

**FACTORS INFLUENCING ACADEMIC PERFORMANCE OF STUDENTS
IN KENYA CERTIFICATE OF PRIMARY EDUCATION
IN RUNYENJES DIVISION EMBU COUNTY, KENYA.**

BY

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DECLARATION

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

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This research report has been submitted with our approval as the university supervisor

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DEDICATION

This research report is dedicated to my husband David, sons Mambo, Wangombe and my daughter Yana for their support, encouragement and understanding throughout the research period.

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To God be all the Glory.

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ABBREVIATIONS AND ACRONYMS

- C.R.E:-** Christian Religious Education
- G.O.K.:-** Government of Kenya
- K.C.P.E:-** Kenya Certificate of Primary Education
- K.C.S.E:-** Kenya Certificate of Secondary Education
- M.O.E:-** Ministry of Education
- T.S.C:-** Teachers Service Commission

ABSTRACT

The primary purpose of this study was to examine the factors that influence students' academic performance of K.C.P.E in Runyenjes Division, Embu County, beside it examined the prediction of K.C.P.E. with the four independent factors namely; school leaderships, students' motivation, parents' participation in education and teacher establishment. The study used descriptive research design to achieve its objectives. A questionnaire was applied to the respondents to collect data on those factors. A content analysis and descriptive analysis was employed to analyse the collected data and the respondents' views. Tables presentations were used to present the collected data for ease of understanding. The influence of school leadership on academic performance in K.C.P.E was indicated. The headteachers do not observe the leadership style that support good academic performance of the students. The influence of student motivation on academic performance in K.C.P.E was indicated that students are not motivated. On influence of parents participation in supporting education to academic performance of students in K.C.P.E., it was found that parents don't support education. On the influence of teacher establishment to students' academic performance in K.C.P.E, it was found that the sampled schools did not have enough teachers and this greatly affected performance in K.C.P.E.

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Historically, examinations were given to certify the completion of a program at a satisfactory level of achievement, and select candidates for higher education, professional training, and thus, ultimately, for employment. The prospect of the examination affects student's motivation to achieve influencing the quality of his/her work; the test paper itself legitimizes the school's course of study and shapes what teachers do in the classroom and the results form part of parents' evaluation of their children's schooling by Eckstein (1994). While not always conclusive, examinations have powerful influences on individual's success in adult life. They also serve as a gauge of the quality of a nation's educational efforts and its workforce. Taxpayers and politicians use the results to estimate how well national resources have been spent, to measure the status and relative progress of regional, social or ethnic group relative to another and to compare their nation's educational level with that of other nations Eckstein (1994). This holds true for many countries.

This is especially the case with the launch of Kenya Vision 2030 the nation's new development blueprint for 2008 to 2030 which aims at making Kenya a newly industrializing, "middle income country providing high quality life for all its citizens by the year 2030" (NESC, 2007). The plan is to be implemented in successive five-year terms with the first plan covering 2008-2012. The education goals of the 2030 Vision are to provide globally competitive quality education and training and research for development. This is to be achieved through by increasing access to education, improving the transition rate from primary to secondary schools and raising the quality and relevance of education. Other goals are the integration of special needs education into learning and training institutions and increasing the adult literacy rate to 80%.

Examinations are given to certify the completion of achievement at each level of education system. According to Court (1979) Kenya's Education policy emphasizes academic achievement as the criterion for advancement within the education system. The achievements of students and school in general is paramount interests to Parents, Teachers, Students, Politicians, Sponsors, covered by press and other stakeholders in Education system. According to press statement on release of 2012 K.C.P.E. examination results by the then Minister of Education Hon. Mutula Kilonzo on Monday 28th Jan 2013 K.C.P.E results is one of accountability measures in provision of quality Education and training at Primary Level because this Examination serves as a barometer for measuring progress and impact of reforms in the Education sector aimed at realizing goals of Economic Recovery Strategy for employment and wealth creation as well as meeting our target on international Development Commitment including Millennium Development Goals (M.D.G'S) .

To strengthen Education and Examination processes in Kenya K.C.P.E and K.C.S.E and to overcome the crises in management of Education at the National and grass root levels, National Educational Board (N.E B), County Education Board (C.E.B) have been established. K.C.P.E performance maybe influenced by many factors and therefore the performance may be poor. In Kenya under the 8.4.4 system of Education the gradual progression from one level of Education to the next is determined by students' academic achievements at each level of system. During the primary level of this system, the progression to form one and to which secondary School either National, Provincial, District, or even Day schools is highly determined by the grades a student gets in K.C.P.E Examination hence it highly shapes one's life. The District Education Office Embu East District has noted with great concern that Runyenjes Division performance in K.C.P.E is wanting and there is dire need to arrest the situation and recommend suitable action for implementation.

1.2 Statement of the Problem

Education is a strong foundation for the future (Zena 2006). Education sector in many states carries the budgetary largest share compared to others. A lot of research is done on education because the future of any country lies almost entirely on its education system for human resource and development. For one to acquire a future where they are empowered for formal employment in Kenya, one has to undergo primary level education and acquire a K.C.P.E certificate in preparation for human capital for development and provision of life opportunities. The higher the grade a student achieves in K.C.P.E. The more the chances are for good secondary schools. Once the government, parents and community have invested heavily in the primary level of education, they expect good results from students as individuals and the school in general. Candidates' results are graded from the highest grade A to the lowest grade E on 500 points scale as shown Table 2.2 (Grading of K.C.P.E. results).

The government provides annual Free Primary Education Funds (FPE) to support the students in primary education. There are regional centres that have been put by the government in conjunction with JICA to provide support for teaching skills in Mathematics and Science. Despite all these resources, the performance in KCPE in Runyenjes Division is below average (Table 1.1). This indicates that KCPE performance in Runyenjes Division is an issue that requires urgent attention from educators and stakeholders.

Table 1.1. K.C.P.E. results in Runyenjes Division for the last five (5) years

Year	2013	2012	2011	2010	2000
Mean score	229.1	236.31	238.51	239.21	239.09

1.3 Purpose of the study

The main purpose of the study was to examine the factors influencing academic performance of students in Kenya Certificate of Primary Education Examination (K.C.P.E) in Runyenjes Division, Embu County.

1.4 Objectives of the study

The objectives of the study were:-

- i. To establish the influence of school leadership on students academic performance in K.C.P.E in Runyenjes Division, Embu County.
- ii. To assess the influence of students motivation on academic performance of students in K.C.P.E. in Runyenjes Division, Embu County.
- iii. To establish the influence of parents participation in education to students academic performance in K.C.P.E. in Runyenjes Division, Embu County.
- iv. To establish the influence of teacher establishment on academic performance of students in K.C.P.E. in Runyenjes Division, Embu County.

1.5 Research questions

The research was guided by the following questions:-

- i. How has the school leadership influenced students' academic performance in K.C.P.E. in Runyenjes Division, Embu County?
- ii. To what extent does students motivation influence academic performance of students in K.C.P.E. in Runyenjes Division, Embu County?
- iii. How has the parents participation in education influenced academic performance of students in K.C.P.E in Runyenjes Division, Embu County?
- iv. How has the teacher establishment influenced academic performance of students in K.C.P.E in Runyenjes Division, Embu County?

1.6 Significance of the study

The study will be important because it will examine the extent to which different factors influence the academic performance of students in K.C.P.E. Thus the findings of this study will be valuable to the Ministry of Education (MOE) in decision and policy improvement as this study will highlight them on factors influencing academic performance of students in K.C.P.E. It will also be a valuable document to the Teachers Service Commission (T.S.C) on teacher establishment and its influence on academic performance of students in K.C.P.E. Additionally the T.S.C will benefit from the findings of the study as the study will explore the role of school leaders and its influence on academic performance of students in K.C.P.E. The study will be valuable to parents on knowing their roles in supporting their children in education and its influence to academic performance of students in K.C.P.E.

Scholars interested in further researching on the issue of the factors that influence academic performance of students in K.C.P.E. will also find this study invaluable source of information.

1.7 Delimitation of the study

The study was designed to examine factors that influenced academic performance of students in K.C.P.E in Runyenjes Division, Embu County and it involved school leaders, teachers, students and parents in primary school within Runyenjes Division.

1.8 Limitation of the study

Time and financial constraints were expected to be a problem. This was addressed by seeking assistance from research volunteers. However the use of questionnaires helped save time while Computers helped in typing and printing the report.

1.9 Assumption of the study

1. It was assumed that the respondents were available to answer the questions truthfully.
2. That the environment would be conducive for data collection.

1.10 Definitions of Significant Terms

Academic Performance refers to attainment of K.C.P.E. grades that allow a student to proceed to secondary school education.

K.C.P.E refers to the final examination that primary students undertake in order to determine if they will progress to secondary education in Kenya or not.

Student:- is a learner, or someone who attends an educational institution like a school. .

Students Motivation is the level of effort a student is willing to expend towards achievement of quality grades in KCPE

School Leadership refers to the headteachers ability at leadership and the skills needed to create a harmonious environment between teachers, students, parents, schools workers and the surrounding community

Parental participation:- refers to ability of parents to meet the basic needs of students for example food, clothing, shelter, love and belonging, necessary books and payment of the necessary levies.

What is teacher establishment: - the ratio of pupils to teachers which the Ministry of Education emphasises 1:55.

1.11 Organisation of the study

This study was organised into five (5) chapters, Chapter One comprises the introduction, background of the study, statement of the problem, purpose of the study, objective of the study, research questions, significance of the study, limitation of the study, delimitation of the study , assumption of the study and organisation of the study.

Chapter Two dealt with academic performance, structure of 8-4-4 system, head teachers leadership, students' motivation, parental participation in education, effects of teacher establishment to performance and the conceptual framework notwithstanding.

Chapter Three covered the research design, target population, sample size, sampling technique, research instruments, validity of instruments, reliability of the instrument, data collection procedure, data analysis techniques, ethical considerations and operationalization of variables, references and appendices .

Chapter four covers the data analysis, presentation and interpretation.

Chapter five covers summary of the findings, discussion, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the academic performance of students in examination from the global African and local perspectives. The areas to be reviewed included;- school leadership, students motivation, parents participation in education and teachers' establishment all of which determine students academic performance as shown in the conceptual framework provided .

2.2 Structure of 8.4.4.

Kenya Certificate of Primary Education Examination qualifies students to secondary schools either National, Provincial, District or even Day School. The mark students get determines which secondary school to join, the higher the marks a student gets the better the calibre of school to be admitted. Primary school education begins around age seven (7) years after completion of early childhood class. However due to delay in pre-primary school and facilities many students especially those in rural areas experience late admission into education systems. Primary education in Kenya is aimed at preparing students and determining which secondary schools they will join. It takes eight (8) years to go through primary education i.e. from standard one to standard eight. The primary school subjects are categorized as follows in K.C.P.E:-

Table 2.1: Grading of K.C.P.E. subjects

SUBJECT	GRADING OF SUBJECTS	TOTAL
English	Composition 50	100
	Language 50	
Kiswahili	Insha 50	100
	Lugha 50	
Mathematics		100
Science		100
Social Studies /C.R.E		100
Total		500

Students are required to take all the five subjects giving a total of 500 marks, at the end of eight years in Primary School, the Kenya Certificate of Primary Examination (K.C.P.E) is taken in preparation for joining secondary Schools. The higher the marks a student gets the better the calibre of Secondary School to join either National, Provincial, District or even Day Schools. This will also depend with the general national performance. This means marks can either be lowered or raised during the form one selection exercise.

2.3 School leadership and academic performance

This refers to the manner and approach of providing direction, implementation of plans and motivating people says Milgram R. (2000). It constitutes what the leader chooses to do and when they do it and the manner in which they act. The styles of leadership adopted by the leader depends on the beliefs, values, preferences and culture Milgram R.(2000), whether the leader is respected by the subordinates; the extent and quality of interpersonal communication within the

organization, the remuneration system adopted, the experience and capacity of the leader and the degree of homogeneity of employees within the working group.

According to Okumbe, (1998), principals should be aware of their management styles. This scholar observed that there are many types of leadership styles; these are autocratic, ideographic, democratic, laissez faire and transactional leadership styles. Okumbe (1998) defines a leadership style as a particular behaviour applied by a leader to motivate his/her subordinates to achieve the objectives of the organization. He adds leadership styles are usually identified as points on a continuum. This study will discuss at least three of the above leadership styles. These are autocratic, democratic and laissez faire styles. However it should be noted that the best leadership style is that which helps to achieve the objectives by using both human and material resources by being effective in managing people and task.

Studies have shown that a leader is a person with commanding authority or influence. Mbiti (2007), argues that leadership is one of the most popular explanations for the success or failure of organization. Manifest level of behaviour, a leader has to be able to carry his/ her followers with him or her, inspire them, make decisions on their behalf with their collaboration and communicate the decision to others, he/she has to be able to act in ways that will not only further task performance but enlist the co-operation of his/ her followers by mobilizing the appropriate basic assumptions. Mbiti (2007) concurs to say, that an administrator's work is very much concerned with offering leadership to the work.

Therefore, the Republic of Kenya (2000a) informs that heads of Institution are Central to the successful management of education institutions. Mbiti (2007) adds that the success of any school depends on how effective the head teacher is as an administrator. He further, says

leadership is the ability to conduct or guide the subjects, the ability to assimilate and translate ideas, rules, regulations and procedures to guide subjects in carrying out a mission within a defined mandate. Bush T & Jackson D.(2002) leadership as a process whereby an individual influences the behavior of others or groups regardless of the reason so that the influenced party acts without its own violation.

Leadership is the art of getting things done through people. As an art, leadership requires imagination and skill and it can be improved and developed to a high degree by those who have special talents, provided that they will be willing to study carefully and diligently. It can therefore be learned and perfected. Secondly, leadership is the art of combining ideas, people, things time and faith to achieve predetermined objectives. Leadership is influencing people by providing purpose, direction and motivation while operating to accomplish the mission and improving the organization.

Griffins (1996) assert that for the principal to carry out his or her duties should display authority on a few occasions with as little ostentation as possible. He adds that leadership is one of the most popular explanations for the success or failure of an organization. At the manifest level of behaviour, a leader has to be able to carry his/her followers with him/her, inspire them, make decisions on their behalf with collaboration and communicate the decisions to others; he/she has to be able to enlist the co-operation of his/her followers by mobilizing the appropriate basic assumptions. Mbiti (2007) advises that a head teacher should not only respect his position of responsibility but must also prove by actual performance that the employer was right in appointing him or her to the head teacher's post. The headteacher should always strive to create a conducive working environment hence the truism 'there can be no such thing as a good school without a good headteacher'.

Mbiti (2007) adds that when a school principal exercises effective leadership the symbol he/she embodies gains public respect and in turn increases leadership ability when he/she fails to lead, respect for his or her personality declines. Eshiwani (1993) observes that education systems in Kenya as well as in many developed countries have weak managerial capacity. He suggested that schools and other education institutions be run by competent professionals. This is to ensure the main goals of the school are achieved. It is with this in mind that Eshiwani (1993) informs us that the Government of Kenya (GOK) established the Kenya Education staff Institute (KESI) in 1981 to serve as an instrument for the development of administrative staff of the Ministry of Education (MOE).

This would reduce incompetence among principals and as the school leader must lead so that he/she influences the school organization towards the accomplishment of their set school objectives. Consequently good leadership is indispensable if an organization is to be successful. The principal is the school leader and must lead so that he/she influences the school organization towards the accomplishment of their set school objectives.

2.4 Students motivation and academic performance

Motivation can be conceptualized as students' energy and drive to learn and work effectively to achieve their potential at school and the behaviour that follow from this energy and drive, Martin A. J (2003). Motivation has also been defined as the level of effort an individual is willing to expend towards the achievement of a certain goal. Motivation is defined as the forces that account for the arousal, selection, direction and continuation of behaviour. Both definitions imply that motivation comes from within a person; therefore schools responsibility is to create the conditions that will enhance student's motivation to pursue academic goals actively over a long period of time, Biehler and Snowman (1993).

There are two types of motivation; - intrinsic and Extrinsic (Kirk 2011). Extrinsic one can be in form of rewards or praise for doing well in tasks (Eric 2009). Intrinsic motivation arises from a desire to learn a topic due to its inherent interest for self fulfilment, enjoyment to achieve a mastery of the subject. On the other hand extrinsic motivation is motivation to perform and succeed for the sake of accomplishing a specific result or outcome. Students who are very grade oriented are extrinsically motivated whereas students who seem to really embrace their work take genuine interests in it are intrinsically motivated (Kirk 2011). Certain types of schooling practices may promote or hinder motivation such as features of the classroom, peer groups tasks and instructional practices for example challenging relevant instruction helps to engage students while positive connections to others such as mentors and role models increase motivation (Ainly, 2004).

Student's beliefs about their ability to learn are shaped by messages and experiences at home, at school and in the large society. Low expectations can be soberly communicated by parents and teachers. Teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation but the teachers' behaviour and teaching style, the structure of the course, the nature of the assignments and informed instructions with students all have a large effect on students' motivation. Research has shown that good everyday teaching practices can do more to counter students' apathy than special efforts to attach motivation directly (Kirk 2011). Many students do poorly because they do not understand what to do or why do it. Such a teacher should spend much time explaining why they teach what they do (Hams, 2010). Teachers can motivate their students. Students who do not have strong powerful intrinsic motivation can be motivated in form of rewards rather than criticizing unwanted behaviour or

answers. The teacher should reward correct answer and behaviour. This is because people do not respect unwanted behaviour.

Extrinsic motivation can over time produce intrinsic motivation. He explains that a teacher should be caring to his or her student. Students respond with interest and motivation to a teacher who appears to be human and caring for instance, the one who shares his / her past experience. Having students participate in group discussion satisfy students need, making learning visual as well as using the emotion to enhance learning and motivation. Teaching industry is also important where the teachers give examples that make conclusion and generalization later. This according to Herrings helps to maintain interest and increase motivation as well as teach the skills of analyzing and synthesis, Harris (2010).

The behavioural interpretation of motivation rests on B.F. Skinner's behavioural learning theories and focuses on the reinforcement of desired behaviour through the use of intrinsic reward, Biehler and Snowman (1993). Behavioural interpretations of learning help to explain why some pupils react favourably to particular subjects and dislike others. Social theories by Albert Bandura, (2002) emphasized the impact of students identification and imitation of someone pointing out their resulting positive academic outcomes. Psychologists have noted that excessive use of extrinsic forms of motivation such as praise and rewards may lead to resentment, limitation of transfer, may cause dependency on teachers, the undermining of intrinsic motivation and viewing learning as a means to an end. They suggest that to limit the negative effects of extrinsic rewards, teachers should use extrinsic forms of reward only when correct or desired responses occur.

Maslow describes cognitive needs and aesthetic needs which play a critical role in the satisfaction of basic. Maslow maintained that such condition as the freedom to investigate and learn fairness, honesty and orderliness. Interpersonal relationships are critical because their absence makes satisfaction of the five basic needs impossible, Biehler and Snowman (1993). The limitation of Maslow's theory is that teachers may not know which of a student's needs is not satisfied; or even if they know, they might not be able to fill that need. However, teachers can always enhance students self esteem by creating classroom conditions that will increase students' achievements.

The achievements motivation theory rests on the belief that most persons want to achieve and experience levels of aspiration. The level of aspiration concept, stresses that people tend to want to succeed at the highest possible level while at the same time avoiding the possibility of failure. The need for achievement is increased when persons succeed. If students experience success, their need for achievement will thus be strengthened. However psychologists have observed that some females in some situations may fear success if it interferes with relationship. Psychologists have developed the attribution theory to explain the factors to which students attribute failure. Low achievers tend to attribute failure to lack of ability and success to luck. High achievers on the other hand tend to attribute failure to a lack of effort and success to effort and ability. Bernard Weiner has been shed in the journal of Educational Psychology (1990) as one of the major contributors of cognition which include causal attribution, self-efficiency and learned helplessness.

2.5 Parental participation and academic performance of students in K.C.P.E

Parental participation refers to parental involvement in preparing children for school for example, teaching children the alphabet, talking and reading to children to promote language development,

attending school events for example, parents/teacher conferences and fulfilling the request teachers make of the parents;- this also includes provision to children, a place to do home work and ensuring the completion of homework Epstein, (1987) and Becker (1982). Researchers argue that this kind of parent involvement improves school performance as measured in reading scores; standardized test scores Epstein (et al, 1988). Although formal learning starts at school, actual education starts within the surrounding of a home. A home shapes our character, behaviour and our perceptions. One's home background will determine you grow up self confidence, hardworking and responsible or angry and inadequate (Republic of Kenya, 1995).

There is however, insufficient parental influence especially in public schools. These impacts on the management of schools in that, decisions that need to be made in order to improve the performance in schools are not made in the absence of parents, are not reported or implemented. This leads to low morale of teachers and consequently this translates to poor performance to pupils. In fact there have been cases of teachers leaving the profession because of lack of community and parental support (Larean, 1989)

The community around the school has been seen to have influence on pupil's academic performance. Eshiwani (1981) argues that in places where school is a battle fields between those with political interests and religious leaders, the pupils often perform poorly. The social influence which communities have on school may have negative effect on performance. Also schools with discipline problems for example smoking of bhang, taking chang'aa and those located along the corridors where illicit trade such as drug trafficking takes place results in poor performance in national examinations. Drug taking has serious psychological and social problems that hinder performance in examinations.

The significance of parental involvement in education has been documented over the years by psychologists, education theorists and debated by many parents and legislators in the United States. The evidence is clear that parental encouragement, activities, interest at home and parental participation in schools and classrooms positively influence achievement, even after the students' ability and family socio-economic status are taken in to account.

Researchers have consistently found that an active partnership between a child's parents and school can boost the performance of students and improve their life but when it comes to family circumstances, data from the National Center for Education Statistics (1998) found that 72% of schools with low levels of poverty report that the majority of parents attend school open days. This compares to a figure of 28% of parents attending when there are high levels of poverty. Susan Jarmuz-Smith, writing in the National Association of school psychologist magazine (2011) discovered that any amount of parental engagement positively affects children. Jarmuz-Smith believes that overall, the key to parent involvement is providing meaningful engagement opportunities that offer concrete ways for parents to build knowledge of and the capacity to involve themselves in the educational system. If we ask parents to help, research shows they will. In journal of Educational Research (2002) increased communication from a school naturally increases parent involvement. Just the small act of communicating with parents about the needs of the school motivates parents to become involved. "The goal then, is to provide concrete ways for parents to engage and in return to keep the lines of communication open".

2.6 Teachers establishment and academic performance

Students first will aggressively challenge policy makers to remove barriers to hiring and retaining the best teachers in all schools. Students first will fight against forced placement ensuring that laws never coerce a county to place a teacher in a position against the will of the teacher or school

leader. Additionally students first support the elimination of last in, first out staffing policies. Students do not benefit from being assigned to a teacher who does not want to be there and whom the school leader has been forced to accept in spite of his or her best judgment, yet because of seniority rules, teachers are commonly "force placed" into positions without the consent of the teacher or the school leader, especially in urban counties even worse seniority rules sometimes "bump" junior teachers out of positions for which they had specifically applied and been selected. In other professions, placement is decided through mutual consent. Candidates apply for positions and the person considered the best fit for the job is offered the position. If the offer is agreeable to the applicant, he or she accepts. Forced placements are yet another example of devaluing teachers as professionals and of prizing process and some adult interests while short changing students.

As mutual concept, policies take hold in education. Counties will need to address the contingency of a tenured teacher unable to obtain a mutually agreeable school placement. An adult's first approach would continue to compensate such a person indefinitely until a new position is found of course; this approach fails to benefit students.

Consistent with their hiring needs, school counties must have flexibility to implement sustainable solutions, such as offering severance, or defined grace periods, or other options for unplaced teachers who have earned effective ratings. In staffing, decisions were based on the needs of students. Counties would obviously make every effort to keep the most effective teachers in place. Unfortunately, current laws and policies often force schools to make placements based on how long a teacher has been in the system. These policies take several forms, such as: Seniority transfers "which allow senior teachers to claim positions from other teachers' regardless of their fitness for the position. Existing rules, which dictate that the least senior teacher will be displaced whenever a school reduces the number of teaching positions; and last in first out

(LIFO) layoff rules, which require counties to terminate the most recent hires when layoffs are required.

Put into practice, the combination of these rules often produces devastating results for students. When fiscal pressures require layoffs, these rules force layoffs among the most junior, lowest-cost teachers, requiring counties to terminate more total teachers to cope with the budget pressure. These teachers are often concentrated in the worst performing schools, maximizing disruption in those schools. And, because tenure does not correlate with effectiveness, these rules often result in ineffective teachers instructing children while higher performing, less senior teachers lose their jobs.

Seniority-based staffing also deters promising candidates from choosing teaching as a profession and especially serious problem as “Baby Boomers” in the current workforce approach the retirement age. Prospective teaching candidates might be confident they will perform well in this extremely challenging and demanding profession, but could reasonably balk at becoming a teacher when they know they could arbitrarily lose their jobs at any point to someone more senior, regardless of their contributions or performance for students. For many school counties, attracting highly capable teachers now is critical to avoiding future teacher shortages caused by waves of retirement. County and states should address these seniority rules urgently not just because of their attenuated relationship to student performance. The prolonged economic downturn will likely force counties to keep their most effective teachers changing these rules which could allow counties to improve average teacher performance and increase achievement in the face of financial pressure.

2.7 Theoretical framework

The study was based on the structural functionalism theory. The Structural Functionalism Theory could be defined as ‘a theoretical orientation which proposes that a human society is like an organism in that it is made up of structures namely social institutions’. In its role, the structural functionalism theory endeavors to give an explanation on how a human society is organized and what each of the various social institutions does as it works in order for society to continue existing, Anderson, M.L. and Taylor, H.F. (2009).

The Structural Functionalism Theory started to take roots and gain popularity in the nineteenth century. It was developed and shaped by the organists who, in order to understand the human societies, began to compare a society to an organism such as, a cow and a dog among others. In such organisms, there are structures called organs like the heart, the liver, the skin and others that carry on the functions of the whole organism. This thinking, therefore, seemed to form a sound model that could help in understanding how the human society is structured, maintained and sustained by the organs in it known as the social institutions.

In any human society, education is a complex institution and full of many factors. Education is an integral and recognized social institution that is structured to carry out a specialized function that is the education of the members of the society. Also the role contribution and the use of education towards the maintenance and development of the society can be understood and explained through this theory. The theory therefore, provides a suitable way of finding out whether certain structures such as the school organization, teaching and learning activities, syllabus coverage and proper records, effective curriculum supervision, impact of socio cultural factors on education among others are fulfilling their work satisfactorily and enabling education institution to do its work appropriately.

Using Structural Functionalism Theory, it was possible to explain and understand why an education process is valued in society in terms of producing and providing highly skilled manpower. The theory gave an understanding regarding why society selects and trains high performing individuals known as experts for example teachers who are able to serve it adequately and thus help to maintain the society.

The society selected the 'good' brains academically to continue with more education. But the 'weaker' brains academically, were left out because it was assumed that they are less likely to benefit the society well. By this assumption, the theory poses an element of social bias and denial. The individual learners may thus fall victim of such bias and ultimately feel denied of their rights within the social life structures in society for example pupils who do not perform well in KCPE may be denied the chance to join a good and well performing secondary schools. They were forced to join poorly managed schools that lacked facilities and well trained teachers. In the end they either dropped out of school or performed poorly after their four year course in secondary school hence having no chance to compete favourably with those who joined well established schools in getting places in university and middle level colleges.

2.8 Conceptual Framework

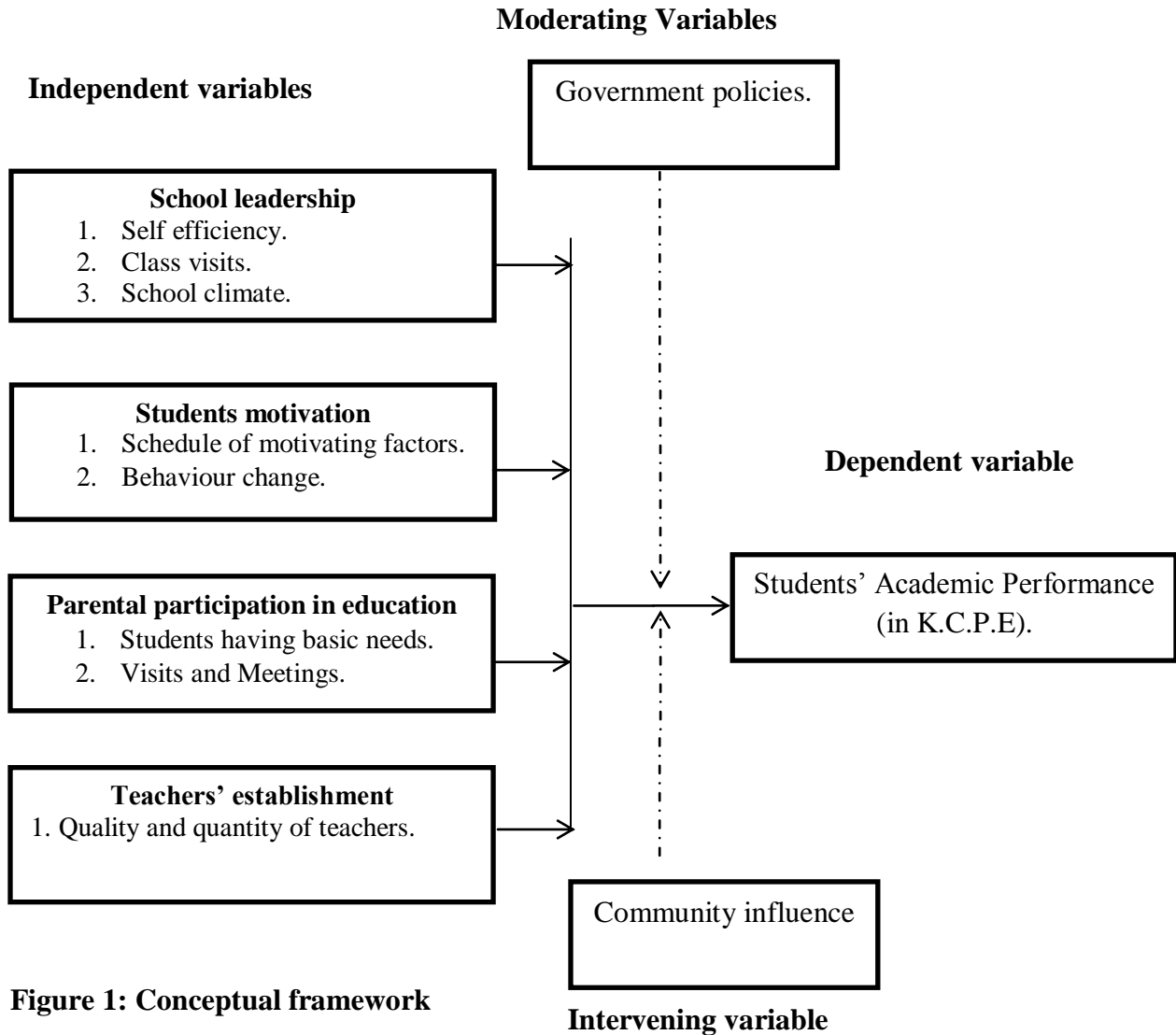


Figure 1: Conceptual framework

The conceptual framework (Figure 1) was developed to provide clear links of dependent and independent variables for they were related to each other in this research. The independent variables indicated the factors that influenced academic performance of student in K.C.P.E. The dependent variables were KCPE performance. The moderating variables were government

policies while the intervening variable was the community influence which had an impact on performance.

2.9 Summary and research gap

The literature review includes student performance in K.C.P.E globally narrowing to Runyenjes Division. The areas to be reviewed included academic performances, school leadership, parental participation in education, students motivation and teacher establishment. The literature review had shown that there were many factors that affected the academic performance of students such as, in availability of instructional materials, inadequate supervision of learning activities by the head teacher and negative socio-cultural factors among others. In this regard the researcher intended to establish how factors such as, school leadership, students motivation, parental participation in education and teacher establishment affected students academic performance in KCPE within Runyenjes Division.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter sets out the research methodology that was adopted so as to meet the objective stated in chapter one of this study. The research setting, population of interest, sample design and data collection instruments as well as data analysis techniques.

3.2 Research Design

The study used a descriptive research design. A descriptive study is mainly concerned with determining the frequency with which phenomenon occurs or the relationship between variables Bryman and Bell (2003). Such a study tried to discover answers to the questions who, what, when, where and sometimes how. The researcher described or defined a subject often by creating a profile of a group of problems, people or events. Descriptive research designs are used to develop a snapshot of particular phenomena of interest. Descriptive studies usually involve large samples. The focus of descriptive research is the careful mapping out of circumstances, situation or sets of events to describe what is happening or what happened, Creswell (2002).

3.3 Target Population

Target population according to Kothari (2004) is the total number of respondents in the total environment of interests to the researcher. However according to Mugenda and Mugenda (1999) population is the entire group of individual events or objects having common observable characteristics. The targeted population for this study was 600 pupils drawn from 38 public primary schools in Runyenjes Division.

All the 38 primary schools in Runyenjes Division, Embu County shared the same characteristics in terms of geographical characteristics, teachers education and in under the same Divisional management. The sampling procedure selection described the strategies that were used to identify the main categories of respondents for study.

3.4 Sample Size selection and sampling procedure

This selection was guided by Mugenda and Mugenda (1999), who stated that a sample size of 10% to 30% of the population is a representative sample of the population. The population of the pupils is 600 and therefore the sample size is 30% of 600 which is 180. There are 38 schools in Runyenjes Division and 30% of the schools were randomly sampled to make approximately 12 schools, 12 headteachers, 12 teachers and 12 parents who were the respondents of this research

3.5 Research Instruments

The study employed four sets of questionnaires to collect data. The study used questionnaires to collect data from students, teachers, school leaders and parents. The questionnaires were used due to their advantages in that they give respondents freedom to express their views or opinions and also to make suggestions (Gay, 1976). Questionnaires were used because the study was concerned mainly with the views, perceptions and feelings of the respondents and such variables could not be easily observed directly. Secondly, the sampled size of 180 students, 12 school leaders, 12 teachers and 12 parents that were used in this study were quite large and given the time constraints, the questionnaire was the ideal tool for collecting data. The study used semi structured questionnaires with a mixture of focused and free response items in a

single instrument. Kothari (1990). This enabled the researcher to collect qualitative data from the close-ended sections, and qualitative data from the open ended sections.

3.6 Validity of Instruments

Validity indicated the degree to which an instrument measures what is supposed to measure (Kothari, 2004). The questionnaires were structured to ensure that they remained accurate and consistent. This was assured through wide consultation between the researcher and the university supervisors who gave guidelines on research instruments validity.

3.7 Reliability of the Instrument

Reliability is a measure of the degree a research instrument yields consistent results after repeated trials Mugenda, (2003). The questionnaires were first tested on a selected sample of 3 Schools in Kyeni Division which is in Embu East District and it was repeated after one week of which the same results were replicated. Comments made by respondents during pre-testing were used to improve the instruments. After the pre-testing the questionnaires were reassessed and questions not clear were reframed for clarity and verification.

3.8 Data collection procedure

The researcher was given an introductory letter from the University of Nairobi. Appropriate permission for students, parents, teachers and headteachers to participate in the study was sought in advance by the researcher from the District Education Office-Embu East District. The researcher then visited the schools and created a rapport prior to the collection of the data. Data was collected using self administered questionnaires. The questionnaires were appropriate because they saved time and the respondent were literate and ensured uniformity in the way

questions were asked. Respondent were free to answer sensitive question when they were not required to disclose their identity.

3.9 Data analysis techniques

The questionnaire was cross examined to ascertain their accuracy, completeness and uniformity. Data was first cleaned by ensuring completeness of information at the point of collection. It was then coded and organised into different categories. The data was analysed using descriptive statistic in order to answer the research questions and objectives. This helped to draw inferences over factors that influenced the dependent variable. The results from the data analysis was interpreted and presented using frequency distribution table.

3.10 Ethical considerations

Informed consent was obtained from all those participating in the study. Respondents names were not be indicated anywhere in the data collection tools for confidentiality and information gathered was only used for the purpose of this study. The necessary research authorities were consulted.

Chapter three. Table 3.1: Operationalization of variables

Objectives	Variables	Indicator(s)	Measurement	Scale	Data collection method	Data Analysis
To examine factors that influence academic performance of students in K.C.P.E in Runyenjes Division, Embu County	Dependent variable - K.C.P.E performance	- Grades obtained (mean scores)	- Mean scores of the last years.	Ordinal	Document analysis	Descriptive statistics
To establish the influence of school leadership to academic performance of students in K.C.P.E in Runyenjes Division, Embu County	Independent Variable - Leadership - Rigidity - participation	- Self- efficiency -Class visits - School climate	- Frequency of meetings with students and teachers.	Nominal	Questionnaires	Descriptive statistics
To establish the influence of students motivation on academic performance of student in K.C.P.E in Runyenjes Division, Embu County	Independent Variable - Student motivation	-Schedule of motivating factors. -Behaviour change.	- Awareness of motivating factors. - Behaviour change.	Nominal Ordinal	Questionnaires	Descriptive statistics
To establish the influence of parents participation on education to performance of student in K.C.P.E in Runyenjes Division, Embu County	Independent Variable - Parental participation in education	- Basic needs - Visits - Meetings	- Frequency of meetings. - In-service training on parental participation.	Nominal Ordinal	Questionnaires	Descriptive statistics
To establish the effect of teacher establishment to academic performance of students in K.C.P.E in Runyenjes Division, Embu County	Independent Variable - Teacher establishment	-Quality and quantity of teachers	- Teacher- student ratio - Teacher workload.	Nominal Ordinal	Questionnaires	Descriptive statistics

SOURCE: RESEARCHER 2014

3.11 Summary

Chapter three had the introduction, research design, target population, sample size and sampling technique, research instruments, validity, reliability of the instruments, data collection procedure, data analysis techniques, ethical considerations and operationalization of variables.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the data analysis, presentation and interpretation. The data presented includes the objectives of the study that included the influence of school leadership on academic performance of students in K.C.P.E, influence of students' motivation on academic performance of students in K.C.P.E, the influence of parents' participation in supporting education on academic performance of student in K.C.P.E. and the influence of teacher establishment on academic performance of students in K.C.P.E in Runyenjes Division, Embu County .

4.2 Rate of Response

The sample comprised of 180 students drawn from 12 primary schools, 12 Std 8 teachers, 12 head teachers and 12 parents. Out of a total of 216 questionnaires issued, 200 questionnaires were returned. This represented a 92% response rate, which is considered excellent to make conclusions for the study (Mugenda and Mugenda , 1999).

4.3 Demographic information

For the researcher to find out the influence of factors influencing academic performance of students in K.C.P.E. in Runyenjes Division, Embu County, it was considered important to establish the demographic information of the respondents which included gender, age, and level of education and years of service as a teacher according to the above demographic characteristics as shown in Tables 4.1 to 4.4.

4.4 Presentation of gender of the respondents.

Table 4.1 Presents gender of respondents

All the respondents were categorised in gender, males' category headteachers 67% and teachers were 63%, female category headteachers 33%, teachers 37 all totalling to 100% as indicated in table 4.1 below.

	Head teachers	Teachers
	Percentage	Percentage
Male	67%	63%
Female	33%	37%
Total	100%	100%

The table shows majority of school leaders 67% and the teachers 63% were male.

4.5 The respondents age

Table 4.2: Age of the respondents

The table 4.2 shown below represents the age bracket of the respondents

	School leaders	Teachers
	Percentage	Percentage
21 – 30 years	0%	12%
31 – 40 years	0%	63%
41 – 50 years	66%	25%
Above 50 years	34%	0%
Total	100%	100%

Table 4.2 show that all school leaders were mature persons who were over 40 years of age with a whole (34%) being over 50 years old. (75%) of teachers were below 40 years of age.

4.6 Level of education of the respondent

Table 4.3 Level of Education of respondents

The table 4.3 represents the level of education of school leaders and teachers in Runyenjes Division.

	School leaders	Teachers
	Percentage	Percentage
P1	62%	67%
Diploma	21%	13%
Degree	12%	25%
Total	100%	100%

Table 4.3 shows that both schools leaders and teachers in Runyenjes Division are not highly educated with only 12% school leaders and 25% teachers having a degree.

Most of the school leaders (62%) and teachers (67%) teachers had done a P1 certificate in Teacher Training College.

4.7 Years of the work experience of the respondents

Table 4.4 Years of experience of the respondents

	School leaders	Teachers
	Percentage	Percentage
1 – 5 years	0%	8%
6 – 10 years	25%	37%
11- 15 years	46%	50%
Over 16 years	29%	5%
Total	100%	100%

Table 4.4 reveals that Runyenjes Division has quite experienced educators with over 70% of the school leaders and 55% of teachers had served for over 10 years

4.8 Influence of students motivation on academic performance of K.C.P.E

Table 4.5 Teachers and students response on influence of students' motivation on academic performance of K.C.P.E.

	Teachers		Students	
	Yes	No	Yes	No
Praise, appreciation and recommendation	92%	8%	65%	35%
Token given to them in terms of money	38%	62%	52%	48%
Trips and luncheons out of school	42%	58%	67%	33%
Good recommendation for promotions	79%	21%	59%	41%
Being given certificate of excellence	29%	71%	74%	26%
The good performance of school is enough motivation	29%	71%	76%	24%

Table 4.8 established that the teachers (92%) and students (65%) agreed that praise appreciation and recommendation letters motivated them to perform better. However teachers 62% disagreed that a token given to them in terms of money motivated them in delivering adequately. Trips and luncheons out of schools were indicated to be favoured for motivation by students more than the teachers.

4.9 The respondent rate of motivation in the schools

Table 4.6. Rate of motivation of school leaders, teachers and students in the school

Table 4.6 below shows the rate of motivation of school leaders, teachers and students in the school.

	School leaders		Teachers		Students	
	Yes	No	Yes	No	Yes	No
Highly motivated	8%	92%	17%	83%	20%	80%
Not motivated at all	17%	83%	17%	83%	11%	89%
De-motivated	75%	25%	67%	33%	51%	49%

Table 4.6 shows that generally school leaders and teachers as well as the students were not motivated in their institutions.

4.10 The influence of school leaders on academic performance of students in K.C.P.E

Table 4.7 Teachers response on influence of school leaders on academic performance of students in K.C.P.E

Table 4.7 below shows the influence of school leaders on students’ academic performance e in KCPE

Statement	Agree	Disagree
School leaders control teachers through a system of feedback and socialization	33%	67%
School leaders offer opportunities for teachers to reflect on teaching and learning	21%	79%
School governance instructional organization and school climate affect students performance directly	97%	3%
The principle is a resource provider, instructional resource, a communicator and a visible presence	33%	67%
The principle recognises teaching and learning as the main business of the school	42%	58%
The principle communicates the schools mission clearly and consistently to all stakeholders	37%	63%
The school leader fosters standards for teaching and learning that are attainable	37%	63%
The school leader provides clear goals and monitoring the progress of students towards meeting them	33%	67%
The school leader spends time in classrooms and listening to teachers	29%	71%
The school leader promotes an atmosphere of trust and sharing	71%	27%
The school leader builds an effective staff and making professional development a top	58%	42%

Table 4.7 indicates that the school leaders did not control teachers through a system of feed back and socialization and that they did not offer opportunities for

teachers to reflect on teaching and learning. Teachers (97%) consented that the school governance, instructional organization and school climate affected students' achievement directly. Teachers said that school leaders were not visibly present in schools although they provided an atmosphere for trust and sharing and they made professional development a top priority.

4.11 Response rate on parental participation in education

Table 4.8 presents the rate of parental participation in education

The table 4.8 below shows the rate of parental participation in education

	Head teachers	Teachers	Students	Parents
Yes	50%	35%	50%	75%
No	50%	65%	50%	25%

Table 4.8 shows 75% parents participated in supporting education while school leaders and students (50%) said parents don't support education. This chapter covered the data analysis, presentation and interpretation.

4.12 Response rate on teacher establishment and academic performance of students in K.C.P.E

Table 4.9 presents the response rate on whether teachers are sufficient

Table 4.9 below shows the rate on teacher establishment and academic performance of students in K.C.P.E.

	School leaders	Teachers	Students	Parents
Yes	40%	50%	60%	25%
No	50%	50%	40%	75%

The response rate on whether teachers are sufficient showed that 50% of school leaders and teachers said teachers are not sufficient but a high no of parents 75% said teachers were not sufficient.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter contains a summary of the findings extracted from chapters four. It also discusses the findings as per the reviewed literature, makes conclusions and recommendations. Finally it outlines the areas suggested for further research.

5.1. Summary of the major findings

The researcher had to establish how school leadership influenced students academic performance in K.C.P.E in Runyenjes Division, Embu County. The findings revealed that the school leaders did not control teachers through a system of feed back and socialization and that they did not offer opportunities for teachers to reflect on teaching and learning. 97% of teachers consented that the school leadership, instructional organisation and school climate affected students academic performance directly. The findings revealed that school leadership affected negatively students' academic performance because school leaders were not visibly present in schools although they provided an atmosphere for trust and sharing and they made professional development a top priority.

The study established that school leaders played key role in creating atmosphere of trust and sharing as well as presence and promotion of good communication in the school. Learners were less motivated to work effectively to achieve their potentials at school. Students lacked both intrinsic and extrinsic motivation which would drive them to better

performance in KCPE. Parents were not fully involved in supporting education. Majority of schools did not have adequate teacher establishment to meet the academic needs of the learners.

5.1.1 School leadership

The researcher had to establish how school leadership influenced students academic performance in K.C.P.E in Runyenjes Division Embu County. The findings revealed that 79% denied that school leadership offer opportunity for teachers to reflect on teaching and learning. This is true because most of the school leaders are highly experienced in matters related to educational disciplines but they have left it to teachers and school administration.

5.1.2 Students motivation

This study aimed to assess the influence of students' motivation on academic performance in K.C.P.E within Runyenjes Division Embu County. The findings revealed that school leaders, teachers as well as students were not motivated in their institutions at all. (83%) on the average or arithmetic means supported that fact (Table 4.6).

5.1.3 Parental participation in education

The researcher had to establish the influence of parents' participation in education to students' academic performance in K.C.P.E in Runyenjes Division Embu County. The research revealed that 50% of the parents did not support education Table 4.8. However

parents who responded positively that they support education were rated at 75% and 25% those who denied parental participation.

5.1.4 Teacher establishment

The researcher had to establish the influence of teacher establishment on students' academic performance in K.C.P.E. within Runyenjes Division Embu County. The findings revealed that teachers were not sufficient as per response rate of 75% by parents and 60% by students Table 4.9. It was also revealed that the ratio of pupil teacher per class was 1:70 which is contrary to Ministry of Education Policy (Republic of Kenya).

The study established that school leaders played key role in creating atmosphere of trust and sharing as well as presence and promotion of good communication in the school. Learners were less motivated to work effectively to achieve their potentials at school. Students lacked both intrinsic and extrinsic motivation which would drive them to better performance in KCPE. Parents were not fully involved in supporting education. Majority of schools did not have adequate teacher establishment to meet the academic needs of the learners.

5.2 Discussions.

Students in Runyenjes Division lacked both intrinsic and extrinsic motivation. It was noted that the teachers had a lot to do with student's motivation levels.

The influence of head teachers' leadership on academic performance in K.C.P.E as indicated they did not observe the leadership style that supported good academic performance of students. For example the head teachers did not control teachers through a system of feedback and socialization.

These findings are highlighted by Zumi and Madhere (1983) who asserts that leadership of the headteacher is an important aspect of moving towards a learning community that in turn will restructure schools for improved students' outcomes. They found that schools with headteachers who controlled teachers through a system of feedback and socialization had more teacher conformity and higher students' achievement when compared to schools where programming and sanctions are used to control teachers.

5.3 Conclusions

The study that was carried out to find the factors influencing academic performance of students in Runyenjes Division, Embu County revealed that the headteachers' leadership greatly influenced students' academic performance in K.C.P.E.

Headteachers are required to promote good communication in their schools and to be visibly present for satisfactory results to be realised. The study also revealed that lack of parental participation through provision of basic needs and motivation of both teachers and

students significantly affects student's academic performance in K.C.P.E in Runyenjes Division, Embu County.

5.4 Recommendations

On the basis of the results of the study the following recommendations were offered:-

1. The Teachers Service Commission County Director should organize workshops for the headteachers to train them on leadership that would lead to improved academic performance in K.C.P.E.
2. The headteachers should organise regular motivational talks to teachers and students.
3. The Government through the Teachers Service Commission should employ more teachers.
4. Schools should organise workshops for parents to sensitize them on their roles in supporting education.

5.5 Suggestions for further research

1. Similar studies should be carried out in other divisions in the county for comparison purposes.
2. Similar studies should be carried out in private schools in the county for comparisons purposes as well.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION TO THE RESPONDENTS

**NANCY MUVIRI REG. NO. L50/66240/2010
UNIVERSITY OF NAIROBI,
DEPARTMENT OF EXTRA- MURAL STUDIES,
P.O. BOX 30197 – 00100
NAIROBI
EMAIL: nancymuviri@gmail.com**

Dear Sir / Madam,

REF: A LETTER OF INTRODUCTION TO THE RESPONDENTS

I am a Master of Arts student in the university of Nairobi pursuing a course in Project Planning and Management at Embu Extra – Mural Center . I am carrying out a research on factors influencing academic performance of students in Kenya Certificate of Primary Education in Runyenjes Division, Embu County - Kenya. Your response will be confidential. Therefore do not indicate your name in the questionnaire. Please complete sections of the questionnaire relevant to you as objectively as you can. Your positive response will be highly appreciated.

Yours faithfully,

MUVIRI NANCY NJIRU

APPENDIX II

QUESTIONNAIRE FOR HEADTEACHERS

INSTRUCTION

Please answer these questions as honestly as possible. Write your responses in the spaces provided. Please, tick where applicable as per the question. Please don't write your name on the questionnaire.

SECTION A: DEMOGRAPHIC INFORMATION

SCHOOL CODE _____

1. What is your gender?

Male Female

2. Age in years

21 – 30

41 – 50

31 - 40

Above 50

3. What is your highest academic qualification?

O'Level

Diploma

Degree

Masters

Others (specify) _____

4. For how many years have you been teaching?

1-5 years

6-10 years

11-15 years

Over 16 years

SECTION B: SCHOOL LEADERSHIP

5. In your opinion, how would you rate your school's system of leadership in the District?
- Above average
- Average
- Below average
6. How do you plan to address the academic performance in relation to good leadership in the school?

7. Do you hold any leadership meeting/ workshops with different heads of departments in the school?
- Yes
- No

If yes, how often _____

SECTION C: STUDENTS MOTIVATION

8. What are the forms of motivation the school offers to the following?
- i. School leaders
- ii. Teachers
- iii. Students _____

9. a). In your opinion do you think motivation influence academic performance in K.C.P.E
- Yes
- No

b) If the answer is yes, how has it influenced performance in your school?

- Greatly improved
- Improved
- No improvement
- A drop

10. Please, indicate four factors which affect academic performance in your school.

11. What do you think should be done to improve academic performance in your school?

Any other comment

SECTION D: PARENTAL PARTICIPATION IN EDUCATION

12. What measures have you put in place to enhance parental participation in education

13. What on normal occasions is the parent's response towards your call for their full participation in education?

- Minimal
Average
Above average

14. Is there criticism by some parents when directing on the need for participation in education?

- Yes No

SECTION E: TEACHERS ESTABLISHMENT

15. In your opinion, do you think the teacher establishment has any influence on K.C.P.E. performance?

- Yes No

16. The following is true about teaching and learning in your school. Tick ()

- i. The teacher student ration is fair Yes No

THE END

THANK YOU FOR YOUR ASSISTANCE

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

INSTRUCTIONS

Please answer these questions as honestly as possible. Write your responses in the spaces provided. Please, tick where applicable as per the question. Please don't write your name on the questionnaire.

SECTION A: DEMOGRAPHIC INFORMATION

SCHOOL CODE _____

1. What is your gender?

Male Female

2. Age in years

21 – 30

41 – 50

31 - 40

Above 50

3. What is your highest academic qualification?

O'Level

Diploma

Degree

Masters

Others (specify) _____

4. For how many years have you been teaching?

1-5 years

6-10 years

11-15 years

Over 16 years

5. Designation

Assistant teacher

Class teacher

Teacher

Others (specify) _____

SECTION B: SCHOOL LEADERSHIP

a) The following statements were attributed to the school leadership style in the school.

Please indicate the extent to which they influence performance in your case.

1- Strongly agree 2-Agree 3- Uncertain 4-Disagree 5-Strongly disagree

Statements	1	2	3	4	5
The headteacher controls teachers through a system of feedback and socialization					
The headteacher offers opportunities for teachers to reflect on teaching and learning					
School governance, instructional organisation and school climate affect student achievement directly					
The headteacher is a resources provider, instructional resource, a communicator and a visible presence					
The headteacher recognises teaching and learning as the main business of the school,					
The headteachers communicates the school mission clearly and consistently to all stakeholders					
The headteacher fosters standards for teaching and learning that are attainable					
The headteacher provides clear goals and monitoring the progress of students towards meeting them					
The headteacher spends time in classrooms and listening to teachers					
The headteachers promotes an atmosphere of trust and sharing					

SECTION C: MOTIVATION

6. a) Does the school have any form of motivation to enhance performance?

Yes

No

b) If yes, please indicate to who it is offered?

Teachers

Students

None

7. a). The following statements were attributed to the motivation offered to teachers in the school. Please indicate the extent to which they influence performance in your case.

	Construct	1	2	3	4	5
To a great extent 1						
To some extent 2	Token given to them in terms of money					
Moderately 3	Trips and luncheons out of school					
Not at all 4	Good recommendation for promotions					
Not used 5	Being given certificate of excellence					

b). How would you rate the motivation of teachers in the school?

Highly motivated

Not motivated at all

Demotivated

8 a). In your opinion, is motivation of teachers related to academic performance of the school?

Yes No

b) What can be done to motivate teachers better by the ministry in order to enhance Performance?_____

9. The following statements are attributed to the students' motivation. Indicate with a tick which one apply to your school.

Construct	Tick ()
Giving certificate when they achieve good grades	
Giving them vouchers as high achievers	
Taking top achievers for trips	
Giving them money as tokens	

SECTION D: PARENTAL PARTICIPATION IN EDUCATION

10. What is your opinion towards parental participation in education?

11. What role as an individual are you playing in making sure that parents / guardian participate in your education?

12. Are you satisfied by the way parents participate in education?

Yes No

If no why _____

13. What factors do you consider when talking to parents on the need to participate in education?

SECTION E: TEACHER ESTABLISHMENT

The teachers are sufficient and well skilled in your school.

Yes No

14. In your opinion, do you think the teacher establishment has any influence on K.C.P.E performance?

Yes No

15. Do you think that there is anything that can be done to improve the teacher establishment in the school?

Yes No

16. The following is true about teaching and learning in your school. Tick ()

ii) The teacher student ratio is fair

Yes No

THE END

THANK YOU FOR YOUR ASSISTANCE

APPENDIX IV

QUESTIONNAIRE FOR STUDENTS

This questionnaire is divided into four sections A, B, C, D and E. Please complete each section according to the given instructions. Do not write your name or the name of the school to ensure complete confidentiality. Kindly respond to all questions.

SECTION A: DEMOGRAPHIC INFORMATION

1. Indicate your gender by putting a tick () against the appropriate response.

Male Female

2. How many marks did you score in KCPE?

- a.) 100 – 150
- b.) 201 - 250
- c.) 151 - 200
- d.) 251- 300

3. How many are you in a class?

- a.) 10 – 20
- b.) 20 – 30
- c.) 30 – 40
- d.) 40 – 50

e.) Any other specify.....

4. Kindly indicate occupations of your parents/ guardians.

Father _____

Mother _____

Guardians' _____

b) If no, how has it affected your learning? _____

SECTION B: SCHOOL LEADERSHIP

- a) The following statements were attributed to the school leadership stele in the school. Please indicate the extent to which they influence performance in your case.

Statements	1	2	3	4	5
The teacher controls students through a system of feedback and socialization					
The teacher offers opportunities for students to reflect on teaching and learning					
School governance, instructional organisation and school climate affect student achievement directly					
The teacher is a resources provider, instructional resource, a communicator and a visible presence					
The teacher recognises teaching and learning as the main business of the school,					
The teachers communicates the school mission clearly and consistently to all stakeholders					
The teacher fosters standards for teaching and learning that are attainable					
The teacher provides clear goals and monitoring the progress of students towards meeting them					
The teacher spends time in classrooms and listening to teachers					
The teachers promotes an atmosphere of trust and sharing					
The teacher builds an effective staff and making professional development a top priority					

SECTION C: MOTIVATION

7. Does the school have any form of motivation to enhance performance?

Yes No

8. How would you rate the motivation of students in the school?

Highly motivated
 Not motivated at all
 Demotivated

9. a) In your opinion, is motivation of students related to academic performance of the school?

Yes No

b) What can be done to motivate students better by the school in order to enhance performance? _____

10. The following statements are attributed to the students' motivation. Indicate with a tick () which one apply to your school. Please indicate the extent to which they influence performance in your school.

1. To a great extent [] 2. To some extent [] 3. Moderately []
 4. Not at all [] 5. Not used []

Construct	()	1	2	3	4	5
Giving certificate when they achieve good grades						
Giving them vouchers as high achievers						
Taking top achievers for trips						
Giving them money as tokens						
Due to good performance of the school thus they feel they also can make it						

11. Are there problems you are experiencing that may affect your performance in K.C.P.E?

Yes No

12. In your opinion, how you rate the KC.P.E performance in your school?

Very good

Good

Average

Poor

13. a). What would you point as factors influencing K.C.P.E. performance in your school?

Kindly list them down _____

b). Give suggestions on what can be done to improve if poor or maintain the K.C.P.E performance in very good in your school

SECTION D: PARENTAL PARTICIPATION IN EDUCATION

14. What is your opinion towards parental participation in education?

15. What role do you play in making sure that your parents / guardian participate in your education

? _____

16. Are you satisfied by the way parents participate in education?

Yes

No

If no why _____

17. Do you think your parents / guardians participation in your education has any impact in your performance? _____

SECTION E: TEACHERS ESTABLISHMENT

18. In your opinion, do you think the teacher establishment has any influence on K.C.P.E performance?

Yes No

19. Do you think that there is anything that can be done to improve the teacher establishment in the school?

Yes No

20. The following is true about teaching and learning in your school. Tick ()

ii) The teacher student ratio is fair

Yes No

THE END

THANK YOU FOR YOUR ASSISTANCE

APPENDIX V

QUESTIONNAIRE FOR PARENTS

INSTRUCTIONS

Please answer these questions as honestly as possible. Write your responses in the spaces provided. Put a tick where applicable as per the question. Please don't write your name on the questionnaire.

RESIDENCE: _____

DATE: _____

SECTION A: DEMOGRAPHIC INFORMATION

SCHOOL CODE _____

1. What is your gender?

Male Female

2. Age in years

21 – 30

41 – 50

31 - 40

Above 50

3. What is your highest academic qualification?

O'Level

Diploma

Degree

Masters

Others (specify) _____

SECTION B: SCHOOL LEADERSHIP

4. In your opinion, how would you rate your school's system of leadership in the District?

Above average

Average

Below average

5. Is there anything that parents can do to enhance good leadership to the school?

Yes

No

6. Are you ever invited for leadership meetings / workshops in the school?

Yes

No

If yes, how often _____

SECTION C: STUDENTS MOTIVATION

7. What are the forms of motivation the school offers to the following?

- i. Teachers
- ii. Support staff
- iii. Students _____

8.a). In your opinion do you think motivation influence academic performance in K.C.P.E?

Yes

No

b) If the answer is yes, how has it influenced performance in your school?

Greatly improved

Improved

No improvement

A drop

9. Please, indicate four factors which affect academic performance in your school.

10. What do you think should be done to improve academic performance in your school?

Any other comment

SECTION D: PARENTAL PARTICIPATION IN EDUCATION

11. How many of your children are attending primary school?
1-3 4-6 More than six
12. Do you think there is any contributions you offer to improve the performance of your children
Yes No
13. What measures have you put in place to enhance parental participation in education

14. How can you rate the school leadership effort in enhancing parental participation education?
Minimal
Average
Above average
15. Do you believe that if you are fully involved, your child's education can improve his / her performance?
Yes No

SECTION E: TEACHERS ESTABLISHMENT

17. Are you satisfied with number of teachers in your school compared to that of students?
Yes No
18. In your opinion, do you think the teacher establishment has any influence on K.C.P.E. performance?
Yes No
19. The following is true about teaching and learning in your school. Tick ()
Yes No

THE END

THANK YOU FOR YOUR ASSISTANCE

APPENDIX VI

BUDGET

	Activity	Cost per item	Amount
1. Proposal writing	12 ream of computers papers	500.00	6,000.00
	6 reams of Papers	500.00	3,000.00
	1 highlighter	60.00	60.00
	1 flash disk 1 GB	1,000.00	1,000.00
	Typing, printing photocopying & binding	6000	6000.00
	Typing and printing 90pages x 6x 40	21,600	21,600.00
	Photocopying 90 pages x 7 copies x2	1,260	1,260.00
2	Sub total		38,920.00
3. Piloting	Typing questionnaires 12 pages	40.00	480.00
	. Photocopying of questionnaires 324 pages	2.00	648.00
	i. Transport fuel 50 litres	90.00	4,500.00
	v. Subsistence 4 days	500.00	2,000.00
	Sub total		7,628.00
4. Data	Typing questionnaire 12 pages	40.00	4,000.00
	ii. Photocopying of questionnaires 1,330 pages	2.00	1,400.00
	ii. Transport fuel 100 litres	50.00	350.00
	v. Subsistence 8 days	4,000.00	4,000.00
			20,000.00
	TOTAL COST		40,328.00
	Add 10% of total contingency cost		8,687.60
	GRAND TOTAL		86,876.00

Sources of finances: self sponsored