

**INFLUENCE OF SELECTED FACTORS ON TEACHERS' AND
STUDENTS' PERCEPTIONS OF THEIR SCHOOL: A
COMPARATIVE STUDY OF EXTRA-COUNTY AND COUNTY
SECONDARY SCHOOLS IN ELDORET EAST SUB- COUNTY**

BY

CHERONO EMILY

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DECLARATION

DECLARATION BY THE STUDENT

This thesis is my original work and has not been presented for a degree or diploma in any other examination body.

EMILY CHERONO..... DATE

EDU/ PGP/1002/08

DECLARATION BY SUPERVISORS

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

DR. S. O. OGOMA DATE

Senior Lecturer,

Department of Educational Psychology,

School of Education,

Moi University.

DR. C.K. SIMIYU DATE

Senior Lecturer,

Department of Educational Psychology,

School of Education,

Moi University.

DEDICATION

This thesis is dedicated to my parents for their love, patience, kind heartedness and gentle encouragement that helped me get through this process more than they will ever know.

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ABSTRACT

There are variations in Kenyan secondary schools leading to disparities. School categorization is a form of variation leading to perception of schools. The study aimed at determining the influence of selected factors on teachers' and students' perception of their school. Specifically, to determine the influence of teachers' factors on perception of their school by focusing on the influence of teachers' gender, age, professional qualification, teaching experience and responsibility on their perception of school. Also, to investigate the influence of students' factors on their perception of their school by focusing on the influence of students' gender, age and home location on their perception of school. Thirdly, to find out the difference between teachers' and students' perception in the extra-county and county schools by investigating the influence of teachers' and students' school category on teachers' and students' perception of school. It was a comparative study of the extra-county and county secondary schools in Eldoret East Sub-county. The study was based on a population of 6832. Data was collected through perception of school questionnaire administered to 240 students and 40 teachers in 10 stratified randomly selected schools. Principals and deputy principals of the schools were interviewed. Teachers' factors, students' factors and school category constituted the independent variables while teachers' and students' perception of their school constituted the dependent variables. The social learning theory by Albert Bandura emphasizes relationship among cognition, behavior and environment. It is relevant because ones environment influence ones thoughts and behavior. A conceptual framework was used to show teachers' factors, student factors' and school category influence teachers' and students' perceptions of their school. Descriptive survey research design was used. Data was analyzed using descriptive and inferential statistics with the help of SPSS version 21. Chi square was used to find out whether teachers' and students' factors influenced their perception of their school. In addition, it was also used to find out whether there was significant difference between students' and teachers' perception of their school based on school categories. Tests were based on 0.05 level of significance. Reliability estimates of questionnaires were computed using test - retest and reliability coefficient was 0.79 during the pilot study. Results revealed that teachers' factors except for gender and students' factors influenced their perception of their school. School category influenced teachers' and students' perception of their school. There was a difference of 15% between students' and teachers' perception of their school where teachers and students in extra-county schools perceived their school more favorably than those in county schools. The study findings are informative as they challenge the educationist and school managers to improve the school climate as it influences the perception of school. The study further recommends the Ministry of Education should re-examine school categorization.

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CHAPTER ONE

INTRODUCTION

1.0 Overview

Functions of a school as an institution providing education are closely related to expectations of students, parents, teachers and the state. These stakeholders may perceive the school negatively or positively depending on whether they think their expectations are fulfilled or not. This study investigated the influence of selected factors on teachers' and students' perception of their school, comparing the extra-county and county schools. This chapter presents the background to the study, statement of the problem, purpose of the study, objectives, research questions, hypotheses, justification, significance, assumptions of the study, scope and limitation, theoretical framework, conceptual framework, and operational definitions of study variables.

1.1 Background to the Study

Kenya has four main categories of secondary schools. Mwirigi (2011) notes that for one there are the maintained schools called the national schools that have full government support from infrastructure to trained teachers paid by the government. Most of these schools were formerly run by European settlers and missionaries and had the best facilities. Secondly, are the extra-county (former provincial) schools that are partially assisted by the government and partially by the local community. They do not have as good facilities as the national schools and experience teacher shortages in some subjects. The third category is the county (former district) schools partially also assisted by the government, local communities and churches that helped in putting up infrastructure.

They do not have enough resources and teachers are overworked. The fourth category is the sub-county schools. The categorization makes each school unique and each category has differences in students' entry behavior, sources of funding, teacher factors and physical facilities. Admissions to schools are pegged on performance at the end of primary education. The best performers are admitted to national schools, good performers to extra-county schools and average students end up in the county and sub-county schools (Mwirigi 2011).

The government's concern for education has led it to think of ways to make education accessible and affordable to all. As a result many schools have been built within the country. Many parents as students, are deterred from involvements in school activities because of feelings of negative experiences in the school, negative perceptions of the administrator and teacher attitude among other reasons (Ornstein & Levine, 2003). Personal and school factors may influence students and teachers' perception of their school.

Dewey in Aggarwal (1985) notes that a school is primarily a social institution. Students' perceptions of school events, the nature of teachers' expectations, and the patterns of interaction between students and teachers have an impact on their academic attitudes and behaviors. The way people look at situations and places reflects the way they view the world and influences the conclusions and decisions they make. Our perception of an event is a personal interpretation of information from our perspective. The influence of school on students' performance is derived from a students' individual perception rather

than the reality of the activities and interpersonal relations in the educational environment. In the intervention, the focus is on changing the way students think, as it is not a situation that directly affects how a person feels emotionally, but rather his or her thoughts in that situation. The thoughts ultimately affect emotion since people feel what they think. Our perceptions are often the result of automatic processing, and while automaticity is efficient for processing much information quickly, it is not always accurate. Much faulty cognition is automatic, involuntary, and highly plausible to the individual (School Perception, n.d). Rotter (1986) notes that to understand situations, then there is need to focus on the internal and external conditions that shape behaviors and on learning processes through which the conditions exert their lasting impact.

Schools like other organizations cannot operate at a high level of efficiency if they do not have goodwill and support of the community they serve. A school must develop understanding and appreciation of its programs through interactions with parents and other members of the community. A school must maintain an effective programme of keeping the people it serves informed of its needs and desires. The answer to how well students and schools are fairing will not be accessible simply through a single observation of a school but it takes a lot more than that. Ongoing evaluations are being done without real evaluation – which must rely not only on what is directly observable but also on a great deal of indirect observation (Peterson & Skiba, 2003). Perception of school is an example of an indirect observation. All stakeholders should work together to improve the image of their school.

A great deal of research shows that many students do not feel physically and emotionally safe in school largely as a result of breakdown in interpersonal and contextual variables that define school climate. In schools without supportive norms, structures and relationships students are likely to experience violence often with high levels of absenteeism and reduced academic achievement(Astor,Guerra&VanAcker,2010).

Tuijman and Postelwait (1994) note that two domains of interest in effective outcomes of schooling have been identified as individual sense of competence with his or her motivation to achieve and society's needs for societal cohesion. There are major difficulties in identifying and measuring indicators in the two domains. For example, the valued outcomes of motivated students; tolerant students and students who support democratic governments are influenced as much by out-of-school as within school factors – by families from which students come and to which they return; their peers whose opinion is important to them in and out of school, or the local community among others. Positive school perception by all is necessary.

Mureithi (2009) comments that established schools as Bahati Girls, Naivasha Girls, Moi Forces Academy, Lanet and Nakuru Girls were some of the schools whose candidates were not on the list of the top students. The last two are national schools. Mwinyipembe (Provincial Director of Education,2009) notes that emergence of the little known schools, as Uasin Gishu High School which produced the region's (province's) top candidates and Mary Mother of Grace in Laikipia the second top student was a good sign and a wake up call to sleeping giants to come back to the drawing board. This shows that people

generally perceive national and extra-county schools as superior hence should always top while county schools are perceived as less effective and expected to perform far much below them.

Eccles, Wigfield and Schiefele (1998) highlight that peers can affect one's motivation through social comparison, social competence, and motivation, peer co-learning and peer group influences. Therefore, students can perceive their school positively or negatively depending on information from their peers.

Institute of Policy Analysis and Research (2008) report reveals that the categorization of secondary schools in Kenya is a factor in poor performance. It also enhances disparities in educational achievements because of inherent disparities in factors such as endowment in resources, tradition and factors that account for the apparent link between school category and performance of its students in national examinations. Most of KCPE graduates enter the Sub-county (district) secondary schools that are poorly equipped and understaffed. Owing to persistent unsatisfactory performance in national examinations, students in such schools have limited chance and low motivation to compete for entry into national universities. The Joint Admission Board, now Kenya Universities and Colleges Central Placement Service, raises serious equity issues that no education policy addresses. Consequently, vast majority of students in poorly performing county and sub-county schools have negative perception of their schools and they see little education future for themselves.

Mitchel et al (2010) study on students and teachers perceptions of school climate found that classroom level factors were associated with teachers' perception of climate and that teachers were more sensitive to classroom factors as poor classroom management and proportion of students. Students were influenced by school factors as students- teachers' relationship and gender were strong predictors of perception of school climate. However, this study was not done in Kenya

Githinji (1996) in his study looked at the factors contributing to poor academic performance in school as teachers' characteristics, students' characteristics and absenteeism. Eshiwani (1983) researched on teacher and students' traits as the factors of low academic performance in secondary schools. The cited studies focused on academic performance but did not consider how the various factors influenced teachers and students' perception of school. This study sought to fill the gap.

1.2 Statement of the Problem

Every year, about 3,000 Kenya Certificate of Primary Education graduates are admitted to the country's 18 national schools, extra-county (provincial) schools then admit 85% of students from their region and the rest from other regions (Siring, 2009). It is not possible to admit all students in these schools and so county schools become a choice for the rest. The essential values of a school are rooted in developmental goals for its students both academic and social. Perception is acquired and influenced by the social, academic, psychological and physical aspects of an environment. However, the school category alone may not be the only cause of the students' and teachers' perception of their school.

Based on the premises, it was important to examine the influence of selected factors on teachers' and students' perception of their school in Eldoret East Sub-county. A comparison between the extra-county and county secondary schools was also made.

Bronfenbrenner's social ecological theory suggests that factors at multiple levels within a school may influence student and staff perceptions of school environment (Bronfenbrenner, 1979). Marshall (n.d) notes that school climate has been researched for many years and continues to be examined and redefined as a result of its significant influence on student behavior and educational results.

Koth et al (2008) in their study found out that male students perceived their school less favorably since they are likely than girls to display disruptive behavior at school hence perceive school environment as less safe and orderly.

Boreen, Handy and Power (2011) note that it is possible that teachers within the same school have different perceptions of school climate and safety due to the differences in their experiences, perspectives or roles in their respective school structures. Wigfield and Tonks (2002) note that our perceptions affect our emotions, behaviors and emotional behavioral reactions also shape our environments and skew our beliefs of the environment. The external environment is a factor to the decline in adolescent self-expectancies and achievement values.

Variations in secondary school practices and structures influence the teachers and students' perception of their school. School categorization is one form of variation causing disparities in secondary schools. The variations with appropriate school climate enable students and teachers to accept their schools. Perception influences how educators feel about being in school and how they teach. It enhances or minimizes emotional exhaustion, depersonalization and feelings of low personal accomplishment (Grayson & Alvarez, 2008). The question that the researcher sought to answer was: Do the teachers' factors, students' factors and school category influence teachers' and students' perception of their school in Eldoret East Sub-county?

1.3 Purpose of the Study

The way a school is structured and operates may influence the way teachers and students perceive the school. This study was designed to investigate the influence of selected factors on teachers' and students' perception of their school. In addition, the influence of school category on perception of school comparing the extra-county and county secondary schools in Eldoret East Sub-county so that recommendations can be made to enhance positive perception of schools.

1.4 Objectives of the study

The researcher focused on the following specific objectives:

1. To determine the influence of teachers' factors on perception of their school by focusing on the influence of teachers'
 - a) gender,

- b) age,
 - c) professional qualification,
 - d) teaching experience and
 - e) Responsibility.
2. To investigate the influence of students' factors on their perception of their school by focusing on the influence of students'
- a) Gender,
 - b) Age,
 - c) Home location.
3. To find out the difference between teachers' and students' perception in the extra-county and county schools by investigating the influence of
- a) Teachers' school category on teachers' perception of their school,
 - b) Students' school category on students' perception of their school.

1.5 Research Questions

The study sought to address the following research questions:

- a) How do teachers' factors influence their perception of their school? Specifically how does the teachers'
 - i. Gender,
 - ii. Age,
 - iii. Professional qualification,
 - iv. Teaching experience,
 - v. Responsibility influence their perception of their school?

- b) How do students' factors influence their perception of their school? Specifically, how does the students'
- i. Gender,
 - ii. Age,
 - iii. Home location influence students' perception of their school?
- c) Is there a difference between
- i. Teachers' perception of their school in the extra-county and county schools?
 - ii. Students' perception of their school in the extra-county and county schools?

1.6 Research Hypotheses

The null hypotheses were tested in the study thus:

HO₁: There is no significant relationship between teachers' factors and teachers' perception of their school. Specifically, there is no significant relationship between teachers'

- a) Gender,
- b) Age,
- c) Professional qualification,
- d) Teaching experience,
- e) Responsibility and their perception of their school.

HO₂: There is no significant influence of students' factors on their perception of their school. Specifically there is no influence of students'

- a) gender,
- b) age,
- c) Home location on their perception of their school.

H0₃: There is no significant difference between

- a) teachers' perception of their school in the extra-county and county schools.
- b) students' perception of their school in the extra-county and county schools.

1.7 Justification of the Study

Studies in Kenya on the influence of school factors on students and teachers' perception of their school are scanty or have been pre-assumed. Researches (Haynes; 1998 & Kuperminc; 1997) show that school climate perception are protective factors for boys and may supply high risk students with a supportive learning environment resulting into healthy development as well as preventing antisocial behaviors (Marshal, n.d).

Johnson, Waasdrop, Debram, Milan & Bradshaw (2016) study stress the need for violence prevention through interventions that address physical needs, social needs and students' perceptions of order and disorder within high schools. These interventions will establish clear norms for behavior, support the development of positive relationships and create physical environments that are safe. The social and physical surroundings of a school and the way students perceive them help inform student behavior.

Wilson et al (1984) in their study of the influence of age, sex and teacher experience on perception of school climate found out that age and sex were main determinants of positive teacher perception of school climate while teachers' education exerted no effect. This study was however not done in Kenya. The researcher therefore sought to find out if the same would be the case for Eldoret East Sub-county apart from expanding the factors investigated.

1.8 Significance of the Study

The findings of the study are of interest to the following:

- a) Educationists. The study provides knowledge and insight for educationists on factors that are related to positive school perception thus look for ways to enhance it.
- b) School Managers: The findings can help them on how to improve the image and practices in the school.
- c) Parents: Parents influence how the students perceive the school hence the findings provide them with information on how their perception of school can positively or negatively affect the students' perception.

1.9 Assumptions of the Study

The study was based on the following assumptions:

- a. The selected factors have some influence on students' and teachers' perception of their school.

- b. The respondents during the course of this study would give the required information without reservation.
- c. County and extra county schools were perceived differently by students and teachers.
- d. Research instruments were appropriate to research design used
- e. Data analysis statistics gave valid results.

1.10 Scope of the Study

The study was to determine the influence of selected teacher factors (age, sex, professional qualification, teaching experience and responsibility held), student factors (age, gender and location of student home) and the school category (extra-county and county) on students' and teachers' perception of their school. School factors are many but the study only focused on the three because of financial constraints. The study used a sample of 10 out of 35 public secondary schools in Eldoret East Sub-county. Students, teachers, deputy principals and principals were used as respondents.

1.11 Limitations of the Study

The study was faced by limitations.

- a) A small sample size was used and respondents were not proportionately selected for gender strata hence over representation of some strata.
- b) School factors are many but due to financial constraints the study focused on students' factors (age, gender and student home location) teachers' factors (age, gender, qualification, experience and responsibility) and school category (county

and extra county) conclusion and recommendation of this study are based solely on the findings of the study.

- c) The study looked at the relationship between teachers' factors, students' factors and school category on perception of the school but did not determine the strength of the relationship.

1.12 Theoretical Framework

Social Learning theory by Albert Bandura (1977) emphasizes the reciprocal relationships among cognition, behavior and environment. Hostile thoughts can result in hostile behavior and evoking additional hostile thoughts. Environment influence ones thoughts and behavior which also play a role in determining our environment. He adds the notion of expectancy and argues that our expectations about outcome of situations are influenced by whether or not we think we will succeed at the things we attempt. Self efficacy has a high degree of influence not only on our expectations but also on ones performance (Sincero,2012).

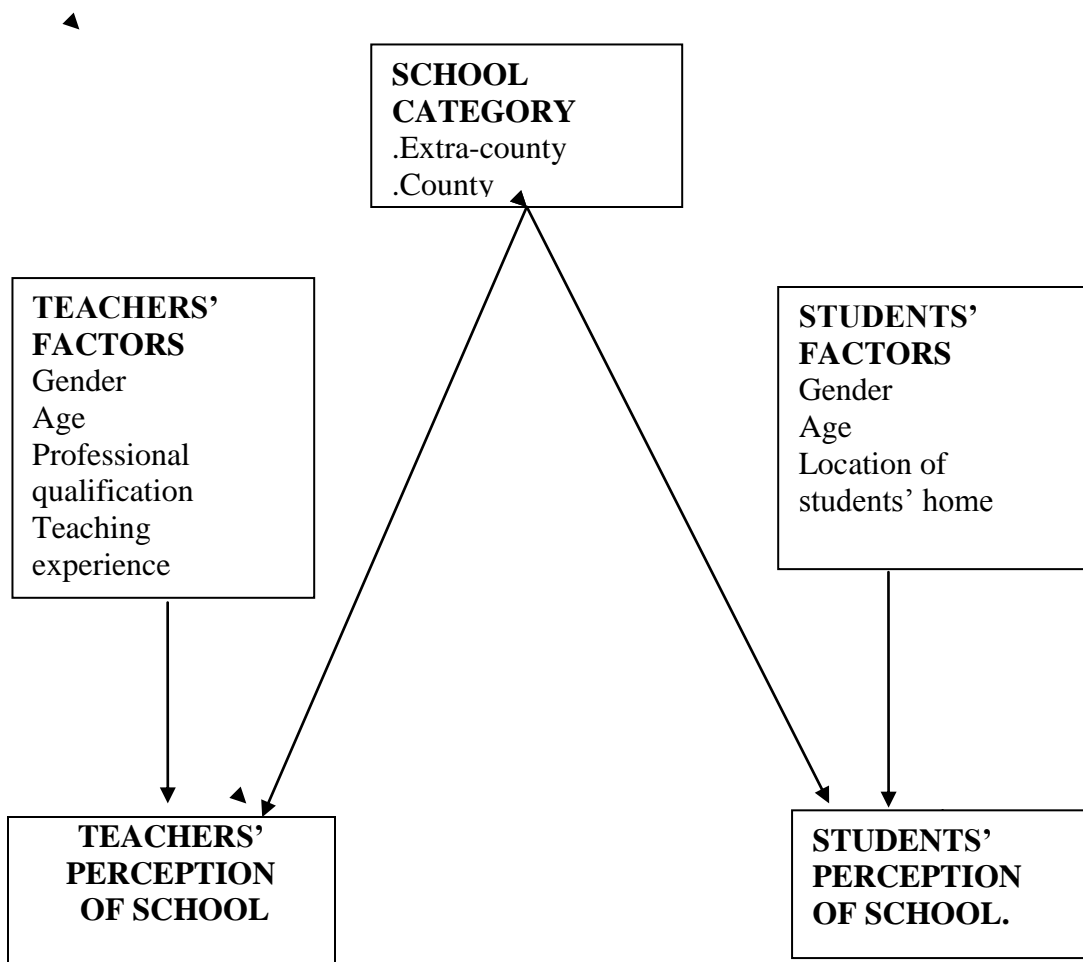
Cognitive factors include expectations, beliefs, attitudes, strategies and intelligence. Cognition influences behaviors hence one develops cognitive strategies to think deeply and logically about how to solve problems (Santrock, 2001).Teachers and students may perceive their school positively or negatively and look for solution to problems.

This theory is appropriate because teachers and students interact amongst themselves and the physical environment in the school. They may be positively or negatively influenced. What others perceive of the school may influence their perception. Environment

influences behavior. The verbal and non-verbal message that the students and teachers get about the school may determine perception of school.

1.13 Conceptual Framework

The researcher captures the study variables in a conceptual framework below:



Source:Reseachar (2011).

Figure.1.1: Conceptual Framework for Selected Factors Influencing Teachers' and Students' Perception of their School

The interaction of variables in this study can be understood as described in Fig. 1.1. The conceptual framework is the basis of the research problem. It describes the interaction between variables of the study. Teachers' and students' perception of school was determined by school category. Teachers' perception in the county and extra county schools was compared. The study investigated teachers' factors – age, gender, professional qualification, teaching experience and responsibility held – influence on their perception of school. The study also investigated students' factors – age, gender and location of students' home – influence on their perception of school.

1.14 Operational Definition of Terms

1. Perception of School. This is referred to as the students' and teachers' positive or negative feelings about their learning environment depending upon protocols set by teachers and the administration. This was determined from the scores of questionnaire items. It was composed of the following:

- a) Students' and teachers' perception of the social environment – Quality of interpersonal relationship between and among students, teachers and parents. Also, the equitable and fair treatment of students by teachers.
- b) Students' and teachers' perception of the physical environment – appearance of school buildings and its classrooms; order and organization of classrooms in school; availability of resources and also safety and comfort.
- c) Students' and teachers' perception of the academic development – quality of instruction and teacher support for learning. In addition, teachers' expectation for students' achievement.

2. School Factors were determined by the following:

- a) **Teachers' Factors** which was determined by teachers' gender, age, professional qualification, teaching experience and responsibility.
- b) **Students' Factors** which was determined by students' gender, age, and location of students' home.
- c) **School Category** which was determined by county and extra county schools.

1.15 Summary

The chapter has revealed that teachers' and students' school perceptions are influenced by social, academic, psychological and physical aspects of an environment. Perceptions affect our emotions behaviors and emotional reactions shape our environment and skew our beliefs of environment. This study aims at determining the influence of school factors on teachers and students perception of the school. Identifying school factors that influence students' and teachers' perception will help in creating conducive school environment that motivates everyone to be part of the school.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The literature review was carried out under the following categories: perception and school environment; teachers' factors and perception of school; students' factors and perception of school; school category and perception of school and summary of the literature review.

2.1 Perception and School Environment

Perception is the brain's process of organizing and interpreting sensory information to give it meaning. The brain uses previous information as the basis for making educated guesses, or interpretations, about the state of the outside world. Usually the interpretations are accurate and useful – however they could be wrong at times. The result is an illusion – something that is not there. What a person perceives depends upon selection, organization and interpretation of stimulation. An individual attends to certain stimuli and not to others because of selection. Attending is a readiness to perceive based chiefly on an internal state. Perception is a critical determinant of the way we think about things even influences the content of our thought processes. Perception and learning merge in the process of human development (Fernald & Fernald, 2003). The practices and measures put in place in the school can either positively or negatively influence teachers and students' perception of their school.

Bandura (2001) social cognitive theory suggest that although students and their teachers may share a common objective and experience, their differing roles within the school will

likely lead to discrepant perceptions of the environment. School climate (2011) explains that the school climate is the social atmosphere of the learning environment in which students have different experiences depending on the protocols set up by the teachers and administrators and it has three dimensions. First, is the physical dimension which encompasses the appearance of school building and its classroom; order and organization of classrooms in the school; availability of resources; safety and comfort. Secondly, the social dimension that involves the quality of interpersonal relationship between and among students, teachers and staff; equitable and fair treatment of students by teachers and staff and the degree to which students, teachers and staff contributes to decision making at the school. Thirdly, is the academic dimension that involves the quality of instruction; teacher expectations for students' achievement and monitoring students' progress and promptly reporting results to students and parents. The school climate reveals students and teachers' perception of their school. Caring school climate is associated with higher grades, engagements, attendance, expectations and aspirations, fewer school suspension, sense of scholastic competence, high self-esteem and self-concept and less substance abuse.

Perception is influenced by many factors and different learning experiences of people in different cultures. The factors ensure we perceive the world in a way that is likely universal among humans but with individuality due to difference in motivation, emotion, learning and other factors (Lahey, 2004). The school environment determines teachers and students' perception of their school.

The visual appearance of school is as important as security of the school premises which relates with quality of work and the kind of people found there. People tend to relate better when their security is enhanced, environment is tidy and well organized, and there is order. Effective teaching and learning is enhanced by such a warm environment. This way the school aims and values are matched with quality both physical and unseen practices. When done everyone is comfortable, relates well with one another, feel safe and unhindered in their day to day's work. Such an environment creates a sense of belonging and raises self-esteem of both staff and students (Wango, 2009). School environment determines students' and teachers' engagement at school and perception of their school.

There has to be trust between the teacher and the taught. The child is not going to be open and discuss his/her thoughts, experiences and view of the world to someone felt to be unworthy of trust. Equally a teacher has to trust the pupil and show the trust (Bowring-Carr & West- Burnham, 1997). Therefore there is need to investigate the students' and teachers' factors that influence their perception of their school.

Keys and Fernandes (1993) in their report 'What do students think about their school?' found that 40% of secondary students go for a year without discussing a piece of their work with teachers. The situation does not allow for communication and positive feedback between teacher and student resulting in low motivation and creation of negative attitude. Schools can be confident about many things. For example, that they are always safe orderly places in which many complex activities take place with high degree

of predictability. However, it might be that schools are confident on the wrong things since it is natural to gravitate towards those things that can be so ordered and controlled. If schools are to become learning communities then there has to be confidence in learning of the individual (Bowring-Carr & West-Burnham, 1997). The teachers and students' positive perception of their school is an ingredient in achieving schools' goals. The social dimension of the school climate reveals students and teachers' perception of their school.

To create a pleasant environment, ensure school buildings and surrounding is clean pleasant and attractive. Students work may be displayed in the reception area. The latest news about school teams, games fixtures annual examination results and other news should be displayed. The latest photographs of school activities should be displayed (Bakhada, 2010). A school is expected to provide an environment that allows the child to achieve their potential. It should provide opportunities for children to gain self-confidence and build self-esteem. All forms of violence must be avoided by encouraging healthy relationships and promoting positive values as respect, value and care for others and sense of responsibility for self and others. A good school is one where dialogue should be used when there are conflicts; a diverse curriculum including co-curriculum activities, school prefect and conflict resolution skills are provided in school; healthy competition is encouraged; several co-curriculum activities including games sports, clubs and societies are provided; opportunities are provided to help children acquire a healthy relationship as peer counselors, student leaders, parenting and entertainment should also be provided (Wango, 2009).

School environment influences teachers and the students' perception of school. Teachers and students share values and interact to enhance them. Safe, caring, participatory and responsive school climate tend to foster a greater attachment to school and provide optimal foundation for social, emotional and academic learning for students (Blum, McNeely & Rinehart, 2002). Student and teachers' perception of their school influences their engagement in school hence the need of the study.

2.2 Teachers' Factors and Perception of School

Public evaluation of school can be destructive. If it is based on hearsay and prejudice it can be thoroughly demoralizing to teachers and pupils alike; or it can be positive, encouraging and helpful in improving opportunities for learning. As one in the inside the teacher is best qualified to understand school problems and interpret them to the public. However, persons from the community can often participate in class activities when they have special services to offer to enrich learning and thus bring the public closer (Peterson & Skiba, 2003).

Boreen, Handy and Power (2011) note that it is possible that teachers within the same school have different perceptions of school climate and safety due to the differences in their experiences, perspectives or roles in their respective school structures. This shows that teachers' factors significantly influence their perception of their school.

A teacher is a good role model to their students. Students emulate teachers' mode of dressing, talk and conduct while in school. His/her self-discipline is always under

scrutiny. The teacher should never feel threatened at school and thus a good secure school teaching environment should be created (Bakhada, 2010). The characteristic of a teacher who cares is attentiveness to students, making effort to promote learning and have high standards. Students' motivation is optimized when teachers provide them with challenging tasks in a mastery oriented environment including good emotional and cognitive support, meaningful and interesting material to learn, master and support for autonomy and imitateness (Eccles, Wigfield & Schiefele, 1998). The social and academic school climate dimension measures the students and teachers' perception of their school.

Commenting on poor performance in 2009 KCSE results, Starehe's principal Paul Mugo argued that whatever the point one cannot hide a good school. It will definitely produce the best candidate (Muindi, 2010). School's category influences teachers' perception of their school. Eshiwani (1983) explained that apart from school facilities and processes, the teacher characteristics and students traits can affect perception of their school and examination performance. The study did not look at the influence of school category on perception which influences the perception of their school.

School climate influences how educators feel about being in school and how they teach. It affects how they live and increases teacher retention if one has a positive perception. It enhances or minimizes emotional exhaustion, depersonalization and feelings of low personal accomplishment (Grayson & Alvarez, 2008).

Parents entrust their children to the teacher for him to look after on their behalf. It is the duty of the teacher to help his pupils to develop as fully as possible all aspects of their potential. This involves the teacher in responsibilities for his pupils' welfare, guidance and supervision. A teacher is required to have leadership roles. A teacher should be a good manager. This requires that the teacher uses resources in an efficient way possible and that a high quality of a product is maintained. At the class level teachers must be able to exercise efficient management over their pupils' resources at their disposal and various programmes of learning going on in each subject, to ensure that learning proceeds efficiently and that desired standards of output are maintained. With experience he will learn to anticipate trouble and take appropriate action to prevent it (Farrant, 2005). The teachers' efficiency in performance of duties is determined by his/her perception of school. This informs and makes the concerned feel recognized raising their self-esteem. The teachers' teaching experience influences their perception of their school.

When teachers frequently inform parents of their children's progress and help them get involved in their children's learning activities, children reach high levels of academic achievement (Epstein, 1996). Experienced teachers know the importance of getting involved in children's education. Many parents have little to do with their children's education. Most of them ask "how was school today?" The child responds "fine" and that is all. One problem that can interfere with building partnerships between school and family is negative perceptions of families. Some children come to school poorly dressed, on drugs and without homework. They may not be motivated to learn and with little

respect for teachers. The goal should be to have the school and family establish a good relationship (Workman & Gage, 1997).

Schools should strive for warm and caring teachers and offer affection to children. When children feel unconditionally accepted and understood they develop enough emotional energy for positive learning to take place and positive qualities in each of them develops better. The school will thus have assisted each child's potential to develop to the full. This shows how much we need the counseling approach to discipline problems in schools. The broad system of prize giving is beneficial to children as it recognize potential in all aspects-academic, social, spiritual, emotional and physical (school Digest, 2000).

Erickson's (1963) personality development theory states that both the past and present social settings have an effect on development of personality. The developmental experiences that students go through while in school contribute greatly to the behavioral direction they take. The teachers' perception of their school can be learnt by the students. When teachers support and interact positively with students, then students are more likely to behave and engage more appropriately (Skinner & Belmont, 1993).

Aubry (2010) in his thesis noted that teachers' teaching conditions are also students' learning conditions and a concern to the study respondents was having access to clean and well maintained environment. The study is consistent with Buckley et al (2004) who

found out that highly effective teachers reported that school facilities and resources strongly influenced their decision to remain in the profession.

Mitchel et al (2010) notes that teachers' rating of overall school climate were not associated with students' rating. Teachers may feel more positively towards the environment since they may have greater control over their daily activities and order in which they engage in their daily tasks. While students may hold less favorable views of the climate as they have less power in deciding the order in which tasks are accomplished. There is a significant difference between the students and teachers' perceptions of their school Mitchel et al (2009) noted that being male was linked with less favorable perceptions of their school environment and young teachers with less teaching experience feel less supported or less effective at their job hence may perceive the environment less favorable than their more experienced colleagues. Teachers' factors as age, gender teaching experience and responsibility significantly influence teachers' perception of their school. However studies referred to were not undertaken in Kenya hence the need for this research.

2.3 Students' Factors and Perception of School

A fundamental position of attribution theory is that we behave according to our perception and understandings. Attribution is part of our cognition of the environment, and is often used to feel sense of control. Our most important attribute is ability. Much of our performance is evaluated by us and others by assessing performance, ability or competence. Students' perceptions of school events, nature of teachers' expectations and

the patterns of interaction between students and teachers have an impact on their academic behaviors. The way we look at situations, places and things reflects the way we view the world and influences the conclusions and decisions we make. The influence of school on students' academic achievement comes from students' individual views rather than the reality of activities and interpersonal relations in educational environment (school perception, n.d). This research aims at determining the influence selected factors on teachers and students' perception of their school.

Wigfield and Tonks (2002) notes that our perceptions affect our emotions, behaviors and emotional behavioral reactions also shape our environments and skew our beliefs of the environment. The external environment is a factor to the decline in adolescent self-expectancies and achievement values. The school environment where adolescents spend the majority of their time may foster an atmosphere of evaluation and competition resulting to a decline in their self-assessment as they get older. Students' negative perception of their school can influence their reaction or drive them out of school. Perception of school can determine the extent of learning since one can select what to learn and what not to learn consequently affecting students' achievement in school. Students' evaluation is conducted with their school colleagues and peers in other schools which affect their self-esteem and performance. Due to different social environments and social goals of secondary students, their school perception also varies.

The factors that affect students' perception of their school include the following: parent's lack of involvement in school; location of school; grade level and gender of the student;

population where rules are enforced in a fair and firm manner; students' class size and perceived relevance of curriculum (Soderstrom & Elrod, 2006). However, research by Shumou and Lomax (2001) suggest that school perception is not significantly affected by either age or gender. The study seeks to investigate the influence of students' age, gender and home location on students' perception of their school as the given studies were not done in Kenya

Freiberg in Marshall (n.d.) notes that students' perspectives are important during transition from one school level to another. Attending another school can be frightening for students and this can greatly influence students' perception of their school's climate and learning results. It is important therefore to determine the influence of the students' factors on their perception of their school.

Adler (1957) notes that the primary struggle in personality development is the effort to overcome feelings of inferiority in social relationships and to develop feelings of superiority. Students should be encouraged to have positive perception of their school. County schools may be viewed as inferior by students thus feel less capable than their counterparts in the National- the prestigious and well-funded- and the Extra-county schools. Students' perceptions of classroom environments influence the perception of their school. School perception (n.d) reveals that a match between students' preferred classroom environment and the actual environment may be as important to achievement as the actual nature of classroom environment. The school category influence students' perception of their school.

Karuga (2011) notes that it is important to ensure a protective, safe and healthy learning environment for children in order to develop their skills, knowledge and individual personality. Establishing a contained area for children may well be the first step. Children who are addressed and taught respectfully and who learn to take responsibility will subsequently act with more self-confidence and as a result are less likely to become victims of violence.

Githinji (1996) notes that poor entry behaviors of a learner; absenteeism and lack of seriousness contribute to poor performance. It is important to know whether it was the choice of the student to join the school or whether circumstances as finances left him/her with no choice. Students' perception of their school will affect their self-presentation and behavior.

Peterson and Skiba (2003) note that the public cannot determine whether or not its goals and expectations are being met without real evaluation as this relies on what is directly observable and also on a great deal of indirect observation. As a child develops he constantly adds to his perceptions of himself those ideas which he learns other people have about him. He identifies himself according to other people's perceptions of reality. The identification of self then influences him by controlling his ideas of what he may do in any situation and what he can expect of life-what a person does in a particular situation is greatly dependent upon his ideas about what he is and is expected of him. We have to consider how the clash to self-acceptance of the student influences him/her because we know that people are likely to do those sorts of things that (a) they think other people

expect of them and (b) that they expect themselves to be able to do. The perceptions of school by people around the student and the teacher can greatly influence their perception of their school.

Behavior of students in the school sports field and outside school may indicate the quality of teaching in a school. Students should be taught to respect everyone: their elders and peers. Students should be taught to speak well and express themselves clearly and politely (Bakhada, 2010). Students' character outside the classroom and school can influence those students and parents who are interested in the school positively or negatively.

The child's perception of what school is, is his conception of the environment, his own abilities and of what teachers take for granted, may all conspire against his successful adaptation regardless of his desire to do well (Peterson & Skiba, 2003). The students may view their schools differently depending on the support they get. Children who do not do well in school always have negative interactions with their teachers. They are frequently in trouble for not completing the assignments, not paying attention or for goofing off or acting out. Students are likely to develop into competent human beings when they feel cared for. This requires teachers to get to know students fairly well. However, this is difficult with large classes. Students who feel they have supportive caring teachers are more likely to strongly engage in school activities (Eccles, Wigfield & Schiefele, 1998). Students' class size influences their perception of their school.

Adolescents are more likely than younger children to engage in social comparison although they may deny the fact that they do compare themselves with others. Positive social comparison results in higher self-esteem and negative comparison in lower self-esteem. Students are most likely to compare themselves with students who are most similar to them in age, ability and interests. Students who are more accepted by their peers and with good social skills often do better in school and have better academic achievement motivation (Eccles, Wigfield & Schiefele). Students' school type and age greatly influence students' perception of their school.

Adolescents who are underachieving may be exerting control over their own actions and environment by using self-serving attributions. By attributing lack of school success to external factors a student may not have to accept personal responsibility for his or her failure. A student who believes that lack of success is caused by external and uncontrollable sources preserves her self-image. Students' perceptions of their educational experiences influence their academic performance (School Perception, n.d).

Some children never come to accept their grade. If they get a mark below the target, they find it difficult to accept the higher level schools they join later on. Since children have a target school in mind their parents need to tell them it is their K.C.P.E mark that will take them there. Most important is for parents to let their children understand that even with the target marks not everyone can get admission to the desired school and children should therefore keep an open mind (Mwololo, 2009). This reveals that both parents and students have set perceptions about their schools which may influence their learning. Lindgren

(1980) explains that it is hard to persuade students to put effort if they believe they have little control over their destinies. When a teacher points out that they have abilities and competencies obvious to any observer, they are unmoved for they are obsessed with the belief of incompetence.

Fan et al (2011) study that examined the extent to which individual and school level variables are predictive of three aspects of students' perceived school climate (order and safety; discipline and fairness in addition to clarity of school rules) results show that individual level factors as gender plays a role in students' perception of their school. Brok et al (2005) in their study found out that a variable that consistently affected students' perceptions was gender. Girls generally perceived their learning environment more positively than did the boys. However, this study was done in California and did not look at the influence of school category on students' perception of their school hence the researcher sought to fill the gap.

2.4 School Category and Perception of School

Unhealthy competition among primary school candidates could be attributed to limited places in secondary schools perceived as the best. This perception is tied along the categorization of secondary schools - national, extra-county (provincial) and the county (district) schools and the sub county schools. Pupils are made to believe that joining national and the extra county schools means securing chances to join university and pursue the well-paying jobs. Not getting a place in these schools implies failure in life (Amukowa, 2013). School category influences students' perception of their school.

It is common for parents with children joining Form One in the county schools to tell them to temporarily join a county school as they look for a better school. However, when they do not succeed to find the extra-county or the national school of choice the student relaxes and attributes his/her failure to the school. The school factors could influence their perception. In understanding the school you need to understand how it works, the culture of the place, building the reality of the place and checking the reality against new data. In time you built a personal picture of the school that allowed you to be there. This however, will always be a subjective view derived from public data and interpreted according to your personal history and existing mind-set. You could exist and thrive in the school because you had created a personal understanding, which in turn gave you meaning (Bowring-Carr & Burnham-West, 1997). School category significantly influences students' perception of their school.

Muindi (2010) while commenting on upgrading of existing schools into centers of excellence noted that it would ensure that there would be enough schools to send all deserving candidates instead of fighting for few slots in urban and municipal areas. It is not possible to accommodate every pupil in the existing national schools even if they scored well. This shows that the existing county schools are perceived as ineffective. The purpose of this study is to find out the influence of the selected factors on teachers' and students' perception of their school.

Kadenyi and Amburo (2010) note that assessing students whose future performance is predetermined by the type of school they attend and their entry behavior not to mention

the characteristic of their teachers is absurd. Teachers in national schools set and examine at the national level. Teachers' attitude towards education, their self-concept and their school in general differ from school to school. Teachers' school category influences their perception of their school.

Ornstein and Levine (2003) give an argument for choice as providing for the disadvantaged students hence enable them to escape from poorly functioning school; achievement aspirations and other outcomes will improve for many students because they will be more motivated to succeed at schools they select and parents will be empowered and encouraged to play a larger role in their children's education. Many students and parents have negative perception of certain schools because of the practices in the school. School characteristics influence students' perception of their school.

2.5 Summary of the Literature Review

Most of the studies reviewed were not carried out in Kenya. Studies done in Kenya focused on the influence of school category, students' and teachers' characteristics on academic performance. Teachers' and students' positive perception of school enhance their confidence, self-esteem and willingness to contribute and participate in school achieving goals of school. As a result, this study sought to investigate the influence of students' factors, teachers' factors and school category on students' and teachers' perception of their school in Eldoret East Sub-county and hence give recommendations accordingly.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Overview

The chapter outlines the procedures and methods the researcher employed to obtain data in the study. It comprises of the design, the dependent and independent variables, the description of the study area, sample and sampling procedure, the research instruments, procedure for data collection and data analysis techniques.

3.1 Geographical Location of the Study

The study was carried out in the public secondary schools in Eldoret East Sub-county. The sub-county is in Uasin Gishu County (appendix 11). It borders Keiyo South Sub County to the east, Eldoret West Sub-county to the north and Wareng Sub-county to the south. The sub county had the lowest population of 241 persons / km² while Eldoret West and Wareng had 451 and 328 persons / km² respectively. It lies at an altitude between 1,500-2700 meters above sea level. It is located on longitude 34.8⁰ East and 35.5⁰ East and latitude 0.1⁰ North and 0.8⁰ North. It enjoys a cool climate and majority of the population engage in wheat, maize and dairy farming (Uasin Gishu County Integrated Plan, 2013). It is also well served by the Eldoret- Eldama Ravine Road as well as the Kenya-Uganda railway which transverse the Sub-county. It has institutions of higher learning among others such as University of Eldoret and Rift Valley Technical Training Institute. There are industries as New Kenya Cooperative Creameries, Topsy Wood Treatment plant and Rupa mills. The area was chosen because of its cosmopolitan nature due to available tertiary learning institutions and industries. Perception would therefore

not be dictated by cultural inclinations hence objective findings. In addition, as compared to the other two sub counties in the county it had the least number of public secondary schools, 35, while Wareng and Eldoret West had 38 and 42 respectively yet Eldoret East Sub-county had the highest enrollment of 8047 students out of 14716 in the county. The researcher was interested in finding out whether students have positive perception of schools in the Sub-county hence the big number of enrollment. (Source: Eldoret East Sub-county, 2011). However, the choice of Eldoret East Sub-county as a study area does not demean other areas which would have given similar or different results.

3.2 Research Design

The research design used was descriptive survey. It guarantees breadth of information and accurate descriptive analysis of characteristics of a sample which can be used to make inferences about a population (Kerlinger, 1973). Orodho (2002) said that descriptive survey research is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. The method can be used when collecting information about peoples' attitude, opinions, habits or any kind of the variety of educational or social issues (Kombo & Tromp, 2006). The design was appropriate as the researcher was interested in determining the perception of teachers and students regarding their schools. The research design was also appropriate as data was collected through questionnaires and interviews. It enabled the researcher to give a report on the status of school perception by students and teachers in Eldoret East Sub-county.

3.3 Variables

3.3.1 The Dependent Variables

“If one variable depends upon or is a consequence of the other variable, it is termed as dependent variable” (Kothari, 2005, p. 34). The dependent variable in this study was the teachers’ and students’ perception of their school. This encompassed:

- a) Students’ and teachers’ perception of the social environment –Quality of interpersonal relationship between and among students, teachers and parents. Also, the equitable and fair treatment of students by teachers.
- b) Students’ and teachers’ perception of the physical environment –appearance of school buildings and its classrooms; order and organization of classrooms in school; availability of resources and also safety and comfort.
- c) Students’ and teachers’ perception of the academic development -.quality of instruction and teacher support for learning. In addition, teachers’ expectation for students’ achievement.

3.3.2 The Independent Variables

“The variable that is antecedent to the dependent variable” (Kothari, 2005). In the study the independent variable comprised selected factors as:

- a) Teacher factors which was determined by teachers’ gender, teachers’ age, professional qualification, teaching experience and responsibility.
- b) Student factors which was determined by students’ gender, age, location of students’ home.

- c) School category- this is the level of the school, extra-county and county secondary schools.

3.4 Target Population

Eldoret East Sub-county had a total of 35 public secondary schools with a research population of 8047 students. There was one national school and four sub-county schools. There were 3644 boys and 4408 girls. The study was based on 30 secondary schools (County and Extra-county) with a total population of 6832 where 3431 were boys and 3401 were girls. There were 6 Extra-county schools where 2 were girls' school and 4 were boys' school. There was a total of 3320 students in the extra-county schools where 1668 were boys and 1652 were girls. There were 24 County secondary schools. The county schools had a total of 3512 students of which 1763 were boys and 1749 were girls. There were 422 government teachers. (Sub-county Education Office, Eldoret East, 2011). Form 1, 2, 3 and 4 responded to the questionnaire.

3.5 The Sample and Sampling Procedure

A sample is a smaller group obtained from accessible population (Mugenda & Mugenda, 1999). There were 30 county and extra-county secondary schools. A list of the county and the extra-county secondary schools was obtained from the Sub-county Education Office (Appendix 5 and 6 respectively). The sample was taken from the county and extra-county secondary schools. The data required was collected from 10 public secondary schools. To ensure that the sample was representative, 10 schools that comprised 30% (Wanjohi, n.d) of the total number of the two school categories were selected.

Strata were formed by school category, class level, teachers, deputy principals and principals. Stratified random sampling was used to select school category. Five schools were randomly selected from each category, the county and the extra-county. Random sampling was used to select 6 students from each class (Form 1 -4) giving a total of 240 students. Four teachers were randomly selected in the participating schools to give a total of 40.20 Principals and their deputy principals were purposively sampled. This brought the total number of respondents to 300.

3.6 Research Instruments

This involves the techniques used by the researcher in data collection. The researcher adapted the School Climate Survey(n.d) which was modified to suit the research.

3.6.1 Principals and Deputy Principals Interview Schedule

The principals and deputy principals from selected schools responded to standardized open ended interviews to enhance data generated by questionnaires. The researcher had face to face contact (personal investigation) with respondents. The researcher followed a rigid procedure laid down asking questions in the form and order prescribed (Kothari, 2004). All interviewees were asked the same basic questions in the same order. In such a case, Best and Kahn (2008) note that the data are complete for each person on topics addressed in the interview hence reducing interviewer's effects and bias.

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3.6.2 Teachers' Questionnaire

The items in the questionnaire tested whether the school experiences were perceived positively or negatively by teachers in the county and extra-county schools. The questionnaire consisted of two sections. Section A sought the bio data of the teachers. Section B consisted of 27 items which gathered information on whether the teacher perceived their schools positively or negatively. All the items were positively stated.

3.6.3 Students' Questionnaire

The items in the questionnaire tested whether the school experiences were perceived positively or negatively by students in the county and extra-county schools. The questionnaire consisted of two sections. Section A sought the bio data of the students. Section B consisted of 27 items which gathered information on whether the student perceived their schools positively or negatively. All the items were positively stated.

Administering a questionnaire is advantageous because it is less costly as a follow up of the respondent is not required. The questionnaires were piloted in two schools, one county and one extra county, not included in the study and items modified to help improve the quality before the actual study.

3.7 Reliability of Instruments

According to Mugenda and Mugenda (1999), the reliability of an instrument is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. In order to test the reliability of the instrument used in the study,

Eldoret East Sub-county. During the piloting, the researcher prepared the questionnaires and interview schedules and visited the two public secondary schools selected and administered the instruments. The instruments were administered after getting an opportunity to explain the purpose of the study. The two schools were not used in the research study. Six students in the county and six in the extra-county school responded to the questionnaire. In addition, two teachers in each school responded to the questionnaires. The principal and deputy principal of both schools were interviewed. The questionnaire and interview items that were not clear were then corrected. Reliability estimates were computed using test retest procedures. Test re-test was used to measure correlation coefficient. The reliability coefficient was $r = 0.79$ was obtained which indicated the instrument was reliable enough for use in the study. The same procedure employed in the pilot study was used during the actual data collection.

3.8 Validity of Instruments

Validity of an instrument is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 1999). In planning for this study, appropriate research instruments were chosen. Research instruments were selected and developed carefully to fit the research design and the plan of data analysis so that the data collected facilitated the answering of research questions. The researcher adopted the content validity where questionnaires were discussed and corrected with the supervisors and other research experts to ensure that the questions would not be ambiguous but easy to understand. Also the principals and the deputy

principals were interviewed using standardized open ended interviews. This was for the purpose of triangulation (Denzin, 2006).

3.9 Procedure for Data Collection

Permission to conduct the research was sought from the Ministry of Education in Nairobi and research permit was granted (Appendix 8). Authority to carry out research was also sought from the Sub-county Education Office and the County Director which was granted (Appendix 9 and 10 respectively). Letters were written and delivered to the participating schools to inform them about the purpose of the research study two weeks to the actual study (Appendix 1). After two weeks the researcher went to the school and on arrival reported to the principal who introduced her to the deputy principal and class teachers, Form 1-4. The class teachers provided class lists to the researcher. The researcher listed all students by admission numbers and then wrote them on pieces of papers which were then folded and placed in a box. The numbers were then picked randomly. The class teachers called the students who had been picked at games time and were introduced to the researcher. The researcher explained to them the purpose of the study and then administered questionnaires to the students. The researcher gave them directions on how they would respond to the questionnaire. The students were assured that the information provided would be kept confidential and would be used only for the purpose of the research. After the students had completed the questionnaires, the researcher collected them.

The researcher was given a list of all teachers employed by the government and their numbers as used on the timetable by the deputy principal. The researcher randomly picked 4 teachers and then was introduced to the teachers by the deputy principal. The researcher explained the purpose of the research then gave them the questionnaires to be responded to. After the teachers had completed the questionnaires, the researcher collected them. The principal and deputy principals of the selected schools were interviewed using an interview schedule (Appendix 2).

3.10 Scoring

Each item was rated on 5 point Likert scale. The Likert scale contained 5 responses with scores ranging from 5-1 point. The strongly agree (SA) statement was awarded 5 points, agree (A) was awarded 4 points, undecided (U) awarded 3 points, disagree awarded 2 and strongly disagree (SD) was awarded 1 point. The highest possible score was 135 and 27 was the lowest. Since there were 27 items on the questionnaire and agree statement was awarded 4 points, a score of at least 108 points indicated a positive perception and below this score was negative perception of school. Undecided statement was regarded as negative perception. The schools were categorized into extra-county and county schools. The total perception scores for each respondent were computed to determine whether they perceived their school positively or negatively. The teachers' and students' factors were tested against the perception scores. The percentage frequencies for each category were used to determine the difference in students' and teachers' perception of their school.

3.11 Data Analysis Procedure

Both descriptive and inferential statistics were used in the analysis of data. The descriptive statistics employed were frequencies and percentages. The inferential statistic, χ^2 , was used to determine if the school factors influence students' and teachers' perception of their school. According to Kothari (1990); Oso and Onen (2005), Chi-square is an important non-parametric test and as such no rigid assumptions are necessary in respect to the type of population. Chi-square can be used as: (i) a test of goodness of fit and (ii) a test of independence. As a test of independence, χ^2 enables us to explain whether or not two attributes are associated (Kothari, 1990). Chi-square was used in this particular study because the data collected was basically categorical of the description of views, opinions, feelings and respondents' perception of school. Chi-square test was the most suitable because it enabled the researcher to establish whether there was any significant relationship between teachers' factors and perception of their school. Specifically, it was used to determine the relationship between teachers' school category, age, gender, professional qualification, teaching experience and responsibilities held and perception of their school. It was also used to determine the influence of students' factors (gender, age, home location and school category) on their perception of their school. In addition, it was used to determine whether there was a significant difference between teachers' and students' perception in the extra-county and county schools.

It should also be noted that data collected was in nominal form. Questionnaire items were awarded scores for each question asked. They were then summed to arrive at the perception score, positive or negative. In order to arrive at the perception of school as

being influenced by school category, teacher and student factors, each factor was cross tabulated with either the teachers' or students' perception scores. All data was analyzed at a significant level of 95% and the degree of freedom depending on different cases as was determined. Data was analyzed using Statistical Package for Social Sciences (SPSS) Version 21.0.

3.12 Ethical Considerations

Kombo and Tromp(2006)note that researchers whose subjects are people or animals must consider the conduct of their research and give attention to ethical issues associated with carrying out their research. This study involved people (principals, deputy principals, teachers and students) as respondents. The researcher assured respondents of confidentiality. The respondents were not required to give their names or admission numbers on the questionnaire for anonymity.

The researcher also considered the fact that participation in the research was voluntary. The researcher therefore took time to explain to the respondents the importance of the study and so requested the respondents to participate in the study by giving information relevant for the study. The researcher developed a rapport with the respondents.

3.13 Summary

Research design aimed at reliability and validity in the study. The researcher therefore operationalised variables, randomized the sample and developed appropriate research instruments. The data analysis procedure was appropriate in testing the hypothesis.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS, INTERPRETATION AND
DISCUSSIONS

4.0 Overview

This chapter deals with data presentation, analysis, interpretation and discussions of the study findings. The section contains descriptive statistics of the general information of the students and teachers of respective schools who participated in the study, and their perception of their school. Inferential statistics were used to analyze the relationships between selected factors and perception of school. Chi-square was used to establish the relationships. Information in this chapter is presented in form of tables by use of percentages and frequencies. To answer the research questions the following null hypotheses were tested:

HO₁: There is no significant relationship between teachers' factors and teacher perception of their school. Specifically, there is no significant relationship between teachers'

- a) gender,
- b) age,
- c) professional qualification,
- d) teaching experience,
- e) responsibility and their perception of their school.

HO₂: There is no significant influence of students' factors on their perception of their school. Specifically, there is no influence of students'

- a) gender,
- b) age,
- c) home location on their perception of their school.

HO₃: There is no significant difference between

- a) teachers' perception of their school in the extra-county and county schools.
- b) students' perception of their school in the extra-county and county schools.

4.1 Teachers Factors and Perception of School

The first main null hypothesis in this study was that there is no significant relationship between teachers' factors and teachers' perception of their school. Specifically, the following null hypotheses were tested:

- a) There is no significant relationship between teachers' gender and their perception of their school.

To test the null hypothesis, teachers' gender was cross tabulated with teachers' perception scores. The results are represented in Table 4.1.0

Table 4.1.0: Teachers' Gender and Perception Score						
Teachers' Gender	No. of	Frequency of Positive			Frequency of Negative	
	respondents	Perception Score: Score \geq 108			Perception Score: Score \leq 107	
	%	F	%	f	%	
Male 24	60	3	13	21	87	
Female 16	40	10	62	6	38	
N	40	100	13	33	27	67

Table 4.1.0 above indicates that a high number of female teachers had a positive perception of the schools they worked in, as compared to male teachers. Data was analyzed using Chi square. In Table 4.1.5 the computed χ^2 was 0.206 at $p < 0.05$, $df = 1$. The analysis showed that the probability of the computed χ^2 was greater than the level of significance set hence we accept the null hypothesis that teachers' gender has no influence on teachers' perception of their school. This does not agree with Mitchel et al (2009) and Mitchel, Catherine, Bradshaw and Leaf (2010) who found out that gender plays a role in teachers perception of their school and being male was linked with less favorable perception of their school environment.

- b) There is no significant relationship between teachers' age and their perception of their school. To test the null hypothesis, teachers' age was cross tabulated with teachers' perception scores. The results are represented in Table 4.1.1

Table 4.1.1: Teachers' Age and Perception Score							
Teachers' age	No. of respondents.		Frequency of Positive Perception Score: Score \geq 108			Frequency of Negative Perception Score: Score \leq 107	
	%	f	%	f	%	f	
24 -34	28	70	6	21	22	79	
35-45	10	25	3	30	7	70	
46-60	2	5	1	50	1	50	
N	40	100	10	25	30	75	

Table 4.1.1 above indicates that a higher percentage of teachers of younger age perceived their school negatively. The teachers' positive school perception increased with age. In Table 4.1.5 Chi square results was $p = 0.00$ at $p < 0.05$, $df = 2$. The analysis showed that the probability of the computed χ^2 was less than the level of significance set 0.05 hence we reject the null hypothesis that teachers' age has no influence on their perception of their school. This was in agreement (save for sex) with Wilson et al (1984) study that found out that age and sex were main determinants of positive teacher perception of their school. This can be attributed to people's ambitions and standards they set in life. At a younger age people tend to be idealistic but as time goes they become realistic hence young teachers may have high expectations of their students and school administration which may not be met resulting in negative perception.

- c) There is no significant relationship between teachers' qualification and their perception of their school. To test the null hypothesis, teachers' qualification was cross tabulated with teachers' perception scores. The results are represented in Table 4.1.2

Table 4.1.2: Teachers' Qualification and Perception Score						
Teachers' Qualification	No. of respondents.	Frequency of Positive Perception Score: Score \geq 108			Frequency of Negative Perception Score: Score \leq 107	
		%	f	%	f	%
Dip in Ed.	8	20	2	25	6	75
B.Ed	31	77	7	23	24	77
Masters	1	3	1	100	0	0
N	40	100	10	25	30	75

Table 4.1.2 above indicates that a high percentage of teachers with Bachelor of Education qualification, had a negative perception of the school they worked in. On the general, teachers perceived their schools negatively regardless of their professional qualification. This could be due to student indiscipline, school location and poor student-teacher relationship (Table 4.5). Data from interview revealed the teacher student relationship was unfriendly hence lead to negative school perception. Chi square result was $p = 0.00$ at $p < 0.05$, $df = 2$ (Table 4.1 (f)). The analysis showed that the probability of the computed

χ^2 was less than the level of significance set (0.05) hence we reject the null hypothesis that teachers' qualification has no influence on their perception of their school.

- d) There is no significant relationship between teachers' experience and their perception of their school. To test the null hypothesis, teachers' experience was cross tabulated with teachers' perception scores. The results are represented in Table 4.1.3

Table 4.1.3: Teachers' Experience and Perception Score						
Teachers' Experience	No. of respondents		Frequency of Positive Perception		Frequency of Negative Perception	
	.	%	F	%	F	%
0-10	22	55	5	23	17	77
11-20	6	15	1	17	5	83
21 and above	12	30	4	33	8	67
N	40	100	10	25	30	75

Table 4.1.3 above indicates that a higher percentage of teachers perceived their school negatively. Generally, all the teachers had a negative perception towards their schools regardless of their teaching experience. The table shows those teachers with medium term experience have a negative perception of their school compared to those with less experience. This could be because most teachers are not comfortable working far from home

hence a major reason for transfer as found in the interview. However, this was not in agreement with Mitchel et al (2009) study where those teachers with less teaching experience have negative perception of their school since they feel that they have less support and may be less effective. Table 4.1.5 χ^2 results was $p = 0.007$ at $p < 0.05$, $df=2$. The analysis showed that the probability of the computed χ^2 was less than the level of significance set (0.05) hence we reject the null hypothesis. Teachers' experience therefore has influence on their perception of their school.

- e) There is no significant relationship between teachers' responsibility and their perception of their school. To test null hypothesis, teachers' experience was cross tabulated with teachers' perception scores. The results are represented in Table 4.1.4

Table 4.1.4 : Teachers' Responsibility and Perception Score						
Teachers' Responsibility	No. of respondents.		Frequency of Perception Score:		Frequency of Negative Perception	
		%	f	%	f	%
No responsibility	-	-	-	-	-	-
H.O.D	15	38	3	20	12	80
Class Teacher	4	10	1	25	3	75
Subject Teacher	21	52	4	19	17	81
N	40	100	8	20	32	80

Table 4.1.4 above indicates that there is a close percentage agreement in the category of subject teachers, class teachers and heads of departments all having a high negative perception of the schools they worked in. All teachers in the study had responsibilities. This shows that schools are understaffed causing a lot of workload to teachers hence negative perception of their school. Teacher responsibility influences teachers' perception of their school. Teachers within the same school have different perceptions of school due to differences in their roles in their respective school structures (Boreen, Handy & Power, 2011). Chi square results (Table 4.1.5) was $p = 0.004$ at $p < 0.05$, $df = 2$. The analysis showed that the probability of the computed χ^2 was less than the level of significance set (0.05) hence we reject the null hypothesis that teachers' responsibility has no influence on their perception of their school. The table below indicates the calculated chi values and their significance of perception of school against the teacher factors.

Table 4.1.5 : A Cross Tabulation for Perception scores and Teacher Factors.					
Independent Variables	Teachers' factors				
	Gender	Age	Qualification	Experience	Responsibility
Chi-Square	1.600 ^a	26.600 ^b	36.950 ^b	9.800 ^b	11.150 ^b
Df	1	2	2	2	2
Level of Significance	.206	.000	.000	.007	.004

N=40

P < 0.05

Dependent Variable=Perception of School

Chi-Square Test Statistics

The cross tabulation between perception scores and age, qualification, experience and responsibility had a calculated χ^2 value of $p= 0.000$ at $p<0.05$, $p = 0.000$ at $p<0.05$, $p = 0.007$ at $p<0.05$ and $p = 0 .004$ at $p<0.05$ respectively. This showed that the association is significant. This meant that teachers' factors except for gender influenced their perception of the school they worked in.

4.2 Students' Factors and Perception of School

The second main null hypothesis in this study was that there is no significant relationship between students' factors and students' perception of their school. Hence, the following specific hypotheses were tested:

- a) There is no significant influence of students' gender on their perception of their school. To test the null hypothesis, students' experience was cross tabulated with students' perception scores. The results are represented in Table 4.2.0

Table 4.2.0 : Students' Gender and Perception Score						
Teachers' Gender	No. of respondents	Frequency of Positive Perception			Frequency of Negative Perception	
		Score: ≥ 108		Score: ≤ 107		
		%	F	%	f	%
Male	88	37	18	20	70	80
Female	152	63	62	41	90	59
N	240	100	80	33	160	67

Female students had a more positive perception of their schools than their male counterparts. Chi square results, Table 4.2.3, was $p = 0.000$ at $p < 0.05$, $df = 1$. The analysis showed that the probability of the computed χ^2 was less than the level of significance set (0.05) hence we reject the null hypothesis that students' gender has no influence on their perception of their school. This was in agreement with Broke et al (2005), Koth et al (2008) and Fan et al (2011) who found out that a variable that consistently affected students' perception was gender. Boys generally perceived their learning environment less favorably since they are likely than girls to display disruptive behavior at school hence perceive the school as less safe. Interestingly, this was not the case with teachers' perception, where gender had no influence.

- b) There is no significant influence of students' age on their perception of their school. To test the null hypothesis, students' age was cross tabulated with students' perception scores. The results are represented in Table 4.2.1

Table 4.2.1: Students' Age and Perception Score						
Students' Age	No.of respondents		Frequency of Positive Perception			
		%	Score: Score \geq 108			
			F	%		
13-15	87	36	38	44	49	56
16 and above	153	64	49	32	104	68
N	240	100	87	36	153	64

Table 4.2.1 above indicates that older students had a negative perception of their schools. Young student population comparatively perceived their schools positively. A bulk of this population is in the lower classes of Form 2 and Form 1. This may be due to their excitement of joining secondary school while their seniors in Form 3 and Form 4 may be focusing on their environment in comparison to other schools (Eccles, Wigfield & Schiele, 1998). Chi square results was $p = 0.000$ at $p < 0.05$, $df = 1$, Table 4.2.3. The analysis showed that the probability of the computed χ^2 was less than the level of significance set (0.05) hence we reject the null hypothesis that students' age has no influence on their perception of their school.

- c) There is no significant influence location of students' home on students' perception of their school. To test the null hypothesis, location of students' home was cross tabulated with students' perception scores. The results are represented in Table 4.2.2

Table 4.2.2: Location of Students' Home and Perception Score						
Location of Student Home	No. of respondent		Frequency of Positive Perception		Frequency of Negative Perception	
	Score	%	Score: Score \geq 108	F %	Score: Score \leq 107	f %
Eldoretwest Sub county	65	27	18	28	47	72
Eldoret East Sub county	122	51	46	38	76	62
Bungoma county	11	5	4	36	7	64
Nandi county	21	8	8	38	13	62
Kericho county	14	6	2	14	12	86
ElgeyoMarakwet county	7	3	3	43	4	57
					159	66
N	240	100	81	34		

Table 4.2.2 above students generally perceived their schools negatively regardless of the location of students' home. However, students from Eldoret East sub county perceived their school positively unlike those from other counties. Interview data shows that most students cited reason for transfer as distance from their home. Chi square result was $p = 0.000$ at $p < 0.05$, $df = 5$, Table 4.2.3. The analysis showed that the computed χ^2 was less than the level of significance set (0.05) hence we reject the null hypothesis that the location of students' home has no influence on students' perception of their school.

The table below indicates the calculated Chi square values and their significance of perception of school against the student factors.

Chi-Square Test Statistics

Table 4.2.3: A Cross Tabulation Between Perception Scores and Student Factors			
Independent Variables	Students' Gender	Students' Age	Location of students' home
Chi-Square	17.067 ^a	18.150 ^b	257.900 ^c
Df	1	1	5
Asymp. Sig.	.000	.000	.000

N=240

P <0.05

There is a statistical association between student factors and perception of their school. This was evidenced by the statistical significance of $p = 0.000$ at $p < 0.05$ for all the variables under observation. It was therefore taken that the students' factors; age, gender, class, class size and the location of students' home influenced their perception of their school significantly. This was in agreement with Soderstrom and Elrod(2006) who noted that class size, location, grade level, gender of the student influenced perception of school.

4.3 Comparison of Teacher and Student Perception in Extra-county and County Schools

The third null hypothesis in this study was that there is no significant difference between teachers' and students' perception of their school in the extra-county and county school. To achieve this, the students and teachers school categories were cross tabulated with their perception scores. The results are presented in Table 4.3.0 and 4.3.1 respectively.

Table 4.3.0: Students' School category and Perception Score						
School category	No. of Respondents	%	Frequency of positive Perception		Frequency of negative perception score ≤ 107	
			score: ≥ 108		F	%
			f	%		
Extra	120	50	64	53	56	47
county	120	50	46	38	74	62
County	240	100	110	46	130	54
N						

Table 4.3.0 above indicates that students in the extra-county school viewed their school more positively than students in the county schools. This could be because many of those in extra-county schools are in the school of their choice and the schools are talked about positively by their peers and parents (Mwololo, 2009). Positive social comparison results in higher self esteem. Adolescents are more likely than younger children to engage in social comparison (Eccles, Wigfield & Schiefele). In Table 4.3.2, χ^2 results was $p = 0.010$ at p

<0.05 , $df = 1$. The analysis showed that the probability of the computed χ^2 was less than the level of significance set (0.05) hence we reject the null hypothesis that students' school category has no influence on students' perception of their school.

Table 4.3.1: Teacher School Category and Perception Score						
School Category	No.of respondents	%	Frequency of Positive Perception Score: Score \geq 108		Frequency of Negative Perception Score: Score \leq 107	
			f	%	f	%
Extra-county	20	50	8	40	12	60
County School	20	50	5	25	15	75
N	40	100	13	32	27	68

Table 4.3.1 above indicates that teachers in the extra-county schools perceive their school more favorably than those in county schools. This may be attributed to disparity in facilities where extra-county schools have better facilities than county schools. Table 4.3.2, χ^2 results was $p = 0.013$ at $p < 0.05$, $df = 1$. The analysis showed that the probability of the computed χ^2 was less than the level of significance set (0.05) hence we reject the null hypothesis that teachers' school category has no influence on teachers' perception of their school. This was in agreement with Buckley et al (2004) who found out that school facilities and resources strongly influenced teachers' perception to remain in the profession. However, on the whole, each category perceived their school negatively. This indicates that there are other factors associated with school category that influence teachers' perception of their school.

Students have a higher positive perception of their school than the teachers. This was in agreement with Bandura (2001) social cognitive theory that although students and their teachers may share a common objective and experience, but their differing roles within the school will likely lead to discrepant perceptions of the environment. However, this contradicted the findings of Mitchel et al (2010) that teachers may feel more positively inclined towards their school environment since they may have greater control over their daily activities and order in which they engage in their daily tasks. On the other hand, students may hold less favorable views of the climate as they have less power in deciding the order in which tasks are accomplished. This means that there is need to enhance discipline in school to build close relationship between students and teachers hence motivate the teachers to effectively carry out their responsibilities (Table 4.5). The table below indicates the calculated Chi values and their significance of perception of school against the school category.

Table 4.3.2: Cross Tabulation between Perception Scores and School Category		
Independent variable	Student School category	Teacher School category
Chi-Square	17.067 ^a	8.656 ^a
Df	1	1
Asymp. Sig.	.010	.013
Total N	240	40

P<0.05

In cross tabulating the students' school category and perception score, there was a statistical association between students' and teachers' school category and perception of their school.

4.4 Perception Scores of Selected Questionnaire Items

To achieve the objectives of the study, respondents' perception, positive or negative perception, was determined based on the computed scores of questionnaire items. The results were cross tabulated with the students' and teachers' factors accordingly.

The table below indicates the perception scores of selected questionnaire items that had a high difference between teachers' and students' perception of their school;

Table 4.4: Perception Scores of Selected Questionnaire Items

Statement	Expected		Teacher
	Score	Student Score	Score
Teachers Respected By Student & Parent	108	115	88
School Environment is Safe & Ordered	108	117	92
School Discipline is Maintained	108	110	93
Students Taught How To Study	108	111	104
Students Expected To Complete Homework On Time	108	120	109
Teachers Encourage Students To Read For Pleasure	108	72	85
Reading is Important At School	108	121	104
Teacher Help Students Read & Master Skills	108	107	102
Technology Used To Teach	108	91	75
Students Prepare For Exam	108	102	71
Discipline Handled Fairly	108	87	95
Guidance And Counseling Offered Regularly	108	82	75
Teachers Coach Students	108	101	98
Teachers Motivate Students	108	114	106
Average Score	108	104	92

Table 4.4 above, there was a strong positive perception among students on respect for teachers (115), school environment being safe (117), completion of assignments (120), reading as an important ingredient in school (121), and motivation by teachers (114). However, on the same questionnaire items, the teachers had a lower positive perception.

This may be taken to mean that teachers in the extra-county and county schools had a negative perception of their school compared to their students. In such circumstances, this trickle down effect may influence the students' perception, if the teachers have high negative perception of their school. There was a high negative scores for teachers on coaching, guidance and counseling, students' preparation for exams, and their perception of technology being used to teach This discrepancy may be due to teachers' teaching experience and may indicate that there is poor teacher-student connectedness in schools hence students are not fully aware of teachers' expectations of them. With an expected minimum score of 108, the difference between student and teacher perception would enhance a negative perception of the individual schools if measures are not taken to address identified factors affecting perception.

4.5 Interview Analysis on Perception of school by Teachers and Students

An interview schedule was administered in the schools to the Principal and Deputies to corroborate the teachers and students' perception of their school. Twenty respondents were targeted in the ten schools sampled. However, only 16 were completed due to the unavailability of four respondents. The data was coded, analyzed and presented below.

Table 4.5: Principal and Deputy Principal Interview Schedule Frequencies

Statement	Frequency	Percentage
Teacher & Student Perception of School	f	%
Satisfied	16	100
Dissatisfied	0	0
TOTAL	16	100
Treatment of Students by Teachers		
Satisfied	10	63
Dissatisfied	6	37
TOTAL	16	100
Student Teacher Relationship		
Friendly	6	37
Distant	10	63
TOTAL	16	100
Teachers Reaction to School Policies		
Satisfactory	10	63
Unsatisfactory (Demanding)	6	37
TOTAL	16	100
Disciplinary Cases Common among students		
Sneaking	8	50
In-attendance	5	31
Bullying	3	19
TOTAL	16	100
Suggested School Improvement		
Reduce student absenteeism	11	69

End bullying	5	31
TOTAL	16	100
Causes of Student Transfer		
Low Enrollment and Few teachers ⁴	4	25
Fee & School Location	9	56
Academic Performance	3	19
TOTAL	16	100
Causes of Teacher Transfer		
School Distance	10	63
Extreme Weather Conditions	6	37
TOTAL	16	100

Table 4.5 above indicates that most teachers cite the reason for lack of positive perception of their school to the distance between their schools and their homes (63%). The students also agree with the teachers on the same factor by 56%. Relationship between teachers and students is perceived to be far apart (63%). The same is seen in Table 4.4 where perception score for teachers and students is low.

4.6 Summary

Descriptive statistics, frequency table, was used to show distribution of scores in the sample for the variables. Inferential statistics, Chi square, revealed that teachers' factors influence perception of their school. However, there was no relationship between teachers' gender and perception of their school. Students' age and gender influenced their perception of their school.

There is a significant difference between students' perception of their school in the extra-county and county schools. Students in the extra-county schools perceived their schools more positively than those in county schools. There is a significant difference between teachers' perception of their school in the extra-county and county schools. Students' perception in both the extra-county and county schools was more favorable than their teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter contains: summary of findings, conclusions, recommendations and suggestions for further research. The study investigated the influence of selected factors on perception of school. A conceptual framework (Fig. 1.1) showing teachers' factors, students' factors and school category as influencing perception of school was used. The aim of the study was to answer the following research questions:

- a) How do teachers' factors influence their perception of their school? Specifically how does teachers'
 - i. gender,
 - ii. age,
 - iii. professional qualification,
 - iv. teaching experience and
 - v. responsibility influence their perception of their school?
- b) How do students' factors influence their perception of their school? Specifically, how do students'
 - i. gender,
 - ii. age and
 - iii. home location influence students' perception of their school?
- c) To what extent
 - i. Do teachers' perception in the extra-county and county schools differ?
 - ii. Students' perception in the extra-county and county schools differ?

5.1 Summary of Study Findings

This study sought to establish the influence of selected factors on perception of school. The study achieved this by investigating the teachers' and students' perception scores against their school category, teachers and students' factors, so as to determine the relationship between teachers' factors and their perception of their school, to investigate the influence of students' factors on their perception of their school and to find out the difference between teachers' and students' perception in the extra-county and county schools.

The study then was conducted based on the above objectives and to achieve the set objectives, the researcher applied the descriptive survey research design. Data was collected from the respondents through questionnaires, which were self-administered. Interview schedules were also used to corroborate the findings of the study and this was then analyzed and presented.

The first objective of the study was to determine the relationship between teachers' factors and their perception of their school. Data analysis and interpretation of the questionnaire responses revealed the following major findings under this objective: teachers' factors as age, qualification, experience and responsibility influence their perception of their school. Questionnaire items such as school environment, disciplinary issues, teacher-student relationship, and students' preparation for exams, learning support and students basic academic skills contributed negatively to teachers' perception of their

school. Perception score on use of technology was lower for teachers than the students at 91 and 75 respectively (Table 4.4).

The second objective of this study was to investigate the influence of students' factors on their perception of their school. Data analysis and interpretation of the questionnaire responses revealed the following major findings: students' factors as age and gender influenced their perception of their school (Table 4.2.0 - 4.2.3) with an average negative perception score of 66%. School perception scores obtained for each questionnaire item was below the expected 108. This could be because of the poor infrastructure available in such schools, academic performance, and the general school environment for which the students perceived negatively. The teacher student relationship was also seen as being distant (Table 4.5). Interview results shows that most schools have indiscipline case which contributes to negative perception of school. When such occurrences are witnessed, then this may impact negatively on their perception of their school. Banduras' social learning theory reveals that hostile thoughts results in hostile actions.

The third objective was to find out the difference between teachers' and students' perception in the extra-county and county schools. In establishing this, data analysis and interpretation of the students' and teachers' perception scores against school category were obtained. Questionnaire perception response scores revealed the following major findings under this objective. Table 4.3.0 and 4.3.1 revealed 15% perception difference where students in the extra-county schools perceived their schools more positively than those in county schools. Moreover, teachers in extra-county schools perceived their

schools more positively than those in the county schools with a perception difference of 15%. Students' and teachers' school category influenced students' and teachers' perception of their school differently at $p = 0.010$ and $p = 0.013$ at $p < 0.05$ for students and teachers respectively, ($\alpha = 0.05$).

The study established that the selected factors such as teachers' factors, students' factors and school category had a great influence on their perception of their school. At $p < 0.05$ level of significance, Table 4.1.5, 4.2.3 and 4.3.2, shows there is a relationship between perception of school and selected factors. In Table (4.4) most of the perception scores on each questionnaire item was noted to be less than the minimum expected of 108. This implied that there was a great influence of such items on the perception of school. An average perception score for the students is 104 and 93 for teachers. This was less than the expected 108, hence indicating a breakdown in interpersonal and contextual items that define school climate.

5.2 Conclusions

- a) There is a relationship between the school factors and perception of school. Although perception scores on questionnaire items such as school environment is safe and ordered, discipline, studying, completion of assigned work and motivation were perceived positively by the students, the teachers' perception in these was negative. The study therefore concludes that students' and teachers' factors influence their perception of their school. The location of school, school

category, school environment, interpersonal relationships, contributes to perception of school.

- b) Teachers' gender has no influence on teachers' perception of their school. However, the frequency table reveals that female teachers had a more favorable perception than their male counterparts.
- c) Students' gender has a significant influence on their perception of their school. Female students were more positive than males.
- d) There is a significant difference between students and teachers' perception of their school in the extra-county and county schools. There was a perception difference of 15% between teachers and students in the extra-county and county schools where teachers and students in the extra-county schools were more positive than those in the county schools. Students' and teachers' school category influenced students' and teachers' perception of their school differently at $p=0.010$ and $p=0.013$ at $p<0.05$ for students and teachers respectively.

5.3 Recommendations

Teachers' factors as age, qualification, experience and responsibility influence their perception of their school. This shows that the school administration should work closely with teachers to understand the challenges that teachers face in offering their services in school. Through frequent capacity building seminars the Quality Assurance and Standard

Office should support teachers in their professional practice and growth to enhance teacher motivation and security.

Students' age and gender influence their perception of school. Schools should guide and counsel students to cope with challenges they encounter in the school environment.

The significant influence of school category on the students' and teachers' perception of their school shows there is link between the school and out of school environmental influence. This shows that there is need to advice parents, leaders and general public to exercise restraint on comments they make about school as it may build child or teachers negative perception of their school. Students' and teachers' school category influenced students and teachers' perception of their school differently. Teachers in both the extra-county and county schools perceived their schools negatively. Students' perception in both the extra-county and county schools was more favorable than their teachers. This means that there are other factors that influence teachers' perception of their school. The Teachers' Service Commission should address teachers' welfare issues as motivation so that they can offer quality service. On the same note, the study recommends that the Ministry of Education should foresee a situation of not categorizing schools as county, extra-county or even national schools. IPAR (2008) observes that this creates a negative perception of school. If possible, all schools should be accorded fair treatment and provided with equal amenities.

5.4 Suggestions for Future Research

- i. The study did not explore all the possible school factors. There is need to investigate the influence of selected administrative factors on perception of school.
- ii. There is need to replicate this study in another sub county to determine whether the findings will tally with the findings of this study so that results can be generalized.
- iii. The sample size may have limited the ability of this study to find the clear difference between teachers age (between 46 and 60) and qualification (those who hold masters degree) unlike what would have been the case in a large sample. The study has however, presented interesting findings about students' and teachers' factors that influence perception of school. Hence the study recommends further studies on large sample to determine if the results are robust.

5.5 Summary

The way a school is perceived is determined by school factors. Teachers' factors as age, responsibility, experience and educational qualification influence perception of the school. Students' factors as age, gender and home location also influence students' perceptions of the school. The school category influence perception of school. All stakeholders in education should work together to enhance positive perception of schools so that schools can achieve set goals.

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APPENDIX 1: INTRODUCTION LETTER

Dear Principal/Deputy Principal, Teacher& Student,

I am a student pursuing Master of Education Degree in Educational Psychology at Moi University and would like to collect data from your school. The study is to determine **The Influence of Selected Factors on Students' and Teachers' Perception of their School in Eldoret East Sub-county** secondary schools.

I wish the following to be my respondents: the Principal, Deputy Principal, teachers and the students. I believe each will enable me gather this information by use of questionnaire and interview schedule. The information is strictly for the purpose of the research and hence will be kept confidential.

Thanks in advance.

Yours sincerely,

Emily Cheron.

APPENDIX 2: INTERVIEW SCHEDULE FOR THE PRINCIPAL AND DEPUTY PRINCIPAL.

1. How do teachers and students perceive the school?

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

2. How do students comment on the treatment they receive from teachers?

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

3. How do students relate with the teachers in and out of the classroom?.....

.....

4. What are the teachers' reactions to school policies?

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

5. What are the common disciplinary cases from the students?.....

.....
.....

6. Give suggestions for improvement to make the school better in terms of structures, painting, students or teacher

.....
.....

7. What are the common causes of transfer by

a) Students

b) Teachers

APPENDIX 3: STUDENT QUESTIONNAIRE ON THE INFLUENCE OF STUDENTS FACTORS ON PERCEPTION OF SCHOOL.

The information required in this questionnaire will only be used for the purpose of research and thus will be kept confidential.

A) STUDENTS' PERSONAL INFORMATION

Please tick (√) as appropriate

Gender: Male Female **Age:** _____

Students' home (County): _____

Location of school (County): _____

School category: Extra-county County

B) SCHOOL INFORMATION

Directions: Please read each statement and place a mark in the box that corresponds with your opinion.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1) Teachers are respected by students and parents					
2) Students and teachers are respectful of each other					
3) Suitable furniture is provided, broken items repaired and replaced.					
4) The school has a safe and orderly environment for learning					
5) School discipline is appropriately maintained					
6) All places are clearly marked in school.					
7) I am satisfied with the school.					
8) The school building is kept clean.					
9) There is mutual trust between students and teachers in this school.					
10) Students are taught how to study.					
11) Students are expected to complete their homework on time.					
12) Teachers encourage students to read for pleasure.					
13) Reading is important at this school.					
14) Teachers help students learn how to read to master skills.					

15) Students are helped to learn most they can.					
16) Students have basic academic skills.					
17) Students graduate and are well prepared for the challenges that the next level will present them.					
18) Students are provided learning opportunities that support full range of students' abilities.					
19) Technology is used to help teachers to learn.					
20) Students come to class ready to learn.					
21) Students prepare well for exams.					
22) Discipline problems are handled fairly at this school					
23) Guidance and counseling services are offered regularly at school.					
24) Teachers provide guidance to students in their subjects					
25) Teachers coach students in class.					
26) Teachers motivate students to learn.					
27) Teachers help students to master concepts in class.					

**APPENDIX 4: TEACHER QUESTIONNAIRE ON INFLUENCE OF TEACHERS
FACTORS ON PERCEPTION OF SCHOOL**

The information required in this questionnaire will only be used for the purpose of research thus will be kept confidential.

Teachers' information

Please tick (√) as appropriate.

School category: Extra-county County

Gender: Male Female

Age bracket: 24 -35 36-45 46-60

Professional Qualification: (Tick (√) as appropriate)

Diploma in education

B Ed.

Masters

Teaching Experience:

0-10

11-20

21 and above

Responsibility held:

H.O.D	<input type="checkbox"/>
Class Teacher	<input type="checkbox"/>
Subject teacher	<input type="checkbox"/>
No responsibility	<input type="checkbox"/>

b) PERCEPTION OF SCHOOL

Please read each statement and place a mark in the box that corresponds with your opinion.	Strongly	agree	Undecided	disagree	Strongly	Disagree
1)Teachers are respected by students and parents						
2)The school has a safe and orderly environment for learning						
3)School furniture is provided and well maintained						
4)School discipline is properly maintained						
5)All places are clearly marked						
6) Teachers are willing to give students individual help outside class time.						
7) Teachers are supportive of each other.						
8) Parents know whom to see when they visit school.						
9) Homework practices are fairly consistent from teacher to teacher.						

10) Students are taught how to study.					
11) Students are expected to complete their homework on time.					
12) Teachers encourage students to read for pleasure.					
13) Reading is important at this school.					
14) Teachers help students learn how to read and master skills.					
15) Students are helped to learn most they can.					
16) Students have basic academic skills.					
17) Students graduate and are well prepared for the challenges that the next level will present them.					
18) Students are provided learning opportunities that support full range of students' abilities.					
19) Technology is used to help students learn.					
20) Students come to class ready to learn					
21) Students prepare well for exams.					
22) Discipline problems are handled fairly at this school.					
23) Guidance and counseling services are offered regularly at school					
24) Teachers provide guidance and counseling in their subjects					
25) Teachers coach students in class					

26) Teachers motivate students to learn.					
27) Teachers help students to master concepts in class.					

**APPENDIX 5: LIST OF COUNTY SCHOOLS IN ELDORET EAST SUB
COUNTY**

SCHOOL NAME TYPE OF SCHOOL

1. Ainabkoi Secondary School Mixed Day and Boarding
2. Bishop Birech Tilol Secondary School Girls' Boarding
3. Chepng'oror Secondary School Mixed Day and Boarding
4. Plateau Secondary School Girls' Boarding
5. Chepkongony Secondary School Mixed Day and Boarding
6. Chesogor Secondary School Mixed Day
7. Kapsoya Secondary School Mixed Day
8. Kimoning Secondary School Mixed Day and Boarding
9. Tembelio Secondary School Mixed Day and Boarding
10. Biwot Ngelel Tarit Secondary School Mixed Day
11. Eldoret G.K Magereza Secondary School Mixed Day
12. Kimumu Secondary School Mixed Day
13. Moi University Chepkoilel Secondary School Mixed Day
14. Eldoret Central Secondary School Mixed Day
15. Chepkoilel Secondary School Mixed Day
16. Moiben Secondary School Boys' Boarding
17. Sosiyo Secondary School Mixed Day and Boarding
18. Kapsiliot Secondary School Girls' Boarding
19. Kemeliet Secondary School Mixed Day and Boarding
20. Kalyet Secondary School Mixed Day and Boarding

21. St.Peter's Secondary School-Ngoisa Mixed Day and Boarding
22. Rurigi Secondary School Mixed Day and Boarding
23. Sosio tSecondary School Mixed Day
24. A.I.C Tachasis Girls'Secondary School Girls' Boarding

**APPENDIX 6: LIST OF THE EXTRA COUNTY SCHOOLS IN ELDORET EAST
SUB –COUNTY**

NAME OF SCHOOLTYPE OF SCHOOL

1. Arnesen’s Boys High School Boys’ Boarding
2. Kapng’etuny Boys’ High School Girls’ Boarding
3. Drys Girls’ Secondary School Boys’ Boarding
4. Kipkabus Boys’ Secondary School Boys’ Boarding
5. A.I.C Chebisaas Boys’ Secondary School Boys’ Boarding
6. Seko Girls’ Secondary School Girls’ Boarding

**APPENDIX 7: NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY
RESEARCH AUTHORIZATION**

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/1087**

Date: **30th July 2012**

Emily Cheronu
Moi University
P.O.Box 3900-30100
Eldoret.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of school factors on perception of the school: A study of District and County Schools in Eldoret East District,*" I am pleased to inform you that you have been authorized to undertake research in **Eldoret East District** for a period ending **30th March, 2013**.

You are advised to report to **the District Commissioner and the District Education Officer, Eldoret East District** before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Eldoret East District.

APPENDIX 8: RESEARCH PERMIT

PAGE 2 PAGE 3

THIS IS TO CERTIFY THAT: Research Permit No. **NCST/RCD/11/012/108**

Prof./Dr./Mr./Mrs./Miss/Institution **Emily Cherono** Date of issue **30th July 2012**

of (Address) Moi University Fee received **KSH. 1,000**


P.O.Box 3900-30100, Eldoret

has been permitted to conduct research in

Eldoret East District **Rift Valley Province**

on the topic: Influence of school factors on perception of the school: A study of District and County Schools in Eldoret East District

for a period ending 30th March, 2013



Applicant's Signature

Secretary

National Council for Science & Technology

**APPENDIX 9: SUB-COUNTY EDUCATION OFFICER AUTHORITY TO
CARRY OUT RESEARCH**

MINISTRY OF EDUCATION

Telegrams:
Tel: 0208093829
Ref: No. ED/UG.E/E/43/167



DISTRICT EDUCATION OFFICE,
ELDORET EAST DISTRICT,
P. O. Box 273,
ELDORET.

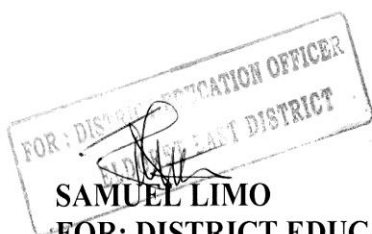
DATE: 27TH FEBRUARY, 2013

EMILY CHERONO
MOI UNIVERSITY
P.O BOX 3900-30100
ELDORET

RE: AUTHORITY TO CARRY OUT RESEARCH

Reference is made to your letter dated 30th July 2012 for authority to carry out research on "*Influence of school factors on perception of school: a study of district and county schools in Eldoret East District*".

Permission is hereby granted to carry out research in our district for a period ending 30th March 2013.



SAMUEL LIMO
FOR: DISTRICT EDUCATION OFFICER
ELDORET EAST DISTRICT

**APPENDIX 10: COUNTY OFFICER AUTHORITY TO CARRY OUT
RESEARCH**

REPUBLIC OF KENYA



OFFICE OF THE PRESIDENT

Telegrams: "DISTRICTER", Eldoret
Telephone: 61614 Eldoret

DISTRICT COMMISSIONER'S OFFICE
ELDORET EAST DISTRICT
P O BOX 3862
ELDORET

When replying please quote:

Ref. No.ADM.15/4/VOL.1 (145)

25th February, 2013

Emily Cheron
Moi University
P.O. Box 3900-30100
ELDORET

RE: AUTHORITY TO CARRY OUT RESEARCH – EMILY CHERONO

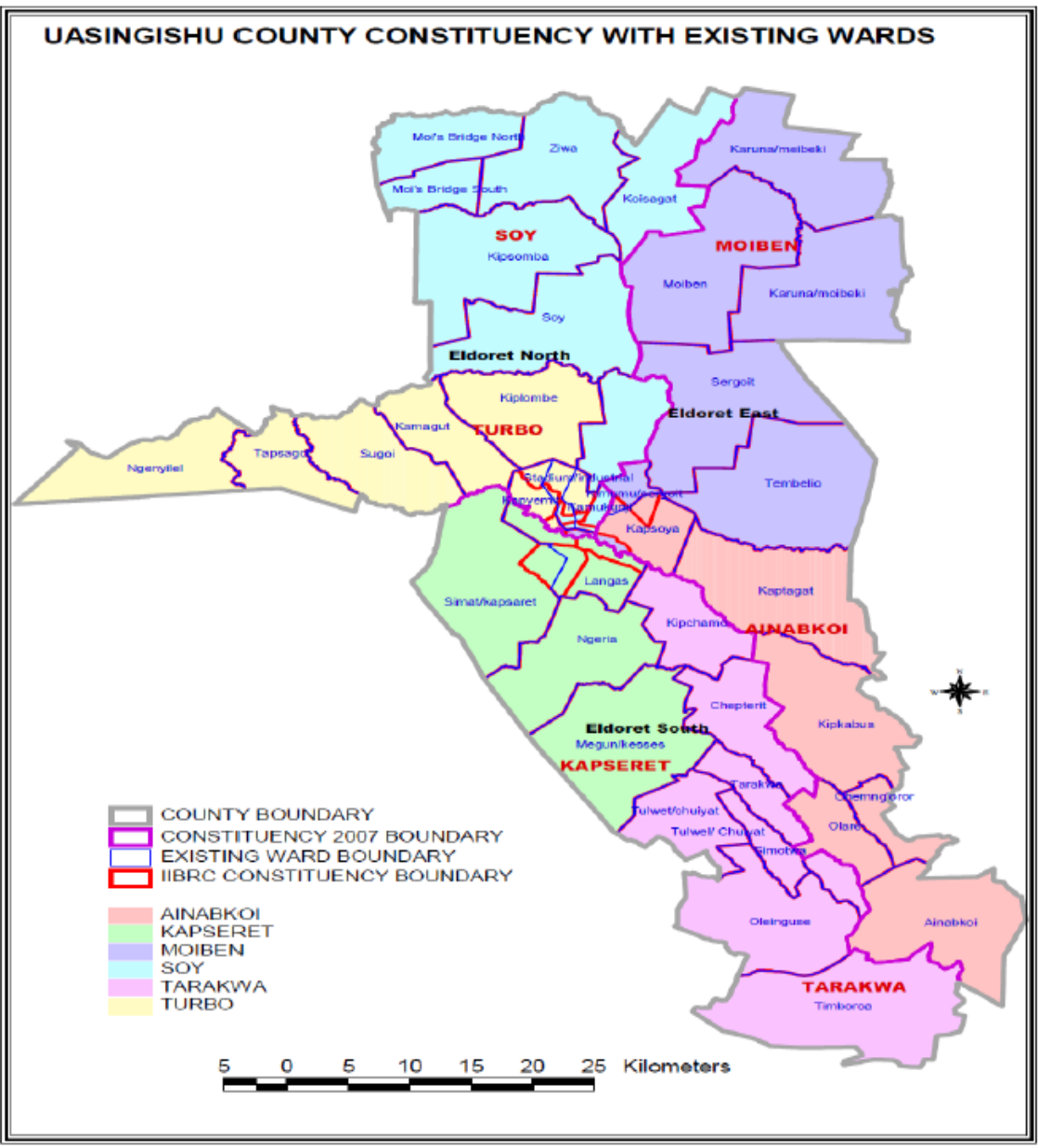
Reference is made to your letter Ref. No. NCST/RCD/14/012/1087 dated 30th July, 2012 for Authority to carry out research in *"influence of school factors on perception of school: A study of District and County Schools in Eldoret East District"*.

You are hereby permitted to carry out research in our district for a period ending 30th March, 2013.

A handwritten signature in black ink, appearing to be 'V. O. Kavulika'.

**V. O. KAVULIKA
FOR: DISTRICT COMMISSIONER
ELDORET EAST DISTRICT**

APPENDIX 11: MAP OF ELDORET EAST SUB COUNTY



Source: Uasin Gishu County (2012)