Table 4.5: Frequency of committee meetings

Table 4.5 summarizes the frequency of holding meetings.

Frequency of meetings	Frequency	Percentage
Once	6	10.0
Twice	4	6.7
Thrice	46	76.7
None	4	6.7
Total	60	100.0

The table shows that 76.7% of the respondents acknowledged that they hold meetings thrice in a year. 10% meet once. 6.7% meet twice while 6.7% do not hold meetings. This indicates that majority held meetings at least every term to acquaint themselves of the school progress which is necessary for good academic performance.

Table 4.6: Participation in inspection of school projects

When requested to respond to the question as to whether they got time to inspect school projects, majority (81%) indicated that they got time to inspect them, 13.8% indicated that they did not always find time to do that and 5.2% said that they did not find time completely to inspect the projects as shown in table 4.6.

School inspection	Frequency	Percentage
Yes	49	81.0
No	3	5.2
Not always	8	13.8
Total	60	100.0

Generally majority of the committee members were fully participating in inspection of school projects. Involvement of committee members in inspection activities of the school is a gesture that they were accomplishing the management functions bestowed upon them by the society.

Table 4.7: Number of times books of accounts were audited by the government auditor

Table 4.7 above summarizes the number of times the books of accounts were been audited by the government in the last year.

Audit of books of accounts	Frequency	Percentage
Once	30	50.0
Twice	4	6.9
None	26	43.1
Total	60	100.0

According to the table, 50% of the respondents have had them audited once, 43.1% have not been audited and 6.9% have been audited twice. This implies that audit of accounts by the government auditor was inadequate. Again lack of auditing leaves

room for misappropriation of funds which might compromise on the quality of education given to pupils and this might contribute to poor academic performance.

Table 4.8: Number of times schools were inspected

Table 4.8 shows that 32.8% of the respondents have had their schools inspected once in the past one year, 25.9% have been inspected thrice, 22.4% have not been inspected and 19% have been inspected twice.

Number of times of inspections	Frequency	Percentage
Once	20	32.8
Twice	11	19.0
Thrice	15	25.9
None	14	22.4
Total	60	100.0

This demonstrates that there were inadequate school inspections and this could pose a challenge to the quality of education provided to the pupils consequently affecting their academic performance. This therefore calls for enhanced inspection by the department of quality assurance.

Table 4.9: Reward programme for teachers

Table 4.9 shows that 75.9% of respondents have no reward programmes for teachers who perform well while 24.1% have a reward programme in place.

Reward programme	Frequency	Percentage
Yes	14	24.1
No	46	75.9
Total	58	100.0

This shows that majority of school committee failed to motivate teachers. Lack of motivation in the workplace can result in lower productivity and, in turn, waste time and money. Unmotivated teachers often experience a decrease in confidence and the development of constant stress that can affect mental and physical health. The resultant outcome is poor academic performance in public primary schools.

Table 4.10: Reasons for the dismal performance in KCPE

Table 4.10 summarizes the reasons for the dismal performance in KCPE..

Reason	Frequency	Percentage
Lack of enough books	7	20.59
Lack of enough teachers	12	35.29
Disobedient parents	12	35.29
Poverty	15	44.12
Total	34	100.00

Table 4.10 shows that 44.12% of the respondents think that poverty is the main cause of dismal performance in the KSCE results, 35.29% think that lack of enough teachers and disobedient parents (35.29%) are the cause of dismal performance. Additionally 20.59% of the respondents attributed the poor academic performance to the lack of enough books.

Table 4.11: Challenges which have affected the academic performance

Table 4.11 summarizes some of the challenges associated with dismal academic performance in Akithii Division.

Challenge	Frequency	Percentage
Poverty	49	81.67
Limited funds	36	60.00
Mismanagement of school funds	32	53.33
Low education backgrounds in the community	3	5.00
Political interference	21	35.00
Lack of commitment from pupils	9	15.00
Indiscipline among pupils	3	5.00
De-motivated teachers	36	60.00
N=60		

According to the Table, 81.7% of respondents agreed that poverty was a factor that affects academic performance, 60% of respondents agree that limited funds is a factor affecting academic performance, and 53.3% of respondents agree that mismanagement of funds was a challenge that affects academic performance. Other reasons suggested by the respondents include: low educational background in the community (5%), political interference (35%), lack of commitment from pupils

(15%), indiscipline among pupils (5%) and lack of commitment from teachers (60%) due lack of motivation

Table 4.12: Suggestions for improvement of academic performance

Table 4.12 summarizes some of the suggestions for improvement of academic performance

Suggestion	Frequency	Percentage
Raise discipline standards in schools	3	8.1
Cooperation between all stakeholders	17	45.9
Employ enough teachers	13	35.1
Motivating pupils and teachers	4	10.8
Total	37	100

According to the Table 45.9% of the respondents think that the way forward to improve academic performance in school is enhance cooperation between all stakeholders, 35.1% think that they should employ more teachers, 10.8% think that they should motivate pupils and teachers while 8.1% think they should raise the discipline standards in schools

4.3 Influence of head teachers on the academic performance in public primary school in Akithii Division

Table 4.13: Teachers' gender

Table 4.13 shows that 76.7% of the respondents are male while 23.3% of the respondents were females

Sex	Frequency	Percentage
Male	23	76.7
Female	7	23.3
Total	30	100.0

This depicts the gender based biasness in heading primary schools where males still dominate. Similar finding was observed with the school committee members.

Table 4.14: Age bracket

Table 4.14 shows that 33.9% of the respondents were aged between 38 and 43 years, 36.7% were between 44 and 49 years, 20.0% were between 32 and 37 years and 10.0% were above 50 years.

Age	Frequency	Percentage
32 - 37 years	6	20.0
38 - 43 years	10	33.3
44 - 49 years	11	36.7
50 and above	3	10.0
Total	30	100.0

This finding is similar to earlier finding with the committee members where young people are not fully represented. Exclusion and non-participation of youth in the key managerial functions has major implications for both succession planning and sustainability of the school management initiatives in the long run.

Table 4.15: Highest academic qualification

Table 4.15 shows that 80% of respondents had completed diploma level, 10.0% had attained certificate level and 10.0% had attained a bachelor's degree.

Level of education	Frequency	Percentage
Diploma level	24	80.0
Certificate level	3	10.0
Bachelors degree	3	10.0
Total	26	86.7

In primary schools, the minimum academic qualification for head teachers is PI certificate level and majority had attained this.

Table 4.16: Professional seminar attendance

Table 4.16 shows that 46.4% of the respondents have never attended any professional seminar, 40.0% have attended one seminar and 13.3% have attended two seminars.

Number of seminars attended	Frequency	Percentage
One	12	40.0
Two	4	13.3
None	14	46.7
Total	30	100.0

This is a clear indication that the head teachers do not update their knowledge and skills regularly. Such an inadequacy may prove as a barrier to the performance of the head teachers as managers of schools consequently resulting into poor academic performance of the schools in the final KCPE examinations.

Table 4.17: Number of staff members employed by TSC.

Table 4.17 shows that 36.7% of the respondents had 16 teachers employed by TSC, 20.0% had 11, another 20.0% had 12, 10.0% had 8 and 13.3% had less than 8 staff members from TSC.

Number of staff members	Frequency	Percentage
Below 8	4	13.3
11	6	20.0
12	6	20.0
16	11	36.7
8	3	10.0
Total	30	100.0

With free primary education, there has been an upsurge in primary school enrolment countrywide and this has put so much pressure on the already limited human resource especially teaching staff. This finding shows that there is understaffing in primary schools in the Division which affects the academic performance of the region.

Table 4.18: Number of staff members employed by school committee

As a way to curb the understaffing problem, schools try to employ more teachers through the school committee.

Number of staff	Frequency	Percentage
None	15	50.0
1	3	10.0
2	6	20.0
3	3	10.0
4	3	10.0
Total	30	100.0

Table 4.18 shows that majority (50.0%) of respondents have no staff employed by school committee, 20.0% have 2, 10.0% have 1, 10.0% have 3, and another 10.0% have 4 teachers employed by school committee. This further demonstrates the magnitude of the understaffing problem

All (100%) schools that participated in the study have a functional school committee in place which forms the management organ of the school. This was according to the head teachers who indicated that their schools had school committees.

Table 4.19: Frequency of committee meetings per year

When asked how frequent the committee conducted meetings, majority (73.3%) of the respondents indicated that the normally meet three times a year coinciding with the three terms in an academic.

Frequency of meetings	Frequency	Percentage
Once	4	13.3
Twice	4	13.3
Thrice	22	73.3
Total	30	100.0

This implies that the committee had one meeting per term. Others held meetings twice (13.3%) meet and once (13.3%) once a year. This finding agrees with an earlier finding with the committee members.

Table 4.20: Inspection of major activities going on in the school by committee members

Table 4.20 shows that 80.0% of the committee members have time to inspect major activities going on in the school, 10.0% have no time, and 10.0% sometimes have time and other times they do not have time to inspect major activities going on in the school.

Response	Frequency	Percentage
Yes	24	80.0
No	3	10.0
Not always	3	10.0
Total	30	100.0

This observation is also in line with the observation from the committee members.

Table 4.21: Number of times the books of accounts were audited

Table 4.21 shows that 90% of the respondents have had their books audited by the government in the last one year while 10.7% have not.

Response	Frequency	Percentage
Once	27	90.0
Twice	3	10.0
Total	30	100.0

Without frequent audits, room is created for misappropriation of funds which would eventually deprive the school of resources and consequently affect academic performance in schools in the region. Again this observation agrees with earlier finding from the committee members.

Table 4.22: Number of times the school was inspected

Table 4.22 shows that 66.7% of the respondents have had their school inspected in the last one year once, while 33.3% have school inspections twice.

Number of school inspections	Frequency	Percentage
Once	20	66.7
Twice	10	33.3
Total	30	100.0

The study finding demonstrates inadequacy in school inspections that could affect the performance of schools.

Table 4.23: Number of permanent classrooms

Table 4.23 shows that majority 76.7% of the respondents have more than four permanent classrooms in their school, 13.3% have three while the remaining 10.0% have two permanent classrooms

Response	Frequency	Percentage
Two	3	10.0
Three	4	13.3
Above four	23	76.7
Total	30	100.0

This indicates that the schools had good classrooms for learning purposes.

Table 4.24: Physical facilities

Table 4.24 summarizes the physical facilities available in schools that offer a conducive environment for learning purposes.

Facility	Frequency	Percentage
Dining hall	0	0
Library	9	30
Administration block	24	80
Kitchen	12	40
School farm	26	86.7
N=30		

According to the table, none of the schools had a dining hall, 70% did not have libraries and 60% did not have kitchens. Lack of such facilities compromises the quality of education and can affect pupils' academic performance. Majority (80%) of the respondents had administration blocks in their schools and school farms. The study could not establish whether the farms were under use to generate income for the school or not.

Table 4.25: Satisfaction with the level of contribution of all the school stakeholders

Head teachers were asked to state whether they were satisfied with the level of contribution of all the stakeholders in the academic performance of the school

Response	Frequency	Percentage
No	30	100.0

Table 4.25 demonstrates that all (100%) the head teachers were not satisfied at all.

Table 4.26: Stakeholders that have abdicated their roles

When asked to indicate which stakeholders had abdicated their roles, head teachers gave an impression that all the stakeholders in one way or another had abdicated their roles to improve the academic performance of the schools only the degree of abdication varied.

Stakeholder	Frequency	Percentage
Pupils	14	46.7
Sponsors	17	56.7
School committee	3	10
Parents	30	100
Teachers	6	20
N=30		

According to table 4.26, parents were the most affected (100%) followed by sponsors of the schools (56.7%) then pupils (46.7%). Additionally, 20% of the respondents accused teachers in failing to perform their roles and 10% accused the school committee.

Table 4.27: Challenges that have affected the performance of the school

Table 4.27 above summarizes some of the challenges associated with poor academic performance in Akithii Division.

Challenge	Frequency	Percentage
Poverty	26	86.7
Limited funds	19	63.3
Mismanagement of school funds	6	20.0
Low education backgrounds in the community	23	76.7
Political interference	3	10.0
Lack of commitment from pupils	12	40.0
Lack of support and co-operation from parents	8	26.67
Cultural practices	3	10
N=30		

According to the table, 86.7% of respondents agreed that poverty was a factor that affects academic performance, 63.3% of respondents agree that limited funds was a factor affecting academic performance, and 20.0% of respondents agreed that mismanagement of funds was a challenge that affected academic performance. Other reasons suggested by the respondents include: low educational background in the community (76.7%), political interference (10%), lack of commitment from pupils (40%), lack of support and co-operation from parents (26.67%) and cultural practices (10%).

Table 4.28: Suggestions to improve the academic performance of the school

Table 4.28 summarizes some of the suggestions to improve the academic performance in Akithii Division.

Suggestion	Frequency	Percentage
All to cooperate and pull towards some direction	4	44.4
Community sensitization on importance of education	1	11.1
Stakeholders should make sure school is equipped with all necessary learning materials	4	44.4
Total	9	100.0

Table 4.28 shows that 44.4% of the respondents think that all the stakeholders should co-operate to improve the academic performance of the school, 44.4% think that stakeholders should make sure that the school is well equipped with all necessary learning materials and 11.1% think the community should be sensitized on importance of education.

4.4 Influence of teachers on the academic performance in public primary school in Akithii Division

Table 4.29: Gender distribution

Table 4.29 shows that 39% of respondents were males while 61% were females.

Gender	Frequency	Percentage
Male	23	39.0
Female	36	61.0
Total	59	100.0

This finding indicates generally that the teaching profession is also attractive to women.

Table 4.30: Age of Teachers

Table 4.30 illustrates the distribution of teachers by their age

Age	Frequency	Percentage
20 - 30 years	9	15.3
31 - 40 years	25	42.4
41 - 50 years	15	25.4
51 and above	10	16.9
Total	59	100.0

Table 4.30 shows that 42.4% of respondents were aged between 31 and 40 years, 25.4% were aged between 41 and 50 years, 16.9% were 51 years and above and the remaining 15.3% were aged between 20 and 30 years

Table 4.31: Number of lessons per day

Table 4.31 shows that majority 54.2% of respondents have 8 lessons per day, 32.2% have 7, 10.2% have 6 and 3.4% have 5.

Number of lessons	Frequency	Percentage
5	2	3.4
6	6	10.2
7	19	32.2
8	32	54.2
Total	59	100.0

To many teachers these number of lessons to be many for them to handle.

Table 4.32: Comment on the number of lessons

Table 4.32 shows that 91.5% of the teachers acknowledged that the lessons were many.

Comment	Frequency	Percentage
They are too many	29	49.2
They are many	25	42.4
It is the correct number	5	8.5
Total	59	100.0

This puts so much heavy workload on teachers and this may affect the quality of teaching and a drop in academic performance of the pupils.

Table 4.33: Number of pupils teachers teach per day

Table 4.33 shows that majority (40.7%) of the respondents have above 50 pupils in a class.

Number of pupils	Frequency	Percentage
0 – 20	1	1.7
21 – 30	2	3.4
31 – 40	14	23.7
41 – 50	18	30.5
Above 50	24	40.7
Total	59	100.0

This is too big a class to be taught by one teacher. The ministry of education recommends a class size of 25. Too big classes are cumbersome to handle and it is difficult for teachers to meet the needs of each and every pupil. This would eventually affect the academic performance of the school. It was also observed that 30.5% of teachers have between 41 and 50 pupils, 23.7% have between 31 and 40 pupils, 3.4% have between 21 and 30 pupils while the remaining 1.7% has less than 20 pupils to teach per day

Table 4.34: Comment about the attendance of teachers in classes

Table 4.34 shows that 64.4% of respondents said that teachers always attend classes, 33.9% reported that teachers often attend classes and the remaining 1.7% think that teachers never attend classes.

Attendance	Frequency	Percentage
Teachers always attend classes	38	64.4
Teachers often attend classes	20	33.9
Teachers seldom attend classes	1	1.7
Total	59	100.0

This finding indicates that attendance of classes by teachers was good.

Table 4.35: Comments on syllabus coverage by the teachers of the school

Respondents were requested to give comments on syllabus coverage

Comment	Frequency	Percentage
Teachers always cover the syllabus in good time	20	33.9
Teachers often cover the syllabus in good time	29	49.2
Teachers seldom cover the syllabus in good time	6	10.2
Teachers never cover the syllabus in good time	4	6.8
Total	59	100.0

Table 4.35 shows that 49.2% reported that teachers often cover the syllabus in good time, 33.9% reported that they always cover the syllabus in good time, 10.2% reported that teachers seldom cover in good time and 6.8% reported that teachers never cover the syllabus in good time. This is further evidence that teachers performed their duties as expected.

Table 4.36: Suggestions for improvement

Table 4.36 shows that 38.8% of the respondents suggested that working harder among teachers would improve the performance of the school, 34.3% suggested that employing more TSC teachers would improve the performance of the schools.

Suggestion	Frequency	Percentage
Pupils to work extra hard	8	11.9
Cover syllabus early	10	14.9
TSC to employ more teachers	23	34.3
Working harder	26	38.8
Total	67	100.0

More teachers would mean class sizes would reduce to reasonable and manageable sizes. Additionally, 14.9% suggested that teachers should cover the syllabus early and 11.9% thought student should do more towards improving their grades.

4.5 Parents' influence on the academic performance in public primary schools in Akithii Division

Table 4.37: Gender distribution

Table 4.37 shows that 48% of the respondents were males while 58% were females

Gender	Frequency	Percentage
Male	49	48.0
Female	53	52.0
Total	102	100.0

From the Table, women were slightly more than males. This could imply that women were more actively involved in the education of their children

Table 4.38: Age of Parents who have Children in school

Table 4.38 shows the distribution respondents by age.

Age	Frequency	Percent
Under 25	5	4.9
20 - 31 years	12	11.8
32 - 37 years	23	22.5
38 - 43 years	26	25.5
44 - 49 years	21	20.6
50 and above	15	14.7
Total	102	100.0

Table 4.38 shows that 25.5% of respondents were aged between 38 and 43 years, 22.5% were aged between 32 and 37 years, 20.6% were between 44 and 49 years, 14.7% are above 50 years 11.8% are between 20 and 31 years and the remaining 4.9% are under 25 years. This data demonstrates respondents were equally distributed across all the ages

Table 4.39: Local community support

Table 4.39 shows that 60.8% of respondents acknowledged that the schools had community support while 39.2% disagreed with this.

Response	Frequency	Percentage
Yes	62	60.8
No	40	39.2
Total	102	100.0

Having community support is important in promotion of education in the society.

Table 4.40: Participation in the school decision making process

Table 4.40 shows that 58.8% of respondents participate in all major decisions of the school, 19.6% seldom participate, 17.6% participate in most while 3.9% never participate in any decision making.

Participation	Frequency	Percentage
I participate in all major decisions of my school	60	58.8
I participate in most major decisions of my school	18	17.6
I seldom participate in major school decisions	20	19.6
I never participate in major in major school decisions	4	3.9
Total	102	100.0

This is contrary to what the head teachers report. Head teachers accused parents for lack of support and co-operation in matters regarding their children education

Table 4.41: Attitude of the local community towards public primary schools

Table 4.41 shows that 47.1% of respondents reported that the community had a positive attitude towards public primary schools, 33.3% reported that it was moderate and 19.6% reported that it was negative.

Attitude	Frequency	Percent
Positive	48	47.1
Moderate	34	33.3
Negative	20	19.6
Total	102	100.0

This is further evidence that the locals support public primary schools and this particularly places the school in a better position of improvement.

Table 4.42 Attendance of the major school functions

Table 4.42 shows that 69.6% of respondents attend all major school functions, 18.6% attend most, 8.8% seldom attend and 2.9% never attend any school function.

Attendance of the major school functions	Frequency	Percentage
I attend all major school functions	71	69.6
I attend most major school functions	19	18.6
I seldom attend major school functions	9	8.8
I never attend major school functions	3	2.9
Total	102	100.0

Again this is contrary to what the head teachers report. Head teachers accused parents for lack of support and co-operation in matters regarding their children education

Table 4.43: Helping children as regards to school work and assignments

Table 4.43 shows that 69.6% of respondents always help their children with school work and assignments, 22.5% often help them out, 3.9% seldom help them and 3.9% never help them out.

Helping with assignments	Frequency	Percentage
I always help my children with school work and assignments	71	69.6
I often help my children with school work and assignments	23	22.5
I seldom help my children with school work and assignments	4	3.9
I never help my children with school work and assignments	4	3.9
Total	102	100.0

This is commendable for the parents because by helping with assignments, children can improve their school grades

Table 4.44: Provision for resources for learning

Table 4.44 shows that majority (83.3%) of respondents would struggle and always provide resources for learning for their children, 14.7% often provide, 1% seldom provide and 1% never provide.

Provision of resources	Frequency	Percentage
I always provide for resources for learning	85	83.3
I often provide for resources for learning	15	14.7
I seldom provide for resources for learning	1	1.0
I never provide for resources for learning	1	1.0
Total	102	100.0

Again this is admirable for the parents because helps in keeping children in school and reduce the time children spent out of school for lack of school levies. Consequently this can improve pupils' school grades.

Table 4.45: Suggestions to improve the schools performance

Table 4.45 shows that 43.4% of respondents suggested that more teachers should be employed to improve the school performance, 1% suggested that parents should attend school meetings promptly and pay all school fees (27.3%).

Suggestions for improvement	Frequency	Percentage
To attend school meetings promptly	1	1.0
Improve school facilities	15	15.2
Pupils should obey school rules and regulations	13	13.1
Pay all fees for their children	27	27.3
To have enough teachers	43	43.4
Total	99	100.0

In addition parents suggested that the school administrations should also improve facilities in schools to make learning environment conducive for learning. To their children, parents (13.1%) suggested that pupils should obey school rules and regulations.

4.6 Pupils' influence the academic performance in public primary school in Akithii Division

Table 4.46: Gender distribution

Table 4.46 shows that 49.1% of the respondents were male while 50.9% were female.

Gender	Frequency	Percentage
Male	54	49.1
Female	56	50.9
Total	110	100.0

According to the table, schools had slightly a higher number of girls than boys in school contrary to the normal believe that a girl child does not have access to education. This supports the vision 2030 by the Kenyan government to have equal education opportunities for all.

Table 4.47: Pupils' age

Table 4.47 shows the distribution pupils by age.

Age	Frequency	Percentage
12	1	.9
13	15	13.6
14	35	31.8
15	27	24.5
16	21	19.1
17	5	4.5
18	3	2.7
19	2	1.8
25	1	.9
Total	110	100.0

Table 4.47 shows that 31.8% of respondents were aged 14 years old, 24.5% were aged 15, 19.1% were aged 16, 13.6% were aged 13, 4.5% were aged 17, 2.7% were aged 18, 1.8% were aged 19, 0.9% were aged 25 and another 0.9% were aged 12. Generally this represents the age of pupils in class eight where majority are aged between 13 years and 16 years.

Table 4.48: Enough facilities to support learning

Table 4.48 shows that majority of the pupils (69.1%) are not satisfied by the number of facilities to support learning in their school while 30.9% think the facilities are enough.

Response	Frequency	Percentage
Yes	34	30.9
No	76	69.1
Total	110	100.0

This is in line with our earlier findings which demonstrated inadequate physical facilities to support learning.

Table 4.49: Participation in extra curriculum activities

Table 4.49 shows that 44.5% of respondents always participate in extracurricular activities, 30.9% often participate, 14.5% seldom participate and 10% never participate.

Participation	Frequency	Percentage
I always participate in extra-curriculum activities	49	44.5
I often participate in extracurricular activities	34	30.9
I seldom participate in extracurricular activities	16	14.5
I never participate in extracurricular activities	11	10.0
Total	110	100.0

This indicates that majority of the pupils found some time to participate in extracurricular activities which enhances and supplements learning. Involvement in such activities could improve academic performance of the schools

Table 4.50: Pupils' class attendance

Table 4.50 shows that 90.9% of respondents attend all classes, 7.3% attend most and 1.8% seldom attends classes. Generally attendance among pupils was encouraging.

Response	Frequency	Percentage
I attend all classes	100	90.9
I attend most classes	8	7.3
I seldom attend classes	2	1.8
Total	110	100.0

Table 4.51: School work and assignments

Table 4.51 above shows that 94.5% of respondents always complete school work and assignments, 4.5% often complete and .9% seldom completes.

School work	Frequency	Percentage
I always complete my school work and assignments	104	94.5
I often complete my school work and assignments	5	4.5
I seldom complete my school work and assignments	1	.9
Total	110	100.0

This finding demonstrates that the children can perform better if all stakeholders performed their duties accordingly.

Table 4.52: Contribution of teachers towards pupils learning

Pupils were requested to give information about teachers' contribution towards their academic performance.

Teachers contribution	Frequency	Percentage
Teachers in this school always give their best towards my learning	89	80.9
Teachers in this school often give their best towards my learning	20	18.2
Teachers in this school seldom give their best towards my learning	1	0.9
Total	110	100.0

Table 4.52 shows that 80.9% of respondents acknowledge that teachers in their schools gave their best towards learning, 18.2% acknowledged that teachers often give their best while 0.9% acknowledged that teachers seldom give their best towards their learning

Table 4.53: Suggestions for improvement of academic performance in schools

Pupils gave several suggestions for improvement of academic performance in their schools as summarized in Table 4.53.

Suggestion	Frequency	Percentage
Obey parents	1	0.8
Absenteeism of pupils should be avoided	2	1.7
Being disciplined	32	26.9
Employ more teachers	31	26.1
Increase revision books	20	16.8
Listen to the teachers	23	19.3
Read extra hard	10	8.4
Total	119	100.0

Table 4.53 shows that 26.9% of the respondents opined that being disciplined would help improve school performance, 26.1% opined that employing more teachers will improve performance, 19.3% opined that listening to teachers keenly will improve performance, 16.8% opined that the school administration should increase revision books, 8.4% opined that pupils should read extra hard, 1.7% opined that pupils should avoid absenteeism and the remaining 0.8% suggested that by obeying parents, they would improve their academic performance of their schools.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This chapter gives summary of findings, discussion, conclusions and recommendations. The main objective of the study was to assess the influence of stakeholders on academic performance in public primary schools in Akithii Division of Tigania West district in Eastern province. The specific objectives of the study were to assess the influence of school committees on the academic performance in public primary school in Akithii Division, to investigate how teachers influence the academic performance in public primary school in Akithii Division, to establish how parents influence the academic performance in public primary school in Akithii Division and to establish how pupils influence their academic performance in public primary school in Akithii Division.

5.2 Summary of Findings

Table 5.1: Summary of Findings

Table 5.1 shows a summary of the main findings as per the objectives of the study.

Research objective	Main findings
To assess the influence of school committees on the academic performance in public primary school in Akithii Division	<ul style="list-style-type: none"> • Majority of the members had O level of education as their highest level and this might be an impediment in quality management of schools. • Committee members did not attend seminars. • School committees did not have a reward programme for teachers who performed well. • Study findings reveal that there is understaffing in primary schools which is a problem the school committee has not been able to manage. • School committees failed to put up enough learning facilities.
To investigate how teachers influence the academic performance in public primary school in Akithii Division	<ul style="list-style-type: none"> • Teachers had too many lessons per day. • Teachers handled large classes. • Teachers often cover the syllabus in good time.
To establish how parents influence the academic performance in public primary school in Akithii Division	<ul style="list-style-type: none"> • Majority of parents participate in all major decisions of the school. • Head teachers accused parents for lack of support and co-operation in matters regarding their children education. • (69.6%) of the parents always help their children with school work and assignments. • Parents (83.3%) struggle and always provide resources for learning for their children.
To establish how pupils influence the academic performance in public primary school in Akithii Division	<ul style="list-style-type: none"> • (44.5%) always participate in extracurricular activities. • Pupils (90.9%) attended all classes. • (94.5%) of respondents always complete school work and assignments.

5.3 Discussion

5.3.1 School committees' influence on pupils' academic performance

Study findings reveal that at least 100% of school committee members have acquired formal education (primary to secondary and college levels). However, the high number (68.33%) of committee members with O level of education and below as their highest level might be an impediment in quality management of schools if this is coupled with lack of any other professional qualification consequently resulting to poor academic performance in schools in the region.

Committee members did not attend seminars due to lack of a career and professional development programme in place to enhance and promote acquisition of new and relevant knowledge for school committee members. Such an inadequacy may be an impediment to the performance of committee members as far as management of primary schools is concerned consequently resulting to poor academic performance

School committees did not have a reward programme for teachers who perform well, a clear indication of lack of motivation for teachers. Unmotivated teachers often experience decreased confidence and constant stress that can affect mental and physical health resulting into poor academic performance.

Study findings reveal that there is understaffing in primary schools in the Division which affects the academic performance in the region. With free primary education, there has been an upsurge in primary school enrolment countrywide and this has put so much pressure on the already limited human resource especially teaching staff. As a way to curb the understaffing problem, schools try to employ more teachers through the school committee. Study results show that majority (50.0%) of respondents have no staff employed by school committee further demonstrating the magnitude of understaffing problem.

It was also observed that none of the schools had a dining hall, 70% did not have libraries and 60% did not have kitchens. Lack of such facilities compromises the quality of education and can affect pupils' academic performance. Additionally, majority of the pupils (69.1%) were not satisfied by the number of facilities to support learning in their school. This could also hamper their learning activities.

5.3.2 Teachers' influence on pupils' academic performance

54.2% of respondents have 8 lessons per day. Teachers indicated that this number of lessons was too much for them. This puts so much pressure on teachers and could affect the quality of teaching resulting to a drop in academic performance of the pupils.

Majority (40.7%) of the teachers had above 50 pupils in a class. This is too big a class to be taught by one teacher. Such big classes are cumbersome to handle and makes it difficult for teachers to meet the needs of each and every pupil. This would eventually affect the academic performance of the school.

Study findings reveal that 49.2% of teachers often cover the syllabus in good time while 33.9% always covering the syllabus in good time. This is evidence that teachers performed their duties as expected.

5.3.3 Parents' influence on pupils' academic performance

Study findings demonstrate that 48% of the parents were males while 58% were females. This could imply that women were more actively involved in the education of their children than males. In addition majority (60.8%) of respondents acknowledged that the schools had community support. Having community support is important in promotion of education in the society.

Majority (58.8%) of parents participate in all major decisions of the school. This is contrary to what the head teachers reported. Head teachers accused parents for lack of support and co-operation in matters regarding their children education. In addition 69.6% of parents attend all major school functions further evidence that they were participating in their children primary education.

Also, majority (69.6%) of the parents always help their children with school work and assignments. This is commendable for the parents because by helping with assignments, children can improve their school grades. In addition, parents (83.3%) would struggle and always provide resources for learning for their children. This could be vital in improving pupils' school grades.

5.3.4 Pupils' influence on their academic performance

Results indicate that 49.1% of the respondents were males while 50.9% were females. Schools had slightly a higher number of girls than boys in school contrary to the normal believe that a girl child does not have access to education. This supports the vision 2030 by the Kenyan government to have equal education opportunities for all.

Majority (44.5%) of respondents always participate in extracurricular activities and 30.9% often participate. This indicates that majority of the pupils found some time to participate in extracurricular activities which enhances and supplements learning. Involvement in such activities could improve academic performance of the schools

Pupils (90.9%) attended all classes, 7.3% attended most and 1.8% seldom attended classes. Generally attendance among pupils was encouraging. Moreover, 94.5% of respondents always complete school work and assignments giving a positive gesture that the children can perform better if all stakeholders performed their duties accordingly.

5.4 Conclusions

Education is the best legacy a nation can give to her citizens especially to the young people. This is because the development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true development must commence with the development of human resources. It is also evident that formal education remains the vehicle for social-economic development and social mobilization in any society.

The roles of each stakeholder in a school provide an integral part to the entire organization. Like a system of checks and balances, the school committee oversees the overall management of the school. This study established that committee members did not attend seminars due to lack of a career and professional development programme in place to enhance and promote acquisition of new and relevant knowledge for school committee members. There was no reward programme for teachers who perform well, a clear indication of lack of motivation for teachers. In addition, study findings reveal that there is understaffing coupled with inadequate facilities to support learning in primary schools in the Division which affects the

academic performance in the region. Study findings also reveal that there are so many pupils per class which increase workload for teachers. This makes it cumbersome for teachers to meet the needs of each and every pupil. Parents were accused of lack of support and co-operation in matters regarding their children education.

Pupils participated in extracurricular activities which enhances and supplements learning which could improve academic performance of the schools. In addition, attendance among pupils was encouraging and pupils completed school work and assignments giving a positive gesture that the children can perform better if all stakeholders performed their duties accordingly. A general observation was that schools had slightly a higher number of girls than boys in school which supports the vision 2030 by the Kenyan government to have equal education opportunities for all.

5.5 Recommendations

First and foremost it is worth of note that the school is a very important social institution as well as a learning institution without which the modern society could be dwelling in darkness and untold ignorance. Hence all stakeholders who are charged with the moral responsibility to ensure the smooth running of the school should do it with total dedication and strong will. The following recommendations were made from the findings of the study:

- 1) Government should increase allocation of funds to provide for more amenities and learning resources to facilitate learning in the schools. Such additional funds can also be used in hiring of more teachers to curb the understaffing problem
- 2) Parents should be sensitized on the need to make education of their children a priority in the face of the present economic predicament by adequately providing for their school materials. Parents should also promptly attend school meeting when matters concerning their children's education are discussed.
- 3) Forums for school based stake holders should be created regularly to enable all stakeholders meet and deliberate about the problems facing their schools.
- 4) Local and international Non-Government organizations (NGOs) and other stakeholders in education should be sensitized to provide support for the funding of primary school projects in Kenya.

- 5) School committees can also introduce reward programmes to motivate teachers.
- 6) The government should form a commission to oversee and audit the activities and performance of all school committees and engage them in regular trainings to impart into them relevant skills and knowledge which would improve schools management.
- 7) The government should come up with a policy where public primary schools will be turned into community resource centres to enhance accessibility to education by all members of the community.

5.6 Areas of further research

The researcher proposes the following areas of further research:

- 1) The study finding revealed that women parents were more involved in provision of resources for the child education than men. However, further research ought to be conducted to establish the degree of gender participation in the promotion of primary education.
- 2) Family structure-whether a child's parents are married, divorced, single, remarried, or cohabiting is a significant influence on children's educational performance and affects educational achievement at all educational levels. It influences these outcomes in part because family structure affects a range of child behaviours that can bear directly on educational success, such as school misbehaviour, drug and alcohol consumption, sexual activity and teen pregnancy, and psychological distress. Thus, further research is needed to investigate the role of family structure in academic performance in Kenyan primary schools.

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APPENDICES

Appendix 1: Transmittal letter

Mwika Barnabas
University of Nairobi
MERU

Dear Sir/Madam,

RE: REQUEST FOR ASSISTANCE IN RESEARCH PROJECT

I'm a student at the University of Nairobi, I'm doing research project on "assessment of stakeholders' influence on academic performance in public primary schools in Akithi Division of Tigania west district". This is in partial fulfilment of a Masters Degree in Project planning and management of the University of Nairobi.

I have chosen your reputable organization to be part of my sample population. I'm writing to request you to assist me in the study.

Please fill the questionnaire as truthfully as possible. All information obtained will solely be for academic purpose and will remain strictly confidential. A copy of the final report will be made available to you on request.

Your co-operation will be highly appreciated.

Yours faithfully,

Mwika Barnabas

Appendix 2: Questionnaire for school committee of institution and head teacher

Please respond to each item by either putting a tick next to the appropriate answer or write a brief explanation in the spaces provided.

DATE:.....

SECTION A: BACKGROUND INFORMATION

1. Indicate your gender

- a. Male b. Female

2. Age Bracket

- a. Under 35
- b. 26 -31 years
- c. 32 – 37 years
- d. 38 – 43 years
- e. 44 – 49 years
- f. 50 and above

3. The highest academic qualifications

- a. Secondary 'O' Level
- b. Certificate Level
- c. Diploma Level
- d. Bachelor Degree
- e. Masters Degree
- f. PhD
- g. Others, Specify _____

4. The highest professional qualifications

- a. Diploma Level
- b. Bachelor Degree
- c. Masters Degree
- d. PhD
- e. Others, Specify _____

5. How many professional seminars have you attended in the last twelve (12) months?

- a. One
- b. Two
- c. Three
- d. None

6. How many pupils do you have? Indicate the number in the boxes provided

- a. Boys
- b. Girls

7. How many members of staff do you have? Indicate the number in the boxes provided

- a. Employed by TSC
- b. Employed by SCHOOL COMMITTEE

SECTION B: THE ROLE OF STAKEHOLDERS

8. Does your school have a school committee?

- a. Yes
- b. No

9. How frequent does the committee meet per year?

- a. Once
- b. Twice
- c. Thrice
- d. None

10. Do the committee members find time to inspect major activities going on in the school?

- a) Yes
- b) No
- c) Not always

11. How many times were the books of accounts audited by the government auditor last year?

- a. Once
- b. Twice
- c. Thrice
- d. None

12. How many times was your school inspected last year?

- a. Once
- b. Twice
- c. Thrice
- d. None

13. How many permanent classrooms does your school have?

- a) None
- b) Two
- c) Three
- d) Four
- e) Above four

14. Tick the facilities available in your school?

- a) Dining Hall
- b) Library
- c) Administration block
- d) Kitchen
- e) School farm
- f) None of the above

15. Are you satisfied with the level of contribution of all the school stakeholders in academic performance of the school?

- a. Yes
- b. No

16. If No. Which stakeholders can you say have abdicated their roles?

- a. Pupils
- b. Sponsors
- c. School committee
- d. Parents
- e. Teachers

17. Tick all the challenges that have affected the academic performance of the school

- a. Poverty
- b. Limited funds
- c. Mismanagement of funding
- d. Little education
- e. Political interference
- f. Pupils do not want to work hard
- g. Lack of commitment from teachers
- h. Others

(specify).....

...

.....

....

.....

....

18. In your opinion, what do you think should be done to improve the academic performance of your school

.....

...

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.....

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.....

...

THANK YOU

Appendix 3: Questionnaire for school committee members

Please respond to each item by either putting a tick next to the appropriate answer or write a brief explanation in the spaces provided.

SECTION A: BACKGROUND INFORMATION

1. Indicate your gender

a. Male

b. Female

2. Age Bracket

a. Under 35

b. 26 -31 years

c. 32 – 37 years

d. 38 – 43 years

e. 44 – 49 years

f. 50 and above

3. The highest academic qualifications

a. Secondary 'O' Level

b. Certificate Level

c. Diploma Level

d. Bachelor Degree

e. Masters Degree

f. PhD

g. Others, Specify _____

4. The highest professional qualifications

a. Diploma Level

b. Bachelor Degree

c. Masters Degree

d. PhD

e. Others, Specify _____

5. How many professional seminars have you attended in the last twelve (12) months?

- a. One
- b. Two
- c. Three
- d. None

6. How frequent does the committee meet per year?

- a. Once
- b. Twice
- c. Thrice
- d. None

7. Do you (members of the committee) find time to inspect the school projects in the school?

- a) Yes
- b) No
- c) Not always

8. State the sources and amount of finances acquired from the following stakeholders in the year 2009?

- a. Government Kshs.
- b. Parents Kshs.
- c. C.D.F Kshs.
- d. Local Community Kshs.
- e. Others Kshs.

10. How many times were the books of accounts audited by the government auditor last year?

- a. Once
- b. Twice
- c. Thrice
- d. None

11. How many times was your school inspected last year?

- a. Once
- b. Twice
- c. Thrice
- d. None

12 Do you have a reward programme in your schools to reward teachers who perform?

- a. Yes
- b. No

13. What in your opinion are the reasons for the dismal performance in KCPE in you school?

- a. _____
- b. _____
- c. _____

14. Tick all the challenges that have affected the academic performance in your school

- a. Poverty
- b. Limited funds
- c. Mismanagement of funding
- d. Political interference
- e. Demotivated teachers
- f. Others (specify)

15. What is the way forward for your school as far as academic performance is concerned?

Appendix 4: Questionnaire for teachers

Please respond to each item by either putting a tick next to the appropriate answer or write a brief explanation in the spaces provided.

SECTION A: BACKGROUND INFORMATION

1. Indicate your gender Male Female

2. Age Bracket

a. Under 20

b. 20 -30 years

c. 31 – 40 years

d. 41 – 50 years

e. 51 and above

3. The highest academic qualifications

a. Secondary 'O' Level

b. Certificate Level

c. Diploma Level

d. Bachelor Degree

e. Masters Degree

f. PhD

g. Specify Others _____

4. State your highest professional qualifications.

a. Diploma Level

b. Bachelor Degree

c. Masters Degree

d. PhD

e. Specify Others _____

5. How many educational seminars have you attended in the last 12 months?

a. One

b. Two

c. Three

d. Four

6. How many lessons do you normally have per day?

7. What would you say about this number of lessons?

They are too many

They are many

It is the correct number

They are few

They are too few

8. How many pupils do you have/teach per class?

0-20

21-30

31-40

41-50

Above 50

9. What would you say about the attendance of teachers in classes

Teachers always attend classes;

Teachers often attend classes;

Teachers seldom attend classes;

Teachers never attend classes.

10. What would you say about syllabus coverage by the teachers of the school?

Teachers always cover the syllabus in good time;

Teachers often cover the syllabus in good time;

Teachers seldom cover the syllabus in good time;

Teachers never cover the syllabus in good time.

11. What is the way forward for your school as far as academic performance is concerned?

Appendix 5: Questionnaire for parents

Please put a tick next to the appropriate answer or write a brief explanation in the spaces provided.

SECTION A: BACKGROUND INFORMATION

2. Indicate your gender

Male

Female

3. Age Bracket

a. Under 35

b. 20 -31 years

c. 32 – 37 years

d. 38 – 43 years

e. 44 – 49 years

f. 50 and above

4. The highest academic qualifications

a. Diploma Level

b. Bachelor Degree

c. Masters Degree

d. PhD

e. Specify Others

8. Do these schools have local community support?

a. Yes

b. No

9. How would you describe you participation in the schools decision making process?

I participate in all major decisions of my school;

I participate in most major decisions of my school;

I seldom participate in major school decisions;

I never participate in major school decisions.

10. How would you rate the attitude of the local community towards public primary schools?

- a. Positive
- b. Moderate
- c. Negative

11. How would you describe your attendance of the major schools functions?

- I attend in all major school functions;
- I attend in most major school functions;
- I seldom attend in major school functions;
- I never attend in major school functions.

12. How would you describe your help to your children as regards to school work and assignments?

- I always help my children with school work and assignments;
- I often help my children with school work and assignments;
- I seldom help my children with school work and assignments;
- I never help my children with school work and assignments.

13. How would you describe your contribution to your children as regards to provision for resources for learning?

- I always provide for resources for learning;
- I often provide for resources for learning;
- I seldom provide for resources for learning;
- I never provide for resources for learning.

14. In your own opinion what do you think should be done to improve the schools performance?

Appendix 6: Questionnaire for pupils

Please put a tick next to the appropriate answer or write a brief explanation in the spaces provided.

SECTION A: BACKGROUND INFORMATION

1. Indicate your gender
Male Female
2. What is your age?
3. Do these schools have enough facilities to support your learning?
 - c. Yes
 - d. No
4. How would you describe your participation in the extracurricular activities?
 - I always participate in extracurricular activities;
 - I often participate in extracurricular activities;
 - I seldom participate in extracurricular activities;
 - I never participate in extracurricular activities;
5. How would you describe your class attendance?
 - I attend all classes;
 - I attend most classes;
 - I seldom attend classes;
 - I never attend classes.
6. How would you describe your contribution as regards to school work and assignments?
 - I always complete my school work and assignments;
 - I often complete my school work and assignments;
 - I seldom complete my school work and assignments;
 - I never complete my school work and assignments.
7. How would you describe the contribution of your teachers towards your learning?
 - Teachers in this school always give their best towards my learning;
 - Teachers in this school often give their best towards my learning;
 - Teachers in this school seldom give their best towards my learning;
 - Teachers in this school never give their best towards my learning.

8. In your own opinion what do you think should be done to improve the schools performance?

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