

**MANAGEMENT STRATEGIES FOR IMPROVING ACADEMIC
PERFORMANCE IN SECONDARY EDUCATION: A SURVEY OF
SECONDARY SCHOOLS IN MASABA NORTH, NYAMIRA COUNTY, KENYA**

BY

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DECLARATION

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This Project has been submitted for examination with my approval as a University supervisor.

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DEDICATION

This research is dedicated to my family for giving me ample time and support during the trying moments. I also extend my gratitude to the principal of Metamaywa secondary Mr Ogata Evans for giving me time to conduct the study.

I also thank Mr Masese Evans (my staffmate) for typing this work.

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ABSTRACT

The role of various stakeholders is very pertinent in Improving KCSE performance. The main objective of this study was to identify management strategies to improve academic performance in secondary schools in Kenya. The specific objectives were to determine administrative strategies used to improve academic performance, establish classroom strategies used to improve academic performance, investigate student specific strategies used to improve academic performance and investigate school management strategies used to improve academic performance. The study was based on organizational theory by Getzels, and Guba (1957). Descriptive survey research design was used. The target population was 26 principals, 26 B.OM (chairmen), 254 teachers and 832 form three students. Principals and BOM chairpersons were purposively selected while 30% of teachers and students were selected through simple random sampling. Questionnaires and observations were used to collect data. Validity was ascertained through expert opinion while reliability was obtained through piloting and use of Pearson Correlation Coefficient. Data was analyzed using descriptive statistics. The analyzed data revealed that majority of the schools in Masaba North Sub-County had remedial teaching which was used to boost academic performance of students especially the syllabus completion. In addition majority (66.7%) of the schools had fairly adequate staff and there were inadequate number of text books for students and this could negatively affect the academic performance of students. Further, teachers prepared their lesson plans on termly basis therefore positively influencing the students' academic achievement. Similarly, majority of the student leaders in secondary schools were elected by students through voting. In addition, majority of the students in secondary schools always went for motivational tours boosting their academic performance. Further, majority (81.8%) of the BOM chairpersons were fairly satisfied with their schools' performance. Similarly, majority (59.1%) of the BOM chairperson's oftenly met with teachers to discuss issues affecting their performance in class. It was therefore recommended that there was need for secondary school principals to address the adequacy of teaching and learning resources. In addition, there was need for teachers to evaluate students on regular basis in order to understand students needs and improve their academic standards. Further, there is need for students to be motivated through tours, contests or seminars as these improve students' academic achievements. The knowledge from the study would help principals and teachers to understand their students better given that teachers need to be scholars of their students learning. The knowledge was useful to not only schools under study but also to other secondary schools in Kenya as an effort was made by teachers, head teacher and the ministry of education officials to apply the strategies implored to improve KCSE results.

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LIST OF ACRONYMS AND ABBREVIATIONS

BOM	Board of Management
CATS	Continuous assessment tests
DO	District Education Officer
EFA	Education for All
FPE	Free Primary Education
HOD	Heads of Departments
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate for Secondary Education
KIE	Kenya Institute of Education
KNEC	Kenya National Examination Council
PTA	Parents Teachers Association
TAC	Teacher Advisory Centre
UK	United Kingdom
USA	United States of America

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, specific objectives, research questions, study assumptions, significance of the study, scope and limitations and theoretical framework.

1.1 Background

According to Otula (2007), the current examination has a strong basis in the formal system of learning in the African traditional societies. This is exemplified by the adoption of both theoretical and practical approach of learning we have today. The traditional societies did not have formal system of testing of talents. Training for occupation like smelling of herbal medicine was done through apprenticeship which is the equivalent of modern day practical training of testing.

The foundation of testing in Kenya dates back to the colonial time, when examinations were used to identify junior officers- clerks, messengers and interpreters to serve in the colonial administration. Later examinations were used to prepare Africans for vocational and industrial training. This conception was narrow as it only provides for selection and placement of people to work. The colonial examinations were regulations and set by foreign authorities and very irrelevant to the African situations in terms of interest and abilities. He concludes by saying that probably the current examination system need to be evaluated and reviewed to give it relevance.

Today the main examining body is the Kenya National examination Council (KNEC) which was created through an act of parliament in 1980. It was mandated to set, print, disseminate, supervise, mark and grade candidates on various examinations. The ministry of education, science and technology (2004), with Education For All (EFA), the key concerns are access, retention, equity, quality and relevance and internal and external efficiencies within the education system.

The government is committed to the provision of quality education and training as a human right for all Kenyans in accordance with the Kenyan laws and international conventions. In line with this, the implementations of subsidized secondary Education and free primary education is pertinent to the attainment of universal primary is an important understanding towards the realization of Education for All.

According to the Ministry of Education report of the task Force on student, discipline and unrest in Secondary schools, (Sep 2001), since the introduction of the 8-4-4 system of education various curriculum evaluation have been undertaken leading to certain measures being taken in the reduction of curriculum at KCPE and KCSE levels. These measure seem not to have gone far enough in addressing suitability, relevance and effectiveness at the curriculum and in respect of the above, the task was informed among other things the following:-

- The curriculum was still overloaded despite the reduction of examinable subjects to a minimum of seven (from previous 10 examinable subjects to a minimal of seven (from previous 10 examinable subjects) at secondary level.

- The current examination and certification has no room for continuous assessment.
- Whenever KNEC cancels examination results as a result of cheating, schools are not given adequate reasons and often condemnation is enormous and therefore punishing even the innocent.

According to Otula (2007), the objectives of an examination are drawn from the general curriculum objectives and social goals. Societal goals refer to the expectations of the society such as to industrialize, attain national integration or patriotism and environmental awareness among others.

Otula (2007) continues to say that it is critical to subject examination in Kenya in terms of history, purpose and preparation of scrutiny and its reliability as a means of measuring intelligence and determining placement. The followings are significant in that context:

- Why is it that students fail our local examinations and excel elsewhere?
- Is failing in examination synonymous with failing in life?
- If we fail in exams does it mean we have failed to learn?

In the Education insight (May-June 2007), Philip Ruto in his article entitled “A dwindling, academic performance in Bomet” who is to blame” says that the trend of academic performance in Bomet is worrying for four years running. The district has plummeted year in year out. This has put the local district officers, teachers and the parents plus the candidate in the buck passing competition. In the 2007 KCSE results, only 87 candidates out of 3,000 who sat for examination scored a mean of B and above.

In the previous year (2006) with almost same number of candidates the district got 105 candidates scoring above a mean of B comparing the two years it shows that the district does a remarkable backward step. If statistical information is what the district need for it to stir up, it is tabulated that between 2002, 2003 and 2004 Bomet has been able to produce only 11 candidates with grade A that translates into an average of 3 every year. This is just a drop in the sea. This means that for every 1000 candidates only one is likely to get an A. Another worrying statistical figure shows that out of 75 schools in the district sitting for examinations, 43 of them performed below average.

According to the analysis chart the district has nose-dived during the last three years. All these information are with education stakeholders within and outside the district but there is no panacea to this problem. From the ministry of education, officials pass the back to the teachers. They claim a number of teachers engage in love affairs with female students.

A survey carried out by Michieka (2011) revealed multiple causes of poor academic performance in Gusii schools. It was found out that schools did not manage funds properly. It was cited that cases of mismanagement included misuse of money by the administration. In addition, the following observations were made:

- Records of financial accounts were non existence in many schools or where it did they were poorly kept
- Some BOG and PTA members were illiterate and did not bother to scrutinize school accounts
- In cases of use of monies collected it was not approved by BOG/ school committee.

- Some head teachers lacked management skills.
- Staff engaged in private businesses during working hours.

The following were observed about teacher's contribution towards poor academic performance:

- Teachers generally mean well, but a few lack discipline because of poor supervision by the head teachers
- Some teachers either report to work late or never report at all thus affecting performance as they don't compensate the time lost: and no disciplinary action is taken.
- All respondents reported that good teachers, whose subjects are excelled in, should be rewarded.
- Drunkenness by teacher was cited as a major drawback which must be addressed urgently.

There were specific comments on the contribution of students to poor academic performance. The following reasons were given:

- A number of students consume alcohol, smoke cigarettes and bhang.
- Some students emulate the indiscipline of teachers and become rowdy.
- Admission of students with low marks to form one.
- Teachers give up quickly on poor performance and never bother to offer remedial or tutorial classes.

- Some parents do not encourage their children to work hard even during holidays and weekends.

1.2 Statement of the Problem

There has been a nationwide outcry over performance in KCSE. There has been a lot of concern by stakeholders of education and the general public in the district over poor performance in KCSE.

“The image “(Vol 16 -2009) an article entitled “why top quality grades declined in 2009 KCSE. As per the speech delivered during the release of 2008 KCSE results, education minister says students who obtained grade A and those who scored C+(C-plus) and above went down significantly.

Further, the introduction of Free Secondary Education by the Kenyan government in 2008 worsened the situation as many students joined institutions that were ill equipped to receive them. Gatheru (2008) found out that, inadequate physical facilities, over enrolment, inadequacy of teachers, scarcity of curriculum support materials and other challenges have taken a major toll on management of secondary schools in the country. It is against this background that the researcher carried out the study to identify management strategies for improving academic performance in secondary education in Masaba North Nyamira County with a view to improving management of schools in Kenya.

1.3. Purpose of the Study

The main purpose of the study was to explore management strategies to improve KCSE examination results in Masaba North of Nyamira County.

1.4 Specific Objectives

The study was guided by the following objectives.

1. To determine administrative strategies used to improve academic performance.
2. To establish classroom strategies used to improve academic performance.
3. To investigate student specific strategies used to improve academic performance.
4. To investigate school management strategies used to improve academic performance.

1.5 Research Questions

The following research questions were used to guide the study.

1. What are the strategies employed by school administration to improve academic performance?
2. What are the strategies employed by teachers to improve academic performance?
3. What are the students- specific strategies employed by students to improve academic performance?
4. What are the strategies employed by school management (BOM) to improve academic performance

1.6 Assumptions

The study was based on the following assumptions.

- a) The administration was using the right strategies to improve academic performance.
- b) The teachers were using the right strategies to improve academic performance.
- c) The students were using the right strategies to improve academic performance.
- d) The school management (BOM) was using the right strategies to improve academic performance.

1.7 Significance of the Study

Most schools, if not all in the study area continues to perform poorly in KCSE examination every year as is manifested in their examination results. This study would therefore be of great help to the administrators, teachers, students, parents and other stakeholders to improve the results.

Given that KCSE is the most important examination, improvement on its performance will enhance students to proceed to do their careers and be participant towards having a vibrant economy.

The study intends to help the teachers and students to attain better results in KCSE by coming up with strategies to improve KCSE results.

The knowledge from the study would help principals and teachers to understand their students better given that teachers need to be scholars of their students learning. The knowledge was useful to not only schools under study but also to other secondary schools in Kenya as an effort was made by teachers, head teacher and the ministry of education officials to apply the strategies implored to improve KCSE results.

1.8 Scope and Limitations

The study was limited to exploring strategies to improve academic performance in Masaba North Sub- County in Nyamira County. The study was limited to the type of data given. The limitation of the study reduces the generalization of the results to other secondary schools in the country. This is because the study schools may be influenced by unique learning related factors that may not be in the rest of the country. However because secondary schools in Kenya receive teachers with similar qualification and educational background, the results could be generalized to the other schools in Kenya.

1.9 Theoretical Framework

The study was guided by organizational theory by Getzels, and Guba (1957) who postulated their model on role theory based on analysis of human behavior in the context of a social system. a social system was seen as any organization such as a school.

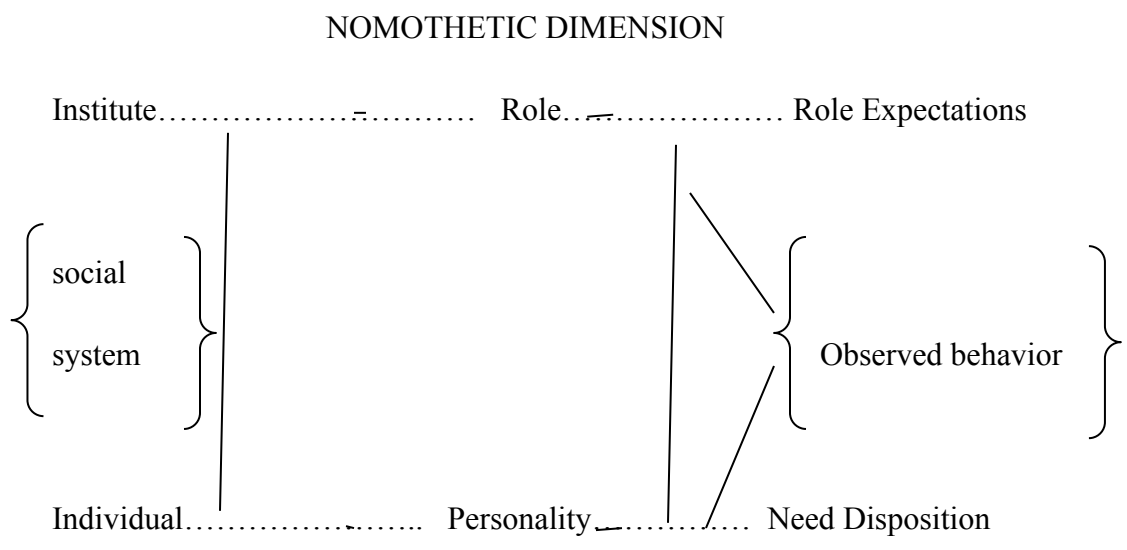
The Getzels-Guba Social model

Among the earliest scholars to apply the social system concept to educational administration were Getzels and Guba (1957). Their postulation was that any organization could be understood as a social system. They conceived administration as structurally consisting of a hierarchy of super ordinate- subordinate relationship which

are both independent and interactive. Functionally, this hierarchy is the basis for assigning roles and helps in achieving the goals of the organization. In this relationship, there are institutions with prescribed roles and expectations to fulfill the goals and aspirations of institutions. Sharing the same institutions are individuals with certain personalities and needs. The interaction between these two constitutes social behavior.

For the purpose of analyzing the administrative process, Getzels and Guba see a social system like the school consisting of two phenomena: the nomothetic or normative dimension and idiographic or personal dimension as depicted in the figure below

Social behavior and administration process.



Idiographic Dimension

As shown in the figure above the nomothetic dimension consist of the institution's role and role expectations, each term being the analytic submit for the next term preceding it. In the same manner, the idiographic dimension consists of individual, personality and need dispositions with each term being the analytic submit for the next term preceding it.

The figure shows an interaction between an institution and individual worker. Each behavioral act is seen as arising from both the nomothetic and idiographic dimensions.

A good example of the interplay between the institutional and personal dimensions could be given in this situation. A teacher has the role of teaching. The school, parents and students expect the teacher to teach well and effectively. On the other hand the teacher might have needs which the institutions have to fulfill.

It is the duty of the school administrator to understand the personal aspects of the teacher's needs and try to work towards helping the teacher satisfy this needs. One major task of the school administrator is to integrate the demands of the institution and those of staff members in such a way that these demands are organizationally and individually fulfilling.

1.10 Operational Definition Of Terms

Administration: is the management of an office, business, or organization. It involves the efficient organization of people, information, and other resources to achieve organizational objectives.

Instructional media: it encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives

Perception: is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. In this study it refers to opinions of teachers and the school management on strategic plans put in place to improve academic performance.

Strategy: is a high level plan to achieve one or more goals under conditions of uncertainty. In this study it refers to plans employed to improve academic performance of students.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The researcher reviewed literature related to this study on management strategies to improve academic performance in secondary education. These are administrative strategies, management strategies classroom strategies and Student specific strategies. The review looked at the resources for learning and teaching and linked the present study with the available knowledge on the subject of the research.

2.1 Literature Review

According to the ministry of Education report of the task of student discipline and unrest in secondary schools (September 2001) says this about what they found about school inspectorate:-

- There were many schools which had remained un-inspected for a long period of time and continued to perform poorly in national exams.
- There was lack of adequate and competent inspectors in the field. The few that were available were overstretched with administrative duties.
- There was lack of adequate working tools e.g transport, equipment and other facilities thus reducing their effectiveness.
- Some reports that were produced by inspectors were never acted upon due to lack of effective dissemination and follow-up mechanisms.

Daily nation report (July 2, 2009) exposes how 8-4-4 has ruined the youth. Steadman group showed that more than half of the 1.3 million candidates who sat for KCSE

examination in the last four years had obtained between grade E and D+. The report showed that 596,895 candidates attained D+ and below in KCSE examination over the past four years.

The report showed that at least 100,000 candidates of the average 300,000 who sit KCSE examination each year do not attain minimum entry grade for tertiary education. The study showed that half of the 304,000 candidates who took the exams in 2008 scored below D+ mean grade.

The study also traced the candidates in their post –school employment activities and establishment that 3 out of 10 were self-employed while 29% were unemployed. They further established that 31% were self-employed while 29% were unemployed. They further established that 31% were self-employed while 26% were in formal employment. The study showed that 10% of the unemployed form four graduates were not looking for a job at all.

In the same paper the Kenya National Secondary Heads Association(KESHA) chairman Cleophas Tirop said that 8-4-4 system was wasting away a whole generation. According to the study, 18798 form 4 candidates have a mean score of E, meaning they scored just one point in each of the seven subjects tested in KCSE examination.

Mr. Tirop had questioned the validity of the national examinations saying they failed to test candidates properly. This raises serious questions on curriculum delivery in our schools. He said that our schools are churning out thousands of idle youngsters who do not even try anything positive for their lives. Unless the trend is checked, schools would end up being agents of producing idlers, muggers and drug addicts.

According to the study 151,211 students scored a mean of grade D+ and below in the year 2008 representing 50% failure rate. The number of students scoring an average of D+ and below has been 45% since 2004 except in 2007 when it went down by two points to stand at 43%. Only 20,799 scored grade A- with 39,908 candidates scoring average of grade D+ according to the statistics of 4 years. A mean grade of D plain recorded the highest number of scores (215,666).

According to the daily nation (wed 19, 2009) it is estimated that there is a shortfall of 63,000 teachers countrywide. This could be one of the causes of poor performance in national exams.

Sunday nation (August 15, 2010) says that international standard requirements requires that one teacher should serve 40 pupils but in Kenya the load is higher with nearly double the number. The structure has been compounded by the introduction of free primary education (FPE) and subsidized secondary education which has seen student population school spiral. Currently, 8.4 million pupils in primary and 1.4 million and others in secondary schools are taught by only 240,000 teachers. This has hurt the quality of education and rich parents prefer to send their children to private schools.

According to 'education news' (Nov-Dec 2009) article titled 'Teacher overworked after creation of new districts' an education official says that he is supposed to handle DICECE issues but due to shortage of staff the DEO who is his boss had assigned him other duties which TAC tutors are supposed to be doing, he is forced to do this duties. He says he does not earn more allowances or promotion for extra duties.

Finances are vital as far as proper learning is concerned. The standard (Wed, April 21, 2010) article titled ‘‘ Financial crunch continues to hinder learning’’ says that increment of funds for the sector in the next three years was minimal despite expanding student enrolment. The education sector could face major challenges if the government’s Project to allocate 519 billion for the period from 2010-2013 comes to pass. The sector is experiencing lack of teaching staff and poor learning facilities and would rely on the money to fund 22 priority government programmes.

Daily nation (June 21, 2010) article titled ‘‘ schools heads push for new ranking system’’ says that school heads were expected to call for a new ranking system in national examinations at the annual conference on 21st June 2010. They wanted the ranking of the top 100 national and provincial schools scrapped. They wanted it replaced with a system where schools are rated on how students improve over a four year period on their performance in the KCPE, examination(they meant value addition to the students). Under the proposed system grades obtained by all the candidates per school in KCSE could be conducted to individual standard eight grades. A school with the most improves candidates in their KCPE exams, an average would be listed in the top overall.

It means that district schools that may have admitted candidates with a mean grade of a C minus at KCPE only to make them obtain an overall B minus at KCSE would be ranked among the top performers.

Daily nation (21st June 2010) article titled ‘‘ half the teachers not trained or new syllabus’’, study by KIE shows why students have poor subject mastery and fail examinations. It says that less than half of secondary school teachers have trained on the

current curriculum, leading to poor subject mastery and dismal performance in national examinations.

In “education news”(vol 087,sept 6-17th) under article “improve education standard in coast” a university don professor Gabriel Gatana called on parents to assist teachers in promoting education standards in schools. He lamented that most parents had left education matters to teachers and hardly counter check their children performance and this has led to students losing interest in education hence poor performance. At the same time, the don said that the coast region lacked motivational speakers to post the moral and attitude of pupils. From the foregoing comments from the don, it means that parents have a big role to play in the students’ performance in school.

According to ‘Education Watch’ (Vol 048, Sep 2012) under an article titled “Retrogressive practices causes of education woes in Kisii”. African Nazarene university director Olpha Ongati, when addressing teachers and education stakeholders said students develop cold feet towards some subjects like mathematics and sciences which lead to failure. She urged students to think positively in order to succeed in life. She also blamed retrogressive cultural practices imposed on the girl child for hindering their access:-

- Hard work and co-operation from all stakeholders involved from Board members, parents, teachers students and everyone else- co-operation has been their key guiding value.
- The school boasts of adequate resources including buildings, furniture, equipment, and land among others.

- They have put a lot of emphasis on guidance and counseling and every time they keep talking to their students in an effort to mould their character, inspire, educate and enlighten them.
- They are able to collect fees in time.
- In their effort to boost academic success the school has created more time for learning where lessons start as early as 6.30 am to 7.30 am and other lessons from 6.15 to 7.15 pm insight preps end at 10p.m after which students are supposed to sleep at 11 p.m.

Eshiwani (1993) says that a school which has high drop-out and grade repetition rates or low student achievement scores is said to be of low quality. He continues to say that once the child enters school, the characteristics of the institution may influence his or her achievement. The quality of the institutional process experienced by each pupil determines the school quality. Factors associated with the institutional process are material inputs such as textbooks, teacher quality, teaching practices and classroom organization, school management and structure. We may therefore define school quality as:-

- The level of material inputs allocated to schools per pupil.
- The level of efficiency with which a fixed amount of material inputs are organized and managed to raise pupil achievement. Other quality factors according to Eshiwani (1993) are frequency of homework, teachers' correction of pupil exercise books, use of instructional radio and in-service teacher training. Eshiwani (1993) recommends that remedial work is part and parcel of syllabus coverage. It is a continuous process

and can come after a subtopic, topic or end of syllabus. However teachers are advised to conduct both short-term and long-term remedial work. Also this should be done termly, annually and at the end of syllabus coverage to create a cohesive mastery and comprehension of work covered. Usually students become competent after covering a topic or course work. Therefore there is need to counter-check work covered through revision.

Remedial work is done from the work covered. If any anomaly is identified then the work must be revised. Both the teacher and the learner have to look again at the work already covered, diagnose the problem and then find a solution. The teacher should focus on the actual problem experienced by individual students. It is not easy to provide individual attention to each student in large classes in public schools. In such situation some students will grasp the concepts taught while others might retain a certain percentage. The school has provision for remedial work to attend to individuals who never grasp the entire concept, so that nobody is left out.

Barasa (2007) says that to improve the teaching programmes in the school the head teacher may need to introduce the use of the media such as overhead projectors, computers and wall charts. It also means that he/she will have to hire more qualified staff or send some of the staff for in-service courses. People should be equipped with relevant skills to handle the school work efficiently. There should be satisfaction of both the organization and individual workers in that organization. The school head for instance needs to ensure that roles of the school are clearly defined and satisfactorily performed to meet required goals or needs. He/she should also ensure that values of his/her teachers

and non-teaching staff are respected and their need satisfactorily made. Thus, he/she should understand clearly the need of each member in the school.

2.2 Literature related to classroom strategies

Sushila (2004), says that the teacher in the classroom should be well versed with syllabus and the subject matter. If he/she is teaching an examination class, he/she should be fully aware of the examination requirements. The subject teacher should be knowledgeable in the subject he/she teaches. Not only he/she be able to provide information for every topic, but he/she should be able to prepare the students for the examination. The subject teacher should be able to assign model test too. His teaching should be supplemented with appropriate textbooks and resource materials. In general the teacher should be able to create a healthy learning environment.

Otula (2007) says that to understand a subject deeply so that they create useful cognitive maps, relate ideas to one another and address misconceptions. Teachers need to see how ideas connect across fields and everyday life. A skillful teacher figures out what student know and believe about a topic and how learners are likely to “hook into” new ideas. Interpreting learners’ statements and actions and shaping productive experiences for them require knowledge of child and adolescent development and an understanding of how to support growth in various domains like cognitive, social, physical and emotional. Teaching in ways that connect with students also requires an understanding of differences that may arise from culture, family experiences, develop intelligence and approaches to learning. Teachers need to be able to inquire sensitively listen carefully and look

thoughtfully at student work as well as to structure situations in which students' write and talk about their experiences.

Ramsden (1988) identifies teaching as an activity that assumes an understanding of learning and teaching even consciously and caring teachers to do it. It often overestimates the relevance of transmitting information and procedures to student and underestimated the importance of helping students to change their ways of thinking and understanding.

Kouma (1984) states that there are teachers who do not know how to handle their classes or how to motivate their students. The training received therefore enables the teachers to adopt their approaches and techniques to suit the level of the students.

Levy (1975) argues that most new educational programmes cannot be implemented without providing proper training of teachers. Ornstein and Humkins (1993) observed that teachers are virtually an untapped source of energy and insight and that they are capable of profoundly changing the schools if they act as a group and direct their energies to innovation.

The ministry of education (1992) suggest that teachers must be educated to be learners throughout their professional lives hence a comprehensive policy is needed to ensure that teacher education is recognized as a continues coordinate process which begins with pre-service preparation and continues throughout the teachers professional career. In such a system, a pre-service and in-service education should be well coordinated to foster the concept of the lifelong learning. This will enable the teachers to effectively deal with curriculum changes and student problems.

According to Rao and Ravin (1992) teaching materials are important in learning because they are based on psychological principles of learning and can produce significant results provided they are properly used. They enable students to take an active involvement in the learning activity and over a great variety of dissemination of ideas and knowledge. Further, they offer a concrete basis for conceptual thinking and thereby reducing the meaningless word response of student. Thus the application of instructional media can pave way for creative pupil participation and literally fill the classroom with evidence of the students' accomplishments. Kochar (1988) describe the value of media as "the foundation of all learning consists in representing clearly to senses, sensible objects so that they can be appreciated easily".

A survey carried out in Thailand (among 3rd grade pupils and a representative sample of teachers) indicate textbook availability is positively related to achievement (Maunda 1986).

Rivers (1983) asserts that teachers should not be satisfied with a monolithic approach that what is a good student is good for all. Teachers have to understand students have preferred modalities of learning hence the need for audio visual aids. Some student learns best through listening and others through seeing. Student also learns at different rates and employs quite different strategies for understanding and retaining the material to be learned.

According to Eshiwani (1993), other quality factors showing promise are the frequency of homework's, teacher correction of pupil exercise books, use of instructional radio and in-service teacher training.

School management guide, ministry of Education (1999) says that lesson plans must be prepared daily and it should have variety of activities that will enhance learning outcomes. Schemes of work should be prepared before the beginning of each term. Schemes should take into account the local environment and resources. There should be records of work covered for teachers. This helps to keep track of work done. Teachers are also supposed to have students' progress records. This is to show the growth and progress of each student.

Wasanga (2009) emphasizes that although there are issues such as funding, construction, salaries, resources and other factors unrelated to teaching are essential to operating an educational system, but they are not the core. The core is teaching and learning. Reporting examination results allows policy makers to focus public attention on what children are learning and what it is that facilitates or hinders their learning. If a testing system is designed and implemented properly, test result can provide policy makers with solid, reliable and regular evidence of what is and what is not working in schools. Findings of a study by KIE show that although most of the teachers have basic qualification to teach in secondary schools, they do not have the right competence to tackle the new syllabus introduced in 2002. Refresher training is a critical element in implementing a new syllabus as it exposes teachers to the new content and required pedagogical approaches.

According to "Education "The fortnightly newspaper on Education "Vol 075-March 5-March 17, 2012) under the title "Unique teaching method makes Blessed land Academy to shine", It says that unique, comprehensive and early applicable teaching methods are behind the success of Blessed land Academy. The school presented its third batch of

candidates for KCPE last year (2011) and attained a mean score of 373 and 340 the previous year.

Uwezo Kenya co-coordinator, John Mugo in the standard (March 26,2012) said a study conducted across 156 schools indicated 16% of teachers in Kisii and Nyamira miss classes each day. In the same paper, an inspection report of Kisii County had these to report:-

- Poor syllabus coverage
- Ineffective subject panels,
- Use of vernacular in teaching and learning,
- Poor transition rate due to forced repetition,
- Use of commercial test papers

Odhiambo (2011) in his paper presented to HODs and Laboratory technicians says that performance measurement and targeting better performance will follow the following guideline:-

- Team work –Roles within the department well defined and appreciated.
- Examination system that are meaningful and result oriented.
- Good skills on assessment and evaluation based on practical approaches i.e. setting skills as per KNEC standards, marking of examinations (examiner techniques)
- Performance measurement template and action plan.
- Actualization of academic programs.
- KCSE practical - manuals issued to the lab. Technicians.

Odhiambo goes further to give the role of a teacher as :-

- Attend lessons regularly and compensate missed lessons.
- Complete syllabus on time.
- Mark work on time and revise.
- Follow-ups on attainment of target.
- Making meaning out of assignments.
- Check student notes.
- Encourage learners.

Otula (2007) says learning means knowing and mastering a subject. A teacher should know enough, to be a thinker as well as an instructor. When that is the case the teacher has joined a discipline, a profession that warrant to consider themselves guardians of and contributors to a branch of knowledge. The best way for teachers to transmit learning is to embody the act of doing, including:-

- Securing towards the library.
- Exclaiming upon the solution to a problem.
- Expressing delight when a student proposes a plausible interpretation new to the teacher.
- Teachers, in showing their students how to learn, must seek to be caught flagrant delicate to win their subjects, for the aspiration to learn to be as compelling to the students as the knowledge they gain. It is a teacher's infectious enthusiasm for learning itself, as much as the students' own curiosity about the teacher's subject that is part to captivate the student.

Barasa, (2007) says that the learning activity level deals mainly with trainees such as students and other learners. They must ensure their total commitment to the learning activities. For example, they acquire skills and put them into proper use. By the same token teachers have a role to play in these learning activities. They make the students to engage in valuable learning activities. They make the students aware of the effects which learning have upon them and their future life. In order for the adoption to the newly proposed activities to be successful, the affected students must derive a learning benefit from those activities.

Otula (2007) says that teachers need diverse knowledge about learning. They need to learn about different kinds of materials to use, for what purpose, to what degree and context. Teachers must be able to use different teaching strategies to accomplish various goals and adopt different means to evaluate students' knowledge and their approach to learning. Teachers must be able to identify strengths of different learners while addressing their weaknesses. Teachers need to know about curriculum resources and technologies and connect their students with resources of information and knowledge that allow them to explore ideas, acquire and synthesize information frames and solve problems. Teachers must be able to analyze and reflect on their practice and assess the impact of their teaching skills and to refine and improve when necessary. They need to foster good relations among students so that the latter can interact, share knowledge and assist each other to learn. Also teachers must continuously evaluate what students think and reshape their plans to take account of what they have discovered.

Barasa (2007) asserts that all organizations, schools are no exception, cannot do without human and material resources. In the development of schools one cannot talk about

people without talking about materials. Consequently, practicing teachers need relevant textbooks and adequate classrooms conducive to teaching and learning. Hence, human and material resources are essential because they complement each other in school development. School administrators must therefore plan their programs in such a way that the use of these resources is optimized. They must also ensure that the schools workers feel needed, important and happy.

Barasa (2007) continues to say that for organizations or institutions to be effective leaders should Endeavour to share specific responsibilities with the group. By collaborating with the group, it is assumed that there was increased commitment by members of the group towards achieving the goals of the organizations. Teachers for example, should not command and direct students, but rather they should create those conditions under which pupils can be guided and directed towards effective learning.

Barasa (2007) says this about punctuality: head teachers must show a good example by reporting to school on time before ensuring that their teaching staff report on duty on time. Thus, head-teachers can implement punctuality regulation set by TSC by being punctual while reporting on duty and this is bound to make teachers under respect and obedience is what leadership is all about.

Sushilla (2004) says this about teachers; a teacher should be able to assess the level of his students and plan his work according to his findings. The ability to be versatile in employing teaching styles is an integral part of a teacher's qualification. He should use a variety of methods in his teaching. Most importantly, it is the duty of the teacher to train his students to be inquisitive. A teacher should be able to impact to his students the

content of the subject he teaches. A teacher should also be a good manager. He should be able to manage his time to manage the students under his care and plan his work for each day, week, and term and for the whole year. He should be able to meet deadlines and be punctual at all times. He should be able to plan ahead. At the same time, he should be able to adjust his teaching programmes to suit the level of his students, assess the rate at which they can learn, and their ability to apply to knowledge acquired. A teacher must remember that once he arrives on duty at school, he is teaching in the classroom, attending assembly, or conducting a physical education lesson in the field.

This is what Okumbe (2001) says about teachers; that teachers form a fundamental resource in an educational organization. Therefore, an elaborate human resource management programme must be put in place in order to derive their maximum resourcefulness for the enhancement of teaching and learning. Teachers, it must be recognized, perform both teaching and administrative roles in their educational organizations. This kind of “dual careers” clearly spells out the hierarchy of authority in this dichotomy.

Okumbe (2001) continues to say that the role of a teacher is a demanding one and stretches from classroom teaching, curriculum development, examination processing, pedagogical material preparation and evaluation, to the role, modeling the behavior of students and acting as role models to the society. Indeed, to perform these enormous tasks effectively, teachers should devote their time not only to the maintenance of the professional ethics, but also invest a lot of effort in effectively enhancing their professional development to the students to enable them (students) play a useful role in society. The expectations by the society of the teachers are, thus enormous.

Walkin (1998), says that there is need for teachers to identify learning needs with individuals. The objective of identifying individual learning needs or carrying out a training needs analysis is to identify priorities and agree learning needs with candidates. Teachers should aim to develop a systematic relationship with students. Once a rapport has been established and an atmosphere of cooperation prevails, the matching needs with development opportunities can go ahead. The teacher, in order to provide learning needs of students he or she needs to:

- Check provision and resources, check availability and reliability of learner performance standards and discuss associated learning opportunities.
- Familiarise learners with a concept of giving credit for relevant knowledge, skills, experience and ability.
- Provide information and resources to enable individuals to identify their current competence.
- Explain techniques of initial assessment; assist individuals who wish to gain access to information banks and support learners who may be experiencing difficulties.
- Provide the much reasonably and economically possible either by devising news schemes or by adapting available programmes to the learner's needs and when necessary group or sponsor's requirements

2.3 Literature related to administration strategies

Silins and Muilford (2002) say that good leadership helps foster the kind of school climate in which learning flourishes rather than inspiring students to achieve.

Organizational learning or collective teacher efficacy is the important intervening variable between leadership and teacher's work and then student's outcome. That is, leadership contributes to organizational learning which in turn influence what happens in the core business of the school-teaching and learning. It influences the way students perceive teachers, organize and conduct their instruction and their students. Pupils' positive perception of teachers work directly promotes participation in schools academic self-concept and engagement with school. Pupil participation and engagement is directly and indirectly (through retention) related to academic achievement.

Barasa (2007) says that the manager should identify the major goals for the school to achieve and to ensure that these goals are attainable. He/she may decide, for example, that the primary goal of the school is the improvement of the educational a programmes. The manager identifies alternative actions to solve a problem. These actions are known as objectives and are anticipated results of the identified goals.

The head teacher needs to think about the amount of money and time each alternative action for attaining important goals will take. This step should include possible alternative actions that the school can take in the process of achieving the selected input objectives i.e. raising the school's mean grade points. The alternatives could include:-

- Introducing extra tuition
- Deployment of a greater number of qualified teachers to reduce work load.
- Buying more science equipments
- Purchasing more textbooks.

Barasa (2007) continues to argue that accountability is important in decision making. He says that accountability means the act of being responsible for an established duty, task or job. A teacher, for example, is expected to adequately meet teaching assignments. A head teacher is accountable for ensuring that the goals and objectives of education are met in his school. The head teacher is also expected to provide parents and other stakeholders with satisfactory evidence that supports the quality of education their children receive. The head teacher is accountable for two tasks; classroom teaching and staff consultancy. The head teacher may go to classroom and teach or ensure that the teaching – learning environment is conducive to the education of learners and that the school caters adequately for the needs of teachers, ancillary staff and parents as well as students.

According to Otula (2007), the head teacher delegates responsibility and trust colleagues to perform efficiently. The head teacher should display fairness in managing the school, allocating resources according to priorities and promptly so that key programmes are not delayed. The head teacher provides positive leadership; he/she sets goals and motivates the staff to be committed to their achievements.

Sushila (2004), asks the question, why evaluate?" he continues to say that no matter which education is provided, and no matter who manages the institution, there is need to evaluate its goals. The following are examples of questions one needs to explore:-

- Has the governing body outlined its aims, objectives and goals clearly?
- Are they being achieved?
- Is the school progressive?
- Are the teachers and other employees aware of the school's aims and objectives?

- Were these explained to them before they joined the school? In other words, is the school on the right track?

Sushila (2004) reported that head teacher is a leader, an innovator and manager. Thus his/her duties are:-

- To administer the school.
- To establish the academic requirements of the school and keep abreast of the latest changes and developments.
- To plan curriculum strategies with staff.
- To manage the teaching staff, support and office staff.
- To plan and execute budgets for the school.
- To oversee all activities.
- To report to the Board of Governors on all matters pertaining to the running of the school.

Onya and Mweseli (2009) outline the role of the head teacher as:-

- To ensure the institution serves its purpose
- Efficiency in learning/molding responsible young citizens.
- To design and maintain the stability of the operations of the institution.
- To take charge of strategy making and adopt the institution in a controlled way to changes in its environment.
- To ensure the institution serves the ends of those people who control it.
- To serve as the key informational link between the institution and the environment

Mbiti (2007) asserts that, since the head teacher cannot do everything, it is necessary for him or her to delegate certain responsibilities to other teachers.

The concept of delegating does not mean surrender of power or control but that the one performing the particular duty does it on behalf of and with authority from the head teacher. If anything goes wrong, the final responsibility lies with the head teacher. In delegating duties, therefore, the head teacher must, be sure that each particular responsibility is given to the right person. It must be accepted, of course, that some people in any group are more responsible than others.

OCED (2001) says that in order to meet the heightened, multiple expectations now placed on schools and to have engaged students and teachers, it is argued that schools need to become learning organization, consciously and continuously pursuing quality improvement.

Within schools that are learning organizations new types of relationships between students, teachers and leaders evolve” The key is to give meaning to the careers of ordinary teachers beyond the context of their individual classroom responsibilities asteachers who feel part of the management process will help carry forward change more effectively”(OECD, 2001B).Also across OECD countries educators are also “ trying to engage students more directly in their learning, to make them co-workers with teachers in the learning process rather than just recipients, of knowledge because students do things because they are interested rather than because they are told” In Sweden students themselves have an increasing role in decision making in the belief that they should take on responsibility for their own, learning.

Olsen (2002) argues that in contemporary democracies administrative environments are not simple, coherent and imperative. Administration operates in a complex ecology of institutions, actors, goals, rules, interests, powers, principles, values, beliefs and cleavages. Politicians and others are likely to want the administration to serve a variety of changing and not necessarily consistent principles, goals and interests. Expectations for school leaders have steadily expanded, always adding to and rarely subtracting from a job description that now includes instructional, moral managerial, participative, and transformational leadership. School leaders must manage educational change at a time, when the character and mission of schools is being redefined- must be part of a new understanding about public management that is moving away from a bureau critic and institution – led approach towards a performance- driven sector that is more aware of the service it delivers to its users and are having to find new, effective ways of managing knowledge, in organizations that need themselves to learn continuously.

OECD (2002) argues that a skilled and well supported leadership team in schools can help foster a sense of ownership and purpose in the way that teachers approach their job. Conferring professional autonomy to teachers will enhance the attractiveness of the quality of the classroom teaching.

Spencer (2001) makes clear that the single most powerful recruiter of teachers are schools themselves. People who have had positive experiences in school can prolong that experience by becoming teachers.

Beane (1998) asserts that once in the profession, intrinsic rewards are consistently rated highest in studies of teachers satisfaction. Teachers who work together in a meaningful

and purposeful way have also been found to be more likely to remain in the profession because they feel, valued and supported in their work. Little (1995) is one researcher who has found clear evidence of the positive effect of teacher leadership on teachers' self efficacy and levels of morale.

Mulford (2000) says that, where decision making is perceived by teachers in secondary schools as collegial, cooperative and consultative and providing adequate opportunities for participation, it was more likely to lead to positive student perceptions about their school and teachers as well as perceptions about relationships and their own performance than where decision making is more top-down, executive, or does not foster widespread teacher involvement.

Louis and Krase (1995) asserts that teachers was attracted to, and stay, in the profession if they feel they belong and believe they are contributing to the success of their school and students. They have also emphasized the important role of school-level leadership in the development of a professional autonomy have all be shown to be crucial to the emotional lives of teachers.

Day et al (2000) argues that there is no doubt that teachers themselves prefer principals who are honest, communicative, participatory, collegial informal, supportive and demanding and reasonable in their expectations with a clear vision for the school- principals who work "with" rather than through' they conclude that research findings from diverse countries and different school contexts have revealed the powerful impact of leadership processes related to school effectiveness and improvement. Essentially,

schools that are effective and have the capacity to improve are led by head teachers who have a significant and measurable contribution of their staff.

Research on school leaders in Denmark, Scotland, England and Australia by Macbeth (1998) identified a number of characteristics of effective leaders including:-

- Good leaders are in the thick of things.
- Working alongside their colleagues.
- Respecting teachers' autonomy.
- Protecting teachers from extraneous demands.
- Good leaders look ahead.
- Anticipate change and prepare people for it so that it doesn't surprise or disempowered them

Durland and Teddlie (1996), argues that schools can be distinguished by the cohesiveness of the staff("webbed versus" stringy")and centrality of the leadership were found to be more effective than those based on cliques, or stringy structures, and a perceived lack of leadership.

A study in the USA by Maclaughlin and Talbert (2001) that examined principals, effect on teacher's community, instructional practices, and careers found no instances of leaders who created extraordinary contexts for teaching by virtue of their own unique visions; nor did the study reveal any common patterns of strong principals' characteristics. Successful principals turned out to be men and women with varied professional backgrounds who worked in collaboration with teacher leaders and showed respect for the teaching culture- they found various ways to support teachers in getting the job done.

The leadership of these principals was not superman; rather it grew from a strong and simple commitment to make schools work for their students and build teachers' determination and capacity to pursue this collective goal.

Harris and Muijs (2002) argue that the real challenge facing most schools is no longer how to improve but more importantly how to sustain improvement further, they argue that sustaining improvement requires the leadership capacity of the many rather than the few and that improvement in learning are more likely to be achieved when leadership is instructionally focused and located closest to the classroom.

According to Hailinger and Heck (1996), the relationship between strong leadership and good student results is not a direct one. Good leadership helps foster the kind of school climate in which living flourishes, rather than directly inspiring students to achieve. Organizational learning (OL), or a collective teacher efficacy, is the important intervening variable between leadership and teacher work and then student outcomes. That is, leadership contributes to organizational learning which in turn influences what happens in the core business of the school teaching and learning. It influences the way students perceive teachers organize and conduct their instruction and their educational interaction with, and expectations for their students. Pupils positive perceptions of teachers' work directly promote participation in school academic self concept, and engagement with school. Pupil participation is directly (through retention) related to academic achievement.

Fuhrman (2001) says that, after studying school reforms, the consortium for research in education comprising researchers from five USA's leading universities (Pennsylvania,

Harvard, Stanford, Michigan and Wisconsin) have relatively straight forward “ theory of action” about what it takes to make better schools:

- Clear and ambitious goals.
- A strong focus on instructional practice.
- Extensive investment in continuing professional development.
- Strong curricula and in continuing professional development.
- Strong curricula and in leadership to provide positive reinforcement where improvement is occurring.

Elmore (2000) details five principles that lay the foundation for a model of distributive leadership focused on large scale improvements in schools:-

- The purpose of leadership is the improvement of instructional practice and performance;
- Instructional improvement requires continuous individual and collective learning;
- Learning requires modelling.
- The roles and activities of leadership flow from the expertise required for learning and improvement, not from the formal dictates of the institution;
- The exercise of authority requires reciprocity of accountability and capacity.

Early et al (2002) found that the main themes from case studies of ten exceptionally well led UK schools were head teachers as:-

- Problem solvers and solution –driven.
- Highly visible during the working day: having developed strong senior leadership teams;

- Regarding middle managers as the experts; strongly emphasizing professional development.
- Mediators of change, negotiating effectively and adapting it to fit existing values and ethos; and having strong and involved governing bodies, or at least chairs of governing bodies.

2.4 Student Specific Strategies

As far as students are concerned, Okumbe (2001) says that in an educational organization, such as a school, the students are not only the raw materials in the education industry but they also form a very significant part of the human resource in the organization. The role which the students play in human resource management should, therefore, be clearly programmed and be made an integral part of the overall human resource management of the educational organization. An educational organization must have well defined criteria for the selection and admission of students into it. The selection and admission criteria should not only be seen to be fair and equitable but should also be seen to enhance equity and justice in their application. The selection and admission requirements in terms of minimum academic achievement, age, gender and other behaviorally anchored characteristics should be put in place. Indeed, a school or an educational institution that excels in its production function markets itself more effectively to the society than through any other marketing strategy at its disposal.

Okumbe (2001) says that an educational organization must have an elaborate mechanism for induction or orientation of new students. It's during the induction that students are informed about the school objectives, traditions, norms, expectations, rules and

regulations. The school brochures, pamphlets, prospectus, and handbooks can be useful at this point. Indeed, if educational management expects its new students to conform to its expectations and enhance discipline then there must be a conscious effort to programme an elaborate induction strategy which acquaints new students with the school set-up as well as the dos and don'ts of the organization. A well-designed induction programme sets the tempo which maintains the overall organizational discipline. As far as possible an educational organization should strive to inculcate preventive discipline or self-discipline among its students because this helps to prevent infractions and stimulates to students to meet the organizational expectations enthusiastically.

Okumbe (2001) argues that the involvement of students in educational leadership has been mainly due to their close proximity to their colleagues in the classrooms, dormitories, halls and elsewhere in the learning environment. In the appointment of students leaders, its more appropriate to hold guided democratic elections which enable the management to acquire prefects or student leaders who will help the organization to meet its objectives. Constant leadership seminars for student leaders should be inbuilt programmes in an educational organization so that the student leaders' administrative skills are further sharpened. It is important, however, for the management to be aware that student leaders are part of the educational management as well as an integral part of the studentship. This is to say that student leaders must not be allowed to be blinded by their administrative duties at the expense of their prime duty of learning.

2.5 School Management (BOM) Strategies

Okumbe (2001) says that for effective school management, the management needs to show both overtly and covertly continuous concern and drive towards students' achievement through teaching and learning and constantly communicate appropriately and effectively to and with students. In addition, it needs to make the right decisions at the right time, solve problems by applying the appropriate problem solving techniques speedily, equitably and consciously, take disciplinary measures consistently and timely, motivate students by maintaining an organizational climate conducive to all stakeholders and show respect for and economy in time management.

Okumbe (2001) emphasizes the importance of board of governors and PTA. He says that since the overall management of secondary schools, and colleges is vested in the board of governors, it's imperative that the members of these boards not only be persons with good education, but must also be people with sufficient practical knowledge in educational a management. The increasing need for the PTAs in secondary schools in Kenya has been brought about by reduced central government funding of schools and introduction of cost-sharing in financing secondary education for parents to be effectively involved in the financial and social support of schools there has to be co-operation between the parents and the school management. The schools must convince the parents, through their actions, that they are involved in effective teaching and learning. The parents want to be convinced that the schools are meeting their objectives by maintaining good discipline and high disciplinary and academic standards enjoy more support from the parents.

Okumbe (2001) sees the need for alumni and alumnae associations. He says that, in some schools the old students associations have provided enviable social, material and financial support to their former schools. With the compelling need for schools to expand their financial capabilities. There is need for an official legal framework which sets out the mechanism for the formation and functioning of the alumni and alumnae association because they was performing an invaluable role in the management of schools in the future. The educational management must, therefore, be cognizant of this important source of human resources which should be harnessed and mobilized for more effective educational management.

Mbiti (2007) argues that the school committee and the parent's teachers association (PTA) in any school are the voice of parents. Members of the school committee speak for and on behalf of the parents. The head teacher must therefore, respect, their opinions, listen to their suggestions and in every way seek their advice and support. The progress of the school depends largely on how much support the head teacher gets from parents through the school committee and the PTA. A lot can be accomplished in a school when parents know that the head teacher is a trust worthy person, that he or she values their contribution towards the school progress. The head teacher must seek every opportunity to counsel with parents about their children. A child's progress report is of utmost interest to parents.

Okumbe (2001) defines human resources in any educational organization as the total work effort as indicated by the number of employees and their effective hours of work, their capacity to the work and their productivity.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter is going to present the research (study) design, research methodology, target group, research instruments and sample and sampling procedures and data collection procedures.

3.1 Research Design

The study explored strategies employed by principals, teachers, students and the school management; the challenges they face in their attempts to improve academic performance especially in KCSE. Descriptive survey research design was used. The research design was considered suitable because it enabled an in-depth study of the relevant variables to be made in order to establish existing conditions in the schools studies that were concern with what people think and what they do, and different types of educating fact finding can utilize this research design (Frankel and Wallen, 1993). The use of survey was appropriate for this study because survey provides a great deal of information, which is accurate (Kerlinger, 1978)

3.2 Study Area

The study was conducted in Masaba North sub-county in Nyamira County in Nyanza Gusii region, Kenya. Masaba North has 26 registered secondary schools. All schools will participate in this study.

Masaba North Su-county was selected for the study because of persistent poor academic performance in the area (source DEO's office). Being a teacher in the region researcher is even more interested in exploring strategies to improve academic performance in the region and by extension in the whole of Kenya. Singleton (1993) has observed that the ideal setting for any study is one that is directly related to the researcher's interests. He further argues that the ideal setting for any study should be easily accessible to the researcher and that which allows immediate rapport with the participants.

The researcher preferred Masaba North because he is familiar with the study area. Wamahiu and Karagu (1995), points out that sometimes, being familiar with the research site helps in gaining acceptance. They further argue that if participants are consistently hostile or even indifferent towards you, your research cannot succeed.

3.3 Target population

The target population was 26 principals, 26 B.OM (chairmen), 254 teachers and 832 form three students. The principals were also considered crucial because they were expected to provide crucial information concerning teachers, parents, students and other stakeholders. They were also in a position to provide information about the resources available or lack of it; the number of lessons handled by each teacher, number of students per class among other information.

Teachers were chosen for the purpose of providing information concerning strategies they employ in teaching and also providing information of what they feel are good strategies to apply in teaching to improve academic performance.

The BOM was chosen because they have a very important role to play and they are the managers of the schools. The principals are the centre of administration and they will provide essential information on strategies they applied to improve academic performance. Students were chosen because they are the raw materials and they are the customers and in business they say the customer is 'always right'

3.4 Sample Size and Sampling Procedures

The sample for the research was selected from 30% of teachers and students from all secondary schools in Masaba North Sub-county. There are 26 secondary schools registered in the Sub-county (DEO's office file). All schools participated in this research. Purposeful sampling was used for principals and chairmen. Kerlinger (1973) recommended 30% of a representative sample for a descriptive research. However for this research the 30% applied to teachers and students. From a target population of 832 students and 254 teachers a sample size of 250 students and 76 teachers was obtained.

To obtain the sample of students form three a class lists were obtained from class teachers. From the list 30% of the students in each school were selected using simple random sampling technique for the teachers, the list was provided by the principal and then the 30% sample was selected using simple random sampling technique.

3.5 Instruments for data collection

The Instruments for data collection in this research would be documentation, and questionnaires. Warwick and Linger (1975), states that researchers should settle on

Instruments which provide high accuracy, generalizability and explanatory demands with high administrative convenience.

3.5.1 Questionnaires

The researcher used four types of questionnaires. One was for principals, another for the teachers, the third for the students and finally for the chairmen of BOMs.

Satyanarayana (1983), says that questionnaire is useful in obtaining objective data. This is due to the fact the participants are not manipulated in any way by the researcher as they fill the questionnaires. The researcher will develop four types of questionnaires based on the objectives of the study and the research questions. The questionnaires was both open ended items thus will provide for qualitative and quantitative data respectively.

The principal's questionnaire was used to get information on the strategies the principals apply in order to improve academic performance in their schools; availability of teaching resources, the lack of it, students population, admission requirements among other things.

The teacher's questionnaire was used to get information on teacher's learning resources, number of students per class, problems encountered in teaching and recommendations on strategies to improve academic performance.

The student's questionnaires was used to get information on the student's problems they encounter in learning, their perception on teachers , availability of learning resources, their background that could hinder their effective learning and recommendation on how they want to be taught in order to improve their academic performance. The use of questionnaires was appropriate because interviews would be tedious for so many teachers

and students. The questionnaire for BOM is meant to get information on what they are doing to ensure improvement in academic performance.

3.6 Validity of research instruments.

Best and Kahn (1983) says that the test is said to be valid if it measures what it is supposed to measure. Kothari (2004) argues that validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure. Kasomo (2007), states that the concept of accuracy is what is called validity. As for Anastansia (1982) she define validity as the quality that a procedure or instrument (tool) used in the research is accurate, correct, timely, meaningful and right.

The questionnaire items and observation schedule for the study was designed and developed by the researcher with ideas and guidelines from the supervisor and fellow master's students. The tools of research were tested for validity. The necessary reviews were made before the questionnaire is piloted.

3.7 Piloting of Research Instruments

The questionnaire and observation schedule was piloted in three schools randomly selected. The schools to be used in piloting will not form part of the school sample. The purpose of piloting the questionnaire and observation schedule of the items and language used.

3.8 Reliability of Research Instruments

Tuckman (1978) says this about reliability: tells how well a test measures what is it is supposed to measure. To test the reliability of the instruments to be used in this study, a

pretest study was done in three secondary schools from the study area but which will not constitute the study sample. The test retest method was used to estimate the reliability of the questionnaires. The sample will comprise of three principals, 30% of teachers in each of the three schools and 30% of students in each of the 3 schools. The questionnaires would be administered within an interval of one week. The responses to the items in the questionnaire were assigned, numerical values. The Pearson's moment correlation coefficient between the scores of the two different occasions was used to calculate reliability coefficient using the formulae;

$$R = \frac{\sum XY}{\sqrt{\sum^2 \sum y^2}}$$

A correlation coefficient of 0.78 was obtained indicating that the instruments were reliable and therefore adopted for the study.

3.9 Data collection process

The researcher notified the selected schools' principals of the intention to conduct the study and intended dates. This was done through a letter or a phone call in which the researcher sought for permission to conduct the research. The researcher requested the principal availability during those dates of data collection.

The questionnaires were delivered to respective schools in person. Respondents were assured of confidentiality of the responses. Observation schedule was done the same day. The questionnaires once filled were collected by the researcher the same day. The respondents will not be required to write their names.

3.10 Data analysis procedures

The researcher used both qualitative and quantitative methods of data analysis. The processing and analyzing procedure was planned carefully to avoid error in coding and for this purpose the reliability of coders was needed to be checked statistical computations was needed and as such averages, percentages and other various coefficients was worked out.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the results of data analysis. The study explored management strategies used improve KCSE examination results in Masaba North of Nyamira County. This chapter is divided into five major sections with section one covering the demographic description of participants involved in the study. Section two covered the administrative strategies used to improve academic performance and section three covered classroom strategies to improve academic performance. Section four covered Student specific strategies to improve academic performance and the last section covers school management strategies to improve academic performance. Data collected were analyzed using descriptive and inferential statistics. The chapter opens with a demographic description of the participants involved in the study. This information was collected from two main instruments; Questionnaires and interview schedule.

4.2 Demographic Description of Participants involved in the Study

A total of 74 out of 76 teachers and 234 out of 250 students duly completed and returned the questionnaires. The return rate for the questionnaires used for data analysis was 97.4% for teachers and 93.6% for students which was therefore considered high enough to avail the required information and therefore acceptable. Some of the demographic information gathered from participants included; category of the schools, status of the schools and presence of strategic plans in school.

4.2.1 Category of schools

The school principals were asked to indicate the category of their schools. The results are presented in figure 4.1.

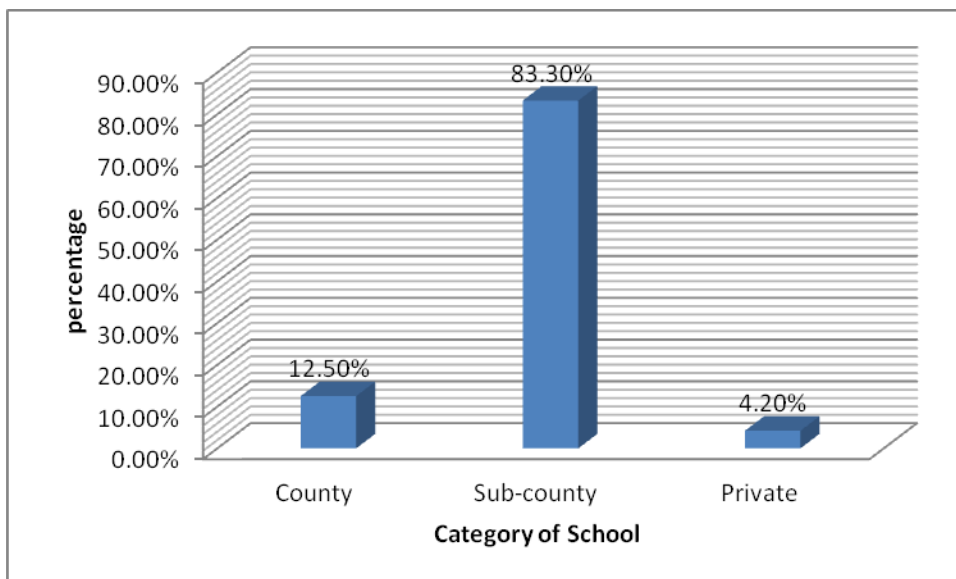


Figure 4.1: Category of schools

Figure 4.1 shows that 20(83.3%) schools were sub-county schools, 3(12.5%) schools were county schools while 1(4.2%) schools were private schools. The study findings shows that majority (83.3%) of the schools in Masaba North were sub-county schools.

4.2.2 Status of schools

In addition, the respondents were asked to indicate in the questionnaire the status of their schools. The results are presented in Figure 4.2.

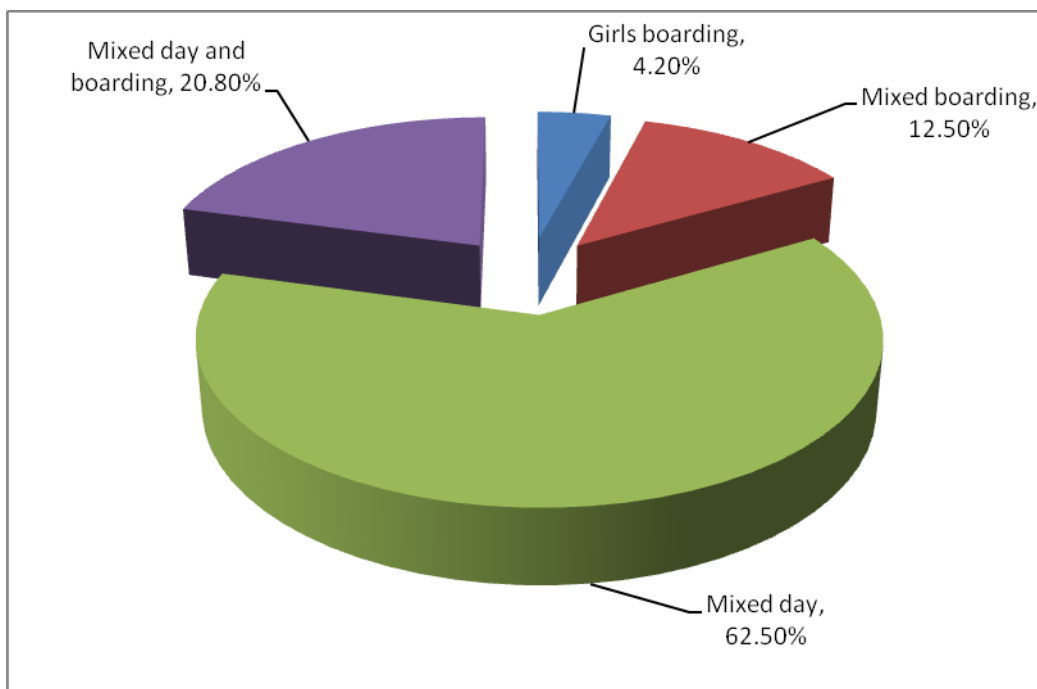


Figure 4.2 Status of Schools

Figure 4.2 shows that 15(62.5%) schools were mixed day schools, 5(20.8%) schools were mixed day and boarding schools and 3(12.5%) schools were mixed boarding schools while 1(4.2%) schools was a girl school. The study findings showed that a majority (62.5%) schools in Masaba North Sub-County were mixed day schools.

4.2.3 Presence of Strategic plans

Further, the school principals were asked to indicate whether their schools had any vision, mission and motto in place. Their responses were scored and the results of data analysis showed that all the schools in Masaba North Sub-county had school motto, vision and mission. In addition, the principals were asked to indicate whether their schools had strategic plans to achieve their mission, vision and motto. The results are presented in Figure 4.3.

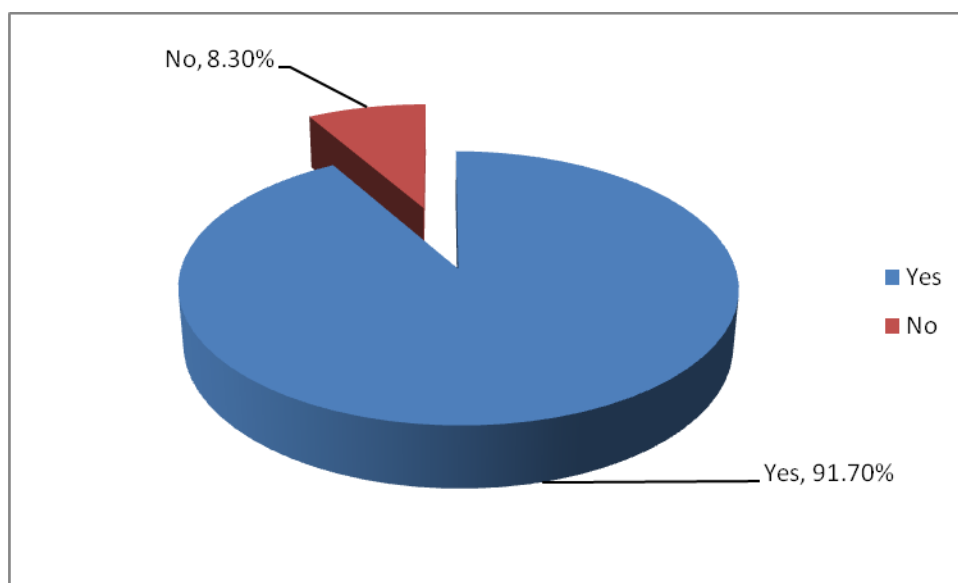


Figure 4.3: Presence of Strategic plans in Schools

Figure 4.3 showed that 22(91.7%) schools had strategic plans in place while 2(8.3%) schools did not have any strategic plans in place. The study findings showed that a majority (91.7%) of the schools in Masaba North Sub-County had strategic plans in place. The presence of strategic plans in schools enables the schools to achieve their short term and long term set goals improving on the academic standards of the schools.

4.3 Administrative strategies used to improve academic performance

The first objective of this study was to determine the administrative strategies to improve academic performance. To achieve this, the principals were asked specific questions on the administrative strategies that they have put in place to enhance academic performance. They were requested to indicate whether they had introduced in their schools remedial teaching. The results are presented in Figure 4.4.

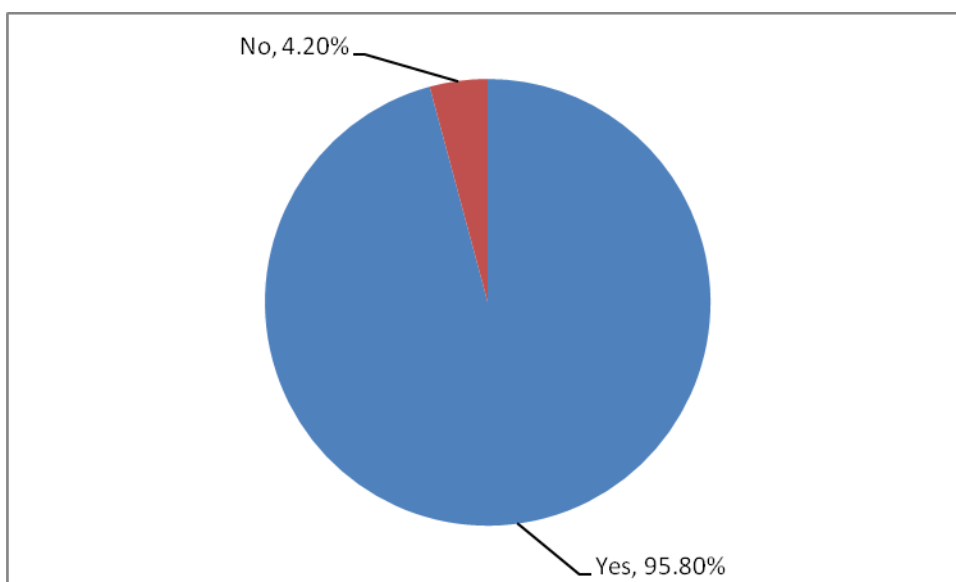


Figure 4.4: Introduction of remedial teaching

Figure 4.4 shows that 23(95.8%) principals reported that their schools had remedial teaching in their schools while 1(4.2) principals cited that their school did not have any remedial teaching. The study findings shows that majority of the schools in Masaba North Sub-County had remedial teaching. Remedial teaching is one of the strategies employed by most schools to boost academic performance of students especially the syllabus completion. Studies such as Odeyemi (1983), Ogunlade (1986), Salami (1987) and Oyebode (1990) have employed different counselling approaches to effect improvement in students' academic performance in Mathematics, Arithmetic, Chemistry and English Language respectively. However, remedial guidance strategy was found to be an effective strategy of effecting improvement on the academic achievement of secondary school students. It further emerged that remedial teaching was conducted in all the schools who had put in place remedial teaching continuously.

In addition, the principals were asked to indicate the condition of their schools' staffing. The results are presented in table 4.1.

Table 4.1: Situation of Staffing in Schools

Situation	Frequency	Percent
Fairly adequate	16	66.7
Its adequate	2	8.3
Inadequate	5	20.8
Severely inadequate	1	4.2
Total	24	100.0

Table 4.1 shows that 16(66.7%) schools had fairly adequate staff, 5(20.8%) schools had inadequate staff and 2(8.3%) schools had adequate staff while 1(4.2%) school had severely inadequate staff. The study showed that majority (66.7%) of the schools in Masaba North Sub-County had fairly adequate staff and therefore influencing academic performance positively.

In addition, the principals were requested to indicate whether they employed teachers through BOM to fill the shortage of teachers. The results are presented in Figure 4.4.

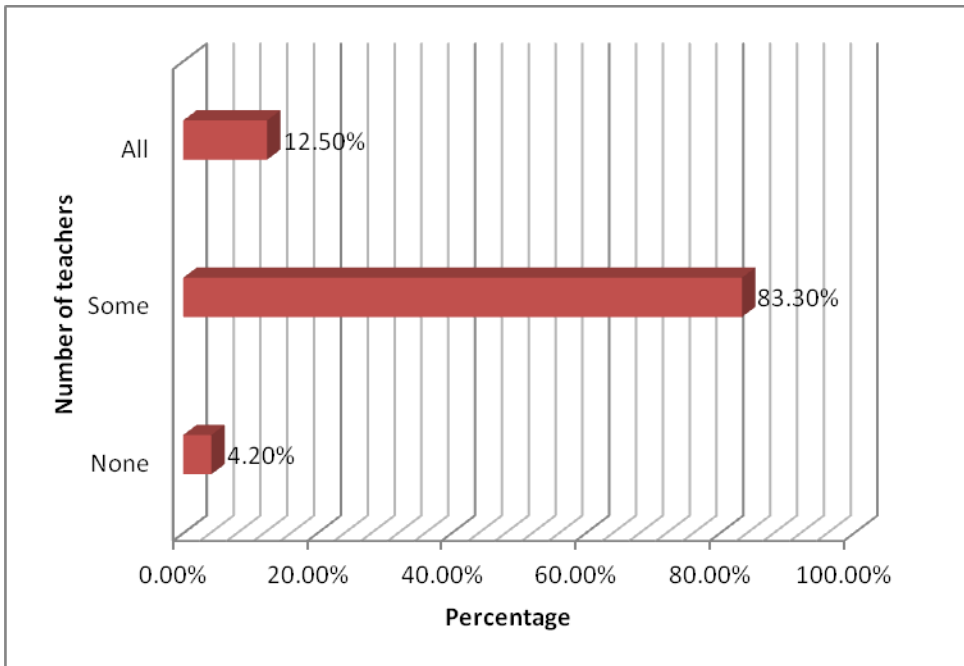


Figure 4.4: Teachers' Employed through BOM

Figure 4.4 shows that 20(83.3%) principals reported that they employed some teachers through BOM to fill the shortage of teachers, 3(12.5%) principals cited that their schools employed all teachers through BOM while 1(4.2%) principals reported that their schools never employed teachers through BOM. This implies that majority of the schools in Masaba North sub-County employed some teachers through BOM to fill the position created by shortage of teachers in these schools improving on the academic achievement of students by lowering the teachers' workload.

Similarly the principals were asked to how they ensure that school activities went on smoothly without any interruption. The results showed that all the principals delegated their duties to teachers making teachers to be more responsible with particular issues affecting the schools. In addition it emerged that 19(79.2%) principals conducted staff meetings at the beginning and the end of the term, 3(12.5%) principals conducted staff meetings every month while 2(8.3%) principals conducted staff meetings only at the beginning of the term as shown in Table 4.4.

Table 4.4: Frequency of conducting staff meetings

Frequency	Count	Percent
Every month	3	12.5
At the beginning and end of term	19	79.2
only at the beginning of term	2	8.3
Total	24	100.0

The study findings indicated that majority (79.2%) principals usually conducted their staff meetings at the beginning and end of term. This implies that most schools hold regular meetings focusing specifically on academic achievement of the students.

On supervision of curriculum implementation it emerged that most of the principals mostly engaged various strategies such as observing teachers in class, checking on school attendance of teachers and checking on students' exercise books and notes at random. In addition all the principals acknowledged that they had put in place guidance and counseling departments especially on academic issues. Guidance and counseling helps in improving the academic performance of students in public secondary schools.

4.4 Classroom Strategies to Improve Academic Performance

The second objective of this study was to establish classroom strategies to improve academic performance. To achieve this objective, a questionnaire was specifically designed for teachers since they are in touch with students mostly in classroom. First, teachers were asked to the ratio of text books to students in the subjects in which they were teaching. The results of data analysis are presented in Table 4.3.

Table 4.3: Ratio of text books to students

Ratio	Frequency	Percent
1:2	17	23.0
1:1	10	13.5
1:3	18	24.3
1:4	29	39.2
Total	74	100.0

Table 4.3 shows that 29(39.2%) teachers reported that text books to student ratio was 1:4 in their schools, 18(24.3%) teachers cited that text to student ratio was 1:3 and 17(23.0%)

teachers reported that text books to student ratio was 1:2 in their schools while 10(13.5%) teachers cited that text books to student ratio was 1:1 in their schools. The study findings shows that, in most schools there were inadequate number of text books for students and this could negatively affect the academic performance of students. This shows that resource materials in secondary schools are not adequately addressed impacting negatively on academic performance. Otunga (2000) found that resource preparation for curriculum implementation is not adequately addressed.

Further, the teachers were asked to indicate how they were motivating students in their classes. The results showed that most teachers engaged the use of both praise and the giving of tangible rewards to students. This was the most commonly used ways for motivating students. Similarly, teachers were asked to indicate the frequency of preparing lesson plans. The results are presented in Figure 4.5.

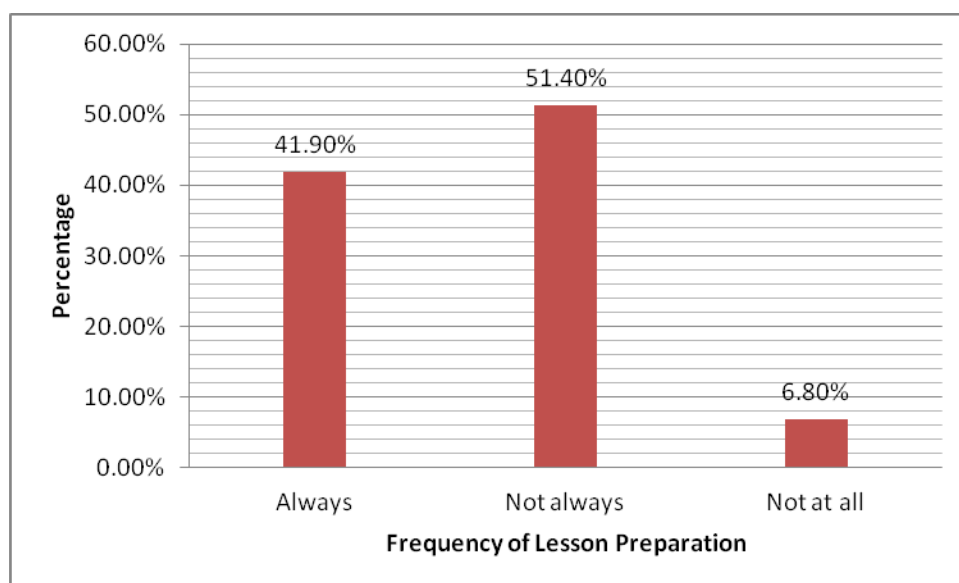


Figure 4.5: Frequency of lesson preparation

Figure 4.5 shows that 38(51.4%) teachers not always prepared their lesson plans, 31(41.9%) teachers always prepared their lesson plans while 5(6.8%) teachers never prepared their lesson plans. Preparation of lesson plans helps in curriculum implementation and in achieving set targets for syllabus coverage which enhances academic performance.

On evaluation of students it emerged that 25(33.8%) teachers evaluated their students on weekly basis, 22(29.7%) teachers evaluated their students on monthly basis while 14(18.9%) teachers evaluated their students after a fortnight as shown in Table 4.4

Table 4.4: Frequency of student Evaluation in Secondary schools

Frequency	Count	Percent
Daily	13	17.6
Weekly	25	33.8
Forth night	14	18.9
Monthly	22	29.7
Total	74	100.0

The study shows that most teachers evaluated their students on particular subjects on weekly basis or on monthly basis. This implies that most teachers in secondary schools in Masaba North Sub-County evaluated their students on weekly and monthly basis. Student evaluation is therefore one of the strategies employed by schools in enhancing students academic performance. Quality classroom-observation-based evaluation and performance measures can improve mid-career teacher performance both during the period of evaluation, consistent with the traditional predictions.

It further emerged that 43(58.1%) teachers prepared schemes of work on termly basis, 29(39.2%) teachers prepared schemes of work on yearly basis while 2(2.7%) teachers prepared schemes of work on monthly basis as shown in figure 4.6.

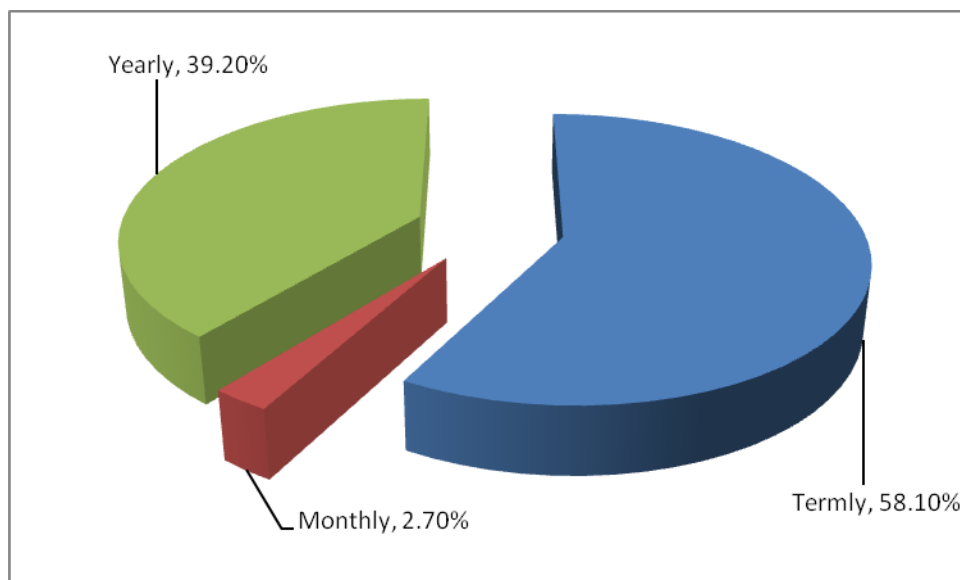


Figure 4.6: Method used to prepare schemes of work

The study findings showed that majority (58.1%) teachers prepared schemes of work on termly basis. This implies that in most secondary schools in Masaba Sub-County prepared their lesson plans on termly basis therefore positively influencing the students' academic achievement.

In addition the teachers were requested to indicate the frequency in which they planned their teaching in order to assist students who had learning difficulties. The study findings

indicated that 61(82.4%) teachers oftenly planned their teaching in order to assist students who have learning difficulties while 13(17.6%) teachers rarely planned their teaching in order to assist students who have learning difficulties as shown in Figure 4.7.

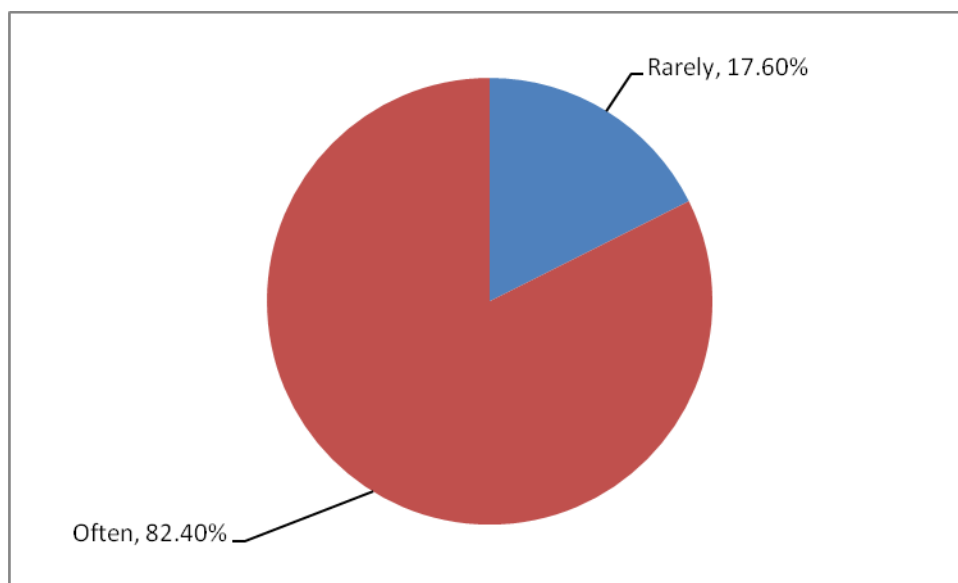


Figure 4.7: Frequency of planning teaching

The study findings showed that majority (82.4%) teachers in Masaba North Sub-County oftenly prepared their teaching in order to assist students who have learning difficulties. This implies that teachers usually assist students with learning difficulties by preparing well their teaching methods.

On whether teachers had discussion groups in their subjects, it was found out that 69(93.2%) teachers acknowledged that they had discussion groups in their subjects while 5(6.8%) teachers did not have discussion groups in their subjects. This implies that majority (93.2%) of the schools have student discussion groups in all the subjects enhancing the academic achievement amongst the students.

4.5 Student specifics strategies to improve academic performance

The third objective of this study was to investigate Student specifics strategies to improve academic performance. To achieve this objective, questionnaire was designed specifically for students. First, the students were asked to indicate how they were picking their leaders (prefects). The results are presented in table 4.5.

Table 4.5: Picking of student Leaders

Response	Frequency	Percent
All teachers with principal chooses leaders	27	11.5
Students elect their student leaders through voting	207	88.5
Total	234	100.0

Table 4.5 shows that 207(88.5%) students reported that students elected their student leaders through voting in their schools while 27(11.5%) students cited that all teachers with principal choose student leaders. This implies that a majority of the student leaders in secondary schools in Masaba North Sub-County were elected by students through voting. This shows that most schools in the sub-county have adopted the student council

system where students elect their representatives. The student council leadership could be one way of enhancing student discipline which translates to better academic achievement amongst the students.

Further the students were asked to indicate whether their parents or sponsors were supportive in their learning. The study findings indicated that 160(68.4%) students reported that their parents/sponsors were very much supportive in their learning, 56(23.9%) students reported that their parents/sponsors were not much supportive in their learning while 18(7.7%) students cited that their parents/sponsors were not at all supportive to their learning as shown in Figure 4.8.

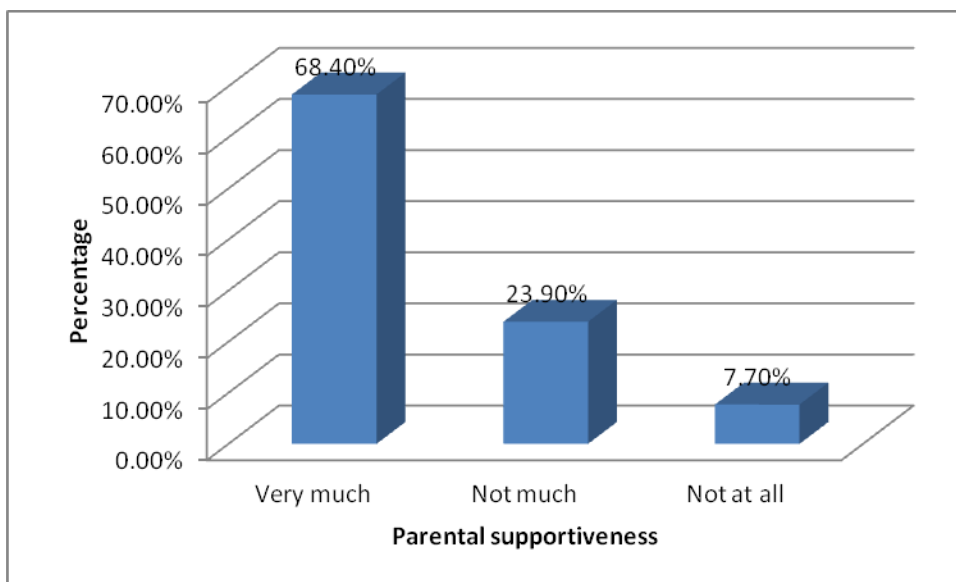


Figure 4.8: Parental supportiveness

The study findings showed that a majority (68.7%) of the students believed that their parents/sponsors were supportive to their learning. Parents could support students' learning through provision of learning materials such as books, payment of fees and construction of school infrastructure which could enhance students' academic achievement.

In addition the students were asked to indicate whether the school environment was conducive for learning. The results are presented in Table 4.6.

Table 4.6: Schools' conduciveness for learning

Response	Frequency	Percent
Very conducive	41	17.5
Conducive	79	33.8
Fairly conducive	86	36.8
Hostile	23	9.8
Very Hostile	5	2.1
Total	234	100.0

Table 4.6 shows that 86(36.8%) students reported that schools' environment was fairly conducive for learning, 79(33.8%) students cited that their schools' environment was conducive for learning, 41(17.5%) students reported that their schools' environment was very conducive for learning while 23(9.8%) students cited that their schools' environment was very hostile for learning. From the responses, it can be deduced that majority of the school's environment in Masaba North Sub-County were conducive for learning and therefore enhancing students' academic achievement.

In addition, the students in secondary schools in Masaba North Sub-County were asked to indicate the frequency of seeking guidance from their teachers. The results are presented in Table 4.7.

Table 4.7: Frequency of Seeking teachers' Guidance

Frequency	Count	Percent
Always	108	46.2
Rarely	111	47.4
Not at all	15	6.4
Total	234	100.0

From the table 4.7, 111(47.4%) students reported that they rarely sought guidance from their teachers, 108(46.2%) students cited that they always sought guidance from their teachers while 15(6.4%) students indicated that they had never sought guidance from their teachers. The study findings showed that most of the students rarely sought guidance from their teachers on academic issues. Guidance provided by teachers enables students to select their subjects accordingly and similarly their careers.

In addition it emerged that 115(49.1%) students reported that they always went for tours, contests or seminars, 95(40.5%) students indicated that they had never gone for tours, seminars or contests while 24(10.3%) students cited that they rarely went for tours, contests or seminars as shown in Table 4.8

Table 4.8: Frequency of going for tours, contest or seminars

Response	Frequency	Percent
Always	115	49.1
Rarely	24	10.3

Not at all	95	40.6
Total	234	100.0

Table 4.8 shows that majority of the students in secondary schools in Masaba North Sub-County always went for motivational tours boosting their academic performance. One way that schools embrace is motivational tours motivates students to perform like their counterparts in other schools.

Further it emerged that 175(74.8%) students engaged themselves in extracurricular activities while 59(25.2%) students never engaged themselves in extracurricular activities. As shown in figure 4.9.

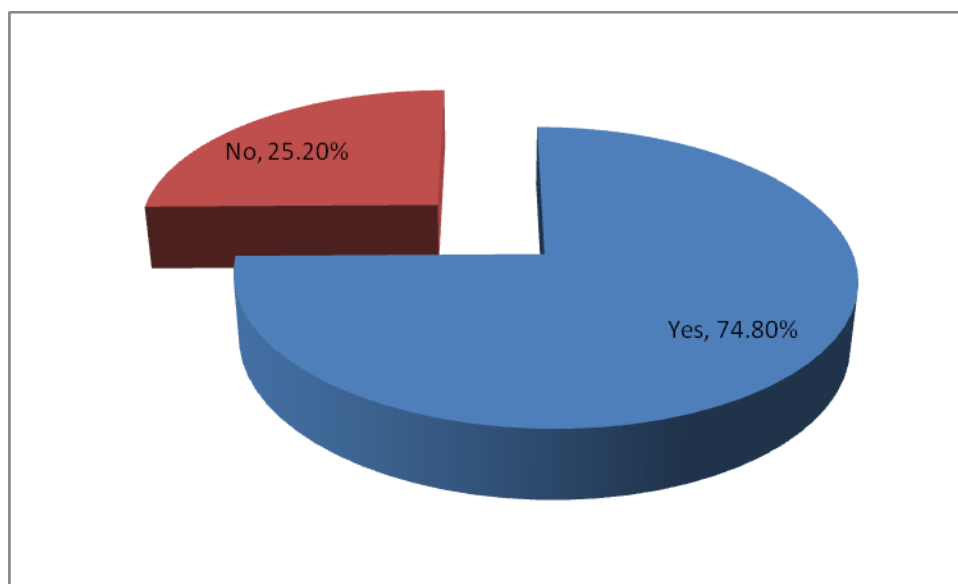


Figure 4.9: Engagement in extracurricular activities

Figure 4.9 shows that majority of the students (74.8%) in secondary schools in Masaba North Sub-County usually engaged in extracurricular activities. Extracurricular activities are usually associated with improved academic performance of students.

4.6 School management strategies to improve academic performance

The fourth objective was to investigate school management strategies to improve academic performance. To achieve this objective, a questionnaire was designed specifically to board of Management on school management strategies used to improve academic performance. First, the respondents were required to indicate the state of infrastructure in their schools. The results are presented in table 4.9.

Table 4.9: State of Infrastructure in schools

Status	Frequency	Percent
Good	4	18.2
Fair	17	77.3
Poor	1	4.5
Total	22	100.0

Table 4.9 shows that 17(77.3%) BOM chairpersons cited that the infrastructure in their schools were fair, 4(18.2%) BOM chairpersons reported that infrastructure in their schools were good while 1(4.5%) BOM chairperson indicated that the infrastructure in their school was poor. The study findings suggested that the state of infrastructure in the majority of the schools in Masaba North Sub-County was fair. This implies that the infrastructure needs further development to accommodate all students adequately. The state of infrastructure in a school could have an impact on academic performance. Poor infrastructure implies that the all students cannot be accommodated hindering teaching and learning process. Most of the BOM chairpersons cited that there was construction of dormitories, classrooms, libraries and laboratories in their schools.

In addition, the BOM chairpersons were asked to indicate whether they were satisfied with academic performance of their schools. The results are presented in Table 4.10.

Table 4.10: BOMs satisfaction of academic performance

Response	Frequency	Percent
Satisfied	3	13.6
Fairly satisfied	18	81.8
Not at all	1	4.5
Total	22	100.0

From the table 4.10 it can be deduced that 18(81.8%) BOM chairpersons were fairly satisfied with the academic performance of their schools, 3(13.6%) BOM chairpersons were satisfied with their school's academic performance while 1(4.5%) chairperson was not satisfied with the school's performance. This shows that a majority (81.8%) of the BOM chairpersons were fairly satisfied with their schools' performance. This implies that most of the schools in Masaba North Sub-County perform fairly academically and therefore there is need for more strategies to be put in place to enhance academic performance in the Sub-County.

On the frequency in which the BOM had meetings with teachers, it was found out that 13(59.1%) BOM chairpersons oftenly had meetings with teachers, 8(36.8%) BOM chairpersons rarely had meetings with their teachers while 1(4.5%) chairperson very oftenly held meetings with teachers as shown in Table 4.11.

Table 4.11: BOM's Frequency of meeting teachers

Response	Frequency	Percent
Very often	1	4.5
Often	13	59.1
Rarely	8	36.4
Total	22	100.0

From the table 4.11, it emerged that majority (59.1%) of the BOM chairpersons in secondary schools in Masaba North Sub-County oftenly met with teachers to discuss issues affecting their performance in class. Having regular meetings with teachers enhances that teachers have adequate teaching materials and that their interests are well

gathered for by the school management enhancing teachers' commitment to teaching job satisfaction which could translate to better academic performance in the schools.

Similarly the BOM chairpersons were asked to indicate the frequency they usually meet to discuss matters pertaining to school. The results are presented in Table 4.12.

Table 4.12: Frequency of meetings by BOM

Number of times	Frequency	Percent
Only during the emergency	4	18.2
Quite often	12	54.5
On invitation	4	18.2
Every term	2	9.1
Total	22	100.0

From the table 4.12, it emerged that 12(54.5%) BOM chairpersons quite often met to discuss issues pertaining to the school, 4(18.2%) BOM chairpersons reported that they only met during emergencies, 4(18.2%) BOM chairpersons cited that the only meet on invitation by the principals while 2(9.1%) BOM chairpersons indicated that they met on termly basis. From the findings it can be shown that most of the secondary school BOM in Masaba North Sub-County quite oftenly met to discuss matters pertaining to the schools. Most of the matters being discussed at BOM meetings are student discipline, infrastructure development, school staffing and academic performance of the schools. It can therefore be shown that most BOM committees quite oftenly meet to deliberate on issues which can enhance the academic performance of students in the respective schools. On communication with students it emerged that most of the BOM chairpersons rarely communicated with students as presented in table 4.13.

Table 4.13: BOMs Communication with Students

Response	Frequency	Percent
Quite often	8	36.4
Rarely	11	50.0
Not at all	3	13.6
Total	22	100.0

Table 4.13 shows that 11(50.0%) BOM chairpersons reported that they rarely communicated with students, 8(36.4%) BOM chairpersons cited that they quite oftenly communicated with students while 3(13.6%) BOM chairpersons indicated that they never communicate with students. The study findings showed that most of the BOM chairpersons rarely communicate with students. Its only the principals who are members of BOM who usually communicate with students during assemblies, class or through memos. This implies that there is need for effective communication channels to provided by schools to allow the BOM chairpersons to effectively communicate with students influencing positively schools' overall academic achievement.

Further, the it emerged that most of the BOM committees in secondary schools obtained school development funds through the PTA, Harambees, constituency development funds, donors and well wishers. On mechanisms that need to be put in place to improve academic performance of schools, most of the BOM chairpersons reported that they intended to make their schools fully boarding schools and motivate teachers through various strategies as shown in Table 4.14.

Table 4.14: Teachers' Motivation

Response	Frequency	Percentage
Provide them with free lunch	22	62.9
Tours	7	20.0
Monetary rewards	6	17.1
Total	35	100.00

From the table it emerged that BOM chairpersons motivated teachers through various strategies. Majority (62.9%) of the BOM chairpersons acknowledged that they motivated their teachers through provision of free lunch while some (20.0%) motivated teachers through tours and monetary rewards (17.1%). It seems therefore that a majority (62.9%) of the schools in Masaba Sub-County motivated their teachers by provision of free lunch at school. Teachers' motivation plays a critical role in enhancing academic performance in schools and therefore school management need to use various strategies to motivate teachers which will ultimately lead to improved academic achievement.

On whether schools' BOM employed teachers in order to improve on staffing, it emerged that all the schools employed PTA teachers in order to improve teacher to student ratio and lower the teachers' workload improving on academic performance of students.

On the frequency of conducting parents' days, it was found out that most (54.5%) schools conducted their parents days on termly basis while 45.5% of the schools conducted parents' days on yearly basis. Parents' days are usually used by parents in understanding the academic performance of their students and can be advised by teachers on ways of improving their sons/daughters, academic achievement. Therefore parents days need to be conducted regularly to allow parents to monitor academic performance of their children.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary

This section presents the summary of the research process starting with purpose, problem statement, objectives, literature review, methodology, data analysis and interpretation. The chapter also contains conclusion and recommendations. The purpose of the study was to explore management strategies to improve KCSE examination results in Masaba North Sub-County of Nyamira County based on the fact that schools in the sub-county were underperforming in KCSE.

The research used descriptive survey design and targeted students, teachers, principals and BOM chairpersons. Data was collected using questionnaires and observation. The analysis involved descriptive statistics. Data was presented in form of tables, figures and charts. The analysis of data revealed the following;

5. 2.1 Administrative strategies used to improve academic performance

The study findings shows that majority of the schools in Masaba North Sub-County had remedial teaching which was used to boost academic performance of students especially the syllabus completion. Studies such as Odeyemi (1983), Ogunlade (1986), Salami

(1987) and Oyeboode (1990) have employed different counselling approaches to effect improvement in students' academic performance in Mathematics, Arithmetic, Chemistry and English Language respectively. However, remedial guidance strategy was found to be an effective strategy of effecting improvement on the academic achievement of secondary school students. It further emerged that remedial teaching was conducted in all the schools who had put in place remedial teaching continuously.

In addition, majority (66.7%) of the schools in the Sub-County had fairly adequate staff and therefore influencing academic performance positively. Further, majority of the schools employed some teachers through BOM to fill the position created by shortage of teachers in these schools improving on the academic achievement of students by lowering the teachers' workload.

Similarly majority (79.2%) of the principals in secondary schools usually conducted their staff meetings at the beginning and end of term. This implies that most schools hold regular meetings focusing specifically on academic achievement of the students. Further, guidance and counseling departments had been put in place in most schools especially guidance on academic issues which helps in enhancing academic performance.

5.2.2 Classroom Strategies to Improve Academic Performance

The study findings shows that, in most schools there were inadequate number of text books for students and this could negatively affect the academic performance of students. This shows that resource materials in secondary schools are not adequately addressed impacting negatively on academic performance. Otunga (2000) found that resource preparation for curriculum implementation is not adequately addressed.

Further, most teachers evaluated their students on particular subjects on weekly basis or on monthly basis. This implies that most teachers in secondary schools in Masaba North Sub-County evaluated their students on weekly and monthly basis. Student evaluation is therefore one of the strategies employed by schools in enhancing students academic performance. Quality classroom-observation-based evaluation and performance measures can improve mid-career teacher performance both during the period of evaluation, consistent with the traditional predictions.

Similarly, most secondary school teachers in the Sub-County prepared their lesson plans on termly basis therefore positively influencing the students' academic achievement. In addition, majority (82.4%) teachers oftenly prepared their teaching in order to assist students who have learning difficulties. This implies that teachers usually assist students with learning difficulties by preparing well their teaching methods. Furthermore most schools had student discussion groups in all the subjects which enhanced the academic achievement amongst the students.

5.2.3 Student specifics strategies to improve academic performance

The study findings indicated that a majority of the student leaders in secondary schools in Masaba North Sub-County were elected by students through voting. This shows that most schools in the sub-county have adopted the student council system where students elect their representatives. The student council leadership could be one way of enhancing student discipline which translates to better academic achievement amongst the students. Further, a majority (68.7%) of the students believed that their parents/sponsors were supportive to their learning. Parents could support students' learning through provision of

learning materials such as books, payment of fees and construction of school infrastructure which could enhance students' academic achievement.

In addition, majority of the school's environment in Masaba North Sub-County were conducive for learning and therefore enhancing students' academic achievement.

Similarly, most of the students rarely sought guidance from their teachers on academic issues. Guidance provided by teachers enables students to select their subjects accordingly and similarly their careers.

In addition, majority of the students in secondary schools always went for motivational tours boosting their academic performance. One way that schools embrace is motivational tours motivates students to perform like their counterparts in other schools. Further, majority of the students (74.8%) in secondary schools in Masaba North Sub-County usually engaged in extracurricular activities. Extracurricular activities are usually associated with improved academic performance of students.

5.2.4 School management strategies to improve academic performance

The study findings suggested that the state of infrastructure in the majority of the schools in Masaba North Sub-County was fair. This implies that the infrastructure needs further development to accommodate all students adequately. The state of infrastructure in a school could have an impact on academic performance. Poor infrastructure implies that the all students cannot be accommodated hindering teaching and learning process. Most of the BOM chairpersons cited that there was construction of dormitories, classrooms, libraries and laboratories in their schools. In addition, majority (81.8%) of the BOM chairpersons were fairly satisfied with their schools' performance. Further, majority

(59.1%) of the BOM chairpersons oftenly met with teachers to discuss issues affecting their performance in class. Having regular meetings with teachers enhances that teachers have adequate teaching materials and that their interests are well gathered for by the school management enhancing teachers' commitment to teaching job satisfaction which could translate to better academic performance in the schools.

Similarly, most of the secondary school BOM in Masaba North Sub-County quite oftenly met to discuss matters pertaining to the schools. Most of the matters being discussed at BOM meetings are student discipline, infrastructure development, school staffing and academic performance of the schools. It can therefore be shown that most BOM committees quite oftenly meet to deliberate on issues which can enhance the academic performance of students in the respective schools. However, most of the BOM chairpersons rarely communicated with students. It was only the principals who are members of BOM who usually communicate with students during assemblies, class or through memos. This implies that there is need for effective communication channels to provided by schools to allow the BOM chairpersons to effectively communicate with students influencing positively schools' overall academic achievement.

Further, it emerged that most of the BOM committees in secondary schools obtained school development funds through the PTA, Harambees, constituency development funds, donors and well wishers. On mechanisms that need to be put in place to improve academic performance of schools, most of the BOM chairpersons reported that they intended to make their schools fully boarding schools and motivate teachers. In addition a majority (62.9%) of the schools motivated their teachers by provision of free lunch at school. Teachers' motivation plays a critical role in enhancing academic performance in

schools and therefore school management need to use various strategies to motivate teachers which will ultimately lead to improved academic achievement. It further emerged that all the schools employed PTA teachers in order to improve teacher to student ratio and lower the teachers' workload improving on academic performance of students.

5.3 Conclusions

Based on the study findings, the following conclusions are made;

The administrative strategies used to improve academic performance in secondary schools in Masaba North Sub-County included the use of remedial teaching, employment of some teachers through BOM to fill the position created by shortage of teachers in these schools improving on the academic achievement of students by lowering the teachers' workload and the school principals conducting their staff meetings at the beginning and end of term. Further, most principals have introduced guidance and counseling departments which enhances academic performance.

The classroom strategies used to improve academic performance provision of adequate teaching and learning materials, evaluating students on regular basis, preparation of lesson plans by teachers on termly basis and formation of student discussion groups in all the subjects which enhanced the academic achievement amongst the students.

The Student specific strategies to improve academic performance included election of student leaders by students through voting, parental support through provision of learning materials such as books, payment of fees and construction of school infrastructure and

provision of conducive school environment for learning. Further, tours motivated students to perform well academically.

Among the school management strategies used to improve academic performance by BOM included infrastructure development, having regular meetings with teachers, meeting quite oftenly met to discuss matters pertaining to the schools, sourcing for development funds through the PTA, Harambees, constituency development funds, donors and well wishers and motivation of teachers through provision of free lunches.

5.4 Recommendations

The following are the recommendations of this study;

- i. Teachers need to evaluate students on a daily basis because evaluation is part of learning process.
- ii. There is need for students to be motivated through tours, contests or seminars as these improve students' academic achievements.
- iii. There is need for effective communication channels to be provided by schools to allow the BOM chairpersons to effectively communicate with students influencing positively schools' overall academic achievement.

5.5 Suggestions for Further Research

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

- i. Strategic planning and its impact on management of secondary schools.

- ii. An assessment of monitoring and evaluation tools in improving students academic performance in secondary schools.

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APPENDIX I: QUESTIONNAIRE FOR PRINCIPALS

Dear respondent (principal),

I am Bernard Obwoye a student of Moi University Eldoret, School of education. I am carrying out a study on “Management strategies for improving academic performance in secondary education” a survey of schools in Masaba North Sub-county in Nyamira County.

This is of great concern to all education stakeholders. You are therefore in a position as principals to respond to the questionnaire objectively. Your assistance and cooperation was highly appreciated and remember your responses will remain very confidential and it will only be used for this study and not any other purpose. The findings of this study will assist principals, BOM, teachers and students to improve academic performance in our schools.

Thank you for your co-operation.

Questionnaire for principals.

1. What is the category of your school?

- a) National. () b) County. () c) Sub-county. () d) Private ()

2. What is the status of your school?

- a) Boys boarding. () b) Boys day. () c) Girls boarding () d) Girls day ()

e) Mixed boarding () f) Mixed day () g) Mixed day and boarding ()

h) Any other (specify)

-----Do you have a school motto?, vision and mission

- a) Yes. () b) No ()

3. If your answer in 3 above is yes, do you have a strategic plan the achieve the same?
Yes. () b) No ()
4. If your answer in 4 above is no, do you intend to have one?
Yes. () b) No ()
5. If your answer in 5 above is yes within what period -----

6. Have you introduced extra (remedial) tuton in your school?
Yes. () b) No ()
7. If your answer in 7 above is yes, how often do you conduct it?
a) Continuous. () b) During holidays.()
b) c) Any other-----

8. What is the situation of staffing in your school?
a) Fairly adequate. ()
b) It is adequate. ()
c) Inadequate. ()
d) Severely inadequate ()
9. Do you employ teachers through the BOM to fill the shortage of teachers?
a) None. () b) Some. () c) All.
()
10. What do you do to ensure that all activities go on smoothly without hitch?
a) Doing everything for myself. ()
b) Delegating duties to my teachers. ()
c) Doing everything by myself and my deputy. ()
(Tick whichever is most appropriate)
11. How often do you conduct staff meetings?
a) Every month. ()
b) At the beginning and end of term. ()
c) Only at the beginning of term. ()
d) Only at the end of the term ()

e) Any other. (Specify)

12. How do you supervise curriculum implementation .(Enumerate them in order of importance)

- a) Checking of teacher's professional records ()
 - b) Observing teachers in class ()
 - c) Checking on attendance of teachers. ()
 - d) Checking on students exercise books and notes ()
 - e) Any other(Specify)
-

13. What is the mark of most students in KCPE that you admit in form one

(a) 100-200 marks () (b) 201-250 marks () (c) 251-299 marks ()

c) 300- 349 marks () d) 350 and above. ()

14. What is the qualification of most of your eachers?

- (a) B.ED () (b) DIP. EDU () c) UT. Graduates ()
- d) Any other (specify)

15. Do you have guidance and counseling department?

- (a) Yes () (b) No ()

16. If your answer in (16) above is Yes, do you think it has an impact in academic performance?

a) Very much () b) Rarely () c) has no impact ()

17. How often do you discuss teaching and learning problems with your students?

- a) Rarely () b) Frequently () c) Not at all ()

18. Parents, sponsors and other stakeholders support the school.

a) Strongly agree () b) Agree () c) Disagree () d) Strongly disagree ()

19. The school and surrounding environment determines performance of students in examinations.

a) Strongly agree () b) Agree () c) Disagree () d) Strongly disagree ()

20. Do you have a library?

(a) Yes () (b) No ()

21. If your answer in (21) is Yes, how stocked is it?

(A) Well stocked () (B) Fairly stocked () (C) Poorly stocked ()

22. What is the class size in your school?

(A) 10-24 () (B) 25-35 () (C) 36-40 () (D) 41-50 () (E) 51

and above

23. Comment on teacher attendance in your school.

(A) Good () (B) Very good () (C) Fair () (D) Poor () (E) Very poor ()

24. Comment on student attendance in your school.

a) Good. () b) Very good. () c) Fair () d) Poor ()

25. What is the state of collection of school levies in your school?

a) Very high. () b) High. () c) Average. () d) Low. () e) Very low ()

26. When do your teachers complete the syllabus for candidates for KCSE?

a) First term of form four. () b) second term of form four. ()

c) third term of form four. ()

d) Any other time (specify)

.....

27. When do your students report to school if your school is a day school?

.....
.....

28. Do you usually have academic days?

a) Yes. () b) No. ()

29. Do you conduct class conferences in your school?

a) Yes () b) No. ()

30. How often do you evaluate your students?

a) Monthly. () b) Weekly. () c) fortnightly. () d) twice a term
()

e) Termly ()

f) Any other (specify.

.....
Have you set aside days or hours for devotion in your school?

a) Yes () b) No ()

APPENDIX II: QUESTIONNAIRE FOR MANAGERS

Dear respondent (Chairman BOM),

I am Bernard Obwoye a student of Moi University Eldoret, school of education. I am carrying out a study on “Management strategies for improving academic performance in secondary education” a survey of schools on Masaba North Sub-county in Nyamira County.

This is of great concern to all education stakeholders. You are therefore in a position as the chairman of BOM to respond to the questionnaire objectively. Your assistance and cooperation was highly appreciated and remember your responses will remain very confidential and it will only be used for this study and not any other purpose. The findings of this study will assist principles, BOM, teachers and students to improve academic performance in our schools.

Thank you for your co-operation.

Board of Management Questionnaire (chairman) .

1. What is the status of infrastructure in your school?

- a) Good () b) Fair. () c) Poor. ()

2. Are you satisfied with the academic performance of the school?

- a) Very satisfied. () b) Satisfied. () c) Fairly satisfied. () d) Not at all. ()

3. Which school project(s) are you undertaking right now?

How often do you have meetings with your teachers?

- a) Very often. () b) Often. () c) Rarely. () d) Not at all. ()

4. How often has the BOM do you meet to discuss issues pertaining to the school?

- a) Only during an emergency. () b) Quite often. ()
 c) Any other (specify).....

5. As a BOM team do you constantly communicate appropriately and effectively to and with students?

- A) Quite often. () b) Rarely. () c) Not at all. ()

6. Apart from government subsidization in education, what other avenues do you use to get funds?

How cooperative are the parents in your school?

a) Very cooperative. () b) fairly cooperative. ()

c) Cooperative. () d) Not at all. ()

7. Enumerate the mechanisms you have put in place to improve the academic performance of you school?

8. How do you motivate your teachers?

- a) Providing them with free lunch. () b) Monetary rewards. ()
 c) Taking them outb for a tour. ()
 d) Any other motivation (specify)

9. Do you employ teachers in order to improve staffing?

- a) Yes () b) No. ()

10. How often do you conduct parents days?

- a) Termly. () b) Yearly. () c) Half yearly ()

d) Any other (specify)

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Class room strategies (teachers)

Dear respondent (teachers),

I am Bernard Obwoye a student of Moi University Eldoret, school of education. I am carrying out a study on “ Management strategies for improving academic performance in secondary education” a survey of schools on Masaba North Sub-county in Nyamira County.

This is of great concern to all education stakeholders. You are therefore in a position as teachers to respond to the questionnaire objectively. Your assistance and cooperation was highly appreciated and remember your responses will remain very confidential and it will only be used for this study and not any other purpose. The findings of this study will assist principals, BOM, teachers and students to improve academic performance in our schools.

Thank you for your co-operation.

Questionnaire for Teachers

1. What is the ratio of textbook to students in the subject you teach?

(A) 1:2 () (B) 1:1 () (C) 1:3 () (D) 1:4 ()

E) Any other ratio (specify).....

2. How do you motivate your students in class?

(A) Praise () (B) Tangible rewards ()

(C) Any other specify.....

3. How often do you prepare your lesson plan?

(A) Always () (B) Not always () (C) Not at all ()

4. How often do you evaluate your students?

(A) Daily () (B) Weekly () (C) Fortnightly (D) Monthly (E) Termly

(F) Any other (Specify).....

5. Which method do you use to prepare schemes of work?

(A) Termly () (B) Monthly () (C) Yearly ()

6. When do you usually complete your syllabus?

(A) End of 1st term in form 4 ()

(B) Mid-term of second term form 4 ()

(C) End of second term form 4 ()

(D) Third term of form 4 ()

(E) Any other(Specify)

7. What do you use to make your lessons interesting? Rank them in order of importance

(A) Voice and movement ()

(B) Charts, pictures, maps and other teaching aids ()

(C) Group discussions, guest speakers ()

(D) Resources such as computers; library and magazines ()

(E) Varying teaching methods ()

8. How often do you plan your teaching in order to assist students who have learning difficulties?

(A) Rarely ()

(B) Often

(C) Not at all

9. Do you discuss teaching and learning problems with colleagues and the head of department?

(A) Rarely () (B) Frequently () (C) Not at all

10. Have you ever attained any additional qualification since you graduated?

(A) No () (B) Yes ()

11. If Yes in (10) above, which one.

(A) From Diploma to Degree ()

(B) From UT to trained teacher ()

(C) From Degree to Masters ()

(D) From Masters to PhD ()

(E) Any other (specify)

12. Do you normally attend seminars/ conferences deliberately meant to improve your teaching?

(A) Rarely () (B) Frequently () (C) Not at all ()

13. The school environment determine the performance of students in examinations.

a) Strongly agree. () b) Agree. () c) Disagree. () d) Strongly disagree. ()

14. What is the relationship between administration and teachers?

a) Very good. () b) Good. () c) Fair. () d) Poor. ()

15. How motivated are you as a teacher from administration?

a) Very . () b) Fairly. () c) Not at all. ()

16. Do you have any responsibilities in school apart from teaching in class?

a) Yes () b) No ()

17. If your answer in 16 above is yes are you given powers to control your department?

- a) To some extent. () b) Not at all () c) Am given all the powers. ()

18. What is the total number of lessons in subject(s) that you teach per week?

19. do you have group discussions in your subject?

- a) Yes () b) No. ()

20. Have you ever used ICT in your teaching?

- a) Yes () b) No. ()

21. How can you rate the discipline of students in your school?

- a) Very good. () b) Good. () c) Fair. () d) Poor. ()

APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

Dear respondent (student),

I am Bernard Obwoye a student of Moi University Eldoret, school of education. I am carrying out a study on “ Management strategies for improving academic performance in secondary education” a survey of schools on Masaba North Sub-county in Nyamira County.

This is of great concern to all education stakeholders (you as students you are also inclusive). You are therefore in a position as students to respond to the questionnaire objectively. Your assistance and cooperation was highly appreciated and remember your responses will remain very confidential and it will only be used for this study and not any other purpose. The findings of this study will assist principals, BOM, teachers and students to improve academic performance in our schools.

Thank you for your co-operation.

STUDENT RELATED STRATEGIES

Questionnaire for students.

1. How can you classify your family background?

- a) Very poor. () b) Poor. () c) Average. () d) Rich. () e) Very rich.
()

2. Which two subjects you like most?

- a)-----
b)-----

3. Which two subjects you hate most?

- a)-----
b)-----

4. Why do you like the subjects 2 above?

a) Because the teachers are good in handling the subjects. ()

b) Because my parents have compelled me to choose them ()

c) Due to career choice. ()

d) Any other reason.-----

5. Why do you hate subjects in 3 above?

a) Because the teacher does not handle the subjects well. ()

b) Because my parents have discouraged me to do the subject ()

c) Due to career choice. ()

d) Any other reason.-----

--

6. How do you pick your student leaders (prefects)?

a) The principal chooses for us. ()

b) All teachers with the principle chooses for us. ()

c) We elect our student leaders through voting. ()

d) Ant other method . (specify)-----

7. Do you think the parents/ sponsor are supportive in your learning ?

a) Very much. () b) Not much. () c) Not at all. ()

8. How do you find the school environment for your learning?

a) Very condusive.() b) Condusive. () c) Fairly condusive. ()
)

d) Hostile. () e) Very hostile. ()

9. Do you seek guidance from you teachers?

- a) Always.() b) Rarely. () c) Not at all ()

10. How often do you go for tours, contests or seminars?

- a) Rarely.() b) Always. () c) Not at all ()

11. How did you come in this school in form one?

- a) I chose it and I was selected. ()
 b) Was selected without choosing it. ()
 c) My parents / sponsors sort for the vacancy. ()
 d) Any other way (specify)-----

12. In order for you to improve in you academic performance, what will you like your school to be?

- a) Mixed boarding. () b) Single-sex boarding. () c) Mixed-day ()d) Single-day. ()

13. Have your teachers ever exposed you to a computer?

- a) Yes. () b) No. ()

14. In the beginning of the year do your teachers highlight to you what topics you are supposed to cover in that particular year?

- a) Yes. () b) No ()

15. Do you engage yourself in any extracurricular activities?

- a) Yes b) No ()

16. Do you go to church?

- a) Rarely () b) Always () c) Not at all ()

17. State whether you have or don't have:

- a) I have both parents ()
- b) I have one parent ()
- c) Don't have both parents ()

18. Do you like your school?

- a) Not at all ()
- b) To some extent ()
- c) Very much ()

19. Do you have a timetable for your private studies?

- a) Yes ()
- b) No ()

20. Through which means do you come to school?

- a) By foot. ()
- b) By boarding a vehicle. ()
- c) Any other (specify).....

APPENDIX III: SCHOOLS M.S.S TREND SINCE 2009-2013

S/NO	SCHOOL	2009	2010	2011	2012	2013
1.	ST. DON BOSCO	5.26	6.773	6.667	6.932	5.922
2.	NYAKONG	5.90	6.289	6.112	6.140	5.478
3.	RIYABE	5.61	5.649	5.981	5.794	5.747
4.	OMOYO	4.723	5.440	5.483	5.067	4.33
5.	ST.CYPRIAN BITICHA	4.334	5.074	5.833	5.462	5.152
6.	METAMAYWA	4.00	5.00	4.617	5.191	5.574
7.	RIAMONI	4.129	4.490	4.409	4.741	4.77
8.	ST. DANES ERONGE	4.444	4.420	4.913	4.400	4.909
9.	NYANKOBA	4.393	4.270	4.265	4.415	4.512
10.	MONG'ONI	4.807	4.180	5.361	4.375	4.209
11.	RIGOMA	4.31	4.058	4.415	3.756	5.688
12.	MATUTU P.AG	2.88	4.00	4.433	4.108	3.729
13.	NYARIACHO	3.393	3.967	3.484	2.587	4.765
14.	MOCHENWA	4.017	3.701	4.196	5.100	3.778
15.	ESANI	4.383	3.612	4.578	6.174	5.442
16.	KEBIRICHI	3.486	3.577	4.447	4.182	4.313
17.	KARANTINI	3.529	3.563	4.00	4.050	3.611
18.	ST. FRANCIS NTATIEKO	3.745	3.520	3.403	2.447	2.657
19.	RIOOGA	3.100	3.500	3.46	3.613	3.538
20.	NYAMAKOROTO	3.122	3.391	3.429	3.00	2.769
21.	SUNGUTUTA	3.1891	2.687	2.342	2.547	2.047
22.	RIAKWORO	2.591	2.600	5.063	5.813	4.625
23.	NYANCHONORI	2.417	2.470	2.702	4.208	4.680
24.	KERONGETA	3.080	2.426	2.509	3.009	3.554
25.	RIOSIAGO	2.750	2.125	3.238	3.200	3.347
26.	MACHURIURIATI	3.164	1.935	3.864	3.722	2.852
	DISTRICT MSS	3.673	3.744	4.455	4.226	4.119