

**SELECTED STRATEGIES THAT INFLUENCE STUDENTS' ACADEMIC
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN CHEPALUNGU
SUB-COUNTY, BOMET COUNTY, KENYA**

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DECLARATION

STUDENT'S DECLARATION

This thesis is my original work and has not been presented for a degree in any other University. No part of this thesis may be reproduced without the prior written permission of the author and/or Moi University.

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DEDICATION

To my mother Talai Kibias, my husband Thomas and Children; Judith, Cyprian, Whitney and Kimberly. Above all, my late father Kimeli Kibias who has been a mentor and whom I owe the success I have achieved in my career, he always inspired me.

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ABSTRACT

The purpose of the study was to identify selected strategies which influence students' academic performance in public secondary school in Chepalungu Sub-County, Bomet County. The study objectives were to; identify the mode of rewarding used to influence student's academic performance, identify benchmarking strategies that schools use to improve academic performance, establish how parents/guardians involvement in students' academic progress influence students' academic performance and investigate effect of teaching staff development on student academic performance. The study adopted metacognition personalised learning theory and used mixed methodology. The target population comprised 43 schools, 43 principals, 2,485 students and 301 teachers. 30% of the population was selected using simple random and stratified sampling. Principals were purposively selected while teachers were randomly selected. Questionnaires and interview schedule were used to collect data for this study. The data collected was analysed using descriptive and inferential statistics. Pearson Correlation analysis was used to test the relationship between the independent and dependent variables. Analyzed data were presented using tables and Figures. The study findings showed that the mean score in Kenya Certificate of Secondary Education (KCSE) for all schools was 4.14 in 2010, 4.56 in 2011, 5.13 in 2012 and 5.52 in 2013. Similarly, the study findings showed that majority (88.8%) of the students believed that rewarding students who performed well in Continuous Assessment Tests (CATs) can enhance their academic performance in KCSE. In addition majority (72.5%) of the students were of the view that students' rewards through trophies could influence positively their academic performance in national examinations. Further, majority (64.5%) of the teachers believed that benchmarking is used in the school to improve performance. In addition, majority (69.8%) of teachers believed that students' academic progress is monitored by both parents/guardians and the school administration and this has improved academic achievement. The study recommended that there is need for schools to reward students, benchmark with high performing schools and involve all stakeholders in order to enhance their academic performance. The strategies identified by the research will help to improve students' performance which will in turn uplift the level of education in Bomet County and the neighbouring counties with similar characteristics.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST ACRONYMS	xii
CHAPTER ONE	1
INTRODUCTION TO THE STUDY	1
1.1 Overview	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	6
1.3 Purpose of the study.....	7
1.4 Objectives of the Study.....	8
1.5 Research Questions.....	8
1.6 Hypotheses	9
1.7 Significance of the Study	9
1.8 Scope of the Study	9
1.9 Limitations of the Study.....	10
1.10 Theoretical Framework.....	10
1.11 Conceptual Framework.....	12
1.12 Operational Definition of Terms.....	13

CHAPTER TWO	15
LITERATURE REVIEW	15
2.1 Introduction.....	15
2.2 Academic Support Strategy	15
2.3 Discovery Learning Strategy	16
2.4 Laboratory Strategies	17
2.5 Divers Teaching Strategies for Diverse Learning.....	18
2.6 Facing the Achievement Gap.....	18
2.7 Embracing Diversity	20
2.8 Educational Learning Strategies	22
2.9 Characteristics of Successful Schools.....	23
2.10 Provision of Good Learning Environment.....	26
2.11 The Motivational Strategies Enhancing Academic Achievement	27
2.12 Summary of the Reviewed Literature and the Gap therein.....	27
CHAPTER THREE	29
RESEARCH DESIGN AND METHODOLOGY	29
3.1 Introduction.....	29
3.2 Research Design.....	29
3.3 Study Area	30
3.4 Target Population.....	30
3.5 Sample Size and Sampling Procedures.....	31
3.5.1 Sample Size.....	31
3.5.2 Sampling Procedures	33
3.6 Research Instruments	33
3.6.1 Questionnaires.....	33

3.6.2 Interview	34
3.7 Pilot Study.....	35
3.8 Reliability and Validity of instruments.....	35
3.8.1 Validity of instruments	35
3.8.2 Reliability of Instruments	36
3.9 Data Collection Procedure	38
3.10 Data Analysis Techniques.....	38
3.11 Ethical Considerations	39
CHAPTER FOUR.....	40
DATA ANALYSIS, PRESENTATION, AND INTERPRETATION	40
4.1 Introduction.....	40
4.2 Demographic Description of Respondents	40
4.2.1 Gender of the Respondents	41
4.2.1 Age of the Respondents	42
4.2.3 Type of School.....	43
4.2.4 Highest level of Academic Qualifications	43
4.2.5 Working Experience	45
4.3 Effects of Students’ Rewarding on Academic Performance.....	46
4.4 Benchmarking Strategies used to Improve Academic Performance.....	51
4.5 Influence of Parents’ Involvement in Students’ Academic Progress on Students’ Academic Performance.....	55
4.6 Effects of Teaching Staff Development on the Students’ Academic Performance	59

CHAPTER FIVE	65
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	65
5.1 Introduction.....	65
5.2 Summary of the Findings.....	65
5.2.1 Effects of students’ Rewarding on academic performance.....	66
5.2.2 Benchmarking strategies used to improve academic performance.....	67
5.2.3 Influence of parents’ involvement in students’ academic progress on students’ academic performance	68
5.2.4 Effects of teaching staff development on the student academic performance.....	68
5.3 Conclusions of the Study	69
5.4 Recommendations of the Study	70
5.5 Suggestions for Further Research	71
REFERENCES.....	72
APPENDICES	80
APPENDIX 1: INFORMED CONSENT	80
APPENDIX II: QUESTIONNAIRES FOR TEACHERS	81
APPENDIX II: QUESTIONNARE FOR STUDENTS	84
APPENDIX III: INTERVIEW SCHEDULES FOR THE PRINCIPALS/ DEPUTY PRINCIPALS.....	86
APPENDIX IV: RESEARCH AUTHORIZATION LETTER.....	88
APPENDIX V: RESEARCH PERMIT	89

LIST OF TABLES

Table 3.1: Target Population.....	31
Table 3.2: Sample Size	32
Table 4.1: Type of school	43
Table 4.2: mode Of Rewarding used to Influence Students’ Academic Performance ..	47
Table 4.3: Relationship between rewards and students’ academic performance.....	51
Table 4.4: Benchmarking as a Strategy used to Improve Academic Performance.....	52
Table 4.5: Effects of parents’ involvement in students’ academic progress on students’ academic performance	56
Table 4.7: Relationship between parental involvement and students’ academic performance	59
Table: 4.7: Effects of Teaching Staff Development on the Students’ Academic Performance	60
Table 4.8: Relationship between teaching staff development and student’ academic performance	63

LIST OF FIGURES

Figure 1.1: Conceptual Frame work	12
Figure 4.1: Gender of the Respondents.....	41
Figure 4.2: Age Bracket of Teachers	42
Figure 4.4: Academic Qualifications of the Respondents	44
Figure 4.5: working Experience of the Respondents	45

LIST ACRONYMS

ADEA	Association for Development of Education in Africa
CATS	Continuous Assessment Tests
CEO	County Education Officer
KCSE	Kenya Certificate of Secondary Examination
NACOSTI	National Council for Science, Technology and Innovations
SPSS	Statistical Package of Social Science
SSA	Sub- Saharan Africa
TIQET	Totally Integrated Quality Education and Training.
UNESCO	United Nations Educational, Scientific and Cultural Organization
US	United States

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Overview

This chapter focuses on the background to the study, statement of the problem, purpose of the study, research objectives, research questions, and justification of the study, significance of the study, limitation of the study, theoretical framework and conceptual framework, assumption of the study, scope of the study and operational definition of terms.

1.1 Background of the Study

Education is the most important valuable resource and contributor to national economic growth. It contributes to improvement in quality of life and development of a nation. Empirical evidence suggests that education is one of the most important factors that contribute to economic development in both developed and developing countries. For example, Hadded et al (1997) suggest that expenditure on education contributes positively to labor productivity and economic pay off to invest on education.

The term academic support according to Hadded et al, (1997).may refer to a wide variety of instructional methods, educational service or school resources provided to students in the effort to help them accelerate their learning progress in order to catch up with their peers, meet learning standards, or generally succeed in school. When the term is used in educational context without qualification, specific examples or additional explanation, it

may be difficult to determine precisely what academic support is referring to. The terms support or support may also be used in reference to any number of academic support strategies. In practice, academic support encompasses a broad array of educational strategies including tutoring sessions, supplemental courses, summer learning, experiences after school programs, teacher advisors and volunteer mentors as well as alternative ways of grouping counseling and instructing students. Academic support may be provided to individual students, specific students populations. State and federal policies may require schools to provide academic support to certain students or schools may voluntarily create support programs to address specific performance results or trend, such as large number of drop outs, course failure and behavioral problems. While the term academic support typically refers to the services provided to underperforming students. It may be used in reference to ‘enrichment’ programs and more advanced learning opportunities provided to higher – achieving students. The support may vary from school to school, with the following common forms of academic support strategies advanced by Haddad et al, (1997).

- Classroom- based strategies; teachers continually monitor students’ performance and learning needs and then adjust what they teach or how they teach to improve students’ learning.
- School based strategies: - schools create academic support opportunities during the school day such as learning labs to increase the instructional time that academically struggling students receive while also varying the way instruction is delivered.

- After - school strategies or before school may provide after – school or before school programs, usually within school building, that provide students with tutoring or mentoring or that help students prepare for class or acquire study skills.
- Outside - of -school strategies community groups and volunteer based learning programs, other working in partnership with local public schools. This may provide a variety of programs, such as reading programs for young children that are connected to what students are learning in school.
- Vocation – break strategy: - Strategies such as summer school or “summer bridge program” may be created to help students catch up. (If they feel behind during the previous year) or prepare for the next grade. (If there are concerns they might struggle academically or drop out of high school). Similar programs may be provided during vocation breaks in the fall, winter and spring. In public schools, various forms of specialized academic, emotional and social support and services are provided to students who meet the criteria outlined in educational regulations

Education provides us with knowledge about the world. It paves way for a good career, it helps build character. It leads to laying foundation of a stronger nation. World Bank, (2007) observes that pace and degree of change in the world created the challenge of preparing students for a world that cannot be described. It further states that education receives wide spread attention (World Bank, 2007).

According to Totally Integrated Quality Education and Training (TIQET) report, secondary education is reported as the level of basic education at which learners are

expected to take the first recognized national examination that will usher them into higher education with various fields of training in their chosen career field or direct entry into the world (ROK, 1999).

Furthermore, World Bank Review (2006) on priorities and strategies for education stated that quality of education is defined by students' outcomes. According to the review report, a wide variety of policies and inputs, tailored to specific conditions can bring about effective schooling. The report states that education outcomes can be improved through four important actions as follows: Setting standards for performance, supporting inputs known to improve achievement, adopting flexible strategies for acquisition and use of inputs and monitoring performance.

In Africa, intervention measures are continuously being put in place to encourage and facilitate effective teaching to improve students' performance (Grosser, 2007; Pretorius, 2012). This evidence is echoed by Sanyal (2013) who explained that Africa has sufficient policies, mechanisms and processes for assuring quality of teacher education hence need for enriching and up-scaling the on-going teacher quality improvement efforts. Despite education being considered as a vehicle for national development and various efforts by teachers' to improve students' performance in Kenya, the trend on students' performance in academic achievement in some public secondary schools remains poor. The continued poor students' performance is of great concern to the education policy makers, teacher unions, development partners, donors, teachers, parents and the society (KNEC, 2013; RoK, 2013).

On setting Standards, the World Bank Review (2006) on education states that the government can improve academic achievement by setting a clear high performance standard for core subjects. Standards have led to positive results in schools systems of such industrialized countries as Australia, France, Germany and Japan. Performance standards are important at all levels of education but have often been reflected at basic schooling. The World Bank Report also indicates that effective performance standards reflect the consensus of professional strategies from teachers, students, parents and stakeholders that performance requires five types of inputs:-students' capacity and motivation to learn, subjects to be learned, teachers who can teach the subject and knows it well, the requisite tools and facilities for teaching and learning and sufficient learning environment (World Bank, 2006).

Schools, one of the major institutions in society, are faced with the challenge of preparing students to obtain the knowledge, skills, and character for success in adult years (Lieberman & Miller, 2004). However, many of the students are not gaining adequate knowledge and skills needed to assist them in making promising career choices (Hess, 2009).

Jayson (2005) in the National Alliance issues strategies for High School provides core principles for improving teaching and learning for older youth. The principles are broad enough to accommodate local and context – specific issue of individual high schools. The

author further emphasizes that the principles are interdependent and function as a comprehensive whole.

African governments have continuously emphasized on the role of education for its citizenry as a means to social and economic upliftment. From studies conducted by Psacharopoulous (1994), returns of education in Africa are higher than other regions. In Kenya it is evident that secondary education plays an important role in empowering individuals economically and socially (Muthaka & Mwangi 2002; Muganda 2002). It is for these reasons that many secondary schools have been expanded to increase its access to all Kenyans, thus the need to conduct a study with an aim of identifying academic strategies that enhanced student's academic performance in Chepalungu Sub-County, Bomet County.

1.2 Statement of the Problem

In Kenya, students' academic performance is greatly valued by all citizens (Marzano, 2009). This can be achieved through effective teaching where there must be co-operation and interaction between teachers, students and parents (Epistein, 2001). In addition, teachers' knowledge and understanding of students' academic levels and prior knowledge are paramount in deciding the most appropriate strategies for students (McLeod, Fisher, & Hoover, 2003). Oduol, (2006), reported that decline in candidates' performances in National Examination is as a results of lack of monitoring of learning achievement system that could provide a basis for provision of intervention strategies to address the weakness portrayed by candidates. Furthermore, Wamocha et al., (2008) reported that the role of head teachers is to promote students' academic performance, through motivational strategies after an achievement of KCSE academic achievement. Ndemba (2014) pointed

out that principal facilitation of teachers' development influenced students' performance in KCSE.

The importance of student's high performance has attracted the attention of the public policy-makers educators, learners and ministry of education alike. Every year when the Kenya National Examinations (KCSE) results are released, parents, teachers, stakeholders and students applaud and praise the well performed schools. However, the schools that perform poorly are condemned. In Chepalungu Sub-County the records from the CEO's office reveals that out of total 2120 candidates in 2013 only 749 students attained a minimum grade of C+ and above which is 35.362%, while the rest 1371 students attained below C+ (64.7%,) (CEO report, 2014). This implies that there is a large number of students not transiting to the next level of learning with the required grade. Lacks of benchmarking and rewarding by low performing schools have been blamed to contribute to low performance posted by most schools in Chepalungu Sub County. This study was therefore set to investigate strategies that have been put in place to influence students' academic performance in public secondary schools in Chepalungu Sub-County.

1.3 Purpose of the study

The purpose of the study was to investigate selected strategies which influence student academic performance in public secondary schools in Chepalungu Sub-County, Bomet County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives

- i. To identify the mode of rewarding used to influence students' academic performance in Chepalungu Sub-County
- ii. To establish bench markings that schools use to improve academic performance in Chepalungu Sub-County.
- iii. To establish how parents/guardians involvement in students' academic progress influences students' academic performance in Chepalungu Sub-County.
- iv. To investigate the effect of academic staff development on the student academic performance in Chepalungu Sub-County.

1.5 Research Questions

This study sought to answer the following research questions;-

- i. What mode of rewarding are used to influence students' academic performance?
- ii. What benchmarking is used in schools to influence student's academic performance?
- iii. How do parents/guardians involvement in students' academic progress influence students' academic performance?
- iv. What is the effect of academic staff development on students' academic performance?

1.6 Hypotheses

H0₁: There is no significant difference between involvement of parents/guardians in students' academic progress and students' academic performance in Chepalungu Sub-County, Bomet County.

H0₂: There is no statistical relationship between the participation of teaching staff in staff development and students' academic performance in Chepalungu Sub-County, Bomet County.

1.7 Significance of the Study

The study hopes to generate a lot of benefits to the education sector in Chepalungu Sub-County Bomet County and the Country at large. It will enable the Ministry of Education officials at the Sub-County and county levels by applying the strategies that improve students' academic performance in the secondary schools. It will also help the administrators to understand the standard strategies that improve students' academic performance. The Ministry of Education will use the selected strategies to close the gap between highly and poorly performing s schools.

1.8 Scope of the Study

The study confined itself to secondary schools in Chepalungu Sub-County. The respondents were the school principals, heads of departments, teachers and students of Chepalungu Public Secondary Schools.

1.9 Limitations of the Study

The study was conducted in Chepalungu sub-County in Bomet County, Kenya. The findings might therefore not be sufficient to be generalized for the whole country. The study also relied on self-report from respondents which sometimes may be biased. However, triangulation was employed to counter this limitation. Moreover, the study used instruments where validity and reliability were tested before collecting data thereby improving the credibility of the findings.

1.10 Theoretical Framework

The study was anchored on the Metacognition personalized learning theory advanced by David (1995). This is an important area of learning theory since 1992 that proposes that transfer of learning can be analyzed along two dimension, background reading or forward looking and low road or high road. That teaching students' metacognitive strategy is a valuable skill that helps students become more self-directed learners. Metacognition affects motivation because it affects attribution and self-efficiency, for example study strategies, monitoring and motivation. David and Moshman, (1995) said that metacognition can promote academic learning. One principle summary, when students are able to understand their strength and weakness they can apply strategies to offset their short comings

In performance and education, they noted that, when one is doing an important job, you are on task with a performance objective. It is pointed out that, always concentrate on

quality of thinking and action in the present which sometimes involve meta-cognitively asking 'how can I do it better' and 'what have I learned in the past that will help me now?' and occasionally you will ask "what can I learn now that will help me in the future", but at times in life you was on task with a personal education objectives, when asking "what can I learn now" is the top priority. The difference between a performance objective and education objective is the relative amount of focusing on (and effectiveness of) two ways to learn from experience, by using past learning for the present and using present learning for future.

If students are sufficiently motivated to learn so they can improve their own lives they will adopt s a strategy of international learning by investing extra mental effort beyond what is required just to complete a task, with the intention on their personal goals for learning that is, a problem solving perspective on self-education. As a teacher one can help students improve their learning strategies, both directly (by describing the strategies enthusiastically recommend and indirectly (by coaching students by encouraging and guide their own metacognitive discovery of personally customized learning strategies). An essential component of metacognition is employing study strategies to reach a goal, self-assessing one's effectiveness in reaching that goal, and then self-regulating in response to the self-assessment. The metacognition theory therefore is going to be useful in the study because the study deals with the academic strategies which influence students' performance that is well explained in the theory.

1.11 Conceptual Framework

The study was based on the framework which conceptualizes the relationship between academic strategies and students' academic performance. Fig. 1.1 displays the conceptual framework.

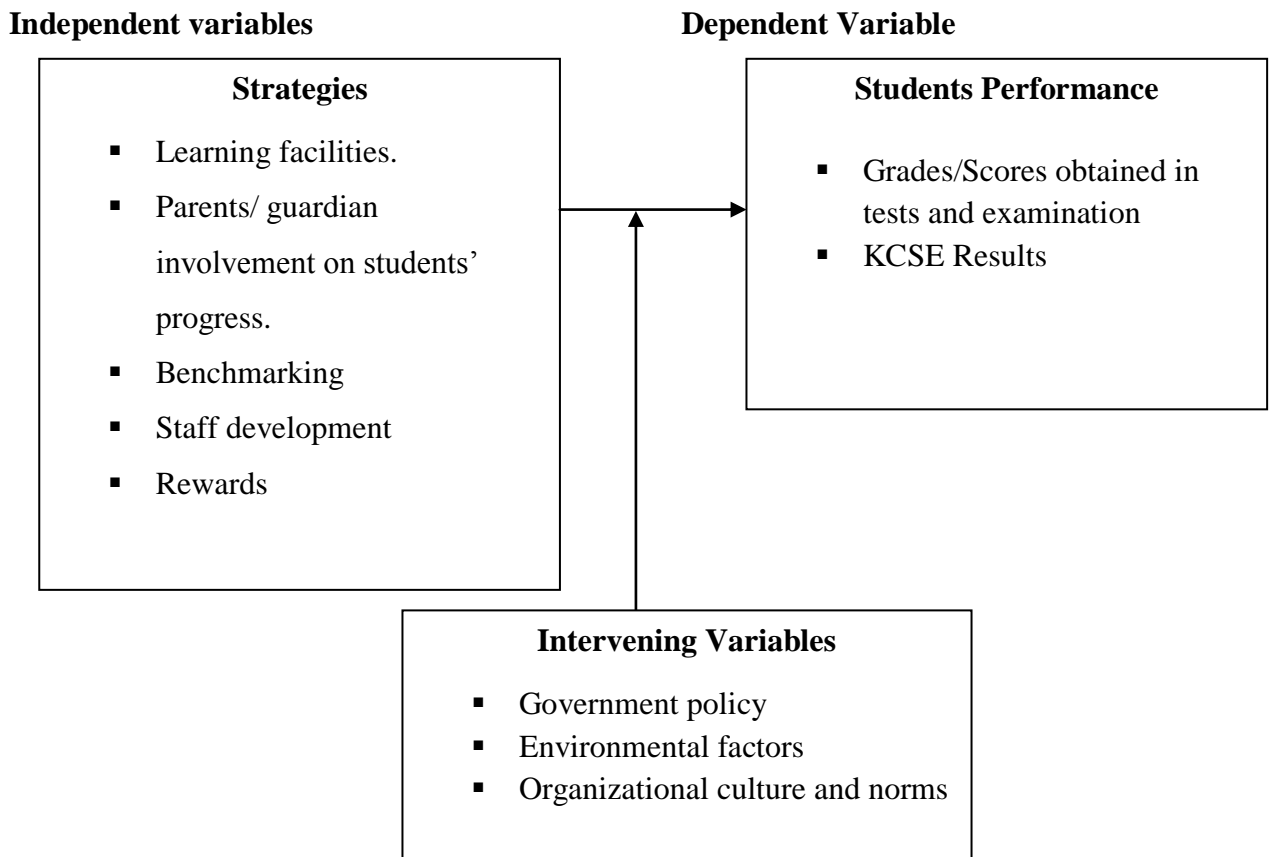


Figure 1.1: Conceptual Frame work

In this Conceptual framework the independent variables of this study are the academic strategies and the dependent variable was the students' academic performance while the intervening variables are government policies, environmental factors, and organizational cultures and teachers characteristics. To minimize the effects of intervening variables on the study findings, these variables were integrated in designing the main instruments for data collection.

1.12 Operational Definition of Terms

Academic performance – Academic performance is the academic outcome after a period of learning. It can be monthly, midyear or yearly which is after acquiring an education curriculum (Hanushaela, 2007)

Benchmarking- According to this study Benchmarking is a process of finding good practice and learning from other to provide a standard measurement of effective performance within an organization (Norman, 2001)

Effectiveness - Effectiveness is concerned with achieving objectives or the degrees to which objectives are achieved and the extent to which targeted problems are solved. It refers to the capability of producing desired effects or results (Robbins, 2009).

Rewards- In this study rewards are incentives provided to students to take tests more seriously (Lezotte, 2010).

Staff Development- Staff development in this study is a process that demonstrates the commonness of purpose of all staff and crucial nature of individual knowledge and skills to perform assigned duties in relation to the achievement of the larger goal (Holmes, 1998).

Strategic plan – A strategic plan is a road map that leads educational institutions from where it is now to where it wants to be – four – five years (Birgen, 2012; Robbinson, 2007).

Strategy – In this study strategy means a plan of action that a school formulates to gain a sustainable competitive advantage in academics. It is a way in which an institution positions itself to take advantage of its capabilities to exploit favorably the opportunities in the education sector. A good strategy adds value to the teaching and non – teaching staff effort in the delivery of service to students. It guides the staff in consistently meeting their target (Birgen, 2012).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains a review of literature that is related to the study. The review focuses on what researchers, scholars and educationists or policy makers have found out and said about strategies that may influence students' academic performance in various institutions.

2.2 Academic Support Strategy

Learning is looked at as relatively permanent change in behavior and mental process in an individual with reinforced skills, attitudes (Bray, 2007). Parental co-operation and assistance on learning should be high and because of this, teachers make frequent requests for parental assistance in reinforcing and improving students' classroom skills. Therefore, in order to influence effective teaching, there must be co-operation and interaction between teachers, students and parents (Epistein, 2001).

Ludlow, (2011) opines that teacher leadership is a critical component in preparing and shaping the minds of students. Although this concept has existed for many years, according to Can (2009), it can only be constituted as a result of the interaction between a teacher and his/her students. Teachers' knowledge and understanding of students' academic levels and prior knowledge are paramount in deciding the most appropriate strategies for students (McLeod, Fisher, & Hoover, 2003). For example, the U. S. Department of Education (2011) reported that at the basic level, a fourth grader is only able to "interpret a character's statement to describe a character trait." However, a student at the proficient level is able to identify the main problem the character encounters in the

story, and a student at the advanced level is able to utilize events in a story to support his or her view of the story type (U. S. Department of Education, 2011). Teachers have to assess student needs and then align strategies to address those needs. Marzano (2009) stated that the major independent impact on student achievement is instructional strategies. According to McLeod et al. (2003), teachers have a sole responsibility to decide how to utilize their resources and choose strategies that will advance their students to the appropriate depth.

For effective implementation of curriculum to yield high quality educational output, school management has received top priority not only in most sub-Saharan African countries but also in Kenya (Oketch & Ngware, 2012; Orodho, 2014). Quality of education measures using academic and no-academic indicators in secondary education in Kenya is neither achievable nor sustainable without the continuous assessment of these indicators on how they influence the delivery of quality education by school systems in the country. Demand for educational quality is also increasing, as the Government of Kenya views the satisfactory performance of her basic education systems not only instrumentally but also strategically in relation to economic development and international competitiveness (Republic of Kenya/UNESCO, 2012).

2.3 Discovery Learning Strategy

In discovery learning, learners are allowed and encouraged to construct meanings and understanding on their own by being provided by teachers appropriate and structured tasks that ensure curiosity and continued inquiry till the learners experience the power of a sense of conquering odds in learning and discovering new knowledge (Sijjo, 2010).

In order to become a teacher in mainland China, it is necessary for senior or Middle school teachers to be graduates with two additional years of training in a professional institution. Different teaching strategies are employed in China as compared to the strategies in the United States. In China, if a student is having difficulty grasping concepts in Mathematics, the teachers may ask the students to come in front of the class to try to solve a problem so that the teachers and other students can help the student to correct his or her mistakes. If the student needs additional help, he will stay after school and work one on one with the teacher. The students' parents will also be involved and will help him with his homework when he gets home from school and on weekends as well. In America, to become a teacher at an American elementary middle or high school, it is necessary for all teachers to complete a four-year undergraduate higher education program. Many teachers at elementary, middle and high school, go on to get their master's degree in education, which will allow the teachers to be paid higher salary than would otherwise receive. If a student in United States (US) is lagging in his or her class, there is a tendency that he/she might fail in examinations. Students in this situation will make others move to a lower level math class (different math levels are usually associated with, middle school or high school (Episten, 2005).

2.4 Laboratory Strategies

Teaching and learning laboratory strategy is a way of making decisions about a course of an individual class or even an entire curriculum, beginning with an analysis of key variables in teaching situations. These variables include the characteristics of the learner, the learning objectives and instructional preferences of the teacher. Once these variables

have been analyzed, informed decision can be made about course content structure, methods of assessments and other key components (Kenneth, 2011).

2.5 Divers Teaching Strategies for Diverse Learning

According to Pinkus, (2009) children of the minority and those from low income families often perform poorly on test and this is well known. Most Americans assume that the low achievement of poor and minority children is bound up in the children themselves or their families that they “have no place to study” and “culture does not value education”. These and other excuses are regularly offered up to explain the achievement gap that separates poor and minority students from other young Americans. But these are red herrings. The fact is that we know how to educate poor and minority children of all kinds, racial, ethnic and language – to high levels. Some teachers and some entire schools do it every day, year in and year out, with outstanding results. But the nation as a whole has not yet acted on that knowledge (Commission on Chapter 1, 1992. pp.3 – 4). The chapter describes a multitude of teaching strategies shown by research to be effective in educating diverse students’ learners. It further showed that diverse students’ learners include students from racially, ethnically, culturally and linguistically diverse families and communities of lower socio – economic status. If educators act on the knowledge research offers, we can realize the educational excellence we desire for all children.

2.6 Facing the Achievement Gap

According to Egbo, (2011) the national graduation rate is diplomas 69.6% in the US . This report estimates that in 2006 more than 1.2 million students – most of them from minority groups will not graduate from high school in four years with a regular diploma nationally,

while close to 30 percent of students do not graduate, only 51.6 percent of black students, 47.4 percent of American Indian and Alaskan Native students, and 55.6 percentage of Hispanic students graduated from high school on time with a standard diploma, compared with more than three quarters of non-Hispanic whites and Asians (Egbo, 2011). Demographer Harold Hodgkinson, advocates universal preschool education as a means of providing true equal educational opportunity that reflects on the diversity in United States (US) schools (2003).

Hodgkinson (2003), advocates educational program that like Head Start, take into account not only academic needs but conceive of children as whole persons with social, emotional and physical needs and strengths, in family context (Hodgkinson, 2003). Burris (2005, p595) concluded that when “ all students those at the bottom as well as those at the top of the (achievement) gap – have access to first – class learning opportunities, all students achievement can rise.

Hodgkinson (2003) highlighted another model, - the school of the 21st century that regarded students as whole persons in their family context. This is one of the most successful models for putting together all of the factors that contribute to positive academic, emotional and social development of young children, including, school based programs, strong units between early childhood and schools, strong parental support and involvement, Universal access, a focus on children physical, social, emotional and intellectual development, a strong staff training and development ; and a commitment to serving working families. Hodgkinson, (2003) research suggest the implementation of

sound, based strategies that recognize the benefits of diversity can build a better future for all of us.

2.7 Embracing Diversity

Rather than constituting a problem for students and educators, the growing diversity in US, classrooms necessitates and encourages the development and use of diverse teaching strategies designed to respond to each student as an individual. However, we need a greater repertoire of approaches to teaching and learning to cope with varied styles of learning. Teachers and students alike must cultivate interpersonal skills and respect for other cultures. The new world economy demands this global view. Teachers promote critical thinking when they make the rules of the classroom. Culture explicit and enable students to compare and contrast them with other cultures, for such learning to take place, however, knowledge, and skills to make their classroom effective learning environment for all students. Given the opportunity students can participate in learning communities within their schools and neighborhoods and be ready to assume constructive roles as workers, family members and citizens in global society (Zeichner, 1992).

Zeichner (1992) summarized the extensive literature that describes successful teaching approaches for diverse populations. For this review, he distilled 8 key elements for effective teaching; Teachers have clear sense of students' ethnic and cultural identities.

- i) Teachers communicate high expectations for the success of all students and a belief that all students can succeed.

- ii) Teachers are personally committed to achieving equity for all students and believe that they are capable of making a difference in their students learning.
- iii) Teachers have developed a bond with their students and cease seeing their students as 'the other'.
- iv) Schools to provide an academically challenging curriculum that includes attention to the development of higher level cognitive skills.
- v) Instruction focuses on students' creation of meaning about context an interactive and collaborative learning environment.
- vi) The teacher helps students see learning tasks as meaningful.
- vii) Community members and parents or guardians are encouraged to become involved in students' education and are given a significant voice in making important school decisions related to programs (such as resources and staffing).

According to Mehan (2007) research has shown that the schools practice of tracking neither provides students with equal educational opportunities nor serves the needs of employers for a well-educated workforce. In addition, Osei (2006) indicated that having a strategy to follow is a basic planning principle in resource utilization. Verspoor (2008) has gone further to suggest some basic conditions or guidelines which we should also bear in mind. Basically, these show that resource plans must make provision for adaptability of alteration probabilities; flexibility in user demands or methods; durability even though this may result in higher cost initially; accessibility of facility to students, teachers and society, and due regards for aesthetic and clean environment closely related to all these factors is a

thorough or in depth analysis of the demographic determinants of a planning in order to identify the level of utilization of the proposed facilities.

Epstein (2005) in his research found that when teachers involve families in subject specific intervention in reading and related language arts; students reading skills and scores are positively affected for example homework for their children in homework completion.

2.8 Educational Learning Strategies

Smith (2012) having a good teacher can mean the difference between academic success and failure. Good teachers are effective because they employ a variety of methods to convey information to their students. There are a variety of teaching strategies that instructors can use to improve students' learning. Many organization or institutions hesitate or even refuse to implement any form of strategic planning because their management believe that things are going well thus no need for change. These managers forget that the best time to introduce change is when there is absence of crises. They wait instead, until a crises is upon them and it is almost too late to take meaningful action (Dew, 1997). An inward focus ascribes to the belief that if things are not broken, they should not be fixed. The problem with inward focus is that it generates contentment with the status quo that leads to resistance to change.

In organisation with the problem of inward focus, benchmarking is the best approach to getting people think outside the box to see how others are succeeding. Benchmarking is

the practice of recognising and examining the best practises in a similar institution and using the knowledge as a basis for improving all aspects of the institution or organization as Naylor (2000) explained it is not an imitation, it is about taking the best features from all other equal or better, according to Camp cited in Rampersad, (2001), benchmarking is a systematic.

2.9 Characteristics of Successful Schools

One question that has preoccupied researchers for decades is why some public secondary schools consistently perform well in examinations while others consistently perform poorly. Researchers such as Kirk and Jones (2004), Skaife and Hallstead (2002), and Daggett (2005), have demonstrated, that successful schools have unique characteristic and process, which help all children to determine what accounts for improved academic out comes in various institutions. In comparison to effective schools, the American Federation of Teachers (2000) established that low performing schools are characterized by lack of academic standards high level of disputes and violence high rate of students and staff absentees high drop -out rate, high rate of staff turn -over and an overall negative school atmosphere where parents are hardly involved in school programs and activities.

In Africa research on effective schools that perform well has also been conducted, for instance Verspoors` (2006), research on what determines education quality in Sub-Saharan Africa (SSA) that improves performance identified the following class factors (time grouping procedures instructional strategies) are key, school factors (leadership emphasis on academic achievements and staff development] enables and reinforce, system factors[vision standards, resources, relevant curriculum, incentives) provide

direction and community factor [home environment support for education]ensure local, relevance and ownership.

The Association for the Development of Education in Africa (ADEA, 2006) notes that in addition to these quality affecting factors, improvements of students in SSA be determined in classrooms by motivated teachers who have the skills and resources to respond effectively to students learning needs, ADEA (2006), continued to say that effective schools are schools that create a supportive environment for such teachers and for classrooms where all students have the opportunity to learn and acquire the knowledge, skills and the attitude specified in the curriculum that improves students' academic performance

In Kenya many researchers have carried out research on academic achievement strategies and performances basing on various approaches. According to (Bray, 2007) academic performances is a key concern for educational researchers because failure in national examination spell doom for students whose life because uncertain and full of despair. Academic performance determines whether the students will proceed to university or to other tertiary institutions. That, students life is determined by academic performance in the national examination. It is for this reason that secondary school administrators in Kenya are pressurized to improve the grades attained by students in K.S.C.E. Brat also said public pressure on school administrators and teachers to improve academic performance has led to school coming up with various performance improvement strategies including

extra supplementary tuition, reward and punishment systems for well performing and poor performing students, forced grades repetition among others are counterproductive.

Student on the essential objective are measured frequently. Monitoring frequently and the results of these assessments are used to improve the individual student behaviour and performance as well as to improve the curriculum as a whole (Lezotte, 2010). Assessment in Kenya schools is based on national examination that is expected to measure the achievement of students (Republic of Kenya, 1998). Oduol, (2006), says that, in Kenya it is felt that the decline in candidates performances in National Examination is as a results of lack of monitoring of learning achievement system that could provide a basis for provision of intervention strategies to address the weakness portrayed by candidates before they take the national examinations.

Henderson and Berla (2004) posits that the most prediction of students achievement in school is not income or social status, the extent to which that students family is able to; create a home environment that encourages learning; express high (but not unrealistic) expectation for their children's achievement and their future careers and become involved in their education at school and in the community. Henderson and Berla (2004) argues that when parents are involved in their children education at home they do better in school.

Research on effective schools has provided seven main characteristics which successful schools share. These seven characteristics are what have come to be known as the correlates of an effective school (Lezotte, 2010) or the Effective Schools Model. The

model is seen as a means to achieving high levels of student-learning in which students are expected to learn essential skills, knowledge, and concepts needed to be successful. According to the model, the seven correlates of effective schools are: strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of student progress, positive home-school relations, and opportunity to learn. Lezotte (2010) argues that these seven Correlates of Effective Schools are powerful indicators of successful places where all children learn, regardless of socioeconomic status or ethnicity.

A three year study by Steinberg (2006) involving 12,000 students in nine high schools in US revealed that community involvement draws parents into schools physically and are most effective in improving academic achievement through attending school programs, extracurricular activities, conference and 'back to school nights.' Steinberg concludes that when parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is integral part of the whole family life. The researcher sought to find, out how well performing and poor performing schools in Chepalungu differed on the extent to which they promoted parent/guardian involvement on students' academic progress.

2.10 Provision of Good Learning Environment

Lezotte, (1991), notes that, adequate learning materials are necessary for effective instruction.(Ministry of Education, 2010) with enough facilities it leads to prudent time utilization and syllabus coverage which is expected to translate to improved academic

performance. Griffin, (1994) emphasize, that students must effectively be involved in the administration system of the school and in addition the head teacher must encourage teamwork.

Instructional strategies are rooted in the academic goals of all students which take precedence over other dynamics in a classroom (Maczynski, Rogus, & Lasley, 2000). They are part of an instructional program that helps students build cognitive and problem-solving skills (Ridnour, 2011). Some examples of research-proven instructional strategies that aid in the teaching and learning process include teacher-centered Instruction, Scaffolding, Concept Mapping, and Prior Knowledge. A brief description of each of these strategies is discussed in the following section

2.11 The Motivational Strategies Enhancing Academic Achievement

According to Wamocha et al., (2008) one of the roles of head teachers is to promote students' academic performance, through motivational strategies after an achievement of KCSE academic achievement. They recommended that head teachers enhance teacher motivation in order to achieve good academic results. According to Ndemba (2014) principals enable conducive environment for students very often. In its research it was concluded that principal strategies on facilitation of teachers' development influenced students' performance in KCSE.

2.12 Summary of the Reviewed Literature and the Gap therein

In this study basing on the; literature review above there is need to close the gap between high performing schools and low performing schools. Therefore, a research was carried

out to find the strategies that influence academic performance so as to help reduce the gap, in Chepalungu sub-County, Bomet County, Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on the research design that was used in the study to answer the research questions. The presentations is in the following sub headings; research design, location and the area of the study, the target population, sampling, procedures, research instruments, validity and reliability, data collection procedure, data analysis, ethical issues and summary.

3.2 Research Design

Creswell (2009) defines research designs as plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. This study adopted descriptive survey design. Descriptive survey design enables the researcher to describe the state of affairs as they are and report the findings (Kombo & Tromp, 2006). According to Kothari (2008), such design is efficient method of collecting descriptive data regarding the characteristics of populations to justify current conditions and practices. In this study, descriptive survey design was used to explore strategies that influence students' academic performance in public secondary schools in Chepalungu Sub-County in Bomet County, Kenya. This survey was used because a sample was used to give general information. Descriptive survey research produced statistical information about aspects of education that interest policy makers and educators in the education sector.

3.3 Study Area

The study was conducted in Chepalungu Sub-County, Bomet County located in South Rift, Kenya. The sub-County was chosen because it has various categories of secondary schools. The sub-County also according to 2013 Kenya Certificate of Secondary Education results had the highest negative deviation of 0.232, yet within the same sub-County there is a school that scored double digit mean grade of 10.01 and has always been observing an upward trend in performance. The academic performance in the sub-County provides readily information needed for the study because of the difference in performance. The Chepalungu Sub-County borders Sotik, Konoin, Bomet Central, Bomet East, Transmara East and Narok East Sub-County. The sub-County has a population of 43 K.C.S.E registered schools, among this are 2 private schools. The sub-County has seven zones; Chebunyo, Siongiroi, Makimeny, Kongasis, Sigor, Lelaitich and Kapkesosio. This location was chosen because no one has done similar research from the same area and also for convenience so as to access information because of work place which is not far from the area as well as to minimize expenditure (SCDE Office, 2013).

3.4 Target Population

The target population refers to the total number of subjects or total number of environments of interest to the researcher (Oso & Onen 2008). All 43 secondary schools in the sub-County were targeted. The study targeted all the 43 principals, 301 teachers and 2485 students of secondary schools in Chepalungu Sub-County. The Target population is presented in Table 3.1.

Table 3.1: Target Population

Category	Target population
Principals	43
Teachers	301
Students	2485
Total	2829

Source: Researcher, 2013

3.5 Sample Size and Sampling Procedures

Maree (2007: 79) defines sampling as “the process used to select a portion of the population for study”. This implies the selection by the researcher, of participants for a particular study he/she deems in the best position to provide the relevant information needed for such a study. This section provides the sampling process adopted for this study.

3.5.1 Sample Size

The sample size for this study was based on a sample size determination formula by Krejcie and Morgan (1970) as cited by Kasomo (2001). The formula is given as:

$$n = \frac{X^2 * N * P(1 - P)}{(ME^2 * (N - 1)) + (X^2 * P * (1 - P))}$$

Where:

n= Sample size

X^2 = Chi-square for the specified confidence level at 1 degree of freedom

N= population size

P = population proportion

ME = Desired Margin of Error (expressed as a proportion)

For teachers the sample size was;

$$= 3.841 \times 301 \times 0.5(1-0.5) / 0.05 \times 0.05(301-1) + 3.841 \times 0.5(1-0.5)$$

$$= 289.03525 / 1.71025$$

$$= 169 \text{ teachers}$$

For students the sample size was;

$$= 3.841 \times 2485 \times 0.5(1-0.5) / 0.05 \times 0.05(2485-1) + 3.841 \times 0.5(1-0.5)$$

$$= 333 \text{ students}$$

The total sample size for the study is as shown in Table 3.2.

Table 3.2: Sample Size

Category	Target population	Sample size
Principals	43	39
Teachers	301	169
Students	2485	333
Total	2829	541

Source: Researcher: 2013

3.5.2 Sampling Procedures

The selected individuals from the sample and the large group from which they were selected from is the population, (Oso & Onen, 2008). Majorly, this study was based on probability sample design in which each element has an equal chance of being included in the sample. In addition, the study used stratified random sampling technique when selecting schools used in collecting data. In selecting students and teachers who participated in the study, simple random sampling technique was used. Purposive sampling technique was used to select Principals.

3.6 Research Instruments

According to Kombo and Tromp (2006), social science commonly uses questionnaires, interview schedules, observational forms and standardized test as research instruments. This study used both quantitative and qualitative data collection techniques. The following tools were therefore employed during data collection

3.6.1 Questionnaires

Questionnaires were the main tool used to collect data from the Principals, teachers and students. According to Kothari (2008), questionnaires are usually free from the interview bias as the answers are in respondents own words. Respondents also have adequate time to give well thought out answers. Questionnaires also save time and information can be collected from a very large sample. The questionnaire choice is therefore based on the fact that questionnaires are free from bias of the interviewer and respondents have adequate time to give well thought out answers, and is appropriate for literate, educated and co-

operative respondents where in this case all respondents of the study was considered to meet this requirement.

The questionnaire was developed on the basis of the objectives of the study and variables as captured in the literature review. The questionnaires were also appropriate for this study as it enabled the researcher to gather focused information since the respondents interacted with questionnaire but not the researcher. Each of the respondents as stated in the sample size was issued with a questionnaire to fill.

3.6.2 Interview

Orodho (2009) argued that many people are willing to communicate orally than in writing and they would provide data more readily and fully than on a questionnaire. An investigator is able to encourage subjects and probe them deeply into a problem. The qualitative data was collected through the use of face to face. This are face to face encounters. Maximum co-operation was required from the respondents. The researcher must therefore establish a friendly relationship with the respondent prior to conducting the interview (Mugenda & Mugenda, 2003).

This method helped get required data to meet specific objectives of the study. The detailed information is possible to be obtained. This instrument is flexible and is expected to yield more for the study, because classification of information can be found on the spot especially on some pertinent issues in relation to the study. The researcher was able to follow up on incomplete or unclear responses by asking additional probing questions. This

instrument can also be time consuming and expensive because it requires movement. It also requires a small sample.

3.7 Pilot Study

Piloting is important to establish both the reliability and content validity of the instrument and to improve questions, formats and scales (Ross, 2005). A pilot study was carried out in a neighbouring Konoin Sub-County. The sub-county was chosen because it shared similar characteristics as the study area. The researcher selected a total of 30 respondents to participate in the pilot study. The results from the piloting were incorporated in the final instruments' revisions and improved its content validity as well as questions, format and scales reliability (Ross, 2005).

3.8 Reliability and Validity of instruments

This section provides the validity and reliability of the research instruments.

3.8.1 Validity of instruments

Validity refers to the accuracy, correctness, meaningfulness of inferences and soundness of results of conclusion, which are based on the research findings (Kothari, 2008). The researcher sought expert opinion on content and construct validity. Comments solicited from them were used to improve the research instrument before commencing data collection. Moreover, the instruments were also piloted to a selected sample of teachers and teachers and students in the nearby Konoin sub-county which shares the same characteristics as Chepalungu Sub-County. Piloting is important to establish the content validity of the instrument and to improve questions, formats and scales. Content is a non-statistical type of validity that involves the systematic examination of the test content to

determine whether it covers a representative sample of behaviour domain to be measured (Anastasi & Urbina, 1997). Content validity evidence involves the degree to which the content of the test matches a content domain associated with the construct. A test has content validity built into it by careful selection of which items to include (Anastasi & Urbina 1997). Items are chosen so that they comply with the test specification which is drawn up through a thorough examination of subject domain. Foxcroft (2004), note that by using a panel of experts to review the test specifications and the selection of items, the content validity of a test can be improved. The experts were able to review the items and comment on whether the items cover a representative sample of the behaviour domain. To test the validity of the instruments used in the study, the questionnaire was availed to supervisors together with a panel of experienced researchers of Moi University to review the instruments. The results from the piloting together with the comments from the experts were incorporated in the final instrument revisions to improve its validity.

3.8.2 Reliability of Instruments

Reliability refers to the consistency that an instrument demonstrates when applied repeatedly under similar conditions (Orodho, 2009). It is therefore, the degree of constancy or whether it can be relied upon to produce the same results when used in two or more attempts to measure theoretical concepts. To determine the reliability of the instruments, teachers' and students' questionnaire were piloted using 30 teachers in Konoin Sub-county who were not part of this research study. The test-retest method was employed to test the reliability of questionnaires. The first test was administered to the respondents and after two weeks a second test was given to the same respondents. The two

tests were analysed separately. Corrections and adjustments on areas of weakness were made to the instruments. The Pearson's Product moment Correlation (r) was used to calculate the reliability coefficient between the first and second scores. The formula is as shown below;

$$r = \frac{N\sum xy - \sum x \sum y}{N\sum x^2 - (\sum x)^2 - (\sum y)^2}$$

Where;

r = Coefficient of reliability

N = Total number of subjects

x = Rated values of 1st administered test

y = Rated values of 2nd administered test

\sum = Summation

The coefficient obtained was then converted into an appropriate correlation for the entire test using the Spearman and Brown prophecy shown below;

$$r_{xx} = \frac{2r_{oe}}{1 + r_{oe}}$$

Where;

r_{xx} = reliability coefficient for two tests

roe = reliability coefficient obtained by the squares of the 1st and 2nd administered tests.

A correlation coefficient of (r) 0.75 was obtained and therefore the instruments were considered appropriate for data collection indicated by Orodho (2009).

3.9 Data Collection Procedure

The researcher proceeded to collect data from the selected respondents after seeking permission to conduct the research from the school of Education. The researcher also sought for research permit from the Ministry of Education in the Chepalungu Sub-County. Finally permission was also sought from the principals of schools which were selected for the study.

3.10 Data Analysis Techniques

Data analysis involves organization, interpretation and presentation of collected data in order to reduce the field information to a usable size (Oso & Onen, 2005). Data obtained was analysed using quantitative and qualitative techniques. The quantitative data from the questionnaire were first subjected to preliminary processing through validation, coding and tabulation in readiness for analysis with the help of the statistical package for social science (SPSS) computer package as a 'toolbox' to analyse data related to objectives. Measures of central services (mean and standard deviation) were used to analyse qualitative data. Pearson Correlation Coefficient was employed to determine relationship that exists between the independent variables and dependent variables. Qualitative data

from interview schedules was transcribed, thematically classified and arranged before they were reported in narrations and quotations.

3.11 Ethical Considerations

In addition to conceptualizing the writing process of the proposal, a researcher needs to anticipate the ethical issues that may arise during a study (Hesse-Biber & Leavey, 2007). Research does involve collecting data from people, about people (Punch, 2005). Researchers need to protect their research participants; develop trust with them; promote the integrity of research: guard against misconduct and impropriety that might reflect on the researcher and university; and cope with new, challenging problems (Israel, Mark & Iain 2006). The following were considered in order to enhance ethics during the study:

First the researcher sought permission from the National Council for Science, Technology and Innovations (NACOSTI), County director of Education and principals of the sampled schools before conducting research. The respondents' participation was voluntary and free. There was no promise of benefits for participation and was required to sign the informed consent letter. The respondents were assured of privacy, anonymity and confidentiality of the information obtained from them. They were also informed that they were free to withdraw from the study at any time they deem fit.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

This chapter presents the results of data analysis on strategies that influence students' academic performance in public secondary schools in Chepalungu Sub-County, Bomet County, Kenya. This chapter is divided into five major sections with section one covering academic performance of public secondary schools from 2010-2013 and section two dealing with the effects of students' rewarding on their academic performance. Section three dealt with benchmarking strategies that schools use to improve academic performance, section four was on establishing how parents/guardians involvement in students' academic progress influences students' academic performance while the last section dealt with how teaching staff development has affected the student academic performance.

Data was collected using questionnaires and were analyzed using descriptive and inferential statistics. The chapter opens with a demographic description of the beneficiaries involved in the study.

4.2 Demographic Description of Respondents

A total of 124 out 169 teachers and 258 out of 333 students completed and returned the questionnaires. Therefore the return rate for questionnaires used for data analysis was 96.12% for teachers and 88.66% for students. This was considered adequate to provide sufficient information on strategies that influence student's academic performance in public secondary schools in Chepalungu Sub-County, Bomet County, Kenya. Among the demographic information that was sought from the respondents included; gender,

age, nature of school for students and teachers while teachers were further requested to indicate their highest level of professional qualifications and their teaching experience.

4.2.1 Gender of the Respondents

The respondents were asked to indicate their gender. The results are presented in Figure 4.1.

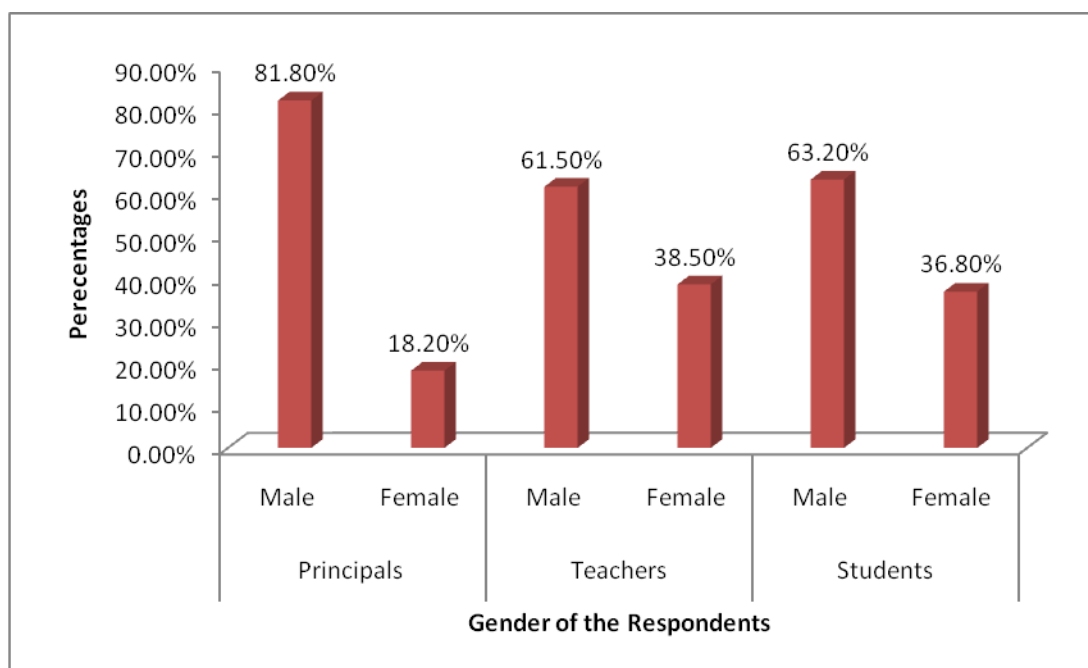


Figure 4.1: Gender of the Respondents

Figure 4.1 shows that 27 (81.8%) principals, 104 (61.5%) teachers and 163 (63.2%) students were male while 6 (18.2%) principals, 65 (38.5%) teachers and 95 (36.8%) students were female. The study findings showed that majority of the principals, teachers and students in secondary schools in Chepalungu Sub-County were male. This implies that there is gender disparity in secondary schools in the sub-County. However, according to Wango (2011), gender parity has almost been achieved nationally especially in primary

schooling. However, there are disparities in regions especially in arid and semi-arid lands, areas of informal settlements and hard to reach areas. Gender disparities are evident as one goes up the education ladder.

4.2.1 Age of the Respondents

In addition teachers were requested to indicate their age bracket. The results are presented in Figure 4.2.

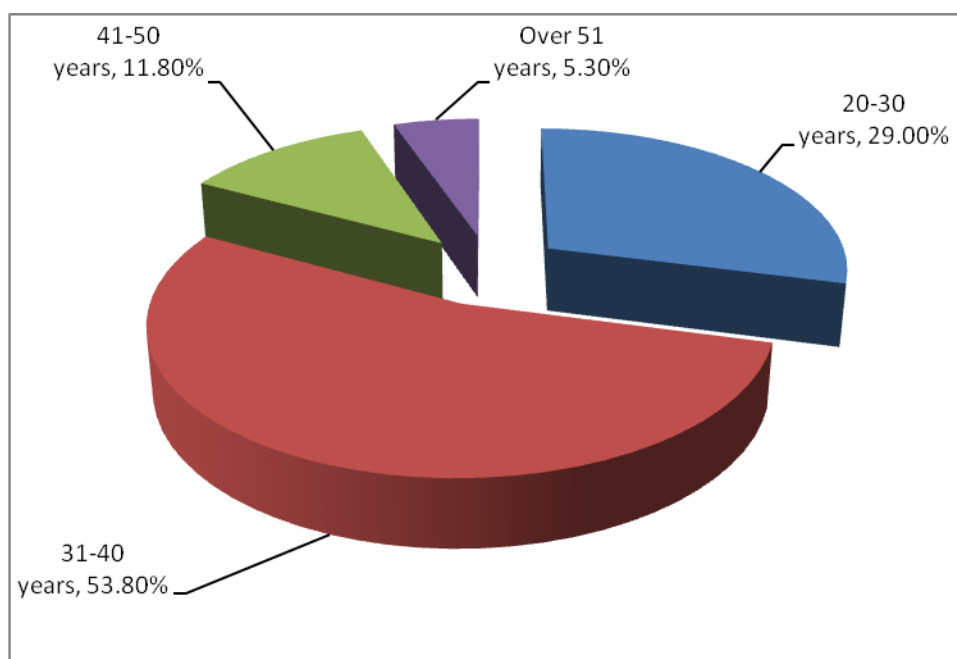


Figure 4.2: Age Bracket of Teachers

Figure 4.2 shows that 53.8% teachers were aged 31 -40 years, 29.0% teachers were aged 20-30 years, 11.8% teachers were aged 41-50 years while 5.3% teachers were aged over 51 years. The study findings showed that majority of the teachers in public secondary schools in Chepalungu Sub-County were aged 31-40 years. This appears to that majority of the teachers are relatively young and less experienced.

4.2.3 Type of School

Respondents were asked to indicate the type of school they were. The results of data analysis are presented in Table 4.1.

Table 4.1: Type of school

Type of school	Teachers		Students	
	F	%	F	%
Boys' boarding	8	4.7	20	7.8
Girls' boarding	24	14.2	15	5.8
Mixed day	46	27.2	18	7.0
Mixed boarding	62	36.7	80	31.0
Mixed day and boarding	29	17.2	125	48.4
Total	169	100.0	258	100.0

Table 4.1 shows that 62(36.7%) teachers and 125(48.4%) students were in mixed boarding schools, 46(27.2%) teachers and 18(7.0%) students were in mixed day schools, 29(17.2%) teachers and 125(48.4%) students were in Mixed day and boarding schools and 24(14.2%) teachers and 15(5.8%) students were in girls' boarding schools while 8(4.7%) teachers and 20(7.8%) students were in boys' boarding schools. The study findings showed that majority of the teachers (53.9%) and students (79.4%) were in mixed day and boarding schools.

4.2.4 Highest level of Academic Qualifications

Principals and teachers were further asked to indicate their highest level of academic qualifications. The results are presented in Figure 4.4.

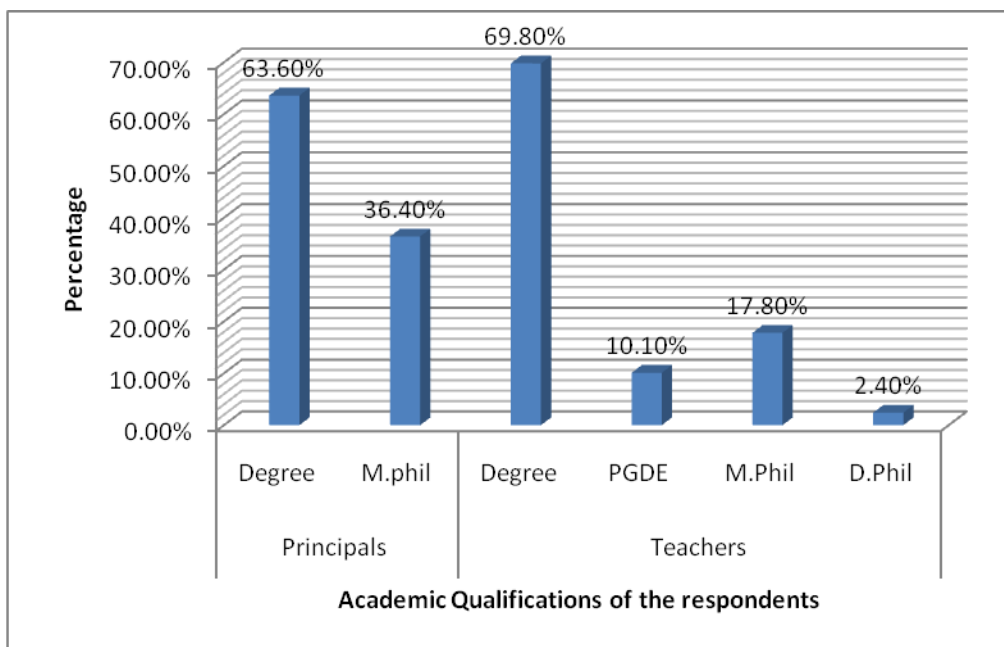


Figure 4.4: Academic Qualifications of the Respondents

Figure 4.4 shows that 63.6% of the principals and 69.8% teachers had first degree, 12(36.4%) principals and 30(17.8%) teachers had masters' degrees and 17(10.2%) teachers were PGDE holders while 4(2.4%) teachers were D.phil holders. The study findings suggested that majority of both principals (63.6%) and teachers (69.8%) were first degree holders. Academic qualification of teachers is a predictor of students' academic qualifications. According to Akiri and Ugborugbo (2008); Yala and Wanjohi (2011) and Adeyemi (2010), teachers' educational qualifications are the prime predictors of students' academic achievement. However this study disagrees with Rivkin et al., (2005) findings that teachers' educational qualifications did not significantly relate to students' achievement.

4.2.5 Working Experience

In addition, teachers and principals were requested to indicate their working experience.

The results are presented in Figure 4.5.

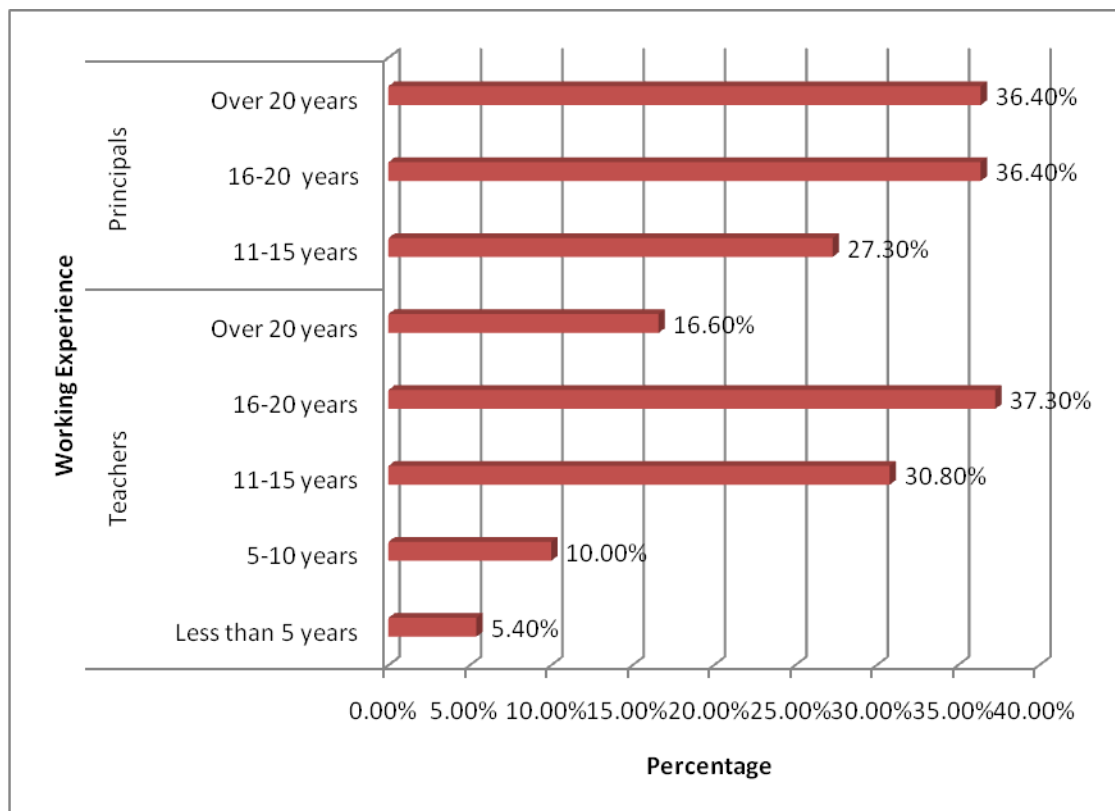


Figure 4.5: working Experience of the Respondents

From the Figure 4.5, 28(16.6%) teachers and 12(36.4%) principals had a working experience of over 20 years, 12(36.4%) principals and 63(37.3%) teachers had a working experience of 16-20 years, 9(27.3%) principals and 52(30.8%) teachers had a working experience of 11 -15 years while 17(10%) teachers had a teaching experience of 5-10 years. The study findings showed that majority of the principals and teachers had a teaching experience of more than 15 years. This implies that secondary schools in Chepalungu Sub-County have teachers with higher teaching experience which could

enhance students' academic performance. However, Kimani, Kara, and Njagi, (2013) in their study found out that professional experience did not have significant effect on academic achievement in secondary schools in Nyandarua County.

4.3 Effects of Students' Rewarding on Academic Performance

The second objective of this study was to determine the effects of students' rewarding on their academic performance. To achieve this objective, the students were asked to rate their responses in a five likert scale questions in the questionnaires. The results of data analysis are presented in Table 4.2.

Table 4.2: mode Of Rewarding used to Influence Students' Academic Performance

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Students who are rewarded for doing well on their continuous Assessment Test (CAT) are likely to do well in their termly and end year examination	3	1.2	15	5.8	11	4.3	97	37.6	132	51.2
Financial rewards improve performance of students	53	20.5	51	19.8	18	7.0	55	21.3	81	31.4
Rewarding students with trophies improves students' academic performances	22	8.5	28	10.9	21	8.1	63	24.4	124	48.1
Failing to give students rewards on time discourages them and consequently lowers academic performance	59	22.9	66	25.6	23	8.9	57	22.1	53	20.5
Material rewards and trips as rewards to access improve a classroom student's academic performance	4	1.6	18	7.0	14	5.4	82	31.8	140	54.3
When parents/Guardians reward students; they are likely to improve more academics performance	4	1.6	7	2.7	10	3.9	70	27.1	167	64.7

Source: Field Data, 2015

Table 4.2 shows that 132(51.2%) students strongly agreed with the statement that students who are rewarded for doing well on their continuous Assessment Test (CAT) are likely to do well in their termly and end year examination, 97(37.6%) students agreed with the statement, 15(5.8%) students disagreed with the statement and 11(4.3%) students were undecided on the statement while 3(1.2%) students strongly disagreed with the statement. The study findings showed that majority (88.8%) of the students believed that rewarding students who performed well in CATs can enhance their academic performance in KCSE. This supports the findings of Odden, (2001) who argued that excellence if rewarded could positively influence performance.

In addition, 81(31.4%) students strongly agreed with the statement that financial rewards improve performance of students, 55(21.3%) students agreed with the statement, 53(20.5%) students strongly disagreed with the statement and 51(19.8%) students disagreed with the statement while 18(7.0%) students were undecided on the statement. From the responses it, emerged that majority (52.4%) of the students in secondary schools in Chepalungu sub-County were of the view that financial rewards to students could enhance students' academic achievement. This implies that giving students financial rewards when they perform well could motivate students to work harder with an aim of getting financial rewards hence end up performing well academically. This concurs with the study findings of Angrist et al. (2006) at the National Bureau of Economic Research in Canada who looked at the idea of monetary incentives in increasing academic achievement and retention in college students at a large public university. The study showed that females receiving both monetary gains and academic support showed a grade

increase of 3.3 points compared to the control. Females receiving only monetary rewards showed an increase of 1.7 points when compared to the control. Again, males did not show a significant difference in grades in any group.

On the statement that rewarding students with trophies improves students' academic performances, 124(48.1%) students strongly agreed with the statement, 63(24.4%) students agreed with the statement, 28(10.9%) students disagreed with the statement and 22(8.5%) students strongly disagreed with the statement while 21(8.1%) students were undecided on the statement. The study findings suggested that majority (72.5%) of the students were of the view that students' rewards through trophies could influence positively their academic performance in national examinations as this is one way of motivating students to perform well academically. This is further supported by Sun, Creemers & De Jong, (2007) who posits that rewards apparently provide students with an incentive to take tests more seriously.

However, 66(25.6%) students disagreed with the statement that failing to give students rewards on time discourages them and consequently lowers academic performance, 59(22.9%) students strongly disagreed with the statement, 57(22.1%) students agreed with the statement, 53(20.5%) students strongly agreed with the statement while 23(8.9%) students were undecided on the statement. The study findings showed that most of the students (48.8%) believed that failing to give students rewards on time discourages them and consequently lowers academic performance. This implies that students' performance can be enhanced through rewards. According to Leuven, Oosterbeek, and Van Der Klaauw (2003), the rewards given to students are tied to academic performance in schools.

In addition, 140(54.3%) students strongly agreed with the statement that material rewards and trips as rewards to access improve a classroom student's academic performance, 82(31.8%) students agreed with the statement, 18(7.0%) students disagreed with the statement and 14(5.4%) students were undecided on the statement while 4(1.6%) students strongly disagreed with the statement. The study findings showed that majority (86.1%) of the students in public secondary schools in Chepalungu sub-County believed that material rewards and trips enhances students' academic performance. This is supported by Condly, Clark and Stolovitch (2003) who argued that material support to students' enhances performance.

Further, 167(64.7%) strongly agreed with the statement that when parents/Guardians reward students, they are likely to improve more academics performance, 70(27.1%) students agreed with the statement, 10(3.9%) students were undecided on the statement and 7(2.7%) students disagreed with the statement while 4(1.6%) students strongly disagreed with the statement. The responses showed that majority (91.8%) of the students showed that parental reward to performing students is likely to improve on students' academic performance. This is supported by Koskei (2014) who argued that adolescents know what is expected of them in school and attempt to perform well, particularly when they have rewarding parents who are actively involved in their education.

To determine the influence of rewards on students' academic performance, Pearson Correlation analysis was performed. The results are presented in Table 4.3.

Table 4.3: Relationship between rewards and students' academic performance

	Academic Performance
Rewards	$r = 0.723^{**}$
	$p = .002$

Table 4.3 shows a significant very strong positive correlation ($r = .723$, $p = .002$) between rewards and students' academic performance in secondary schools. This implies that rewarding students could positively influence students' academic performance in secondary schools. This is in line with the findings of many researchers such Koskei (2014), Leuven, et al., (2003) and Angrist et al. (2006) who all asserted that rewards enhances motivation which leads to better academic performance.

4.4 Benchmarking Strategies used to Improve Academic Performance

The third objective of this study was to establish benchmarking strategies that schools use to improve academic performance. To achieve this objective, teachers were asked to rate their responses in a five likert scale questions in the questionnaire on benchmarking strategies they use to improve on students' academic performance. The results are presented in Table 4.4.

Table 4.4: Benchmarking as a Strategy used to Improve Academic Performance

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Benchmarking is used in the school to improve performance	32	18.9	12	7.1	16	9.5	76	45.0	33	19.5
Schools have to identify the best approach / specific for benchmarking to show success	0	0.0	3	1.8	22	13.0	90	53.3	54	32.0
Benchmarking is used to demonstrate accountability of students' performance	0	0.0	31	18.3	17	10.1	48	28.4	73	43.2
Benchmarking leads to realistic target setting processes in relation to a broad spectrum of performance indicators	8	4.7	16	9.5	28	16.6	83	49.1	34	20.1
A school which believes in benchmarking is likely to improve her academic performance	16	9.5	36	21.3	11	6.5	43	25.4	63	37.3
My school benchmarks other schools every year and that is why the academic performance has improved	6	3.6	18	10.7	27	16.0	80	47.3	38	22.5

Source: Field Data, 2015

From the Table 4.4, 76(45.0%) teachers agreed with the statement that benchmarking is used in the school to improve performance, 33(19.5%) teachers strongly agreed with the statement, 32(18.9%) teachers strongly disagreed with the statement and 16(9.5%) teachers were undecided on the statement while 12(7.1%) teachers disagreed with the statement. From the responses, it emerged that majority (64.5%) of the teachers believed

that benchmarking is used in the school to improve performance. Benchmarking allows for quality interactions between teachers and students of the different schools which are engaged in benchmarking. This enables students to emulate their counterparts in the high performing schools and therefore enhances their performance. This concurs with Theaker and Johnson (2011) who argued that benchmarking allows students to score higher above college scores.

Further, 90(53.3%) teachers agreed with the statement that schools have to identify the best approach for benchmarking to show success, 54(32.0%) teachers strongly agreed with the statement, 22(13.0%) teachers were undecided on the statement while 3(1.8%) teachers were in disagreement with the statement. The study findings showed that a majority (85.3%) of the teachers in public secondary schools in Chepalungu Sub-County reported that strategies have to be identified before benchmarking to achieve its desired goals.

On the statement that benchmarking is used to demonstrate accountability of students' performance, 73(43.2%) teachers strongly agreed with the statement, 48(28.4%) teachers agreed with the statement and 31(18.3%) teachers were in disagreement with the statement while 17(10.1%) teachers were undecided on the statement. It therefore emerged that 71.6% of the teachers were of the view that benchmarking enables students to achieve higher. According to Darling-Hammond and Wentworth (2010) who reported that students tended to perform higher when they go for benchmarking as compared to those who have not gone for benchmarking.

Further, 83(49.1%) teachers agreed with the statement that benchmarking leads to realistic target setting processes in relation to a broad spectrum of performance indicators, 34(20.1%) teachers strongly agreed with the statement, 28(16.6%) teachers were undecided on the statement, 16(9.5%) teachers disagreed with the statement while 8(4.7%) teachers strongly disagreed with the statement. It seems therefore that majority (69.2%) of the teachers were of the view that benchmarking leads to realistic target setting processes in relation to a broad spectrum of performance indicators. According to Darling-Hammond and Wentworth (2010), benchmarking enables schools to have data that supports in planning for improvement through target setting.

On the statement that a school which believes in benchmarking is likely to improve her academic performance, 63(37.3%) teachers strongly agreed with the statement, 43(25.4%) teachers agreed with the statement, 36(21.3%) teachers disagreed with the statement, 11(6.5%) teachers were undecided on the statement while 16(9.5%) teachers strongly disagreed with the statement. The responses showed that a majority (62.7%) of the teachers reported that schools which believe in benchmarking could positively improve their students' academic performance since students who are taken for benchmarking can have role models which will motivate them to excel.

Further, 80(47.3%) teachers agreed with the statement that "my school benchmarks other schools every year and that is why the academic performance has improved", 38(22.5%) teachers strongly agreed with the statement, 27(16.0%) teachers were undecided on the statement while 18(10.7%) teachers were in disagreement with the statement. It emerged

that majority (69.8%) of the teachers believed that benchmarking undertaken by their schools has assisted in the improvement of students' mean score in KCSE. This shows that benchmarking helps in improving academic performance of the learners in school. This further concurs with the findings of Theaker and Johnson (2011) who found out that benchmarking is associated with improved academic success of students.

4.5 Influence of Parents' Involvement in Students' Academic Progress on Students' Academic Performance

The fourth objective of this study was to establish how parents/guardians involvement in students' academic progress influences students' academic performance. To achieve this objective, teachers were asked to rate their level of agreement on five likert scale questions in the questionnaire on effects of influence of parents' involvement in students' academic progress on students' academic performance. The results are presented in Table 4.5.

Table 4.5: Effects of parents' involvement in students' academic progress on students' academic performance

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Students' academic progress is monitored by academic committee of BoM/parents/guardians and the school administration	6	3.6	18	10.0	27	16.0	80	47.3	38	22.5
Parents are advised by class teachers' on the progress of their students' academic achievement on monthly basis	6	3.6	16	9.5	41	24.0	48	28.0	55	34.0
Our school has school academic days where parents come for their children's progress reports	0	0.0	4	2.4	23	13.0	70	41.0	72	42.0
Parents, through the PTA have constructed and stocked the school library with relevant books	8	4.7	17	6.5	24	14.0	61	39.0	60	35.0

Source: Field Data, 2014

Table 4.5 shows that 80(47.3%) teachers agreed with the statement that students' academic progress is monitored by both parents/guardians and the school administration, 38(22.5%) teachers strongly agreed with the statement, 27(16.0%) teachers were undecided on the statement while 24(14.3%) teachers were in disagreement with the statement. The study findings showed that majority (69.8%) of teachers believed that

students' academic progress is monitored by both parents/guardians and the school administration and this has enhanced improved academic achievement. This concurred with Muola, (2010) who found out that there was correlation between parental involvement or encouragement and academic achievement. This implies parental involvement could positively influence students' academic achievement.

In addition, 58(34.3%) teachers strongly agreed with the statement that parents are advised by class teachers' on the progress of their students' academic achievement on monthly basis, 48(28.4%) teachers agreed with the statement, 41(24.3%) teachers were undecided on the statement, 16(9.5%) teachers disagreed with the statement while 6(3.6%) teachers strongly disagreed with the statement. It emerged from the study findings that majority (62.7%) of the teachers reported that parents are advised by class teachers' on the progress of their students' academic achievement on monthly basis in their schools enabling the parents. This further concurs with Koskei (2014), who indicated in his research that discussion of learners' progress with parents enhances better achievement by learners.

On the statement that "our school has school academic days where parents come for their children's progress reports", 72(42.6%) teachers strongly agreed with the statement, 70(41.4%) teachers agreed with the statement, 23(13.6%) teachers were undecided on the statement while 4(2.4%) teachers were undecided on the statement. The study showed that majority (84.0%) of the teachers believed that school academic days enhances academic performance of learners and therefore this should be encouraged in all schools.

Further, 66(39.1%) teachers agreed with the statement that parents, through the PTA have constructed and stocked the school library with relevant books, 60(35.5%) teachers strongly agreed with the statement, 24(14.2%) teachers were undecided on the statement, 11(6.5%) teachers disagreed with the statement while 8(4.7%) teachers strongly disagreed with the statement. The study findings showed that a majority (74.6%) of the teachers believed that the parents have provided the schools with adequate learning materials which influences positively the teaching and learning process hence academic performance of the learners.

On interviewing the principals it emerged that parents and guardians play an important role in supervising the progress of their learners, provision of learning/teaching materials and construction of infrastructure. This enhances academic achievement of learners in these schools.

To determine the influence of parents' involvement in students' academic progress on students' academic performance, Pearson Correlation analysis was performed. The results are presented in Table 4.6.

Table 4.7: Relationship between parental involvement and students' academic performance

	Academic Performance
Parental Involvement	$r = 0.802^{**}$
	$p = .008$

Table 4.6 shows a significant and a very strong positive correlation ($r = .802$, $p = .008$) between parental involvement and students' academic performance in secondary schools. This implies that parental involvement in learners' academic progress influences positively his/her academic outcomes.

4.6 Effects of Teaching Staff Development on the Students' Academic Performance

The fifth objective of this study was to investigate how teaching staff development has affected the student academic performance. To achieve this objective, teachers were asked to rate their level of agreement on five likert scale questions in the questionnaire on effects of teaching staff development on the student academic performance. The results are presented in Table 4.8.

Table: 4.7: Effects of Teaching Staff Development on the Students' Academic Performance

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
The higher the level in professional qualification of the teacher influence high student academic performance.	0	0.0	44	26.0	8	4.7	67	39.6	50	29.6
Teachers who have trained in staff development activities like on site workshops, professional conferences enhance competence in teaching influence high academic performance	0	0.0	0	0.0	3	1.8	70	41.4	96	56.8
Staff orientation improve consistence in performance	9	5.3	5	3.0	6	3.6	87	51.5	62	36.7
Maturity of teaching staff and discipline influence students' performance	0	0.0	8	4.7	9	5.3	41	24.3	111	65.7
The goal of staff development is improvement in staff and organizational effectiveness	0	0.0	11	6.5	27	16.0	48	28.4	83	49.1
Staff development occurs in a social context and emphasizes team work, built on a foundation of collaboration. This accelerates performance of students.	0	0.0	0	0.0	5	3.0	61	36.1	103	60.9
All staffing functions are related to staff development for a common goal of performance	6	3.6	2	1.2	23	13.6	83	49.1	55	32.5
Staff development is multifaceted , targeted to many different people and ever changing of increase performance	3	1.8	4	2.4	38	22.5	61	36.1	63	37.3
Diversity empowerment provides a variety of methods perspective and Values as assets to the institution which interact and influence academic performance	3	1.8	5	3.0	27	16.0	60	35.5	74	43.8

Source: Field Data 2015

Table 4.7 shows that 67(39.6%) teachers agreed with the statement that the higher the level in professional qualification of the teacher influence high student academic performance, 50(29.6%) teachers strongly agreed with the statement, 44(26.0%) teachers disagreed with the statement while 8(4.7%) teachers were undecided on the statement. The study findings showed that majority (69.2%) teachers believed that professional qualification of teachers have an influence on students' academic achievement. This implies that teachers who have higher professional qualifications are able to influence students to achieve higher academically. This is supported by the findings of Akiri and Ugborugbo (2008), Yala and Wanjohi (2011) and Adeyemi (2010), who found out that teachers' professional qualifications are the prime predictors of students' academic achievement.

In addition, 96(56.8%) teachers strongly agreed with the statement that teachers who have trained in staff development activities like on site workshops, professional conferences enhance competence in teaching influence high academic performance, 70(41.4%) teachers agreed with the statement while 3(1.8%) teachers were undecided on the statement. The study findings suggested that training enhances competency in teaching influencing positively students' academic achievement. This concurs with Koedel (2007) found that variation in teacher quality is an important contributor to student achievement.

Further 111(65.7%) teachers agreed with the statement that maturity of teaching staff and discipline influence students' performance, 41(24.3%) teachers agreed with the statement and 9(5.3%) teachers were undecided on the statement while 8(4.7%) teachers were in

agreement with the statement. This shows that majority (90.0%) of the teachers were of the view that maturity of teaching staff and discipline influence students' performance. Schoonover, (2009) asserts that students' and teachers' discipline have an effect on academic performance.

Further, 83(49.1%) teachers strongly agreed with the statement that the goal of staff development is improvement in staff and organizational effectiveness, 48(28.4%) teachers agreed with the statement, 27(16.0%) teachers were undecided on the statement while 11(6.5%) teachers were in disagreement with the statement. The responses showed that a majority (77.5%) of the teachers believed that staff development enhances organizational effectiveness which includes higher students' achievement. Richardson (2008) reported that professional development may make an important difference in the learning and teaching and capacities that teachers bring to their work.

In addition, 103(60.9%) teachers strongly agreed with the statement that staff development occurs in a social context and emphasizes team work, built on a foundation of collaboration. This accelerates performance of students, 61(36.1%) teachers agreed with the statement while 5(3.0%) teachers were undecided on the statement. It emerged therefore that majority (97.0%) of the teachers were of the view staff development accelerates students' academic performance. Van den Bergh and Roos (2014) maintained that professional development of teachers can be effective and sustainable if teachers in schools are provided an opportunity.

Similarly, 83(49.1%) teachers agreed with the statement that all staffing functions are related to staff development for a common goal of performance, 55(32.5%) strongly agreed with the statement, 23(13.6%) teachers were undecided on the statement, 6(3.6%) teachers were in disagreement with the statement. This shows that 81.6% of the teachers were of the view that all staffing functions are related to staff development for a common goal of performance. In addition, 74(43.8%) teachers strongly agreed with the statement that diversity empowerment provides a variety of methods perspective and values as assets to the institution which interact and influence academic performance, 60(35.5%) teachers agreed with the statement and 27(16.0%) teachers were undecided on the statement while 8(4.8%) teachers were in disagreement with the statement. This implies that majority of the teachers (79.3%) believed that diversity empowerment influences students' academic performance in secondary schools.

To determine the influence teaching staff development on the student academic performance, Pearson Correlation analysis was performed. The results are presented in Table 4.8.

Table 4.8: Relationship between teaching staff development and student' academic performance

	Students' academic achievement
Staff development	$r = 0.684^{**}$ $p = .000$

Table 4.8 shows a significant positive correlation ($r = .684$, $p = .000$) between staff development and students' academic achievement. This is supported by Concordia (2013) who posited that providing staff training and development could enable successful instructional evaluation by teachers enhancing students' performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is divided into three major sections, namely the summary, conclusions and recommendations. These divisions were informed by the purpose of the study and the results.

5.2 Summary of the Findings

This section presents the summary of the research process starting with purpose, problem statement, objectives, literature review, methodology, data analysis and interpretation. The chapter also contains conclusion and recommendations. The purpose of this study was to investigate academic strategies which influence student performance in public secondary schools in Chepalungu Sub-County , Bomet County, Kenya. The following were the study objectives;

- i. To identify the mode of rewarding used to influence students' academic performance
- ii. To establish benchmarking as a strategy that schools use to improve academic performance.
- iii. To establish how parents/guardians involvement in students' academic progress influences students' academic performance.
- iv. To investigate the effect of teaching staff development on the student academic performance.

Data was collected using questionnaires and in-depth interview schedules. The analysis involved descriptive and inferential statistics namely; Pearson Correlation Analysis. Data

was presented in form of tables, figures and charts. The analysis of data revealed the following

5.2.1 Effects of students' Rewarding on academic performance

The study findings showed that majority (88.8%) of the students believed that rewarding students who performed well in CATs can enhance their academic performance in KCSE. In addition, majority (52.4%) of the students were of the view that financial rewards to students could enhance students' academic achievement. This implies that giving students financial rewards when they perform well could motivate students to work harder with an aim of getting financial rewards hence end up performing well academically.

Similarly, majority (72.5%) of the students were of the view that students' rewards through trophies could influence positively their academic performance in national examinations as this is one way of motivating students to perform well academically. This is further supported by Williams (2012) who posits that rewards apparently provide students with an incentive to take tests more seriously. However, most of the students (48.8%) believed that failing to give students rewards on time discourages them and consequently lowers academic performance. This implies that students' performance can be enhanced through rewards.

In addition, majority (86.1%) of the students in public secondary schools in Chepalungu sub-County believed that material rewards and trips enhances students' academic performance. Further, majority (91.8%) of the students showed that parental reward to performing students is likely to improve on students' academic performance.

5.2.2 Benchmarking strategies used to improve academic performance

The study findings showed that majority (64.5%) of the teachers believed that benchmarking is used in the school to improve performance. Benchmarking allows for quality interactions between teachers and students of the different schools which are engaged in benchmarking. This enables students to emulate their counterparts in the high performing schools and therefore enhances their performance. Further, majority (85.3%) of the teachers reported that strategies have to be identified before benchmarking to achieve its desired goals.

In addition, 71.6% of the teachers were of the view that benchmarking enables students to achieve higher. According to Darling-Hammond and Wentworth (2010) who reported that students tended to perform higher when they go for benchmarking as compared to those who have not gone for benchmarking. Further, majority (69.2%) of the teachers were of the view that benchmarking leads to realistic target setting processes in relation to a broad spectrum of performance indicators.

Similarly, majority (62.7%) of the teachers reported that schools which believe in benchmarking could positively improve their students' academic performance since students who are taken for benchmarking can have role models which will motivate them to excel. Further, majority (69.8%) of the teachers believed that benchmarking undertaken by their schools has assisted in the improvement of students' mean score in KCSE. This shows that benchmarking helps in improving academic performance of the learners in school.

5.2.3 Influence of parents' involvement in students' academic progress on students' academic performance

The study findings showed that majority (69.8%) of teachers believed that students' academic progress is monitored by both parents/guardians and the school administration and this has enhanced improved academic achievement. This implies parental involvement could positively influence students' academic achievement. In addition, majority (62.7%) of the teachers reported that parents are advised by class teachers' on the progress of their students' academic achievement on monthly basis in their schools enabling the parents.

Similarly, majority (84.0%) of the teachers believed that school academic days enhances academic performance of learners and therefore this should be encouraged in all schools. In addition, majority (74.6%) of the teachers believed that the parents have provided the schools with adequate learning materials which influences positively the teaching and learning process hence academic performance of the learners.

5.2.4 Effects of teaching staff development on the student academic performance

The study findings showed that majority (69.2%) teachers believed that professional qualification of teachers have an influence on students' academic achievement. This implies that teachers who have higher professional qualifications are able to influence students to achieve higher academically. In addition, the study findings suggested that training enhances competency in teaching influencing positively students' academic achievement

Further majority (90.0%) of the teachers were of the view that maturity of teaching staff and discipline influence students' performance.. Similarly, majority (77.5%) of the teachers believed that staff development enhances organizational effectiveness which includes higher students' achievement.

In addition, majority (97.0%) of the teachers were of the view staff development accelerates students' academic performance. Van den Bergh and Roos (2014) maintained that professional development of teachers can be effective and sustainable if teachers in schools are provided an opportunity. Similarly, majority of the teachers (79.3%) believed that diversity empowerment influences students' academic performance in secondary schools.

5.3 Conclusions of the Study

The following conclusions were made based on the study findings;

The study findings showed that there was a significant very strong positive correlation between rewards and students' academic performance in secondary schools. This implies that rewarding students could positively influence students' academic performance in secondary schools.

The study further concluded that benchmarking allows for quality interactions between teachers and students of the different schools which are engaged in benchmarking enabling students to emulate their counterparts in the high performing schools and therefore enhances their performance.

The study findings showed that there was a significant and a very strong positive correlation between parental involvement and students' academic performance in

secondary schools. This implies that parental involvement in learners' academic progress influences positively his/her academic outcomes.

The study showed a significant and positive correlation between staff development and students' academic achievement. Providing staff training and development could enable successful instructional evaluation by teachers enhancing students' performance.

5.4 Recommendations of the Study

The following recommendations were made based on the study findings;

- i. Schools need to reward (monetary or non pecuniary) best performing students in end of term exam or KCSE results so as to serve as an impetus for their counterparts to improve on their academic performance.
- ii. Low performing schools need to benchmark with High performing schools to allow for quality interactions between teachers and students of these schools.
- iii. Parents need to be involved in monitoring their children's academic progress and therefore they need to be encouraged to visit their schools at least once per academic year.
- iv. Schools need to provide training opportunities for its teachers in order to sharpen their skills on how to improve academic performance of their learners.

5.5 Suggestions for Further Research

There are important issues that this study was unable to address due to its scope. In view of this, the following are recommended for further research;

- i. Studies similar to this need to be undertaken in other counties and at national level to allow for the generalization of the study findings.
- ii. Studies that will determine the effectiveness of the various strategies in enhancing students' educational outcomes.

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APPENDICES
APPENDIX 1: INFORMED CONSENT

Dear Participant,

RE: PARTICIPATION IN THIS STUDY

I am a post graduate student pursuing a Master of Philosophy Degree programme in the Department of Educational Management, Moi University. I am currently conducting research on **“strategies that influence students’ academic performance in public secondary schools in Chepalungu Sub-County, Bomet County, Kenya.”** I kindly request you to participate in this study. Your response to the items in the questionnaire is treated with utmost confidentiality, and will not be used for any other purposes except this study. You may also request the researcher to inform you about the findings of this study.

Thank you very much for accepting to participate in this study. Please sign in the space provided on this letter if you accept to be a respondent in this study.

Yours faithfully,

BEATRICE JERUTO KIBIAS

Participant

Date

APPENDIX II: QUESTIONNAIRES FOR TEACHERS

INTRODUCTION

This questionnaire is purely meant for academic research. Please fill in responses as truthfully as you can.

SECTION A: BACKGROUND INFORMATION

Fill the blank spaces in words or tick () where appropriate in the boxes provided.

1. Which school do you teach?

i) Boys' boarding school

ii) Girls' boarding school

iii) Mixed day school

2. Please indicate your gender

i) Male

ii) Female

3. What is your highest professional level of education?

i) Diploma

ii) Degree

iii) PGDE

iv) M-Phil

v) Diphil

vi) Others (specify).....

4. What is your age bracket?

i) 20 – 30 years

ii) 31 -40 years

iii) 41 – 50 years

iv) 51 and above

5. What is your teaching experience?

i) Less than 1 year

ii) 1 – 5 years

iii) 5 – 9 years

iv) 10 and above years

5. Who is your employer?

- i) TSC
- ii) BOG

SECTION B: STAFF DEVELOPMENT

This section seeks to elicit data on how staff development influence students' performance.

Tick the most appropriate response from the list given according to your opinion.

KEY

Strongly agree (SA) (2). Agree A 3. Disagree (D) 4. Strongly disagree (SD)

Statement	5	4	3	2	1
The higher the level in professional qualification of the teacher influence high student academic performance.					
Teachers who have trained in staff development activities like on site workshops, professional conferences enhance competence in teaching influence high academic performance					
Staff orientation of staff improve consistence in performance					
Maturity of teaching staff and discipline influence students performance					
The goal of staff development is improvement in staff and organizational effectiveness					
Staff development occurs in a social context and emphasizes team work, built on a foundation of collaboration. This accelerate performance of students.					
All staffing functions are related to staff development for a common goal of performance					

Staff development is multifaceted , targeted to many different people and ever changing of increase performance.					
Diversity empowerment provides a variety of methods perspective and Values as assets to the institution which interact and influence academic performance.					

SECTION C: BENCHMARKING

This section seeks to elicit data on how benchmarking influence students' performance.

Indicate the extent with which you agree with the statement by ticking in the boxes . Note that;-

5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree

	5	4	3	2	1
Benchmarking is used in the school to improve performance					
Schools have to identify the best approach / specific for benchmarking to show success					
Benchmarking is used to demonstrate accountability of students' performance					
Benchmarking leads to realistic target setting processes in relation to a broad spectrum of performance indicators					
Schools of 2 mean grades above are voted to give a challenge to influence performance.					
Schools of equal mean graded are benchmarked to influence academic performance.					

APPENDIX II: QUESTIONNAIRE FOR STUDENTS

This questionnaire seeks to elicit data on strategies that influence students' academic performance in selected public secondary schools in Chepalungu Sub-County, Bomet County, Kenya . You are kindly requested to fill all sections of the questionnaire; this would aid the researcher in making valid contributions towards students' academic performance. All data obtained in this study was used for academic purposes and shall be kept confidential.

SECTION A :Background Information

Tick where applicable

1. Indicate your gender

i) Male

ii) Female

2. Indicate your age bracket

i) 0- 5 years

ii) 6-10 years

iii) 11-15 years

iv) Over 15 years

3. Indicate your class.....

4. Indicate the nature of your school

i) Boys boarding

ii) Girls boarding

iii) Mixed day

SECTION B: REWARDING STUDENTS

This section will capture data on how rewards influence students' performance.

The following numbers stand for:

5=strongly agree 4=Agree 3= Disagree 2= strongly disagree 1= Undecided

	5	4	3	2	1
Rewarding students who do well in continuous assessment test help to do very well in end of year exam.					
Financial rewards boost performance of students.					
Rewarding students with trophies improves student performance					
Students who miss a reward in a CAT will challenge them to improve in the next exam.					
Students who are told what kind of reward they was given work extra hard for better performance.					
The amount of money involved in the incentive matter in the effort put for performance					
Failing to give students rewards on time discourages students and it lowers performance.					
Department organize for their own benchmarking so as to visit school of higher mean grades. This improve department performance.					
Teachers and students visiting a school and staying for 2-5 days in the school to watch and participate in that's schools programs will improve school performance.					
When all school staff benchmarks a school, it will bring a wholistic school academic performance.					
Every year a school goes bench marks it improves performance of the year.					

APPENDIX III: INTERVIEW SCHEDULES FOR THE PRINCIPALS/ DEPUTY PRINCIPALS

INTRODUCTION

I am conducting a study entitled “**strategies that influence students’ academic performance in public secondary schools in Chepalungu Sub-County, Bomet County, Kenya**”. This is in partial fulfilment for the requirements of the Degree of Master of Philosophy in Education Administration at Moi University. Your responses will be treated with strict confidentiality and the data will be used for research purposes only.

SECTION A: GENERAL INFORMATION

Fill the blank spaces or tick where appropriate in the boxes provided.

1. Indicate the Kind of school you are heading

.....

2. What is your professional qualification?

.....

3. Please indicate your experience as a principal

.....

4. What is your grade of your school in K.C.S.E in the following years?

Year	Grade
2010	
2011	
2012	
2013	

5. What is your K.C.S.E target for the next 2 years?

Year	Grade
2014	
2015	

6. Do your schools have enough learning resources like text books?

If yes what is the ratio to students?

If not what is the shortage?

7. What are policies that are in place in your school concerning the following areas:

i) Examination

- ii) School fees payment
- iii) Entry behavior
- iv) Absenteeism (student and staff)
- v) ICT integration.
- vi) Orientation of new students, parents and staff etc.

8. Does your school have a strategic plan for the future?
9. Strategic plan is for how long?
10. How many times has your school had benchmarking?
11. Why do you have benchmarking?
12. How is teamwork encourage in your school?
13. Are students free to consult their teachers and office whenever there is an issue or there is a channel to follow?
14. How are students' academic progress monitored? Who does the work? Are students given extra work for holidays?
15. Are the school facilities enough for your population? Does it meet the standard measures? (Dorms, class rooms the laboratories and sanitation areas.
16. How is the rewarding of students done in your school?
17. Is the community supportive in the school programmes.
18. How are parents/guardians involved in the school programs

APPENDIX IV: RESEARCH AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

19th December, 2014

NACOSTI/P/14/2699/4435

Beatrice Jeruto Kibias
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Strategies that influence students academic performance in public secondary schools in Chepalungu District, Bomet County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Bomet County** for a period ending **31st May, 2015**.

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

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
Bomet County.

The County Director of Education
Bomet County.

APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. BEATRICE JERUTO KIBIAS
of MOI UNIVERSITY, 3900-30100
eldoret, has been permitted to conduct
research in Bomet County
on the topic: STRATEGIES THAT
INFLUENCE STUDENTS ACADEMIC
PERFORMANCE IN PUBLIC SECONDARY
SCHOOLS IN CHEPALUNGU DISTRICT,
BOMET COUNTY, KENYA
for the period ending:
31st May, 2015

Permit No : NACOSTI/P/14/2699/4435
Date Of Issue : 19th December, 2014
Fee Received :Ksh 1,000



[Signature]
Applicant's Signature

[Signature]
Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

RESEARCH CLEARANCE PERMIT

Serial No. A 3993

CONDITIONS: see back page

