

**PARENTAL INVOLVEMENT ON STUDENTS' ACADEMIC PERFORMANCE IN
NATIONAL EXAMINATIONS IN PUBLIC SECONDARY SCHOOLS:
A CASE OF TRANS-NZOIA WEST SUB-COUNTY**

BY

CHEMAGET C. PETER

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DECLARATION

Declaration by Candidate

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CHEMAGET C. PETER

Reg. no EDU/PGA/1022/07

Sign

Date.....

Declaration by the supervisors

This thesis has been submitted for examination with our approval as the university supervisors

Sign

Date.....

DR. JOSEPH LELAN

Department of Educational Management and Policy Studies

Moi University

Sign

Date.....

DR. SAMMY CHUMBA

Department of Educational Management and Policy Studies

Moi University

DEDICATION

This work is dedicated to my dear wife Selina and our daughter Magdalene for without their Patience, understanding, encouragement and support, this work could not have been complete.

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ABSTRACT

Parents make a greater contribution on academic performance of public secondary schools in Kenya. However, most of the public secondary schools have continued to perform poorly in examinations in the last five years. The purpose of this study was to establish the influence of parental involvement on performance of students in national examinations in public secondary schools in Trans-Nzoia West Sub-County. The specific objectives of the study were: to examine the effect of parental involvement in decision making on academic performance, to determine the impact of parental provision of teaching and learning resources on academic performance, to assess the outcome of prompt parental fee payment on academic performance and to investigate the effect of parental visitation to school on performance in national examination in public secondary schools in Trans-Nzoia West. The study was based on Epstein's integrated theory of family-school relations, which is characterized by a set of overlapping spheres of influence. The study adopted a survey design. The research was both descriptive and correlation in nature. The target population for this study was 29 principals, 290 teachers, 11600 students and 11600 parents. The sample size was 9 principals, 87 teachers, 620 parents and 620 students for the two zones. Simple random sampling was used in selecting 9 schools, purposive sampling was used to select principals of the sampled schools, simple random sampling to select teachers. Systematic random sampling technique was used to select parents while stratified random sampling was used to select students based on their class level. Questionnaires, interview schedules, document analysis and observation were the methods used for data collection. Questionnaires were administered by a research assistant who also ensured that completed questionnaires were returned. Data gathered was analysed using statistical package for social sciences and presented in frequency tables, percentages, graphs and pie charts. The findings indicated that parents acts as activist in management of the School thus leading to good academic Performance of Students. The Study established that parental involvement in provision of the teaching and learning resources has a positive impact on students' academic performance. The research established that Prompt payment of school fees in one instalment affects academic performance of the Student. It was also found that most of parents expected good performance from their children, but were not visiting the Schools. There were other parents who had no time to discuss with their children anything about their studies. This greatly affected the performance of the students. Based on the findings of the study, it is concluded that parents' involvements indecision making, Provision of Teaching and Learning Resources, Prompt Payment of Fees, and Visitation to Schools leads to improved academic achievement of the students. The study recommends that parents should be totally involved in decision making, provision of teaching and learning resources, visitation to schools and Prompt fees payment for improved academic performance in national examinations. If the recommendations are taken into account by the stake holders, academic performance is expected to improve.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT.....	v
CHAPTER ONE	1
INTRODUCTION TO THE STUDY	1
1.1 Introduction	1
1.2 Background to the Study	1
1.3 Statement of the Problem	6
1.4 Purpose of the Study	6
1.5 Objectives of the Study	7
1.6 Research Questions	7
1.7 Significance of the Study	8
1.8 Justification of the Study	8
1.9 Scope and Limitations of the Study	9
1.9.2 Limitations of the Study	9
1.10 Assumptions of the study	10
1.11 Theoretical Framework	10
1.12 Conceptual Framework	14
Intervening	15
1.12 Operational Definition of Key Terms	16
CHAPTER TWO	17
LITERATURE REVIEW	17
2.1 Introduction	17
2.2 Parental involvement in Education	17
2.2.1 Effects of parental involvement in decision making	27
2.2.2 Parental provision of teaching and learning resources	33
2.2.3 Prompt parental fees payment	35
2.2.4 Parental visitation	38
2.3 Knowledge Gap	42

2.3.1 Summary	43
CHAPTER THREE.....	44
RESEARCH DESIGN AND METHODOLOGY.....	44
3.1 Introduction	44
3.2 Research Design.....	44
3.3 Location of Study.....	45
3.4 Target Population.....	45
3.5 <i>Note.</i> Target Population sample and percentages	46
3.6 Sample and Sampling Technique.....	46
3.7 Instruments of Data collection	48
3.7.1 Questionnaires	48
3.7.2 Interview schedules	48
3.7.3 Document analysis	49
3.7.4 Observation	49
4 Validity and Reliability	49
4.1.1 Validity	49
4.1.2 Reliability	50
4.2 Data Collection Procedure.....	51
4.3 Data Analysis.....	51
4.4 Ethical Consideration	53
CHAPTER FOUR.....	54
DATA ANALYSIS, PRESENTATION, INTERPRETATIONAND DISCUSSION.....	54
4.1 Introduction	54
4.2 Questionnaire Return Rate.....	55
4.3 General and Demographic Information.....	56
4.4 Findings and Discussion.....	58
4.4.1 Effect of parental involvement in decision making on academic performance in public secondary schools	58
4.4.2 Provision of Teaching and Learning Resources	65
4.4.3 Fees Payment	72
4.4.4 Parent Visitation to the School	75
CHAPTER FIVE.....	78

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS.....	78
5.1 Introduction	78
5.2 Summary of findings of the Study	78
5.2.1 Parental Involvement in Decision Making	78
5.2.2 Provision of Teaching and Learning Resources	79
5.2.3 Fees Payment	79
5.2.4 Parent Visitation to Schools	80
5.3.5 Factors that inhibit prompt parental fees payment	80
5.3 Conclusion.....	80
5.4 Recommendations	82
5.4.1. Parental Involvement in Decision Making	82
5.4.2. Provision of Teaching and Learning Resources	82
5.4.3. Parental Visitation	83
5.4.4. Fees Payment	83
5.5.1 Suggestions for Further Research	84
References.....	85
APPENDICES	92
APPENDIX I: QUESTIONNAIRES FOR TEACHERS/HEADTEACHERS AND PARENTS AND STUDENTS	92
APPENDIX II: RESEARCH PERMIT	102
APPENDIX III: RESEARCH PERMISSION LETTERS	103
APPENDIX IV: ACADEMIC PERFORMANCE IN TRANS NZOIA COUNTY(2013 – 2017)	107
APPENDIX V: TRANS-NZOIA COUNTY MAP	120

LIST OF FIGURES

Figure 1:1 Conceptual Framework.....	15
Figure 2:1 Parent involvement in Decision making Determines Students' Performance in National Examination (a).....	61
Figure 4:1 Parent involvement in Decision making Determines Students' Performance in National Examination (b)	62
Figure 4:2 Parental involvement in Provision of Teaching and Learning Resources Determines Students' Performance in National Examination (a)	69
Figure 4:4 Parental involvement in Provision of Teaching and Learning Resources Determines Students' Performance in National Examination (b)	70
Figure 4:5 Parental Visitation to School Influence Students' Academic Performance in National Examination.....	75

LIST OF TABLES

Table 3.1 Sample Size	46
Table 3:2 Sample Frame for Principals and Teachers.....	47
Table 3:3 Sample Frame for Parents	47
Table 3:4: Sample Frame for Students	48
Table 3: 5 Reliability Analysis for the Study Variables.....	51
Table 3. 6: Data analysis plan	52
Table 4:11 Decision Making.....	59
Table 4: 12 Parent involvement in Decision making Determines Students' Performance in National Examination.....	61
Table 4: 13 Parent involvement in Decision making Determines Students' Performance in National Examination.....	62
Table 4:14 Are Parents Involved in Choosing the Representatives in the BOM and PTA?	64
Table 4: 15 Interview Schedule Results: Are Parents Involved in Choosing the Representatives in the BOM and PTA?	65
Table 4:16 Provision of Teaching and Learning Resources.....	66
Table 4:17 Parental involvement in Provision of Teaching and Learning Resources Determines Students' Performance in National Examination.....	68
Table 4: 18	69
Table 4: 19 Interview Schedule Results	71
Table 4:20 Fees Payment.....	72
Table 21 Factors that inhibit prompt parental fees payment	73
Table 4:22 Parental Visitation to School.....	75

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

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

1.2 Background to the Study

Historically, we have witnessed major changes in patterns regarding the relationship between the school and the home. It has long been recognized that the parent is the child's first teacher and that the home serves as the first classroom (Berger, 1995). In the early 19th century, the community and the parents exerted considerable control over the decisions of the school. The church, home, and the community generally supported the same agenda for student learning and the students' evolution into the adult community (Prentice & Houston, 1975).

(DeGrauwe, 2006), states that in most of the Organization for Economic Co-operation and Development (OECD) countries, legislation has been put in place to foster and enhance collaboration between teachers and parents. This relationship helps in good governance in schools and consequently enhances children's development in learning. A study on school community relationships for the last 15 years by (Ballen & Moles, 2013), found out that some strategies for parent and community involvement in the educational process substantially improved the quality of student's educational experiences and their achievement in elementary and secondary schools. But (Campbell, 2012), points out that

the task now confronting educational reformers and researchers is to refine the understanding of the characteristics of effective parent and community involvement and of the related conditions in educational systems and communities under which such involvement has the most beneficial impact. It is not even clear who is responsible for parent and community involvement in the management of the public secondary schools in most of the schools in developing countries.

Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enrol in higher level programs. Researchers cite parent-family community involvement as a key to addressing the school dropout crisis¹ and note that strong school-family-community partnerships foster higher educational aspirations and more motivated students (Barton & Paul, 2003).The evidence holds true for students at both the elementary and secondary level, regardless of the parent's education, family income, or background and the research shows parent involvement affects minority students' academic achievement across all races. However in this research, the limitation is only on secondary schools.

Supporting teaching and learning requires addressing students' social service needs, as well as their academic ones, and this broad-based support is essential to closing achievement gaps. The positive impact of connecting community resources with student needs is well documented. In fact, community support of the educational process is considered one of the characteristics common to high-performing schools (Henderson, Anne, & Mapp, 2002).

Parent, family, and community involvement means different things to different people. A research-based framework, developed by Joyce Epstein of Johns Hopkins University, describes six types of involvement - parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community - that offer a broad range of school, family, and community activities that can engage all parties and help meet student needs. Successful school-parent community partnerships are not stand-alone projects or add-on programs but are well integrated with the school's overall mission and goals. Research and fieldworks show that parent-school-partnerships improve schools, strengthen families, build community support and increase student achievement and success. Education is also a key to the economic growth in Kenya as explained by (Otiato, 2009), (Wanyama & Changach, 2013). It was in this view that the researcher established the rationale behind the usage of teaching and learning materials and how they impact on the students' academic performance in secondary school.

In U.S.A, evidence of parental involvement in education exist both at home and within the school. The No Child Left Behind Act of 2001 recognizes parents' involvement and empowerment in determining the quality of teaching and learning process in schools (Education department, 2004). In Norway studies indicates that parents' involvements in home has significant influence on students' academic achievements (Epstein, 1995).

In some African countries, including South Africa, Uganda and Burundi, policies that supports parental involvement in education have been noted. In South Africa the schools Act of 1996 requires all public schools to have elected school governing bodies consisting of the head teacher, teachers, parents, non-teaching staff and students (Dubbeldan, 2000).

In Burundi, policies require parents to make financial and in kind contributions while in Uganda, despite basic education being a public service, free and mandatory universal

primary education policy of 1997 stipulates parents' role at home and school in support of children's learning.

In the same vein, (Obanya, 2004) asserted that several studies carried out in some areas in Nigeria indicated that the results of Senior School Certificate Examinations was completely bad in nearly all subjects offered to the students. He stressed further that only about 10% of candidates 'meaningfully passed' the examination. According to (Abdu-Raheem, 2011) non availability of and inadequacy of instructional material is the major cause of ineffectiveness of the school system, and the poor performance of students in the schools. In Nigeria teaching and learning in most secondary schools take place under the most un-conducive environment and without access to the essential material (Ahmed, 2003).

Isola, (2010) described instructional materials as objects or devices that; assist the teachers to present their lessons logically and sequentially to the learners. (Oluwagbohunmi & Abdu-Raheem, 2014) Acknowledged that instructional materials are such used by teachers to aid explanations and make learning of subject matter understandable to students during teaching and learning process.

(Nyarko, 2011)*, Investigated the effects of parental involvement in schools on student academic performance in Ghana. Osei-Akodo et al, (2012) investigated the extent of parental involvement in academic performance in Ghana. The results indicated that the majority of the parents hardly assisted their children in homework (Osei-Akodo, Chowa, & Ansong, 2012). Kaberere et al (2013) found that in Rwanda, parents of children in high performing schools were significantly more involved than their peers with children in low performing schools in support for learning and assisting children in homework (Kaberere, Makewa, Muchee, & Role, 2013).

In Kenya, successive governments all along have recognized the need to improve learning environment by involving parents. The Basic Education Act of Kenya (2013) was enacted requiring the school boards of management to assess school needs with full participation of parents. Kibet (2010) investigated the role of parents in enhancing preschool children's education in Uasin-Gishu County, Kenya and found that parental involvement in education was low (Kibet, 2010). Manasi et al (2014) examined the effects of parental involvement in provision teaching and learning resources in Teso North sub-county primary schools which revealed low parental involvement in provision of learning resources hence poor results (Manasi, Ndiku, Sang, & Ejakait, 2014). According to the Ministry of Education Trans-Nzoia West, KCSE report 2013, indicate that schools where parents were involved performed well. Therefore there is need to undertake the study to establish the relationship.

More broadly, parental involvement in education has been defined as "parents' interactions with schools and with their children to promote academic success" (Hill, 2004). Parental involvement has been conceptualized as "collective parental pressure" on schools or the impact of collective utilization of school policies such as school choice, exiting public schools and Sub-county assignments in favor of private, charter, and magnet schools (Epple & Romano, 1998).

Secondary education is the level of basic education at which learners are expected to acquire proficiency in both academic and some applied subjects. The students are expected to take the first recognized national examination that will usher them to higher education at various fields of training or direct entry into the world of work (Koech, 2006). This calls for the parents to support their children in their desired subject and subsequent career choice.

Ministry of Education Science and Technology, MOEST (2005) explains the importance adequate and appropriate facilities for teaching and learning so that educational programs could be implemented effectively. The research focused on parental involvement on students' academic performance in national examinations in public secondary schools in Trans-Nzoia West.

1.3 Statement of the Problem

Most schools in Trans-Nzoia West have performed poorly in the last five years. According to records in the county education office, most stakeholders attribute this to non-participation by parents in school activities that contributes towards academic performance. Parents have been blamed for non-involvement in school activities in terms of provision of teaching and learning resources, payment of fees and provision of infrastructural facilities despite the area being economically endowed. However, it is not clear despite parental involvement in schools, performance in national examinations in Trans-Nzoia West is still poor.

Some stake holders blame the teachers whereas others blame the learners when it comes to poor or unsatisfactory results in academic performance in national examinations. It is this dilemma that informs this study to establish parental involvement on students' academic performance in national examinations in public secondary schools in Trans-Nzoia West Sub-county.

1.4 Purpose of the Study

The purpose of this study was to determine the effects of parental involvement on the student's academic performance of public secondary schools in Trans-Nzoia West Sub-County. The philosophical paradigm is pragmatism which is a belief that reality is

constantly regenerated, debated, interpreted and therefore the best method in use in the study.

1.5 Objectives of the Study

The study was guided by the following objectives;

- i.** To examine how parental involvement in decision-making affects academic performance in public schools in Trans-Nzoia West.
- ii.** To determine how parental provision of teaching and learning resources impact academic performance in public secondary schools in Trans-Nzoia West
- iii.** To assess how prompt parental fees payment, affect academic performance in public secondary schools in Trans-Nzoia West.
- iv.** To investigate how parental visitation to school affects academic performance in public secondary schools in Trans-Nzoia West.

1.6 Research Questions

The study was guided by the following research questions:

- i.** How does parental involvement in decision-making can affect academic performance of public secondary schools in Trans-Nzoia West?
- ii.** How does parental provision of teaching and learning resources impact academic performance of public secondary schools in Trans-Nzoia West?
- iii.** How does prompt parental fees payment affect academic performance in public secondary schools in Trans-Nzoia West?
- iv.** How does parental visitation to school affect academic performance in public secondary schools in Trans-Nzoia West?

1.7 Significance of the Study

It is envisaged that the findings of this research will not only form the basis of practical based management of secondary schools in Kenya, but also inform the school management of the contribution of parents in the management of schools and hence improvement of performance.

To the policy makers, this study can be useful to the Ministry of Education in such pertinent policy issues like school management. To the scholars, findings of this study can add to the body of knowledge in the area of school management.

1.8 Justification of the Study

Parental involvement and active support in teaching and learning is important to sustained education quality and performance in Trans-Nzoia West. However, there exists differing ideas among parents and teachers as to what constitutes poor performance in Schools in Trans Nzoia West. This study was therefore, designed to explore the roles of parents in secondary schools, the extent of parental involvement and the impact of parental involvement on academic performance.

One dynamic too often observed is that parent involvement in education tends to decline as their children go up in grade, with a dramatic drop once students reach middle school (Henderson, Mapp, Johnson, & Davies, 2007).

There is a big disparity in academic performance of public secondary schools in Trans-Nzoia West Sub-county. Parents have a role to play in academic performance of their children. The extent of parental involvement may differ from school to school; an aspect that leads to variation in academic performance. The variation in academic performance in public secondary schools in Trans-NzoiaWest Sub-county, therefore, called for a

research backing to explain the parental role in such performances, hence the study at hand.

1.9 Scope and Limitations of the Study

1.9.1 Scope

The study looked at the parental involvement on performance in secondary schools in Trans-Nzoia West. This is because secondary school examinations play a key role in transition from school to work or further studies and career pathways and also the prevalence of poverty and child labour in the region. Due to time and cost constraints, the study was confined to secondary schools within Saboti and Central Divisions. The study was conducted between June, 2016 and July, 2017. The study specifically addressed the role of parents in the management of public secondary schools, the extent of parents' involvement in the management of secondary schools, the relationship between parental involvement and performance of secondary.

1.9.2 Limitations of the Study

It is not possible to have gender balance in the sample to be studied. This limitation was enhanced through the stratified random sampling method of obtaining the sample for the study that gave no room to balance the number of male and female respondents. The organizational performance indicators used, were, performance in national exams, infrastructural development, enrolment level, and staff turnover are not conclusive enough. There was a need to consider the holistic aspect of performance that includes aspects such as performance in extra-curricular activities. One of the extraneous variables which may have affected performance of the institutions under study is the infrastructural status of the institutions that do vary and hence impacts on organizational performance. Self-rating bias was a concern when participants are given self-appraisals. Individuals

have difficulty rating their behavior with accuracy. Individuals often overrate themselves and some underestimate themselves, and a few accurately rate themselves. While some schools have enacted laws and policies to encourage parent – community – school partnerships, more enforcement is needed. At the same time, promising, locally developed practices should be rewarded, sustained, and expanded.

1.10 Assumptions of the study

The study was based on the following assumptions which were made by the researcher so as to attain the objectives of the study:

The performance of the institutions under study in the standardized national exams, the rate of infrastructural development, and student enrolment level were taken to reflect the performance of the institution.

The respondents used in this study were presumed to be honest enough to give accurate and reliable information as required in the data collection instruments that were used.

The respondents co-operated.

The study assumed that one parent or guardian represented one pupil in the schools that were sampled.

1.11 Theoretical Framework

The study was based on Epstein's (2001) integrated theory of family-school relations, which is characterized by a set of overlapping spheres of influence (Epstein, 2001). The Epstein's (2001) perspective of overlapping spheres of influence posits that, the work of the most effective families and schools overlap and they share goals and missions. The model of overlapping spheres of influence includes both external and internal structure. In

our case parental involvement was both internal and external in the sense that parents can involve themselves in their children's education both at home and in school through provision of learning resources, according them time resource, and basic needs. The external model further recognizes that the three major contexts in which children learn and grow the family, school and the community can be drawn together or pushed apart. Some practices are conducted separately by; schools, families, and communities. Some are conducted jointly in order to strengthen children' learning (Epstein, Coates, Salinas, Sanders, & Simon, 2008).

A school organization is a perfect example of an open system because it constantly interacts with its environment. In this case, the public secondary schools take input from the parents and community and through a series of activities transform or convert the significant inputs into outputs (inputs of other systems) to achieve some objectives. It takes its resources such as students, finance, material and information; transforms and converts these and return them to the environment (society or community) in the form of changed individuals. In this sense it is impossible for a school to be a closed system. The school needs clear aims and objectives which will determine the nature of inputs, the series of activities to achieve outputs and the realizations of organizational goals.

Feedback about the performance of the system and the effects of its operations on the environment are measured in terms of achieving the aims and objectives. Basic principles of organization and management apply in any series of activities in any organization. The common elements of management planning, organizing, directing, coordinating and controlling apply in all cases. These essential administrative functions must be carried out in the school as an organization as well.

The internal model of interaction of schools, families and communities shows where and how complex and essential interpersonal relations and patterns of influence occur between individuals at home, at school and in the community. These social relationships can take place at an institutional level or at an individual level (Epstein, 2001). The model of overlapping spheres assumes that the mutual interests of families and schools can be successfully promoted by policies and programs of organizations and the actions of individuals in the organizations (Epstein, 2001).

The model recognizes that, although some practices of families and schools are conducted independently, others reflect the shared responsibilities of parents and educators for children's learning. When teachers adhere to the perspective of separate responsibilities, they emphasize the specialized skills required by teachers for school training and by parents for home training. With specialization comes a division of labour that pulls the spheres of school and family influence apart (Epstein, 2001).

However, when teachers and parents emphasize their shared responsibilities, they support the generalization of skills required by teachers and by parents to produce successful students. Their combined endeavour pushes the spheres of family and school influence together, increase interaction between parents and school and creates school-like families and family-like schools.

Epstein, (1995) explains that "The unarguable fact is that students are the main actors in their education, development, and success in school." Schools, family, and community partnership cannot simply produce successful student. Rather partnership activities may be designed to engage, guide and motivate students to produce their own successes. According to Epstein, (1995), if children feel cared for and encouraged to work hard in

the role of student, they are more likely to do their best academically, and to remain in school.

According to Chrispeels, (1992), two main strands of research have Parent-School partnerships that are; family learning environments that are positively affect students' school achievement and school initiatives to involve parents in schooling. Moreover, during the period - mid 60's to 80's research on family practices and school based parent involvement research coincided with research investigating characteristics of effective schools. The resulting body of findings succeeded in establishing a link between effective schools, family practices and school-based parent involvement programs (Chrispeels, 1992).

Consequently various typologies of home- school partnerships were developed which combined, indifferent ways, effective family practices with effective school programs with the view to creating effective schools (Chrispeels, 1992). Substantial work was done by Coleman (1977), Gordon (1977), Comer (1984), Swap (1987) and Epstein (1995) to mention a few. These theories and typologies, with other similar work, created a framework for a large number of different models of parent involvement programs implemented in various schools, Sub-counties and states across the US (McLean & Sandell, 1998).

Understandably each scholar and his or her projects are distinctive: some focus on family involvement in special education; early childhood education, elementary, middle and high schools respectively. According to Epstein, (1987; 1991), parental involvement focuses on how school assists all families by helping them to create home environments that will allow them to support children as students. Epstein's Theory helped to lay the foundation for the study by showing the relationship between parents and school management.

1.12 Conceptual Framework

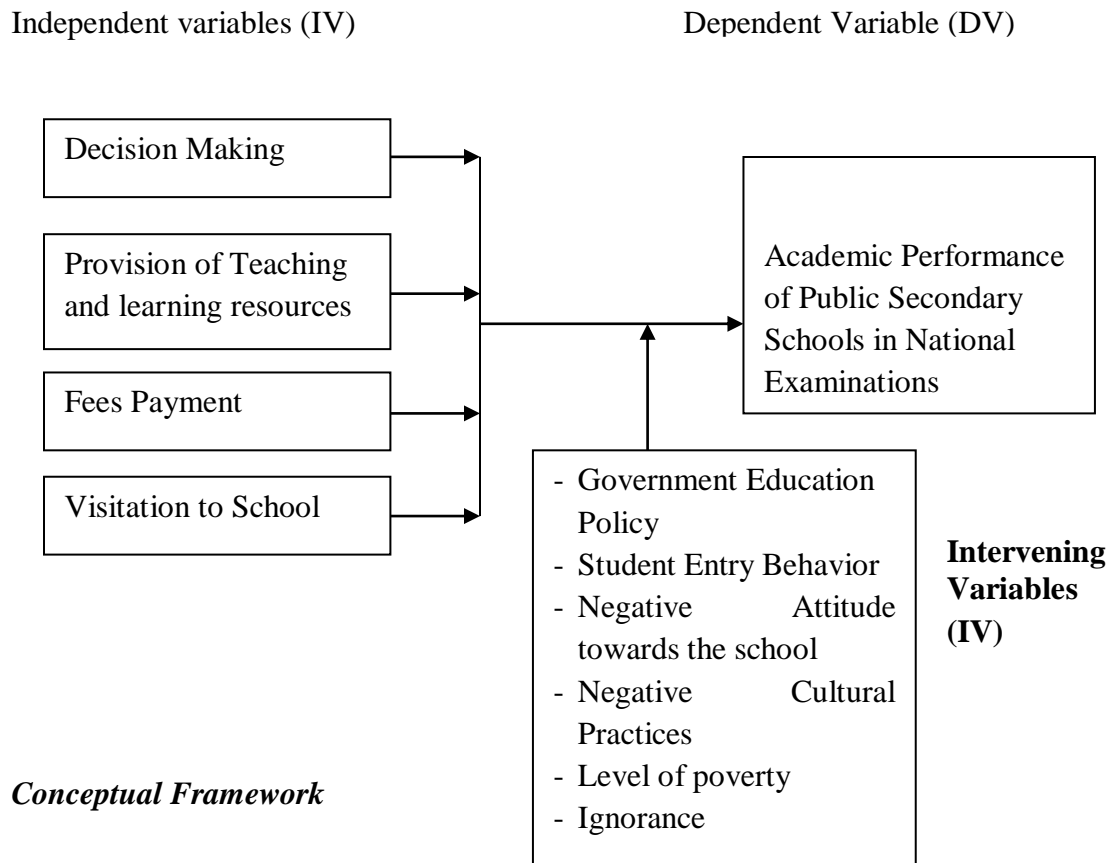
The conceptual framework was developed to help the researcher perceive the interrelationships between the study variables. Parents' involvement in management was treated as the independent variable that determines the Performance of the school (the dependent variable).

Dependent variables include; parental involvement in decision-making, provision of teaching and learning resources, fees payment and visitation to school. The relationship between IV and DV is explained below.

Parental involvement in decision-making contributes to academic performance in public secondary schools by parents and school management building consensus on important issues in the school. Parents can also play a critical role in the provision of teaching and learning resources in schools which can lead to improved academic performance. Prompt fees payment is key to sustaining implementation of learning programs in public secondary schools to enhance academic performance. Visitation to schools by parents motivates learners to work hard and improve performance in public secondary schools. However, intervening variables which includes, government education policy, student entry behaviour, negative attitude towards the school, negative cultural practices, level of poverty and ignorance can affect the influence of independent variables on dependent variable as illustrated.

The various types of involvement which explain how school administrators, families and communities can work productively together to create an impact on public secondary school management can be summarized as parenting, communicating, volunteering, learning at home, decision making, collaborating with the community. Thus the diagrammatic conceptual framework is as shown in Fig. 1 below.

Figure 1:1 Conceptual framework



Source: Author 2018

1.12 Operational Definition of Key Terms

The following definition of terms applies throughout this thesis

Academic Performance: This is the extent to which students or school attains grade or ranking deemed to be above the stipulated pass mark in the Kenya National Examinations Council (KNEC) respectively.

Decision making: This is regarded as the act of choosing among available alternatives and prioritizing on public secondary school programs

Fee Payment: This is an agreed amount of money paid for teaching and other services provided to students in public secondary schools in Kenya.

Infrastructural Development: This is the basic physical organization structures and facilities like buildings needed for operation of a school.

Parental involvement: This will be taken to mean the kind of support the parents/guardian give to or do for their children in a public secondary school that have a direct influence on academic performance. Such things may include learning/teaching resources, attending parents meeting, fee payment etc.

Teaching learning facilities: This refers to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives in a public secondary school setting as set out in the lesson plans and include books, pens, and calculators.

Visitation: The provision made for a parent (s) to go to school to see their children and interact with teachers to check on learning progress.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter first gives the theoretical model of parent-teacher partnership in school management. The second part of this chapter tackles the issue of academic performance in Kenyan schools.

2.2 Parental involvement in Education

The family makes critical contributions to student achievement, from earliest childhood through high school. Efforts to improve children's outcomes are much more effective if they encompass their families. When schools engage parents and students, there are significant effects. When parents are involved at school, not just at home, children do better in school and they stay in school longer (Henderson & Berla, 1994).

Parental involvement takes many forms such as good parenting in the home, the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance.

The extent and form of parental involvement is strongly influenced by family social class, maternal level of education, material deprivation, maternal psycho-social health and single parent status and, to a lesser degree, by family ethnicity. The extent of parental

involvement diminishes as the child gets older and, is strongly influenced at all ages by the child characteristically taking a very active mediating role.

Too many policymakers, community leaders, and even parents still view schools and student learning as the sole responsibility of educators. While educators take their professional responsibilities seriously, they also recognize that they cannot do it alone. They need and depend on the support from parents and community members.

Parents see lots of roadblocks to getting involved in their child's education (Wanat, 1992). Some point to their own demanding schedules and say they don't have extra time to volunteer or even attend school activities, much less get involved in bigger ways. Others reveal how uncomfortable they feel when trying to communicate with school officials, whether that's due to language or cultural differences or their own past experiences with school. Some say they lack the know-how and resources to help their child, or they express frustration with school bureaucracies or policies they find impossible to understand or change.

Some parents complain that they rarely hear from the school unless there is a problem with their child's behavior or performance. Others say the information provided by the school is not comprehensible either because of educational jargon or because the parent or family member does not read or understand English.

Parental involvement is strongly positively influenced by the child's level of attainment: the higher the level of attainment, the more parents get involved. The most important finding from the point of view of this review is that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the

equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups.

Other forms of parental involvement do not appear to contribute to the scale of the impact of 'at-home' parenting. Differences between parents in their level of involvement are associated with social class, poverty, health, and also with parental perception of their role and their levels of confidence in fulfilling it. Some parents are put off by feeling put down by schools and teachers. Research affords a clear model of how parental involvement works. This model is described in the report. In essence parenting has its influence indirectly through shaping the child's self-concept as a learner and through setting high aspirations.

Effective school-community relations raise student persistence and achievement. (Harrold & Ecclesm, 2009), contends that student achievement is positively associated with parental involvement in school, and that schools that encourage high levels of parent involvement outperform their counterparts where there are lower levels of involvement. (Perrone, 2008), argues that although every community has persons with experience who could further enrich life in schools, many schools do not utilize community resources to their full advantage. Schools that have depended on teachers alone, he continues to note that such schools have always been limited by the experience base that teachers bring to their classrooms. In support (Fullon & Watson, 2013) says that in order to understand the school-community relationship one needs to; address the nature of the relationship that exists, how parents and teachers can work together for school improvement and how teachers can be integrated into the community.

Research on interventions to promote parental involvement reveals a large number of approaches ranging from parent training programmes, through initiatives to enhance home school links and on to programmes of family and community education.

The effectiveness of education has traditionally been measured by children's academic performance. One of the earliest studies to examine school, teacher, and family variables associated with achievement was the Coleman Report. According to (Mosteller & Moynihan, 1972) reanalysis of this report, approximately one-half to two-thirds of the studied student variance in achievement was accounted for not by school variables but by home variables, especially socioeconomic status.

Despite its lack of an agreed-upon definition, parent involvement does have an influence on student learning. After reviewing 66 studies in a new generation of evidence: The family is critical to student achievement describing the effect of parental involvement on student achievement; (Henderson & Berla, 1994) concluded that the specific form of parent involvement does not seem to be as important as the amount and variety of involvement.

Parental involvement in education and, its related term, family school relationships, have been conceptualized through multiple disciplinary lenses and through educational agency. Research in developed countries suggests that parental involvement is associated with youth academic success, but little is known about this relationship in developing countries. Further, it is unclear which type of parental involvement may impact the academic performance of youth from developing countries.

Epstein (1995) provided a multidimensional definition by describing six types of parental involvement activities: parenting, communicating, learning at home, volunteering, and

decision-making and community connections. Similarly, (Fan & Chen, 2001) empirically identified a seven component solution for parental involvement: television rules, communication, contact with school, parent–teacher association, volunteering, and supervision and education aspiration.

The level of parental involvement has important implications for children’s academic performance. Social cognitive theory suggests that youth absorb messages about appropriate behaviour and socially accepted goals by observing and talking with important people in their lives (Bandura, 1977). Based on this assumption parents have the potential to model positive attitudes and behaviour towards school. Research in developed countries such as the United States has shown that parental involvement contributes to youth academic success (Fan & Chen, Parental involvement and students’ academic achievement: A meta-analysis, 2001), (Houtenville & Conway, 2008) and (Jeynes, A meta-analysis: The effects of parental involvement on minority children’s academic achievement, 2003). In fact, children are more likely to apply themselves and perform better in school when their parents show an interest in their school work, are willing to assist them with homework, and are willing to hold their children accountable for completion of school assignments. Youth who are not working hard at school may begin to perceive school as valuable when parents actively demonstrate that they value school through involvement.

Most empirical studies on parental involvement find that parents’ engagement in their children’s education varies by socio-demographic factors (e.g., marital status and educational level) and economic circumstances (Georgiou, 2007), (Schmitt & Kleine, 2010) and (Schimpl-Neimanns, 2000).

(Wright & Dolores, 2009) Say that in the European countries the teachers unanimously recognize the value of parent involvement for many of the same reasons that leads to student academic success, garnering parent support in matters of discipline and school attendance and in general fostering parent-school cooperation. The family- community oriented teachers discuss parent involvement from the perspective of benefits accruing to parents, family and community, not just the students. They deal with issues of fostering parent self-esteem and getting parents involved in non-academic activities such as sports.

Barbour (2008) observed that when parents are involved, their children behave better because parent presence creates accountability at school and in the community.

In Germany, (Gardner, 2007) points out that teachers agree that their expectations focus on specific ways that parents can support their efforts in school-reinforce academic achievement, support teachers in matters of discipline and help students understand the need and value of education. Additionally, family-community oriented teachers link their expectations of parents to the family-parent commitment to the well-being of the child by giving time to the child and in general being involved in the child's life.

In South America (Clifton, 2006) points out that the teachers commonly believe that parents place great responsibility and expectations on them and the school. In addition to providing a high quality of education for their children, teachers feel that other expectations included solving all the child's and the family's problems-and that includes health, drug problems, discipline and psychological problems. (Grant, 2009), in contrast, family-community oriented teachers understood the parents' expectations of them within the parents' cultural perspective. They talk about differences of the concept "teacher" across cultures, particularly as they differ between a North American versus a Latino perspective, and that Latino parents view the teacher with respect and deference. They

further recognized that many of the parents have little formal education and use teachers as resources for problem-solving. This is true of Trans Nzoia West Sub-County where the community involvement in public secondary school management is limited and most of the responsibility left to the teachers.

Effective school-community relations raise student persistence and achievement (Ecclesm & Harrold, 2009) contends that student achievement is positively associated with involvement in school, and that schools that encourage high levels of parent involvement outperform their counterparts where there are lower levels of involvement. (Perrone F. , 2008) Argues that, although every community has persons with experience who could further enrich life in schools, many schools, do not utilize community resources to their full advantage. Schools that have depended on teachers alone, he continues to note that such schools have always been limited by the experience based that teachers bring to their classrooms. In support (Fullon & Watson, 2013) says that in order to understand the school-community relationship one needs to; address the nature of the relationship that exists, how parents and teachers can work together for school improvement and how teachers can be integrated into the community.

Suggestion by (Karen & Warren, 2011) that the extent of partnership between home and school are most influenced by teachers' and parents' practices, attitudes and beliefs. He says that the extent of family school collaboration is affected by various school and teacher practices, characteristics related to reporting practices, attitudes regarding the families of the children in the school, and both interest in and understanding of how effectively to involve parents. Although there is increasing recognition of the specific role that the parent involvement in schools plays in the achievement of students, historical analysis indicates that parent-teacher relations are more characterized as those of

dissociation (Donbusch & Glasgow, 2009). In other words, schools and homes seldom collaborate as closely as maybe expected.

(Sanders, 2007) Argues that, structural factors such as, governance, curriculum, group-memberships, and ethnic-specific parenting styles, have more serious implications for links between home and school, than beliefs and attitudes of parents and teachers. These authors believe that parents are more likely to involve themselves in the primary grades than in the middle and high schools because middle school teachers have neither the time nor the resources to closely monitor the performance of each student and keep parents informed of ways in which they can assist their children. This has led to limited communication between teachers and parents hence the community is not fully involved in managing of school activities beyond provision of monetary resources.

(Lareau, 2006), Contends that the status identified is shaped by class or profession has a serious impact on links between the home and the school. She believes that working-class and lower class parents do not usually tend to be involved in their children's schooling. According to (Prew, 2012) middle-class parents are much more likely to see themselves as having shared responsibility for the schooling process. Working-class and lower-class parents, however, appear to turn over responsibility for education to the school.

In his view (Fitrah, 2012) observes that advocates for school community relations believe that; parent involvement will mobilize and create resources that schools may not be able to generate, parents and teachers are willing partners in home-school links, parents and families will be able to pool together those local resources that are relevant to the education of their children.

First, the assumption that parent involvement will mobilize and create resources that schools may not be able to generate implies that the community possesses a wealth of resources in the form of local traditions and customs that could be useful to students. (Tondeur, 2013) Argues that, there are vast, untapped educational talents within the family and opportunities outside the traditional formal classroom structure, which could be useful to schools. Families are among the greatest resources a teacher will encounter, she writes, and no matter where you teach, families are guaranteed resources of human experience. (Duhou, 2013) Also believes that when teachers establish close working relationships with a family, little by little, we get to know the whole child. Family observations and insights about children inform our teaching and help us better understand children's behaviour.

The second assumption that parents and teachers are willing partners in home-school links implies that parents and teachers are eager to work together as partners in education. However, teachers can be resentful of parent participation (Epstein, 2008). For example (Chadwick, 2012) found that teachers overwhelmingly said they did not want more parent-initiated contact. Indeed, teachers were often resentful of parent-initiated contact, and teachers welcomed contact when there was a problem and when they asked the parent to come in for a conference. According to (Alatorre, 2009), parent-teacher contacts usually operated in a context of teacher control, with parents asked to assist the teacher. This limits involvement of parents and community members as designed by the teachers which further restricts community participation in school management.

The third assumption, that parents and families will be able to pool local resources that are relevant to the education of their children, implies that teachers and parents share equal power, and parents have the empowerment, information, and know how- on how to

influence important decisions. However, (Fiore, 2011) argues that advocates overemphasize family-school links because they overlook the power relations that exist between home and school. (Lawson, 2007) Believes that there cannot be real home-school partnerships because partnerships thrive on equality of power, but parents do not have a power base from which to influence important decisions. As she writes, working-class and lower-class parents perceive educators as ambassadors for dominant institutions and, in many instances, as a possible threat to their family. This looming and possible threat of educators creates a context within which family-school relations are created. In (Oppenheim, 2008) view, parents' educational skills are often quite weak and therefore, parents, especially parents of working-class and lower-class children, are not always an educational resource. This further creates constraints in the school- community relationship resulting in less community involvement in the schooling process.

More broadly, parental involvement in education has been defined as "parents' interaction with schools and with their children to promote academic success" (Hill, 2004). Such interactions extend beyond the engagement with schools, to the home life and the expectations and values for education that are communicated directly and indirectly to children. These conceptualizations focus on individual students and their families. Other disciplines, such as economics, have defined it in a way that gives parental involvement a different focus or level of analysis.

Within the field of economics, parental involvement in education is often defined collectively across parents within schools and across schools rather than at the individual or family level. Parental involvement has been conceptualized as "collective parental pressure" on schools or the impact of collective utilization of school policies such as school choice, exiting public schools and Sub-county assignments in favour of private,

charter, and magnet schools (Epple & Romano, 1998). Collective parental pressure can also occur through organized parent teacher associations or simply through concerned parents' monitoring the schools. It can impact school quality and climate and, in turn, school performance. In addition, economic conceptualizations include parental influence by voting for (or against) school board members, school Sub-county budgets (e.g., levies, bonds), and involvement in school governance and administration. These, in turn, impact school processes and learning outcomes (Jimenez & sawada, 1999). In addition to focusing on collective influence of parents, the outcomes of interest often are focused at the collective performance of schools, rather than individual students' academic progress. The involvement of just a few parents may influence the quality of instruction in a classroom or a school and, thereby, influence the academic development of many students (McMillan, 2000).

2.2.1 Effects of parental involvement in decision making

The role of parents in management of the Academic institutions mainly focuses on financing the schools to run smoothly its day-day programs. In some institutions, the parents are engaged in Advisory councils (PTA, BOM) but their contribution is mainly geared towards mobilizing resources and more so infrastructural. It is the belief that working in a well-equipped institution that is well-managed improved performance will be achieved. However, all stakeholders have to be brought on board to make Management inclusive, To envisage better performance without the family's input might prove challenging. The family maintains a warm and supportive home, showing interest in children's progress at school, helping with homework, discussing the value of a good education and possible career options, staying in touch with teachers and school staff.

According to (Otwoma, 2011), the PTA started in USA with the kindergarten developments, which were engineered by the Mothers meetings in Chicago in 1855, taking off effectively in 1894 through the Mothers' Congregations. In the USA the PTA is a national organization enshrined in the constitution with each PTA serving a located state. In Kenya it started featuring in 1978 when the then President of Kenya, Daniel T. Arap Moi issued a directive that each school should have a Parents Association for secondary schools. However, the PTA concepts within Kenya had started in 1960 when State House Girls School formed their own. Though government recognizes the PTA, it has never been given a legal mandate like the BOMs in school management (KIPPR, 2007). Therefore, the involvement of parents and community members is still pushed to the periphery and most often only happens by chance and not by design. According to (Onsomu & Mujidi, 2011) the functions of PTA are as follows:-

- i. Integrating the schools' activities into those of the community within which the school is located.
- ii. Providing the necessary financial support to the school by organizing Harambee for school development projects. This was supported by the former President Moi when he stopped the collection of school building and development funds.
- iii. Providing for the necessary equipment and other teaching/learning resources. In line with this they build staff houses. This was supported by the then Education Minister, Kalonzo Musyoka as reported in the (Kenya Times of Saturday, February 13th, 1999) when he called on BOM and PTA to plan for improved facilities in their respective schools. By so doing they supplement government efforts to provide facilities, hence cost sharing in schools.
- iv. Ensuring maintenance of discipline amongst students. The former President Moi while addressing teacher-students at Kisii Teachers' College directed that all

educational institutions in the country should have parents' days to enable the parents to visit the schools and know the problems facing the students and teachers in instilling discipline. This was supported by KNUT, who indicated that BOM and PTA members should be involved besides teachers.

- v. Maintaining a conducive teaching/learning environment to raise academic standards in the schools. They have a duty to make sure that their schools are equipped with computers and other information technology facilities to enable students catch up with the rest of the world. In this case they are supposed to propel the schools to greater heights of academic excellence. This can be achieved through co-operation with concerned parties.
- vi. Participates in management of the school through their representatives in BOM. Under this they participate in pre-planning and budgeting for the institution.

A large body of research has demonstrated that parent involvement has a positive effect on their child's educational process and is reflected in improved academic outcomes (Fan & Chen, 2001). Research has also demonstrated that parents who seek to have a broader influence by participating in school decision-making processes can also affect the students' academic outcomes (Cooper & Christie, 2005). In cities where governance and parent engagement reforms have been instituted, significant gains in student achievement have been recorded, as well as increases in parent satisfaction with the quality of the school.

The term "governance" here includes any activity which provides parents the opportunity to take part in decision making about school programs. This may include being a school board member, a participant on a parent advisory committee or a local school improvement council, or an active member of the PTA. Areas in which parents may be

helping to make program decisions include goal setting, development and implementation of program activities, assessment, personnel decisions, and funding allocations.

This area of parent involvement is one of the most controversial. Surveys show that most parents would like to play a more active role in this type of involvement, whereas most school administrators and teachers exhibit great reluctance to encourage parents to become partners in governance.

In a study of charter schools, strategies included parent focus groups to help shape school policies, parent surveys to gauge satisfaction and plan new activities, and having parents sit on the school's governing board. These strategies were linked with increasing parent's self-efficacy and comfort level in participating in their children's education (Smith & et al, 2011). Other strategies school districts found to raise student achievement and empower parents include: establishing an Office of Parent Relations to coordinate communication between the school district and parents; creating Parent Centers in neighbourhood; organizing community-based mobilizations (marches, conferences and rallies) to generate active parent participation in school and district wide affairs; having a parent PTA representative on the superintendent's cabinet; and organizing a citywide parent empowerment conference that attracted more than 800 parents each year (Noguera, 2001).

From their survey of middle-school parents, Dauber and Epstein (1993) found that the strongest and most consistent predictors of parent involvement at school and at home are the specific school programs and teacher practices that encourage parent involvement at school and guide parents in how to help their children at home (Epstein & Dauber, 1993).

Student achievement improves when parents are enabled to play four key roles in their children's learning. As teachers, parents create a home environment that promotes learning, reinforces what is being taught at school, and develops the life skills children need to become responsible adults. As supporters, parents contribute their knowledge and skills to the school, enriching the curriculum, and providing extra services and support to Students. As advocates, parents help children negotiate the system and receive fair treatment, and work to make the system more responsive to all families.

As decision-makers, parents serve on advisory councils, curriculum researchers have also found that the schools with the most successful parent involvement programs are those which offer a variety of ways parents can participate. Recognizing that parents differ greatly in their willingness, ability, and available time for involvement in school activities, these schools provide a continuum of options for parent participation committees, and Management teams, participating in joint problem-solving at every level (Swap, 1987).

Kenyan educational policy advocates for parental involvement, although its emphasis is mainly on better quality teaching and greater administrative efficiency. In public schools, community involvement in the financing and management of schools takes the form of participation in school management committees. This includes parent teachers' associations (PTAs) in primary schools and boards of governors (BOMs) in secondary schools. Such bodies involving parents mainly fulfil the function of funding, management and operation of schools through the provision of teaching/learning materials (Onsomu, 2004).

Through legislation, the Kenyan government provides for the democratic management of Secondary schools by the stakeholders, involving the school managers, parents and the

community in schools (MOEST, 2001). This implies the creation of an environment conducive to parental involvement in schools. Accordingly, school management committees were established by the Education Act to oversee the management of secondary schools. They consist of members who represent parents, the county education board sponsor, which is usually the religious organization that established the school. The principal is the secretary of the BOM (Republic of Kenya., 1999).

The BOM is the legal trustee of the school and is responsible for running the school. It discusses and approves the budget, manages school funds and resources and oversees the general welfare of the school staff and pupils. Furthermore, it liaises with the principal to maintain the school ethos and discipline, and solicits support for the school from the community, non-governmental organizations(NGOs) and the sponsor. Additionally, it participates in the formulation of the school development plan and it's resourcing (Republic of Kenya, 2004).

Schools must also reduce structural barriers that prevent parent participation by providing transportation, child care and language translation. One study found that providing parents with opportunities to get involved at school and having contact with teachers was associated with the level of parent involvement in school related activities (McKay & et al, 2003).Finally, commitment to developing partnerships between schools and parents based on mutual accountability and responsibility, and recognizing the need to enhance the capacity of parents are common themes across multiple studies of parent empowerment. High levels of achievement are made possible through organized cooperation between teachers and parents.

2.2.2 Parental provision of teaching and learning resources

(Isola, 2010) Described instructional materials as objects or devices that; assist the teachers to present their lessons logically and sequentially to the learners. (Oluwagbohunmi & Abdu-Raheem, 2014) Acknowledged that instructional materials are such used by teachers to aid explanations and make learning of subject matter understandable to students during teaching and learning process.

Adebanjo (2007) affirmed that the use of instructional materials in teaching and learning of Mathematics makes students to learn more and retain better what they have been taught and that it promotes and sustains students' interest. It also allows the learners to discover themselves and their abilities. Students learn more when they see what they are being taught. There has been much concern expressed about the apparent fall in the standard of education at the secondary school level (Adebule, 2009).

According to (Agosiobo, 2007), the use of teaching resources is important because they motivate learners to learn as they offer stimulus variation and assist in sustaining learners' attention throughout the lesson. Learning resources clarify information, sometimes a concept may be complex and words alone cannot offer a clean explanation. Instructional materials stimulate lively class discussion. After watching a film in a class or listening to a radio, learners get stimulated. They also challenge independent thinking especially when used individually in an assignment or as a class activity. Learning resources also increases learning by generating more interests and also creates creativity among learners.

Karemera (2003) found that students' performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab and etc. in the institution. With regard to background variables, he found a positive effect of high

school performance and school achievement. He also found that there was no statistical evidence of significant association between family income level and academic performance of the student.

Parent contribution to the successful management of schools can be seen in multiple perspectives; it can be seen in terms of providing children with basic needs such as health and safety, communicating with school and family through making phone calls and attending parents teachers meetings, attending school events, Helping children with homework, Serving in school outcome's produced by parent involvement in school governance.

In Norway studies indicates that parents' involvements in home has significant influence on students' academic achievements (Epstein, 1995).

According to (Karaka, 2007) concrete materials enhances understanding of basic concepts no matter how the teacher plans, it is the child who must learn. The role of the teacher is to facilitate learning with teaching/learning resources. According to him not all that the teacher prepares may be of any importance if they do not enable the child to learn. If the materials are displayed well, they pre-occupy the pupils when the teacher is not in class and this will enhance children's learning in the absence of the teacher. This can be done by displaying on walls, hangings, mobiles, soft boards using pins, placed on shelves and learning centres like shop corners, curiosity tables among others.

(Young, 1999), held the view that student performances are linked with use of library and level of their parental education. The use of the library positively affected the student performance. The academic environment is the effective variable for students and has positive relationship with fathers' education and grade level (Kirmani & Siddiquah,

December 2008). The hypothesis here is that there is a positive relationship between learning facilities and student performance.

The literature reviewed for this report indicates that although administrators agree that parents should be involved with the schools in a variety of ways. The school personnel should spend time encouraging and training parents to become involved, they disapprove of parent involvement in administrative areas such as teacher and principal selection and advisory committees, and this negates the very basis on which management by inclusion is founded.

2.2.3 Prompt parental fees payment

Parents are tasked with payment of school fees and other levies. Parents who pay the school fees promptly help their children attend school regularly and so receive attention from their teachers. Such children are more likely to perform better academically.

Prompt fees payment is important as it enables and ensures that the fee is paid in advance. This helps schools to offer all students with the very best education, opportunities and facilities. If for any reason a Parent feels that may not be able to complete the payment by the time it is due, it is important that the Parent contact the school immediately to discuss and resolve the matter. Should late payments become problematic, this may result in the exclusion of the Student from the school. This in turn leads to the poor performance of the student in the National Examination.

Parents should be responsible enough to discuss an acceptable payment plan with the school governing body to ensure that their children's school fees are settled as early as possible so that the school can afford their monthly expenses. The budget given by the Department of Education is extremely low and is not enough to cater for the monthly

expenses of the school. Fundraising is a challenge in these tough socio-economic times. However, if parents pay their children's school fees early enough, it assists the schools in providing some kind of quality education and manageability.

(Ahmad & Khan, 2012) Found a significant relationship between parental socioeconomic conditions and academic achievements of the children in secondary examination and it was concluded that the majority of children whose parents have better socioeconomic conditions performed better in secondary examination as compared to those children whose parents had low socioeconomic conditions. Students from high income families have enough time to stay at school as their parents are able to pay school fees and other contributions (Best & Khan, 1998). Therefore, it seems that children whose families have income below the poverty line are far less successful educationally than children who live in families with income above the poverty line.

School fees have been found to be a significant barrier to educational enrolments, deterring poorer parents from sending their children to school, but the role of user fees in improving school attendance or completion rates has been debated (World Bank, 2009).

Children should be guided by their parents (families) that believing strongly in their potential to master their own destiny, not that luck or fate determines success. Steinberg's (Republic of Kenya. Laws of Kenya, 2008a) three-year study of 12,000 students in nine high schools revealed that the type of parent involvement that draws parents into the schools physically is the most effective in improving academic achievement: attending school programs, extracurricular activities, conferences, and 'back to school' nights. It was concluded that "When parents come to school regularly, it reinforces the view in the child's mind that school and home are connected-and that school is an integral part of the whole family's life.

Rumberger, et. al., (2005), in a study of family influences on dropout behaviour, found that parents of high school dropouts were less engaged in schooling than were the parents of students who did not drop out prior to graduation. Variables studied included parent attendance at parental school activities (PTA meetings and open house programs), such as after-school programs, health services.

They also found that students who spend more time on homework watch less TV during the week; this additional time spent on homework, in turn, increases student achievement.

There is a range of factors that affects the quality of performance of students (Waters & Marzano, 2006). A series of variables are to be considered when one intends to identify the affecting factors towards quality of academic success. Identifying the most contributing variables in quality of academic performance is a very complex and challenging job. The students in public schools belong to a variety of backgrounds depending upon their demography. This diversity is much vast and complex as ever before in Kenyan culture.

The environment and the personal characteristics of learners play an important role in their academic success. The school personnel, members of the families and communities provide help and support to students for the quality of their academic performance.

The relationship between gender and the academic achievement of students has been discussed for decades (Eitle, 2005). A gap between the achievement of boys and girls has been found, with girls showing better performance than boys in certain instances (Chambers & Schreiber, 2004). Gender, ethnicity, and father's occupation are significant contributors to student achievement (McCoy, 2005).

Several scholars have put forth ideas on school factors in relation to performance. Performance in a subject may be defined by the learners' entry behaviour and previous exposure to the content of that subject. One aspect of entry behaviour is the grade attained in a previous examination before joining a given class in the next level. For instance, in Kenya, KCPE grade in Science. The quality of grades in the KCPE science is likely to influence the performance of chemistry in secondary school.

Schools should adopt policies that recognize that fees payment to the Schools by Parents and stakeholders is critical to effective and efficient service delivery. A convenient fee payment plan facilitates prompt fee collection, which in turn ensures effective planning and development of the School. The fee payment policy ensures value for money and quality service delivery to customers and the community at large. The policies should strive to accommodate diverse needs of the students and the aspirations of the School and the stakeholders. It should give clear guidelines to Parents, sponsors and stakeholders on a convenient fee payment mode ensuring equity and equality in provision and access of education. This policy should be a product of a participatory process, and is cognizant of the various schools performance management processes, including the service charters, strategic plan and objectives.

2.2.4 Parental visitation

Parents should be concerned with what their children undergo while in school. Parents visit the school during admission, parents' day, academic days, Annual General Meetings, visiting days and when dealing with disciplinary issues.

Parents have traditionally been involved with the school through such activities as parent-teacher conferences, attendance at PTA or school functions, and child-delivered memos.

Although these activities seem rather passive, several studies have found a direct relationship between them and student achievement.

During the academic year, most schools in the U.S. invite parents to come in for regular parent-teacher conferences. A parent-teacher conference is a meeting between Parents and teachers to discuss the students' progress in school. This meeting may take place as part of the regularly-scheduled conferences held by the school each year, or the teacher may contact a parent to schedule a meeting at other times during the school year. Parents can also request a conference with teachers if they have questions or concerns about their children by contacting the teachers to set up the meeting. Whether the student is having a positive or negative experience in school, parent-teacher conferences help Parents and teachers to find ways to work together to ensure students success.

As society has become more complex and demanding, though, these relationships have all too often fallen by the wayside. Neither educators nor parents have enough time to get to know one another and establish working relationships on behalf of Students. In many communities, parents are discouraged from spending time in schools and educators are expected to consult with family members only when the student is in trouble. The result, in too many cases, is misunderstanding, mistrust, and a lack of respect, so that when the student falls behind, teachers blame the parents and parents blame the teachers. This can be avoided by often visits to schools by parents.

School visits afford one of the best means to gain information about the educational program and to observe a child's performance in a classroom learning situation. In order to maintain security for all students and to avoid conflict with scheduled events or the disruption of critical educational activities (such as testing), the administration is required to approve all parent visitations. Visitations should last NO longer than 1-2 hours.

Children should not accompany adults on these visits due to the distraction they may cause for the classroom students.

The best way for parents to learn about the quality of public schools is by observing teachers in the classroom and seeing how the principal leads the school. A carefully scripted tour does not give parents a complete picture of a school. Principals and teachers should make every reasonable accommodation to show parents how their schools operate every day so that parents can make informed decisions about how to provide a high-quality education for their children.

The best schools have an open-door policy because they are proud of their academic programs. Of course, parents should schedule visits so that schools aren't overwhelmed with visitors, which can interfere with instruction. As a parent and an educator, I would be wary of schools that make visitation difficult. Schools should organize open houses during daytime, evening and weekend hours to accommodate parents' diverse schedules. At these open houses, parents, students and faculty present and respond to questions. We follow up with classroom tours where our teams can be seen in action.

Parents tend to be more involved in their children's education at home than at school but this is changing. The 26th Annual PhiDelta Kappa/Gallup Poll of the Public's Attitude toward the Public Schools finds that over the past decade the frequency of family contact with the schools has doubled. Areas showing the greatest gains are attendance at school board meetings, attendance at meetings dealing with school problems, and attendance at plays, concerts, and athletic events (Elam, Rose, & Gallup, 1994).

Henderson (1987) states that, parents are eager to play all roles at school. According to (Brittle, 1994), when parents provide volunteer assistance, act as audience for programs,

and/or take part in the decision making process, they benefit the school, all children, and themselves.

Several studies have addressed the importance of parent involvement within the school. A survey by (Dornbush, 1986) found that, regardless of the parents' educational level, there is a strong relationship between their degree of participation in school functions and their children's grades. Similar findings were reported from a study by (Stevenson & Baker, 1987). These researchers discovered that, although the mother's education is a wrong predictor of parent involvement with the school (and success), parent involvement itself has a significantly important influence on school performance. Thus, even parents with poor educational background(s) who are involved with their child's school activities can influence achievement outcomes.

Other evidence suggests that when parents participate in school-related activities, they not only have a more positive view of the school (Haynes, Comer, & Hamilton-Lee, 1989) but their children have better attendance, better behaviour and higher achievement motivation. It would be reasonable to conclude that this results from the children adopting their parents' attitudes towards school.

Auerbach (2007), for instance, asserts that parent involvement is socially constructed and politically contested through the lenses of race, class, culture and gender. Low-income parents are often underrepresented among the ranks of parents involved with the schools. There are numerous reasons for this: lack of time or energy (due to long hours of heavy physical labor, for example), embarrassment or shyness about one's own educational level or linguistic abilities, lack of understanding or information about the structure of the school and accepted communication channels, perceived lack of welcome by teachers and

administrators, and teachers and administrators' assumptions of parents' disinterest or inability to help with children's schooling.

2.3 Knowledge Gap

Existing international research calls for a more comprehensive understanding of parent participation and its effects at the child, school and system level. Research on parent and community involvement is most extensive for South Asia, South America, and The Organization for Economic Co-operation and Development (OECD) countries. In general, there is a dearth of literature and research studies that focus on community and parent involvement in East Africa. (Kendall, 2007), for example, notes that there is limited evidence available about complex measures of school processes or school-community interactions, from the complex relations among official language policies and assessments, classroom-based language usage, and school-community interactions, to student and parent expectations for educational outcomes, and the effects of changing monitoring and administrative practices in decentralizing education systems. This lack of information significantly constrains “evidence-based” arguments regarding parental and community role in quality improvement at the school and system levels. Some scholars of parent and community involvement in developing countries e.g. (Dunne, Akyeampong, & S Humphreys, 2007) argue that there is limited research on how parent and community partners actually collaborate with schools to address issues of access, attendance, completion, and other local education problems, and with what effects.

The reviewed literature points out Parent-Teacher relationship, mentoring of Students both at home and school during formal learning time. However, it does not explicitly point out parental involvement in their children's education especially in Kenya.

Therefore, this study sought to assess parental involvement influence on academic performance of public secondary schools in Trans-Nzoia West Sub-county.

2.3.1 Summary

Empirical evidence during the past two decades has repeatedly identified parent involvement as a variable with important potential for improving the school achievement of all students. Many of the studies, however, have been judged to be methodologically flawed and there is a lack of consensus about what constitutes parent involvement and what forms of involvement are most effective in promoting learning. Because of these concerns, researchers are increasingly beginning to view parent involvement as a multidimensional construct with specific parent behaviours' producing different educational outcomes.

The research to date suggests that homework has a positive influence on academic achievement with its effects becoming stronger as students advance in school. The positive effects of parents reading to children appear to take place before children enter school while parents' encouragement of independent reading may be important after their school entry. Parental monitoring of television viewing does not appear to significantly affect students' academic achievement but may be advantageous as it can ensure that television does not replace other activities which may be beneficial.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the research methodology that was used in this study. In this section, the research design, area of study, target population, sample size, sampling techniques, data

collection instruments, data collection procedures, piloting of the research instrument, reliability and validity of the research instrument and data analysis are discussed.

3.2 Research Design

This is a strategy, plan or structure that was used in conducting this research. The researcher adopted the descriptive survey research design. The research was descriptive in nature.

Descriptive survey design is one in which information is collected without changing the environment, that is, nothing is manipulated (Best & Kahn, 2007). A descriptive study can provide information about the naturally occurring health status, behaviour, attitude or other characteristic of a particular group. Descriptive studies can answer questions such as what is, or what was. Both primary and secondary data sources were used. The descriptive research design was relevant in this study since it enabled the research to answer research questions which were “what” in nature. Educational features of Trans-Nzoia West can be summarized as follows:

- Class sizes range between 50-60 students per class

- Shortage of classrooms is common
- Schools are categorised as girls and boys school.
- Schools are classified as national, sub-county and county schools.

3.3 Location of Study

Geographically, the study was conducted in Trans-Nzoia- West Sub-county. Tans-Nzoia West is found in Western part of Kenya in the former Rift Valley province. It is located about 400km North West of Nairobi on the Trans African highway and 120km north of equator. Trans-Nzoia is situated in the shadows of Mt. Mount Elgon, a massive solitary volcanic mountain on the border of eastern Uganda and western Kenya. Trans- Nzoia has a cool and temperate climate with average annual temperatures ranging between a minimum of 10°C to a maximum of 27°C. The elevation of Trans-Nzoia West Sub-county varies from 2100 meters to 2700 meters above sea level.

The main economic activities are maize, coffee and tea growing and dairy farming. Natural resources available are wildlife and forestry. The Sub-county is characterized by the presence of fast-growing secondary schools. The settlement of the study area is cosmopolitan in nature and there is a variety of schools ranging from single stream, single sex, mixed and multiple streams. Most parents are peasants and may not fully involve in the education of their children.

3.4 Target Population

The target population in this study consist of, 23519 (Parents, PTA, BOM and students in public secondary schools in Saboti and Central zones of Trans-Nzoia West Sub-County), 290 teachers from 29 schools and 29 principals of those public secondary schools in two zones. The student population for the study is 11600 students from the 29 public

secondary schools in the Saboti and Central zones, according to data available at the county education office February 2015.

Table 3.1 *Sample Size*

Category	Population	Sample	Percent
Principals	29	9	30%
Teachers	290	87	30%
Parents	11600	620	5.3%
Students	11600	620	5.3%
Total	23519	1336	

Source: Field data, 2017

3.5 *Note.* Target Population sample and percentages

3.6 Sample and Sampling Technique

In order to produce statistically valid results through the utilization of multivariate analytical techniques, a large sample size is required (Hair et al, 1995). For the purposes of this study the sample consisted of 9 principals drawn from the 9 schools; 2 County boys only schools, 3 Sub-County girls schools and 4 Sub-County mixed schools from the two zones of Central and Saboti, 87 teachers drawn from 290 teachers in the two zones according to (Mugenda & Mugenda, 2003), 620 parents and 620 students were selected from the two zones, based on Krejcie and Morgan(1970) see table 1 above for sample size determination for a given population.

There are 29 secondary schools in Saboti and Central zones of Trans-Nzoia- West Sub-county. Stratified simple random sampling technique was used in selecting 9 schools.

Thereafter, purposive sampling technique was used to select the principals of the sampled schools.. The sampling frame for Principals and Teachers is as shown in tables 2, below.

Table 3:2 *Sample Frame for Principals and Teachers*

Category	Population	Sample	Percent
Principals	29	9	30%
Teachers	290	87	30%
Total	319	96	

Source: Field data, 2017

Note. Simple random sampling technique was used to select teachers

The sampling frame for Parents is as shown in tables 3, below.

Table 3:3 *Sample Frame for Parents*

Zone	No. of schools	Total population	Selected schools	Sample size
Central	13	5200	04	310
Saboti	16	6400	05	310
Total	29	11600	09	620

Note. Simple random sampling technique was used to select parents during the annual General meetings of the selected 9 schools

Source: Field data, 2017

The sampling frame for Students is shown in tables 3. 4.

Table 3:4 *Sample Frame for Students*

Zone	No. of schools	Total population	Selected schools	Sample size
Central	13	5200	04	310
Saboti	16	6400	05	310
Total	29	11600	09	620

Note. Stratified random sampling was used to select students based on their class level in every selected School

Source: Field data, 2017

3.7 Instruments of Data collection

The research employed the following types of research instruments: -

3.7.1 Questionnaires

Questionnaires were employed in the primary data collection and secondary data was obtained from performance records. Questionnaires enabled the researcher to collect information from more people thus saving on time and money. They ensured confidentiality as respondents are anonymous and this can yield honest and standardized answers that made make it simple to compile data. The questionnaires were administered to parents, teachers and principals of the selected schools. Both open-ended and closed ended questions were used in the questionnaires to elicit information.

3.7.2 Interview schedules

Interview schedules were administered to Principals of the 9 selected schools as during the administration of the Questionnaires. See Appendix I. Interview schedules are useful to obtain detailed information about personal feelings perceptions and opinions. They

allow more detailed questions to be asked and ubiquities can be clarified during the interview.

3.7.3 Document analysis

Document review of the analyzed Kenya Certificate of Secondary Education examination results of the past five years was done which was expected to show the performance (Look at Appendix IV). Document review presented a good source of background information as this brought up issues not noted by other means including records of fee payment.

3.7.4 Observation

Observation was done by the researcher by getting the number of books available, buildings and the general layout of the school. This presented the researcher with a perfect opportunity to see directly what people do rather than relying on what they say they do. Effort was made by the researcher to attend and observe annual general meetings, academic days and fundraising functions. This enabled the researcher to collect data where and when an event was occurring.

3.7.5 Validity and Reliability

3.7.6 Validity

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2003). It ensures the instruments are relevant objectives of the study. Single administration of questionnaires to the respondents was done.

Single administration of questionnaires was done to ensure clarity and suitability of the language to be used. The purpose of this pre-testing was to assist in finding out any

weakness that might be contained in the instruments. This method was also used to determine whether the instruments were reliable and valid, thus checking whether the items had covered enough range of data required, to test whether there was any identifiable ambiguity in the structure of the questions in order to make improvement and reveal flaws in the questions and inadequacies in coding systems. Questionnaires, interview schedules were administered to at least two selected schools out of 29 for the study.

3.7.7 Reliability

Reliability of the instrument refers to the extent to which a research instrument yields measures that are consistent each time it is administered to the same individual or group of individuals (Mugenda & Mugenda, 2003). The researcher took the validated research tools and carried out a pilot studying Trans-Nzoia East to test the reliability. Single administration of questionnaires was used, in which ten (10) identified respondents – (Two Teachers, Four Parents and Four Students) - were supplied with the questionnaires and scored manually by the researcher for the consistency of results. The responses were analysed to check if they comply with the requirement measures.

Instrument Reliability was also conducted to address consistency of results through repeated trials. Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda 2003).

To ensure that the analysis is consistent with the study, Reliability analysis was conducted on the data collected to check the reliability of the research instruments. The Cronbach's Coefficients Alpha was at 0.774 (77.4%) which is above the minimum required value of

0.7 (70.0%). This shows that the research tools were reliable and hence data collection was done.

Table 3: 5 Reliability Analysis for the Study Variables

ITEM	Cronbach's Alpha	Number of Items
Decision Making	0.553	6
Provision of Teaching and Learning Resources	0.774	7
Fees Payment	0.646	14
Parent Visitation to the School	0.747	11

Note. The Cronbach's Coefficients Alpha was at 0.774 (77.4%)

Source: Field data, 2017

3.8 Data Collection Procedure

The researcher designed a schedule representing actual dates and time framework of each activity and event in this research study. The researcher obtained an introductory letter from the school of post graduate studies of Moi University and the Ministry of Education. By use of the introductory letters, the researcher acquired a permit from the National Council of Science Technology and Innovation in the Ministry of Education prior to arrangements with selected schools. Distribution of the research instruments was made by the researcher in advance through making appointments with the Principals, Teachers, Students, and Parents, prior to AGM meetings.

3.9 Data Analysis

Data coding was done to prepare it for analysis. Collected data was purely qualitative and descriptive statistics. SPSS 20.0 was used to analyse data and gave results for cases in

which parental involvement is reported and for cases where there was no involvement.

The data analysis plan is as shown in Table 6 below.

Table 3. 6 Data analysis plan

Objective	Independent variable	Dependent variable	Analysis method
To examine how parental involvement in decision making affects academic performance in public schools in Trans-Nzoia West Sub-county	Parents Participation	Performance Examination Results	percentages & frequencies
	Decision Making		
	Teaching & learning resources	Enrolment level	
	Fee payment	Infrastructural development rate	
	Visitation to the School	Extra-curricular	
To determine how parental provision of teaching and learning resources impact academic performance in public secondary schools in Trans-Nzoia West Sub-county	Parents Participation	Performance Examination Results	percentages & frequencies
	Decision Making		
	Teaching & learning resources	Enrolment level	
	Fee payment	Infrastructural development rate	
	Visitation to the School	Extra-curricular	
To assess how prompt parental fees payment affect academic performance in public secondary schools in Trans-Nzoia West Sub-county	Parents Participation	Performance Examination Results	percentages & frequencies
	Decision Making		
	Teaching & learning resources	Enrolment level	
	Fee payment	Infrastructural development rate	
	Visitation to the School	Extra-curricular	

	School		
To investigate how parental visitation to school affects academic performance in public secondary schools in Trans-Nzoia West Sub-county	Parents Participation	Performance	percentages & frequencies
	Decision Making	Examination Results	
	Teaching & learning resources	Enrolment level	
	Fee payment	Infrastructural development rate	
	Visitation to the School	Extra-curricular	

Note. The four objectives were analysed by correlation method, percentages and frequencies.

Source: Researcher, 2017

3.10 Ethical Consideration

According to Cohen and Manion, it is important to observe ethics in research in order to maintain human dignity (Cohen & Manion, 2000). The researcher did not subject the respondents to situations harmful or uncomfortable to participants. The participation in research was voluntary and informed consent was sought and respondents had the right to refuse or divulge certain information about them. The participants were made aware of the positive and negative aspects or consequences of participation. By seeking the consent of the participants, this helped in the explanation how the purpose and nature of research benefited the participants.

The researcher sought permission to conduct the research from National Council of Science Technology and Innovation in the Ministry of Education. School of post graduate studies of Moi University consulted. The researcher at all costs guarded this research in relation to upholding integrity. In this study, ethics was observed by maintaining confidentiality, besides treatment of respondents and honest.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

The purpose of this study was to investigate the influence of parental involvement on students' performance in national examination in public secondary schools in Trans Nzoia West sub-county. Focus was on teachers, students and the parents.

The study was guided by the following objectives;

1. To examine how parental involvement in decision making affects academic performance in public schools in Trans-Nzoia West Sub-county
2. To determine how parental provision of teaching and learning resources impact academic performance in public secondary schools in Trans-Nzoia West Sub-county
3. To assess how prompt parental fees payment affect academic performance in public secondary schools in Trans-Nzoia West Sub-county
4. To investigate how parental visitation to school affects academic performance in public secondary schools in Trans-Nzoia West Sub-county

The data was collected from a sample of 9 Principals, 87 Teachers, 620 Parents/Guardians and 620 students from the two zones in Trans Nzoia West sub-county. The questionnaires contained both open ended and closed ended questions. Thus the discussion and analysis reflects qualitative and quantitative approaches. In discussing

qualitative data, the direct quotations of various respondents through open ended questions were used.

The questionnaires were issued to parents, students and teachers within the two zones of Trans Nzoia West sub-county. The questionnaires were issued to the respondents during the Annual General meetings (AGM) in the selected 9 schools within the two zones. Observation was also used during the visit to such schools. The findings are discussed in the following order:

4.2 Questionnaire Return Rate

There were 1240 questionnaires issued to respondents. The data was to be collected from a sample of 9 Principals, 87 Teachers, 620 Parents/ Guardians and 620 students from the two zones in Trans Nzoia West sub-county. Demographic characteristics of the respondents are summarized in Table 4.7 below;

Table 4:7 Response rate

Category	Questionnaires Given	Received	Response Rate	% Of Total Received
Teacher	87	79	90.8%	7.0%
Head Teacher	9	9	100%	0.8%
Students	620	565	91.1%	50.2%
Parent/ Guardian	620	473	76.3%	42.0%
Total	1336	1126	84.3%	100.0%

Note. The questionnaires were issued to 9 Principals, 79 Teachers, 473 Parents/ Guardians and 565 students from the two zones in Trans Nzoia West sub-county and the response recorded as tabulated above.

Source: Field Data, 2017

4.3 General and Demographic Information

Respondents' demographic data was presented in the follows:

Table 4.8 *Respondents Gender*

Current Responsibility	Female		
Teacher	N = 41 51.9%	N = 38 48.1%	Total of N = 79 100.0%
Principals	N = 7 77.8%	N = 2 22.2%	Total of N = 9 100.0%
Student	N = 412 72.9%	N = 153 27.1%	Total of N = 565 100.0%
Parent/ Guardian	N = 260 55.0%	N = 213 45.0%	Total of N = 473 100.0%
Total	N = 720 100%	N = 406 100%	Sum of N 1126 100.0%
Percentage of Sum of Total of N	63.9%	36.1%	100.0%

Note. The above data indicates the respondents' demographic information.

Source: Author, 2017

Majority of the respondents were male with the highest percentage of 63.9% of the total respondents while the rest were female with a percentage of 36.1%. This is due to the fact that from the 9 selected schools, (3 were mixed, 3 purely boys' and 3 were purely girls' school). Majority of the Students from mixed Schools were male. Of the 9 Principals, only 2 were female. The data is as indicated in table 8 above.

The respondents' teaching experience is shown in table 9 below.

Table 4: 9 *Teaching Experience*

Current Responsibility	Teaching Experience					Total
	0 - 3 years	4 - 6 years	7 - 9 years	10 - 12 years	Above 13 years	
Teacher	9 15.3%	8 13.6%	12 20.3%	10 16.9%	20 33.9%	59 100.0%
Head Teacher	0 0.0%	0 0.0%	0 0.0%	2 22.2%	7 77.8%	9 100.0%
Total	9 13.2%	8 11.8%	12 17.6%	12 17.6%	27 39.7%	68 100.0%

Source: Author, 2017

The teaching experience for the teachers who responded to the questionnaires was as indicated in Table 8 above. Majority of the teachers had a teaching experience of above 13 years with a Percentage of 39.7% of the Total Teachers who responded validly followed by between 10 – 12 years and 7 – 9 years with 17.6%. On average, the teachers who responded to the questionnaires had experience of above 5 years. This assures that the data captured from them is based on their experience.

Another aspect on teachers was their professional qualifications as shown in table 4. 10.

Table 4: 10 Teachers' Professional Qualification level

Current Responsibility	Diploma Education	in B. Ed	M. Ed/ Phd	Others	Total
Teacher	N = 13 17.3%	N = 23 30.7%	N = 14 18.7%	N = 25 33.3%	N = 75 100.0%
Head Teacher	N = 0 0.0%	N = 7 77.8%	N = 1 11.1%	N = 1 11.1%	N = 9 100.0%
Total	N = 13 15.5%	N = 30 35.6%	N = 15 17.9%	N = 26 31.0%	N = 84 100.0%

Source: Author, 2017

On the level of teacher's qualification, 15.5% of the teachers who responded had a diploma in education, 35.6% had a bachelor' degree, and 17.9% had masters or Phd degree while the rest fall under the other level of qualification. This implies that around 30% of the Teachers in Public Secondary School in Trans Nzoia west Sub-county are not TSC employees. The data is as indicated in Table 9 above.

4.4 Findings and Discussion

4.4.1 Effect of parental involvement in decision making on academic performance in public secondary schools

The first objective was to establish the effect of parental involvement in decision making on academic performance in public secondary schools in Trans Nzoia West sub-county.

Respondents were asked to rate their opinion on the provided statements as shown in table 11.

Table 4:7 *Decision Making*

N = 1126	Mean	Std. Dev.	Skewness	Agree		Disagree		Missing
				N	Percent	N	Percent	
Parental involvement in Decision making Determines Students' Performance in National Examination	1.22	0.414	1.357	839	78.0%	236	22.0%	51
Parental involvement in Decision making is a key factor in decision making on Students' Performance in National Examination	1.30	0.457	0.892	747	70.3%	315	29.7%	64
Teachers should involve Parents in decision making in school to improve performance	1.10	0.296	2.722	956	90.3%	103	9.7%	67
Parent involvement in Decision making on Remedial Teaching Determines Students' Performance in National Examination	1.06	0.245	3.566	891	93.6%	61	6.4%	174
Parent involvement in Decision making on Choice of Subjects or Careers Determines Students' Performance in National Exam	1.57	0.495	-0.301	387	42.6%	522	57.4%	217

Source: Author, 2017

The responses for these factors ranged from 1 to 5 where 1 = strongly agree while 5= strongly disagree. The mean, standard deviation, skewness and percentages for the responses were calculated and ranked as summarized in the table11 below;

Majority of the respondents were of the opinion parent involvement in decision-making on remedial teaching will determines students' performance in national examination. This was ranked first with 891 out of 952 agreeing giving a percentage of 93.6% and 61 out of 952 disagreeing giving a percentage of 6.4%. This gives a mean of 1.06 close to expected value of 1.0 and minimal standard deviation of 0.245. This shows that there is a positive correlation that parental involvement in decision making on remedial teaching will determines students' performance in national examination. This is in agreement with Fitrah (2012) that parents and teachers should pool together resources that are relevant to education of their children.

Teachers should involve Parents in decision making in school to improve performance was ranked second with 956 out of 1059 agreeing giving a percentage of 90.3% and 103 out of 1059 disagreeing giving a percentage of 9.7%. This gives a mean of 1.10 compared to the expected value of 1.0 and a standard deviation of 0.296. The here in showing that there is a positive correlation that Teachers should involve Parents in decision making in school to improve performance. This concurs with Cooper and Christie (2005) who asserts that parents who seek to have a broader influence by participating in school decision making process can affect students' academic outcome.

The implication here is showing that there is as strong correlation that Parental involvement in Decision making Determines Students' Performance in National Examination. This is as shown in the Tables 12– 13and Charts in Figures 2 - 3 below.

Table 4: 8 Parent involvement in Decision making Determines Students' Performance in National Examination

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	548	48.7	51.0	51.0
Agree	291	25.8	27.1	78.0
Valid Disagree	188	16.7	17.5	95.5
Strongly Disagree	48	4.3	4.5	100.0
Total	1075	95.5	100.0	
Missing System	51	4.5		
Total	1126	100.0		

Source: Author, 2017

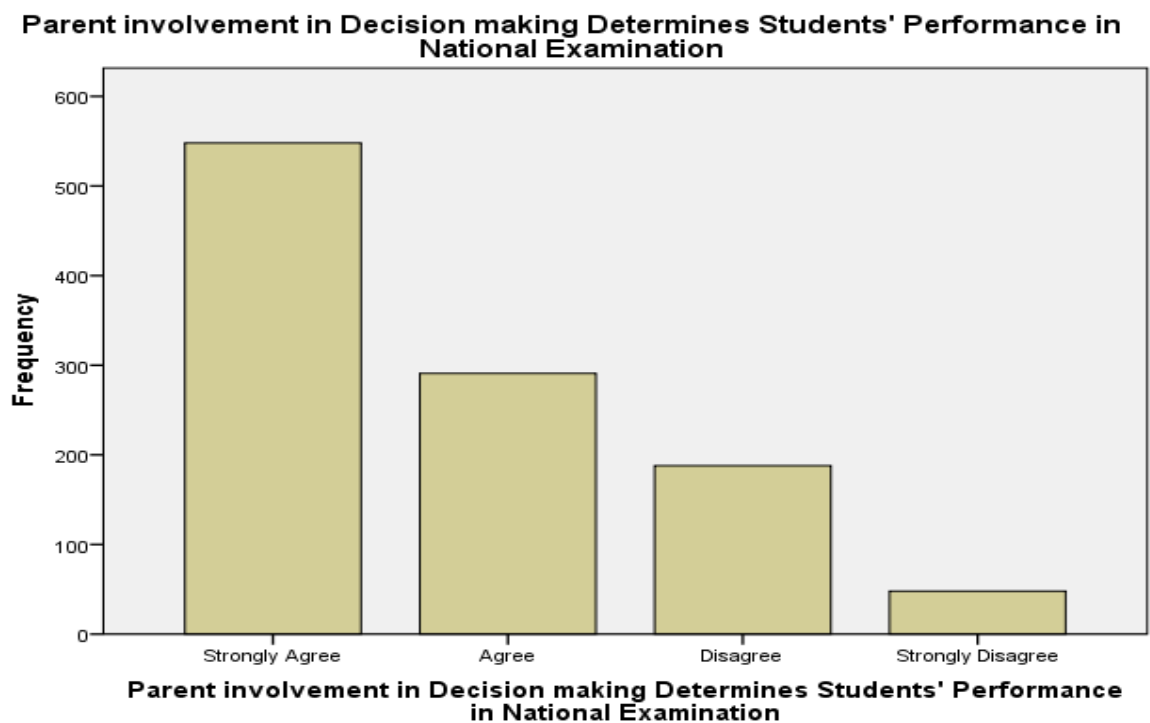


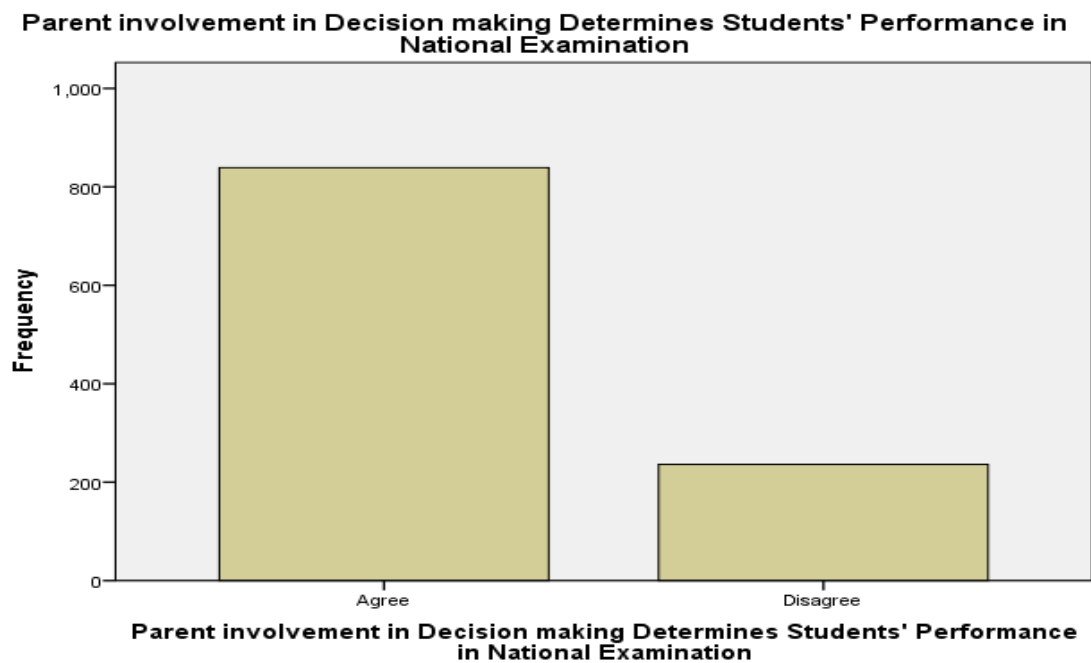
Figure 4: 1

Source: Author, 2017

Table 4: 9 *Parent involvement in Decision making Determines Students' Performance in National Examination*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	839	74.5	78.0	78.0
	Disagree	236	21.0	22.0	100.0
	Total	1075	95.5	100.0	
Missing	System	51	4.5		
Total		1126	100.0		

Source: Author, 2017



Source: Author, 2017

Figure 4: 2:

Parental involvement in decision-making determines students' performance in national examination was ranked third with 839 out of 1075 agreeing giving a percentage of 78.0% and 236 out of 1075 disagreeing giving a percentage of 22.0%. This gives a mean of 1.22 compared to the expected value of 1.0 and a standard deviation of 0.414.

Parent involvement on review of school fees paying determines students' performance in national examination was ranked fourth with 680 out of 928 agreeing giving a percentage of 73.3% and 248 out of 928 disagreeing giving a percentage of 26.7%. This gives a mean of 1.27 compared to the expected value of 1.0 and a standard deviation of 0.443. Showing that there is a positive correlation that if parents are involved on review of school fees paying students' performance in national examination will be determined.

On parental involvement in decision is a key factor in decision making on students' performance in national examination, 747 out of 1062 respondents agreed giving a percentage of 70.3% and 315 out of 1062 disagreed giving a percentage of 29.7%. The mean was 1.30 and a standard deviation of 0.457. Respondents disagreed on parent involvement in decision making on choice of subjects or careers determines students' performance in national exam statement with 522 out of 909 respondents disagreeing giving a percentage of 57.4% and 387 agreeing with a percentage of 42.6%. The mean on parent involvement in decision making on choice of subjects or careers determines students' performance in national exam was 1.57 and the standard deviation was 0.495. The skewness of the decision-making variables was found to be positive on average while kurtosis value was estimated to be around -1 indicating that the values are wider spread around the mean. This implies that the data is uniformly distributed and the results are likely to be significant.

The respondents were further asked to say whether parents are involved in choosing the BOM and PTA representatives. The response was as shown in Table 14.

Table 4:10 *Are Parents Involved in Choosing the Representatives in the BOM and PTA?*

Category		N	% of N	Mean	Std. Dev.	Skewness	Kurtosis
TEACHERS	Yes	65	6.8%	522.00	460.307	.414	-1.408
	No	7	0.7%	549.43	310.707	1.067	.087
	Total	72	7.6%	524.67	446.338	.420	-1.337
H/TEACHERS	Yes	9	0.9%	145.67	89.702	-.090	-1.397
	No	-	-	-	-	-	-
	Total	9	0.9%	145.67	89.702	-.090	-1.397
STUDENTS	Yes	433	45.6%	679.18	347.777	.013	-1.054
	No	42	4.4%	585.86	387.659	.281	-1.154
	Total	475	50.0%	670.93	352.043	.027	-1.072
PARENTS	Yes	362	38.1%	671.26	367.035	-.124	-1.001
	No	32	3.4%	748.47	334.837	-.391	-.302
	Total	394	41.5%	677.53	364.740	-.147	-.971
TOTALS	Yes	869	91.5%	658.60	369.220	-.033	-1.086
	No	81	8.5%	646.95	366.903	.033	-1.074
	Total	950	100.0%	657.61	368.845	-.027	-1.086

Source: Author, 2017

Most of the teachers agreed that parents are Involved in choosing the representatives in the BOM and PTA. 65 out of the 72 teachers who responded to the statement agreed giving a percentage of 6.8% of the total response. 9 out of the 9 principals agreed giving a percentage of 0.9 % of the total response. 433 students agreed giving a percentage of 45.6% of the total response. 362 parents/ guardians agreed with a percentage of 38.1% of the total response. In general, 869 out of 950 respondents agreed that parents are Involved

in choosing the representatives in the BOM and PTA with a percentage of 91.5% and 81 out of 950 respondents disagreed with a percentage of 8.5%.

The principals were interviewed to say whether parents are involved in choosing the BOM and PTA representatives. The results are as shown in Table 15 below

Table 4: 11 *Interview Schedule Results: Are Parents Involved in Choosing the Representatives in the BOM and PTA?*

	N	% of N
Yes	9	100
No	0	0
Total	9	100

Note. Likert Scale was adopted because it is universal method of collecting data and is easy to understand and allows respondents to remain neutral if they wish

Source: Author, 2017

All of the principals who were interviewed agreed that parents are involved. This shows that parents are being involved in the management of the schools though not all parents are involved in this. On decision-making objective, most of the respondents were of the opinion that parental involvement on decision making will determine students' performance in national examinations.

4.4.2 Provision of Teaching and Learning Resources

The second objective sought to establish the impact of parental provision of teaching and learning resources in academic performance in public secondary schools in Trans Nzoia West sub-county. Respondents were asked to rate their opinion on the provided statements. The responses for these factors ranged from 1 to 5 where 1 = strongly agree while 5 = strongly disagree. The mean, standard deviation, skewness and percentages for the responses were calculated and ranked as summarized in table 4: 16 below;

Table 4:12 Provision of Teaching and Learning Resources

N = 1126	Mean	Std. Dev.	Skewness	Agree		Disagree		Missing
				N	Percent	N	Percent	
Parental involvement in Provision of Teaching and Learning Resources Determines Students' Performance in National Examination.	1.17	0.378	1.738	783	82.8%	163	17.2%	180
Parental Involvement in Provision of Pens, Book and Other Learning Materials Determines Students Performance in National Examination.	1.20	0.403	1.477	839	79.7%	214	20.3%	73
Parental involvement in Payment of field Trips for Students Determines Students' Performance in National Examination.	1.21	0.406	1.443	740	79.2%	194	20.8%	192
Parental involvement in Contribution towards Construction of School Infrastructure Determines Students' Performance in National Examination.	1.48	0.500	0.092	431	52.3%	393	47.7%	302
Parental involvement in Payment of BOM Staff Wages Determines Students' Performance in National Examination.	1.49	0.500	0.043	384	51.1%	368	48.9%	374

Parental involvement in Provision of Security to the Students Determines Students' Performance in National Examination.	1.20	0.398	1.528	747	80.3%	183	19.7%	196
Parental involvement in Rewarding Teachers Determines Students' Performance in National Examination.	1.26	0.438	1.106	686	74.2%	239	25.8%	201

Source: Author, 2017

Majority of the respondents were of the opinion parental involvement in provision of pens, book and other learning materials determines students' performance. this was ranked first among the five variables used to asses this objective.

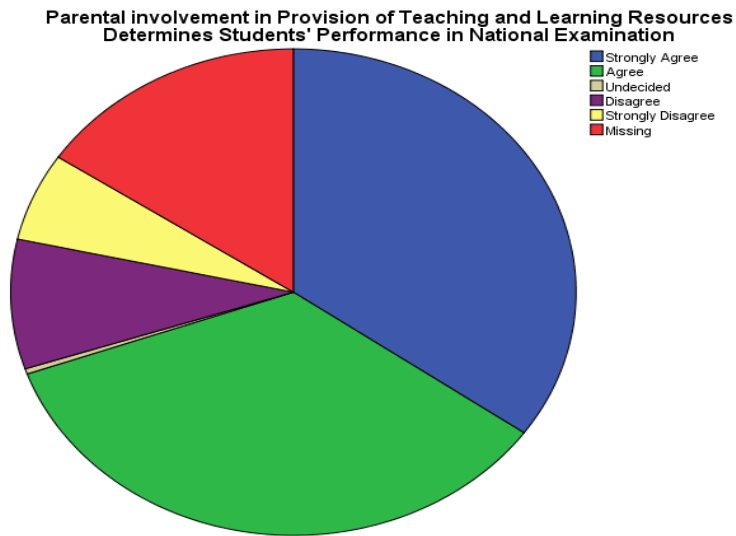
The variable had 839 out of 1053 respondents agreeing giving a percentage of 79.7% and 214 out of 1053 disagreeing giving a percentage of 20.3%. This gives a mean of 1.96. The data captured here shows that there is a positive correlation that parental involvement in provision of pens, book and other learning materials will determine students' performance in national examination.

On the variable, parental involvement in provision of teaching and learning resources determines students' performance in national examination, 753 out of 946 respondents agreed giving a percentage of 82.8% and 163 out of 946 disagreed giving a percentage of 17.2%. This gives a mean of 2.00. Implying that there is a strong positive correlation that parental involvement in provision of teaching and learning resources will determines students' performance in national examination. The analysis is represented graphically as shown in the Tables 17– 18and Charts in Figures 4 - 5 below.

Table 4:13 *Parental involvement in Provision of Teaching and Learning Resources Determines Students' Performance in National Examination*

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	392	34.8	41.3	41.3
Agree	391	34.7	41.2	82.4
Undecided	4	.4	.4	82.8
Valid Disagree	97	8.6	10.2	93.1
Strongly Disagree	66	5.9	6.9	100.0
Total	950	84.4	100.0	
Missing System	176	15.6		
Total	1126	100.0		

Source: Author, 2017



Source: Author, 2017

Table 4: 3

Parental involvement in Provision of Teaching and Learning Resources Determines Students' Performance in National Examination

		Frequency	Percent	Valid Percent	Cumulative Percent
	Agree	783	69.5	82.8	82.8
Valid	Disagree	163	14.5	17.2	100.0
	Total	946	84.0	100.0	
Missing	System	180	16.0		
Total		1126	100.0		

Source: Author, 2017

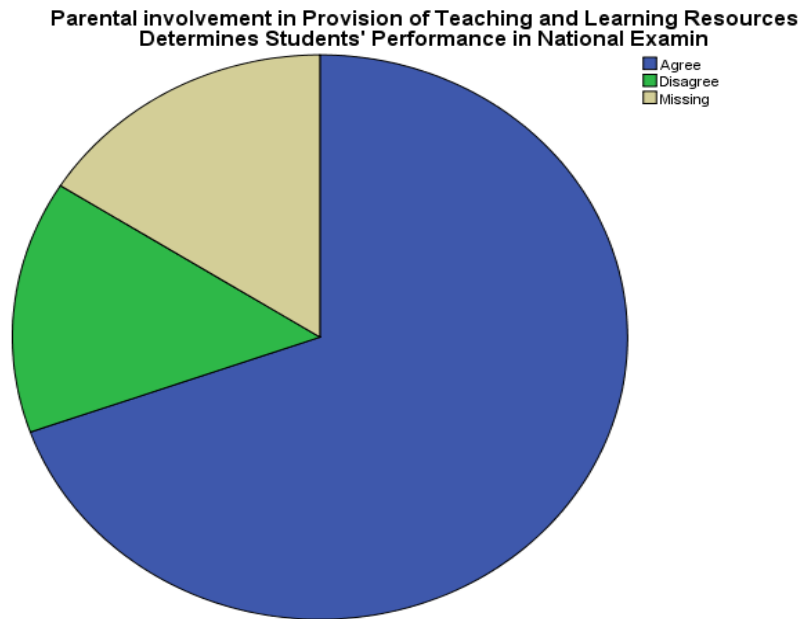


Figure 4:4

Source: Author, 2017

The respondents were also asked to give opinion on parental involvement in payment of field trips for students. Majority of the respondent were of the opinion that Parental involvement in payment of field trips for students will determine students' performance in national examination. 740 out of 936 responses agreed that parental involvement in payment of field Trips for students will determine students' performance in national Examination with a percentage of 79.2% while 163 out of 936 responses disagreed with a percentage of 20.8%. The response from the respondents indicates that there is a positive correlation that parental involvement in payment of field trips for students will determine students' performance in national examination.

There was minimal deviation on the variable, parental involvement in contribution towards construction of school infrastructure determines students' performance in national examination. 52.3% of the 824 valid responses agreed while 47.7% disagreed. On the statement, parental involvement in payment of BOM staff wages determines students'

performance in national examination; the difference was minimal with 51.1% of the 752 valid responses agreeing while 48.9% disagreed. This shows that parental involvement in paying the BOM teachers has less effect to the performance of the student. However, Parental Involvement in provision of pens, book and other learning materials and parental involvement in payment of field trips for students are the key factors that will determine the performance of a student in the national examination. Principals were interviewed on if the level of parental involvement in provision of teaching and learning resources in their schools is different from other public secondary schools. The results are as shown in table 19 below. Do you think the level of parental involvement in provision of teaching and learning resources in your school different from other public secondary schools?

Table 4: 14 Interview Schedule Results

	N	% of N
Yes	7	77.8%
No	2	22.2%
Total	9	100

Source: Author, 2017

Majority of the interviewee were of the opinion that parental involvement in provision of teaching and learning resources in their schools differ from the other schools with 77.8% agreeing while 22.2% disagreed. They were further asked to give the reason as why they feel so and most of them said the setting of the school in terms of location, community and category of the school plays major role to influence parental provision.

4.4.3 Fees Payment

The third objective sought to assess the outcome of prompt parental fees payment on academic performance in public secondary schools in Trans Nzoia West sub-county. Respondents were asked to rate their opinion on the provided statements. The responses for these factors were calculated and ranked as summarized in table 20 below;

Table 4:15 Fees Payment

N = 1126	Mean	Std. Dev.	Skewness	Agree		Disagree		Missing
				N	Percent	N	Percent	
Prompt Payment of Fees by Parents Determines Students Performance in National Examinations.	1.01	0.112	8.727	1013	98.7%	13	1.3%	100
Prompt Payment of Fees by Parents in One Instalment Determines Students Performance in National Examinations.	1.19	0.395	1.554	750	80.6%	180	19.4%	196

Source: Author, 2017

Majority of the respondents were of the opinion parental Prompt Payment of Fees Determines Students Performance in National Examinations. Of the questionnaire given and received, the valid responses were 1026 and of the total responses, 1013 agreed that Prompt Payment of Fees by Parents Determines Students Performance in National Examinations. This accounts to 98.7% of the total. The mean was at 1.46 and a standard deviation of 0.598.13 Respondents disagreed giving a percentage of 1.3% of the total respondents.

On prompt payment of fees by parents in one instalment statement, there were 930 valid cases. 750 agreed giving a percentage of 80.6% while 180 disagreed giving a Percentage

of 19.4%. This variable clearly indicated that there is a positive correlation that Prompt Payment of fees by parents in one instalment determines students' performance in national examination. Most of the parents pay school fees in terms of cash – 75% while 21% pay fees in terms of food and non-food material and 4% pay in terms of labour. There are factors inhibits prompt fees payment by parents thus affecting students' performance in national examination. To assess these factors, questionnaires were given and respondents had to give out their views depending on the statements given.

Ahmed and Khan (2012) found a significant relationship between parental social economic conditions and academic achievement of the children in secondary examination The results were analysed and represented as shown in the table 21 below;

Table 16 *Factors that inhibit prompt parental fees payment*

N = 1126	Mean	Std. Dev.	Skewness	Agree		Disagree		Miss ing
				N	Percent	N	Percent	
Level of Poverty is a Factor that Inhibit Prompt Parental Fees Payment	1.07	0.263	3.235	951	92.5%	77	7.5%	98
Negative Cultural Practices is a Factor that Inhibit Prompt Parental Fees Payment	1.47	0.500	0.110	460	52.8%	412	47.2%	254
Gender is a Factor that Inhibit Prompt Parental Fees Payment	1.48	0.500	0.069	448	51.7%	418	48.3%	260
Student Entry Behavior is a Factor that Inhibit Prompt Parental Fees Payment	1.42	0.494	0.309	506	57.6%	372	42.4%	248
Government Education Policy is a Factor that Inhibit Prompt Parental Fees Payment	1.48	0.500	0.080	405	52.0%	374	48.0%	347
Negative Attitudes towards the School is a Factor that Inhibit Prompt Parental Fees Payment	1.39	0.489	0.431	521	60.5%	340	39.5%	265

Note. Students from high income families have enough time to stay at school as there are parents are able to pay fees and other contributions hence better performance in examination

Source: Author, 2017

Majority were of the opinion Level of Poverty is a Factor that Inhibit Prompt Parental Fees Payment which in turn inhibits students' Performance. The variable scored a least mean of 1.07 close to value 1 which was for Strongly Agree. 951 out of the 1028 valid responses received agreed that Level of Poverty is a Factor that Inhibit Prompt Parental Fees Payment and thus inhibit Students' Performance. This gives a percentage of 92.5% of the total response. 77 responses disagreed giving 7.5% of the Total response. There was minimal deviation on the remaining three factors; Student Entry Behavior, Negative Cultural Practices and Government Education Policy.

Principals were also interviewed so as to assess the factors that inhibit fees payment in Trans-Nzoia West Sub-County. The Principals in their view said that cultural Practices, Poverty, Ignorance and Negative attitudes towards the School are the key factors which inhibit Prompt fees Payment by Parents/ Guardians. From these interviews, it was clearly depict as illustrated in table 20 above.

One of the Principal argued that, many of the community members are against the management the school and will always delay to pay their children's school fees in the name of "let us wait and see". This strains the management of the school particularly in areas where funding is urgently required. The interviewee also uttered that, some of the parents are just ignorant to some extent that they don't know the whereabouts of their children. This raises a lot of concern particularly on girl child as this has led to some students dropping out of school and even ending up being "put in the family way". For the boy child, one of the interviewee said that if the Parent is not concerned with education of the child, will always find some reason to boycott fees payment and this really affects the academic performance of most of the school in Trans-Nzoia West Sub-County.

In the interview most of the principals said that they prefer sending students home to remind the parents to pay school fees. When asked how needy students are assisted in paying fees, majority responded that they are given bursaries from CDF.

4.4.4 Parent Visitation to the School

The fourth objective sought to investigate the effect of parental visitation to school on academic performance in public secondary schools in Trans Nzoia West sub-county. The Response was analysed and the result was as shown in the table 22 below;

Table 4:17 *Parental Visitation to School*

N = 1126	Mean	Std. Dev.	Skewness	Agree		Disagree		Missing
				N	Percent	N	Percent	
Parent Visitation to Schools Influence Students' Academic Performance in National Examination.	1.28	0.450	0.970	705	71.8%	277	28.2%	144
Parents Discuss Academic Progress of their Students with Teachers During AGM Occasions	1.20	0.399	1.514	690	80.1%	171	19.9%	265
Parents Discuss Academic Progress of their Students with Teachers During Open Days Occasions	1.59	0.492	-0.363	334	41.1%	479	58.9%	313
Parents Discuss Academic Progress of their Students with Teachers During Opening Day	1.64	0.481	-0.579	308	36.1%	545	63.9%	273
Parent Visitation during Discipline cases Influence Students' Academic Performance in National Examination	1.14	0.347	2.078	866	86.0%	141	14.0%	119
Parents Discuss Academic Progress of their Students with Teachers During Academic Day Occasions	1.10	0.306	2.593	936	89.6%	109	10.4%	81
Parents Discuss Academic Progress of their Students with Teachers During Visiting Day Occasions	1.55	0.497	-0.221	374	44.5%	466	55.5%	286

Source: Author, 2017

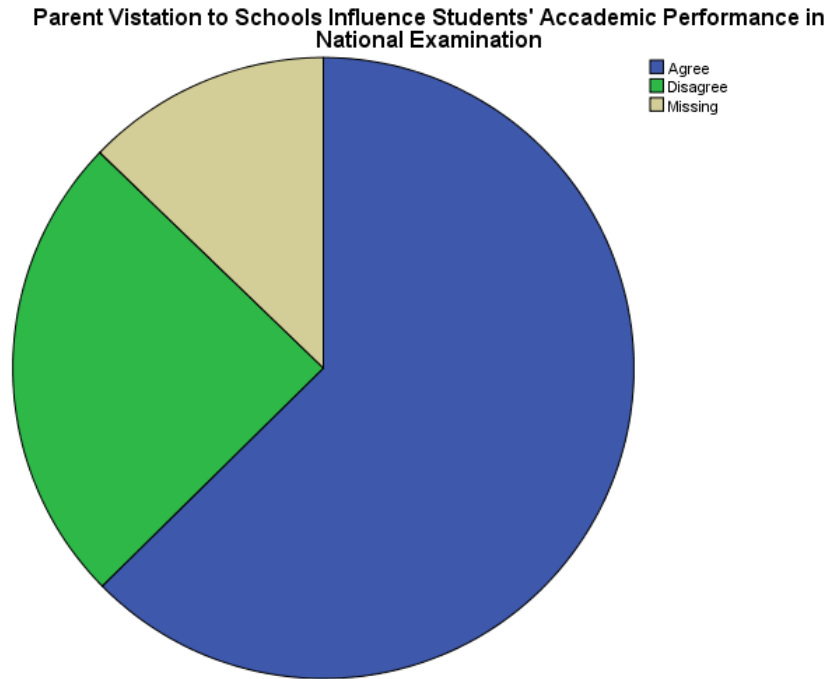


Figure 4:5

Source: Author, 2017

Majority of the respondents were in agreement with the two variables. On parent visitation to schools influence students' academic performance in national examination variable, 705 out of 982 responses agreed giving a percentage of 71.8% while 277 disagreed giving a percentage of 28.2% of the total. The mean for this variable was at 1.28 and the standard deviation was 0.450. For the variable, parental visitation during discipline cases influence students' academic performance in national examination, 866 out of the 1007 responses agreed with a percentage of 86.0% while 141 disagreed with a percentage of 14.0%. The mean for the variable was at 1.14 and the standard deviation

was at 0.347. The two Variables show that there is a positive correlation that parental visitation to schools influence students' academic performance in national examination.

Sternberg's (Republic of Kenya, laws of Kenya 2008) is in agreement that the type of parental involvement that draws parents in the school physically is the most effective in improving academic achievement; attending school programme; extra-curricular activities, conferences and back to meets. It concludes that "when parents come to school regularly it reinforces the view in that child's mind that school and home are connected and that school is an integral part of the whole family's life" and this leads to better performance in national examination.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to investigate the influence of parental involvement on students' performance in national examination in public secondary schools in Trans Nzoia West sub-county. The previous chapters showed various aspects of the problem. Chapter one dealt with background to the problem, review of the related literature was done in chapter two.

Chapter three dealt with research methods and designs that addressed the objectives in chapter one and in chapter four the research findings were presented, analysed and discussed. This chapter provides summary, conclusion and recommendation of the study.

5.2 Summary of findings of the Study

5.2.1 Parental Involvement in Decision Making

Best on the findings indicated in Table 11 indecision Making, it is clearly indicated that parental involvement in decision making in schools determines Students' Performance in Public Secondary Schools in Trans Nzoia West Sub County. It was noted that parents acts as activist in management of the School thus leading good academic Performance of Students in Public Schools in Trans Nzoia West Sub County.

5.2.2 Provision of Teaching and Learning Resources

It was found that the low income of parents/guardians made them unable to provide sufficient home and school requirements for their children. This was as per the observation and Interviews conducted on some Principals and Teachers. Low income in the family also forced some students to take part in the income generation activities to support the families for themselves so that they can get their basic needs. This was found to affect academic achievement of the Students. However, high-income families viewed payment of school fees and other contribution as affordable and so the performance of their children.

The Study established that parental involvement in provision of the teaching and learning resources has a positive influence on the academic performance of the students in Public Schools in Trans Nzoia West Sub County.

5.2.3 Fees Payment

Low income in most of the families forced some students to take part in the income generation activities to support the families and for themselves so that they can get their basic needs as well as raise part of their fees. This was found to affect academic achievement of the Students as the students stay away from school engaging in income generating activities so as to pay fees. However, high-income families viewed payment of school fees and other contribution as affordable and prompt. This in turn had a positive correlation on the academic performance of the children in such families. The research thus establishes that Prompt payment of school fees as well as prompt payment of school fees in one Instalment affects academic performance of the Student.

5.2.4 Parent Visitation to Schools

The majority of the response revealed that Parental visitation to school influence academic performance of the Students. However, it was raised that some parents do not cooperate with school to look in to education matters of their children which lead to poor performance. The research findings reveals that large number of parents do not check their children exercise books because they do not know English language which was used in secondary school curriculum.

It was also found that most of parents were discussing the important of education to their children, but they were not visiting the Schools. There were other parents who had no time to discuss with their children anything about their studies.

5.3.5 Factors that inhibit prompt parental fees payment

Level of Poverty in most of the families in the Trans Nzoia West Sub Count is a Factor that Inhibit Prompt Parental Fees Payment which in turn inhibits students' Performance. Student's entry behaviour, negative cultural practices, and government education policy are some of the factors which also inhibited students' academic performance.

5.3 Conclusion

Based on the findings of this study it is concluded that parents' involvements in decision making, provision of teaching and learning resources, prompt payment of fees, and Visitation to Schools leads academic achievement of the students. The conclusion is reached based on the following sub-sections:

On decision making, the findings indicated that parental involvement in decision making in schools determines Students' Performance in Public Secondary Schools in Trans Nzoia

West Sub County. It was noted that parents acts as activist in management of the School thus leading good academic Performance of Students in Public Schools in Trans Nzoia West Sub County.

In some interviews conducted, particularly on provision of the teaching and learning resources, the findings showed that the low income of parents/guardians made them unable to provide sufficient home and school requirements for their children. The Study established that parental involvement in provision of the teaching and learning resources has a positive influence on the academic performance of the students in Public Schools in Trans Nzoia West Sub County.

School fees payment which has been an itch in much School in Trans Nzoia West Sub County. The findings establish that prompt payment of school fees as well as prompt payment of school fees in one Instalment affects academic performance of the Student.

On the issue of the Parental Visitation to Schools, the research findings reveals that large number of parents do not visit school to discuss their children's academic affairs. In the interviews, it was found that some parents hardly check their children exercise books because they do not know english language which was used in secondary school curriculum. However, it was raised that some parents do not cooperate with school to look in to education matters of their children which lead to poor performance.

Both low and high-income students need cooperation from their parents that could promotes effective learning and their happiness. Factors like level of poverty, student's entry behaviour, negative cultural practices, and government education policy affect academic achievements of the learners.

In addition, some parents do not cooperate with school to look into education matters of their children which lead to poor performance. Also poverty in students' families leads to frequent and prolonged participation in domestic works. As a result, they left with limited time for doing school activities like revision, private study and homework.

5.4 Recommendations

Based on the findings and conclusion of this study the researcher recommendations are as follows:

5.4.1. Parental Involvement in Decision Making

Parents should be advised to cooperate with school administration through close supervision of their children academic progress and through balancing of domestic chores with studies at home. The parents should be enlightened that the school is the property of the community and that they are the key stakeholders who need to lay down the strategies for the progress the school.

5.4.2. Provision of Teaching and Learning Resources

Parents should make sure that the instructional materials are availed to all schools and that they are enough so that student's studies and academic performance is enhanced. The Parents should be advised and be always willing to provide teaching and learning resources to their children. Provision of Teaching and Learning Resources will relief the adverse pressure on the few resources that are in the schools, particularly Trans Nzoia West Sub-county. The parents thus should concentrate on provision of requirements for effective learning such as Payment of school fees, payment of fees for field trips, aiding in the construction of school infrastructure, provision of books and pens to the students. The local administrators should also provide education to the parents and community so

as to know the importance of provision of teaching and learning resources for the better education for their children.

5.4.3. Parental Visitation

Schools should advise parents to cooperate with school administration through close supervision of their children academic progress and through balancing of domestic chores with studies at home. This will improve performance of students. School system should introduce and make sustainable counselling unity to deal with students. This will help to solve some of the problems originating from their parents as well as helping them to cope with those problems. This has to mean that school guidance and counselling has to be strengthened in secondary schools to respond to the needs of students who their home settings do not encourage home learning. This can be done by allowing parents to frequently visit schools so as to check the where about of their students. There should be impromptu visits that are not necessarily scripted. As an educator, I encourage my parents to drop by at any time and visit their children even in the classes.

5.4.4. Fees Payment

The parents should come up with a PTA bursary kit which the schools should use to provide school bursaries for students who come from very poor Background to avoid waste of time in between homes and schools in terms of looking for school fees. It is also equally important for parents to get actively involved in the activities of the school to overcome these financial woes. Parents can assist in organizing fundraising ventures in partnerships with employers and business houses.

If the above are implemented, then our children would receive the quality of education prudent for their sound didactic growth and development.

5.5.1 Suggestions for Further Research

It is suggested that a similar study should be conducted in other Sub Counties especially in North Rift region of Kenya using a bigger sample than this as this was done in only four secondary schools. Furthermore, research should be conducted to investigate differences in academic performance between day scholars' students and boarding students in public secondary school in Kenya. Additionally, a gender study to investigate how girls and boys are affected by home set up in their academic achievement is recommended.

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APPENDICES

APPENDIX I: QUESTIONNAIRES FOR TEACHERS/HEADTEACHERS AND PARENTS AND STUDENTS

This questionnaire is part of a research project on parental involvement in academic performance of public secondary schools in Trans-Nzoia West District. To make this research successful, you are kindly requested to respond to all questions as honestly as possible. Fill in the black spaces or tick the indicated brackets () appropriately. For complete confidentiality, do not write your name anywhere in this questionnaire.

SECTION A: DEMOGRAPHIC INFORMATION OF RESPONDENTS

Please tick (√) all that apply

1. Gender
 - Female ()
 - Male ()
2. Level of professional qualification
 - a) Diploma in education ()
 - b) B. Ed ()
 - c) M.Ed/Phd ()
 - d) Other (Specify e.g student, Parent or no formal education)

3. Teaching experience
 - a) 0-3 years ()
 - b) 4-6 years ()
 - c) 7-9 years ()
 - d) 10-12 years ()
 - e) 13 and above years ()
4. Current responsibility
 - a) Teacher ()
 - b) Class teacher ()
 - c) Deputy Head teacher ()
 - d) Senior teacher ()

SPECIFIC INFORMATION

SECTION B: To examine how parental involvement in decision making affects academic performance in public schools in Trans-Nzoia West Sub-county.

PART 1: General statements on the level of parents' involvement in decision making and the management of public secondary school in Trans- Nzoia West District. Below are the statements on parent's involvement in decision making on academic performance of public secondary schools in Trans- Nzoia West Sub-county. For each statement, indicate with a tick (✓) the response that best describes your view with respect to the level of parents' involvement in decision making on academic performance of public secondary schools in Trans- Nzoia West Sub-county.

SA stands for Strongly Agree, A stands for Agree, U stands for Undecided, D stands for Disagree, SD stands for Strongly Disagree						
	Statement	SA	A	U	D	SD
i	Parental involvement in decision-making determines student's performance in national examinations.					
ii	Parental involvement in Decision making is a key factor in decision making on Students' Performance in National Examination					
iii	Teachers should involve parents in decision making in schools to improve performance.					
iv	Parental involvement in decision making on remedial teaching determines student's performance in national examinations.					
v	Parental involvement in decision making on choice of subject or careers determines student's performance in national examinations.					

SECTION C: To determine how parental provision of teaching and learning resources impact academic performance in public secondary schools in Trans-Nzoia West Sub-county

	Statement	SA	A	U	D	SD
i	Parental involvement in provision of teaching and learning resources determines student's performance in national examinations.					
ii	Parental involvement in rewarding teachers determines student's performance in national examinations.					
iii	Parental involvement in payment of fieldtrip fees for students determines student's performance in national examinations.					
iv	Parental involvement in Payment of BOM Staff Wages Determines Students' Performance in National Examination					
v	Parental involvement in contribution towards construction of school infrastructure determines student's performance in national examinations.					
vi	Parental involvement in provision of security to students determines student's performance in national examinations.					
vii	Parental involvement in provision of pens, books and other learning materials determines student's performance in national examinations.					

SECTION D: To assess how prompt parental fees payment affect academic performance in public secondary schools in Trans-Nzoia West Sub-county

	Statement	SA	A	U	D	SD
i	Prompt fees payment by parents determines students' performance in national examinations.					
ii	Prompt fees payment by parents in one instalment determines students' performance in national examinations.					
iii	Level of poverty inhibits prompt parental fees payment to school by parents.					
iv	Ignorance inhibits prompt parental fees payment to school by parents.					
v	Negligence inhibits prompt parental fees payment to school by parents.					
vi	Negative cultural practices inhibit prompt parental fees payment to school by parents.					
vii	Gender biasness inhibits prompt parental fees payment to school by parents.					
viii	Negative attitude towards the school inhibits prompt parental fees payment to school by parents.					
ix	Government education policy inhibits prompt parental fees payment to school by parents.					
x	Students' entry behaviour inhibits prompt parental fees payment to school by parents.					

SECTION E: To investigate how parental visitation to school affects academic performance in public secondary schools in Trans-Nzoia West Sub-county

	Statement	SA	A	U	D	SD
i	Parental visitation to school influences students' academic performance in national examination.					
ii	Parental visitation to school during discipline cases influences students' academic performance in national examination.					
Parents discuss academic progress of their students with teachers during the following occasions.						
iii	AGM					
iv	Open days					
v	Opening days					
vi	Academic days					
vii	Visiting days					

INTERVIEW SCHEDULES TO BE ADMINISTERED TO THE PRINCIPALS

Are parents involved in choosing the representatives in BOM and PTA?

Do you think the level of parent involvement in provision of teaching and learning resources in your school different from other public schools in your area? If so, why and in what ways?

Does the school allow parents to negotiate with school management on payment of fees by students? Yes () No ()

How does the school communicate to parents in case of non-payment of fees by students?

1. Sending students home for fees ()
2. Reminding through students ()
3. Writing notification letters ()
4. Use of telephone ()

How are needy students assisted by the society in payment of school fees?

- I. CDF ()
- II. County government ()
- III. Ministry of education ()
- IV. Office of the president ()
- V. Scholarships ()
- VI. Others (specify) ()

Parents pay fees in form of?

- a. Cash ()
- b. Labour ()
- c. Food and non food materials ()



APPENDIX II: Research Permit

THIS IS TO CERTIFY THAT:
MR. PETER CHEWACHER CHEMAGET
of MOI UNIVERSITY, 0-30200 KITALE, has
been permitted to conduct research in
Transzoia County

on the topic: INFLUENCE OF PARENTAL INVOLVEMENT ON STUDENTS PERFORMANCE IN NATIONAL EXAMINATIONS IN PUBLIC SECONDARY SCHOOLS IN TRANSZOIA WEST SUBCOUNTY

for the period ending:
13th June, 2017


Permit No : NACOSTI/P/16/94511/11326
Date Of Issue : 16th June, 2016
Fee Received :Ksh 1000



Director General
National Commission for Science, Technology & Innovation

CONDITIONS

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



RESEARCH CLEARANCE PERMIT

Serial No. A 9554

CONDITIONS: see back page

APPENDIX III: Research Permission Letters

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY State Department of Education

Telegrams:
Telephone: Kitale 054-31653 – 30200
Fax: 054-31109
Email: transzoiaede@gmail.com
When replying please quote:



County Director of Education,
Trans Nzoia,
P.O. Box 2024 – 30200
KITALE.

Date: 29th June, 2016

Ref. No. TNZ/CNT/CDE/R.GEN/I/VOL.I/183


TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – PETER CHEMWACHER CHEMAGET

The above named has authority to carry out research on “**Influence of parental involvement on students performance in national examinations in public secondary schools in Trans-Nzoia West Sub-County,**” for a period ending **13th June, 2017.**

This is therefore to authorize the student to collect data and/or carry out activities related to this particular exercise in Trans-Nzoia County. Whoever may be concerned is requested to co-operate and assist accordingly.

Thank you.


For:
COUNTY DIRECTOR OF EDUCATION
TRANS-NZOIA
P. O. Box 2024-30200, KITALE
Tel: 020-2630448

J. K. WAMOCHO
COUNTY DIRECTOR OF EDUCATION
TRANS-NZOIA

Source: County Director of Education. (Trans Nzoia County)



THE PRESIDENCY

Telephone: 054 – 30020
Fax No: 054 – 30030

MINISTRY OF INTERIOR
AND
COORDINATION OF
NATIONAL GOVERNMENT

COUNTY COMMISSIONER'S OFFICE
TRANS NZOIA COUNTY
P.O BOX 11 - 30200
KITALE

E-mail: cctransnzoiacounty@yahoo.com
When replying please quote

TNZC/CONF/ED.12/2/VOL.II/44


27th June, 2016

TO WHOM IT MAY CONCERN

RESEARCH AUTHORIZATION

This is to inform you that **Peter Chemwacher Chemaget of Moi University - Kenya** have been authorized by National Commission for Science, Technology and Innovation to carry out research on **“Influence of parental involvement on students performance in National Examinations in Public Secondary Schools in Trans Nzoia West Sub County,”** for a period ending **13th June, 2017.**

Kindly accord him necessary assistance she may require.

P.P.

JOASH ABONGO



FOR: COUNTY COMMISSIONER
TRANS NZOIA COUNTY

Source: County Commissioner. (Trans Nzoia County)



MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555

P.O. Box 3900
Eldoret, Kenya

REF: MU/SE/PGS/54

DATE: 24th April, 2015

The Executive Secretary

National Council for Science and Technology
P.O. Box 30623-00100

NAIROBI

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF CHEMAGET C. PETER - (EDU/PGA/1022/07)


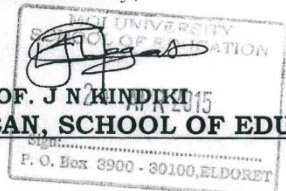
The above named is a 2nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Educational Management and Policy Studies.

It is a requirement of his M.Ed Studies that he conducts research and produces a thesis. His research is entitled:

“Influence of Parental Involvement on Students’ Performance in National Examinations in Public Secondary Schools in Trans-Nzoia West Sub-County.”

Any assistance given to him to enable him conduct his research successfully will be highly appreciated.

Yours faithfully,


PROF. J N KINDIKI
DEAN, SCHOOL OF EDUCATION

P. O. Box 3900 - 30100, ELDORET

JNK/d6



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref. No
NACOSTI/P/16/94511/11326

Date:

15th June, 2016

Peter Chemwacher Chemaget
Moi University
P.O. Box 3900-00100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of parental involvement on students performance in national examinations in public secondary schools in Trans Nzoia West Sub County,*" I am pleased to inform you that you have been authorized to undertake research in **Trans Nzoia County** for the period ending **13th June, 2017.**

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

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

**DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Trans Nzoia County.

The County Director of Education
Trans Nzoia County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

Source: National Commission for Science, Technology and Innovation. (Trans Nzoia County)

APPENDIX IV: ACADEMIC PERFORMANCE IN TRANS NZOIA COUNTY (2013 –
2017)

TRANS-NZOIA COUNTY 2013 KCSE MERIT LIST

Name of County: Trans-Nzoia Name of County Director: J.K.Wamocho
Phone No.: 0721-479-909 Email Address: transnzoiacde@gmail.com

EAGH 3

RANK	SCHOOL	S-COUNTY	ENTRY	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	TOTAL	X	Y	P	U	TOTAL	SAT EXAM	M/S: 2013	M/S: 2012	DEV.
1	ST ANTONYS	T/WEST	239	39	106	49	30	8	5	0	0	0	0	0	0	2493	2	0	0	0	2	237	10.51899	9.567	0.952
2	ST BRIGIDS	T/WEST	173	39	53	48	23	6	2	2	0	0	0	0	0	1612	0	0	0	0	0	173	10.47399	9.567	0.907
3	ST JOSEPHS BOYS	T/WEST	325	14	45	83	60	63	39	12	3	1	0	0	0	2901	4	0	0	0	5	320	9.065625	8.742	0.324
4	ST THERESA'S BIK.	T/WEST	105	1	16	15	31	25	14	3	0	0	0	0	0	933	0	0	0	0	0	105	8.885714	9.563	0.65
5	MAKUNGA	KWANZA	30	0	3	10	3	2	6	4	0	1	0	0	0	246	1	0	0	0	1	29	8.482759	NEW	
6	FRIEND BWAKE	T/EAST	74	0	4	15	20	15	12	5	3	0	0	0	0	623	0	0	0	0	0	74	8.418919	8.484	-0.193
7	ST JOSEPHS GIRLS	T/WEST	153	2	13	27	25	31	30	19	3	0	1	0	0	1252	0	2	0	0	2	151	8.291391	8.128	0.163
8	ST MONICA	KWANZA	117	1	3	21	20	27	33	10	1	0	0	0	0	947	0	0	1	0	1	116	8.163793	8.128	0.036
9	ST COLUMBANS	T/WEST	89	0	3	11	22	24	17	11	0	0	0	0	0	718	1	0	0	0	1	88	8.159091	7.969	0.19
10	ST MARK CHERA	T/EAST	109	0	5	15	18	26	27	12	2	0	0	0	0	846	1	0	3	0	4	105	8.057143	7.66	0.397
11	GOD BLESS YOU	T/WEST	23	0	0	2	0	6	2	1	0	0	0	0	0	88	0	12	0	0	12	11	8	5.88	2.12
12	KITALE SCHOOL	T/WEST	148	1	5	20	31	26	35	17	11	1	0	0	0	1160	1	0	0	0	1	147	7.891156	7.34	0.551
13	SUWERWA BOYS	T/EAST	53	0	0	5	15	10	6	11	6	0	0	0	0	403	0	0	0	0	0	53	7.603774	6.814	0.79
14	KIBOMET SEC	T/WEST	89	0	0	4	20	15	29	18	3	0	0	0	0	666	0	0	0	0	0	89	7.483146	7.34	0.143
15	GOSETA	KWANZA	158	0	0	16	21	39	37	24	16	3	1	0	0	1159	0	0	1	0	1	157	7.382166	8.11	-0.728
16	ST MARKS GIRLS	T/EAST	87	0	3	8	10	11	23	22	8	1	0	0	0	628	1	0	0	0	1	86	7.302326	6.34	0.962
17	TRANS NZOIA MIX	T/WEST	49	0	2	4	3	8	16	10	5	0	0	0	0	350	1	0	0	0	1	48	7.291667	5.595	1.697
18	BIRIBIRIET	T/EAST	31	0	0	0	4	7	9	7	2	0	0	0	0	207	2	0	0	0	2	29	7.137931	7.1	0.038
19	KABUYEFWE GIRLS	T/WEST	47	0	0	1	7	8	13	9	7	0	0	0	0	317	2	0	0	0	2	45	7.044444	6.231	0.813
20	ANDERSEN	KWANZA	59	0	1	7	7	4	11	15	12	1	0	0	0	407	1	0	0	0	1	58	7.017241	7.295	-0.278
21	SUWERWA GIRLS	T/EAST	37	0	0	1	3	5	12	13	3	0	0	0	0	254	0	0	0	0	0	37	6.864865	NEW	
22	KABUYEFWE FRIEN	T/WEST	51	0	0	1	6	7	14	14	7	1	1	0	0	344	0	0	0	0	0	51	6.745098	6.552	-0.193
23	ST THERESA'S SIK.	T/WEST	56	0	0	4	5	11	6	16	10	4	0	0	0	377	0	0	0	0	0	56	6.732143	6.92	-0.188
24	NAMANJALALA	KWANZA	79	0	1	1	10	13	13	19	17	4	0	0	0	521	1	0	0	0	1	78	6.679487	6.291	0.389
25	I C MUKUYU	T/EAST	116	0	1	3	15	12	17	32	21	12	2	0	0	742	1	0	0	0	1	115	6.452174	6.46	-0.008
26	WAITALUK	T/WEST	23	0	0	0	1	2	10	4	5	1	0	0	0	148	0	0	0	0	0	23	6.434783	7.2916	-0.857
27	SINOKO	T/EAST	98	0	1	3	13	11	13	21	13	15	5	1	0	605	0	0	0	0	0	96	6.302083	6.081	0.221

28	KIPKEIKEI	T/EAST	109	0	3	2	6	12	20	27	22	13	3	0	0	676	1	0	0	0	1	108	6.259259	6.025	0.234
29	KOBOS	KWANZA	72	0	0	3	8	6	12	10	22	5	4	0	0	436	2	0	0	0	2	70	6.228571	6.1578	0.071
30	ST MICHEALS	T/WEST	71	0	1	4	5	9	11	11	13	15	2	0	0	442	0	0	0	0	0	71	6.225352	5.973	0.252
31	MASABA	T/WEST	81	0	1	4	6	8	8	16	17	14	4	0	0	474	3	0	0	0	3	78	6.076923	5.631	0.446
32	MATISI FRIENDS	T/WEST	75	0	0	4	2	7	11	19	20	11	1	0	0	452	0	0	0	0	0	75	6.026667	5.77	0.257
33	NYAKINYUA	T/EAST	41	0	0	1	1	10	3	7	10	7	2	0	0	246	0	0	0	0	0	41	6	5.744	0.256
33	NGONYEK	T/EAST	20	0	0	1	2	1	3	4	3	6	0	0	0	120	0	0	0	0	0	20	6	3.477	2.523
35	SINYERERI	T/EAST	55	0	0	3	1	9	5	9	14	11	2	0	0	320	1	0	0	0	1	54	5.925926	5.9	0.026
36	ST PATRICKS KOY	T/WEST	28	0	0	1	2	4	3	4	5	6	3	0	0	163	0	0	0	0	0	28	5.821429	5.468	0.353
37	ST MAURICE LUNYU	KWANZA	57	0	0	1	3	4	5	22	8	8	4	0	0	320	2	0	0	0	2	55	5.818182	5.602	0.216
38	KITUM	KWANZA	62	0	0	3	3	9	8	7	12	11	7	1	0	354	1	0	0	0	1	61	5.803279	4.46	1.343
39	NABUNGA	T/WEST	52	0	1	0	4	4	6	10	12	12	3	0	0	298	0	0	0	0	0	52	5.730769	5.132	0.599
40	BISHOP MUGE	KWANZA	52	0	0	2	4	3	3	12	14	10	4	0	0	295	0	0	0	0	0	52	5.673077	5.375	0.28
41	SIBANGA	T/EAST	39	0	0	0	1	5	7	6	11	5	4	0	0	221	0	0	0	0	0	39	5.666667	4.906	0.761
42	KAPSIGILAI	T/EAST	70	0	0	2	1	6	16	8	14	14	6	1	0	383	2	0	0	0	2	68	5.632353	6.449	0.817
43	MOI KAPLAMAI	T/EAST	90	0	0	5	3	7	6	10	30	25	4	0	0	497	0	0	0	0	0	90	5.522222	6.602	-1.08
44	ST JOHNS SIRENDE	T/WEST	72	0	0	0	4	2	6	21	21	17	1	0	0	396	0	0	0	0	0	72	5.5	5.3	0.2
44	BOMA	T/WEST	64	0	0	0	2	6	11	9	13	17	3	1	0	341	1	0	1	0	2	62	5.5	6.268	0.768
46	KWANZA GIRLS	KWANZA	30	0	0	0	1	1	4	9	6	6	2	0	0	159	1	0	0	0	1	29	5.482759	4.653	0.83
47	BOTWA	T/EAST	29	0	1	1	2	0	4	4	5	7	4	1	0	158	0	0	0	0	0	29	5.448276	5.583	-0.135
48	SEN WAMALWA	T/WEST	34	0	0	1	3	3	3	2	10	8	5	1	0	185	0	0	0	0	0	34	5.44118	5.091	0.35
49	BWAKE GIRLS	T/WEST	32	0	0	0	0	5	5	6	4	7	5	0	0	174	0	0	0	0	0	32	5.4375	5.455	-0.018
50	MASINDE MULIRO	T/WEST	32	0	0	0	2	3	4	2	8	12	1	0	0	173	0	0	0	0	0	32	5.40625	5.095	0.311
51	KAPOMBOI	KWANZA	43	0	0	0	2	2	6	9	9	11	4	0	0	231	0	0	0	0	0	43	5.372093	5.296	0.074
52	KWANZA FRIENDS	KWANZA	112	0	1	7	5	7	6	19	23	21	18	5	0	601	0	0	0	0	0	112	5.366071	5.601	0.235
53	WIYETA GIRLS	T/EAST	57	0	0	0	3	3	5	12	16	14	3	1	0	305	0	0	0	0	0	57	5.350877	5.52	-0.161
54	TUWAN GIRLS	T/WEST	27	0	0	0	1	1	3	4	10	6	2	0	0	142	0	0	0	0	0	27	5.259259	NEW	
55	OSORONGAI	T/EAST	45	0	0	5	3	1	1	4	8	11	6	3	1	225	2	0	0	0	2	43	5.232558	5.211	0.022
56	MACHEWA	T/WEST	37	0	0	0	3	3	3	6	6	7	8	1	0	192	0	0	0	0	0	37	5.189189	6.29	0.079
57	ST CHRISTOPHERS	T/EAST	89	0	0	1	2	4	14	11	20	20	13	3	0	449	1	0	0	0	1	88	5.102273	5.667	-0.565
58	MUFUTU	T/WEST	63	0	1	1	0	1	6	13	16	13	9	2	0	312	1	0	0	0	1	62	5.032258	4.032	1.003
59	NAKAMI	T/WEST	64	0	0	1	2	3	7	12	11	12	11	5	0	319	0	0	0	0	0	64	4.984375	5.243	-0.31
60	FRIENDS SIRENDE	T/WEST	90	0	0	1	1	4	9	12	19	32	11	1	0	444	0	0	0	0	0	90	4.933333	4.353	0.58

TOTAL CANDIDATES: 8668
COUNTY MEAN SCORE: 5.6
MEAN GRADE 2013: C
MEAN SCORE 2012: 5.15
MEAN GRADE 2012: C-

Certified by:
County Director Name: J.K.Wamocho County Quality Assurance & Standards Officer: Akoko Okayo

Sign..... Date..... Sign..... Date.....

Official Stamp.....

TRANS -NZOIA WEST DISTRICT																											
K.C.S.E. 2014 ANALYSIS																											
S/NO	CENTRE NAME	ENTRY	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	F	AB	Y	P	U	D.G.P.	M.G	2012	2013	2014	DEV.		
	ST. ANTHONY'S BOYS H.	251	66	101	61	20	3													10.8247	A-	9.0228	10.619	10.825	0.206		
	ST. BRIGIDS' KIMINIINI	175	39	56	48	22	9	1												10.52	A-	9.578	10.474	10.52	0.046		
	ST. JOSEPH'S BOYS	298	27	78	89	80	20	4												10.025	A-	8.813	9.0656	10.025	0.96		
	ST. JOSEPH'S GIRLS	163	4	20	34	51	41	11	2											9.1042		8.123	8.291	9.104	0.8		
	ST. TERESA'S BIKEKE	82	1	10	18	24	16	9	4											8.94		9.74	9.04	8.94	-0.1		
	DR.KEN GERDS GIRLS H. SCH	29	0	3	3	9	10	4												8.8896		8.889	0	8.889	NEW		
	TRANS-NZOIA MIXED	48	0	3	5	19	18	2	1											8.7083		0	7.29	8.79	1.59		
	ST. COLUMBANS	91	1	7	18	16	30	15	2											8.6703		7.969	8.159	8.67	0.5112		
	ST. TERESA'S BIKEKE GIRLS	56	0	0	7	16	17	9	5	2										8.0892		0	0	8.0892	NEW		
	KIBOMET	84	0	2	3	18	19	27	14	1										7.738		7.466	7.605	7.738	0.133		
	BOMA SECONDARY	51	0	0	2	11	14	17	7											7.6862		6.288	5.55	7.686	2.17		
	ST. TERESA'S SIKHENDU	61	0	0	9	9	10	16	13	3	2									7.492		6.921	6.7341	7.492	0.76		
	KITALE SCHOOL	157	0	3	10	20	34	58	26	6										7.49	C+	7.34	7.89	7.49	-0.33		
	KABUYEFWE BOYS	95	0	3	10	8	17	26	26	4	1									7.4		6.55	6.745	7.4	0.655		
	TUWAN GIRLS	41	0	1	2	2	6	18	9	3										7.122	C+	0	5.259	7.122	1.863		
	ST. MICHAEL TOP STATION	102	0	2	6	11	12	25	21	17	6	1								6.832		5.975	6.225	6.832	0.607		
	ST. JOHNS SIRENDE	61	0	0	1	2	10	18	21	6	3									6.617		5.31	5.5	6.612	1.17		
	ST. PATRICKS WAITALUK	25	0	0	0	1	5	4	11	3	1									6.48		7.29	6.425	6.48	0.045		
	MASINDE MULIRO	43	0	1	1	0	10	8	7	15	1									6.4651		5.04	5.37	6.465	1.2		
	KABUYEFWE GIRLS	63	0	0	0	2	6	17	28	8	2									6.3656		6.285	7.044	6.384	-0.7587		
	ST. PATRICKS KOY KOY	31	0	0	2	1	2	4	9	12										6.233		5.429	5.825	6.233	0.4193		
	ST. JAMES MABONDE	37	0	0	0	4	2	6	10	11	1	2								6.0125		5.5	4.51	6.125	1.615		
	BISHOP CROWLEY LUKESI	17	0	0	2	2	7	3	2	4	1									7.7647		3.85	4.038	6.118	2		
	WAMALWA KIJANA MEMORIAL	38	0	0	0	1	4	7	11	12	3									6.079		0	3.585	6.079	2.491		
	ST MARYS MACHEWA	39	0	0	2	3	3	5	6	12	4	4								5.897		6.29	5.189	5.897	0.708		
	FRIENDS MATISI	78	0	0	1	2	9	9	20	25	10	2								5.82051		5.77	6.02	5.823	-0.197		
	FRIENDS MUFUTU	65	0	0	1	6	3	10	9	21	11	3	1							5.754		4.166	5.032	5.754	0.722		
	FRIENDS MASABA	82	0	0	2	2	5	13	24	23	10	4								5.753		5.63	6.08	5.753	-0.33		
	KIUNGANI	78	0	0	1	1	9	9	15	22	19	2								5.5897		0	4.8	5.5897	0.7807		
	GOD BLESS YOU	38	0	0	0	0	1	6	13	9	8	1								5.4736		5.8	7.54	5.4736	-0.57		
	HOLY TRINITY SABOTI	52	0	0	1	3	2	8	4	14	11	6	1							5.346		0	4.741	5.346	0.605		
	MUCHARAGE	63	0	0	3	3	1	5	6	6	14	16	10	2						5.1587		4.179	4.5	5.159	0.659		

28

ARMSTEVE SEC	31	0	0	0	0	0	2	0	10	12	7				3,291	0	0	3.3	NEW		
CHESOWOS SDA	16	0	0	4	3	1	1	2	3	2					6,178	c	4.4	4.1	1.		
AIC MOKOYIYET	23	0	0	0	0	0	1	0	5	10	9				3,04	0	0	3.04	NEW		
SAMARITAN	21	0	0	0	0	0	1	1	4	6	8	1			2,9523	0	0	2,9523	NEW		
MANOR HOUSE	165	0	2	0	1	0	1	6	11	13	23	79	8	1	2,8848	3,853	4.14	2,884	1.3		
ST. BENEICTS CHEMICHEMI	30	0	0	0	0	0	0	3	6	7	15				2,733	0	0	2,733	NEW		
MT. EMORU	132	0	0	0	0	0	0	0	9	13	27	3			2,4905	4,5882	2,555	2,4905	0.13		
TOTAL	4941	138	295	353	392	401	446	498	367	527	484	290	34	4	0	2	6,2356	5,951	5,9716	6,2356	0.2636

TRANS-NZOLA WEST DISTRICT
K.C.S.E. 2015 ANALYSIS

S/N	CENTRE NAME	ENTRY	2015													M.S	A.G	2014	DEV	
			A	A+	B+	B	B-	C+	C	C-	D+	D	D-	E	AB					Y
1	ST. ANTHONY'S BOYS H	282	3	2												257	Y	10.824		
2	ST. JOSEPH'S BOYS	316	71	190	44	5	2	0	0	0	0	0	0	0	0	0	11.01	10.025	0.895	
3	ST. BRIGID'S KIMININI	146	16	55	38	30	5	0	0	1	0	0	0	0	0	0	10.29	B+	10.52	-0.23
4	ST. TERESA'S BIKEKE	106	2	26	35	26	5	6	1	0	0	0	0	0	1	0	9.67	B+	8.94	0.73
5	ST. JOSEPH'S GIRLS	213	1	45	75	49	31	10	2	0	0	0	0	0	0	0	9.521	B+	9.104	0.417
6	BOMA SECOONDARY	61	0	3	14	24	13	5	0	0	0	0	0	0	1	0	9.11	B	7.686	1.424
7	DRKEN GERDS GIRLS H. SCH	28	0	3	8	10	5	0	2	0	0	0	0	0	0	0	9.107	L	8.889	0.218
8	ST. TERESA'S BIKEKE GIRLS	64	0	0	12	17	22	9	3	0	0	0	0	0	0	1	8.42	B+	8.089	0.331
9	ST. COLUMBANS	115	0	2	14	32	42	16	6	1	0	0	0	0	0	0	8.286	B+	8.608	-0.383
10	TRANS-NZOLA MIXED	47	0	0	2	13	13	14	3	0	0	0	0	0	2	0	7.96	B+	8.708	-0.748
11	KIBOMET	113	0	1	9	21	36	28	13	1	0	0	0	0	0	3	7.96	B+	7.738	0.22
12	KITALE SCHOOL	160	0	1	8	33	66	41	11	1	0	0	0	0	0	0	7.9	B+	7.49	0.41
13	ST. JOHN'S SIRENDE	58	0	0	0	9	16	22	10	1	0	0	0	0	0	0	7.43	C+	6.617	0.813
14	KABUYEFWE BOYS	87	0	3	3	13	18	27	18	6	1	0	0	0	0	0	7.41	C+	7.4	0.01
15	ST. TERESA'S SIKHENDU	72	0	1	1	9	17	14	19	9	2	0	0	0	0	0	7	C+	7.492	-0.492
16	TUWAN GIRLS	44	0	0	2	4	11	16	10	0	0	0	0	0	1	0	7	C+	7.122	-0.122
17	ST. MICHAEL TOP STATION	79	0	2	2	6	12	21	24	6	3	0	0	0	3	0	6.92	C+	8.832	0.088
18	KABUYEFWE GIRLS	55	0	0	0	1	14	23	13	4	0	0	0	0	0	0	6.909	C+	6.365	0.544
19	ST. PATRICKS WAITALUK	48	0	0	0	2	11	16	13	6	0	0	0	0	0	0	6.791	C+	6.48	0.316
20	HOLY TRINITY SABOTI	34	0	0	0	1	3	9	17	4	0	0	0	0	0	0	6.4118	C	5.346	1.064
21	CHESSWIS SDA	19	0	0	0	1	4	4	1	3	3	0	0	0	0	0	6.375	C	6.1	0.275
22	MASINDE MUIIRO	43	0	0	1	3	8	13	11	3	1	0	0	0	0	0	6.28	C	6.5	0.22
23	ST. PATRICKS KOY KOY	31	0	0	1	1	4	6	4	6	5	0	0	1	0	0	6.2666	C	6.233	0.0366
24	FRIENDS MATISI	71	0	0	0	1	12	16	20	14	4	0	0	0	0	0	6.23	C	5.82	0.43
25	ST MARY'S MACHEWA	32	0	0	1	0	0	7	11	8	4	0	0	0	1	0	5.839	C	5.897	-0.058
26	FRIENDS MUFUTU	59	0	0	1	0	5	10	18	7	3	0	0	0	0	0	5.762	C	5.754	0.008
27	KILUNGA	78	0	0	1	1	9	8	15	10	4	2	0	1	0	0	5.714	C	5.5897	0.1252
28	GREEN FIELDS	47	0	0	0	1	4	2	5	10	3	15	5	0	1	0	5.491	C	3.97	1.52
29	MAINEK TOROR	35	0	0	0	1	1	7	7	8	10	1	0	0	0	1	5.47	C	4.815	0.655

30	GOD BLESS YOU	22	0	0	0	0	1	4	5	6	6	0	0	0	0	0	5.45	C-	5.473	-0.023
31	MUCHARAGE	80	0	0	1	6	6	8	11	18	15	12	2	0	1	0	5.4	C-	5.158	0.22
32	AIC KAPTEN	35	0	0	0	2	1	3	5	8	10	5	1	0	0	0	5.398	C	4.028	1.116
33	MAMALWA NJANA MEMORIAL	40	0	0	0	0	1	0	9	4	17	8	3	0	0	0	5.355	D+	6.079	-1.704
34	BISHOP CROWLEY LUKESI	52	0	0	0	1	1	7	6	9	9	15	2	0	1	0	5.333	C	7.764	-2.863
35	IMMACULATE HEART	41	0	0	0	0	2	1	11	18	9	0	0	0	0	0	5.244	C-	5	0.244
36	NAKAMI	104	0	0	0	4	5	13	10	24	21	19	2	0	0	0	5.077	C	4.951	0.126
37	NABUNGA	48	0	0	0	0	3	3	8	10	8	14	7	0	0	0	5.06	C-	4.78	0.28
38	BIRUNDA	57	0	0	0	0	3	5	10	11	8	12	1	0	0	1	5.018	C-	4.6	0.418
39	ST. JOSEPHS KIBAGENGE	38	0	0	0	1	0	5	5	9	10	8	2	0	0	0	5.018	D+	4.525	0.238
40	FRIENDS MASABA	104	0	0	0	2	3	15	20	25	19	15	1	0	0	0	5	C-	5.753	-0.753
41	ST. JOHNS NYAMIRA	44	0	0	0	1	3	4	3	13	13	4	1	0	1	0	5	C-	5.047	-0.0476
42	WEAVER BIRD	156	1	1	4	4	6	6	26	27	53	26	1	0	0	0	4.987	D+	3.655	1.432
43	ST. JAMES MABONDE	55	0	0	0	1	2	5	4	18	14	11	0	0	0	0	4.854	C-	6.125	-1.271
44	ST. PHILIP'S TUYOO-KONY	53	0	0	0	1	2	3	8	17	10	10	0	0	0	1	4.8269	D+	4.735	0.091
45	AIC KAPKOI SIAL SEC	28	0	0	0	0	2	1	1	8	7	4	1	0	0	0	4.821	D+	4.308	0.512
46	FRIENDS SIRENDE	73	0	0	0	0	3	3	11	27	15	7	5	0	0	2	4.781	D+	4.021	0.76
47	SIKINWA	37	0	0	0	0	2	1	5	10	12	7	0	0	0	0	4.648	D+	3.887	0.761
48	MANOR HOUSE	17	0	0	0	1	2	1	6	25	51	47	37	1	0	0	4.558	C-	3.848	1.61
49	AIC KONON	35	0	0	0	0	0	3	6	5	12	7	2	0	0	0	4.485	D+	4.9	0.005
50	HILARIO SEC SCHOOL	115	0	0	0	1	4	7	14	20	36	29	3	0	0	1	4.482	D+	4.706	0.224
51	ARMSTEVE SEC	40	0	0	0	0	0	0	1	3	15	16	5	0	0	0	4.475	D+	3.293	1.182
52	SENATOR W/MALWA	52	0	0	0	0	3	5	5	8	9	16	4	9	2	0	4.42	D+	4.659	-0.239
53	ST. RAPHAEL BIG TREE	40	0	0	0	0	2	3	11	13	9	0	0	0	0	0	4.4	D+	4.232	0.17
54	KITALE INTERNATIONAL	25	0	0	0	0	2	1	0	2	2	9	8	0	0	1	4.32	D	NEW	
55	AIC MACHUNGWAWA	58	0	0	0	0	0	3	1	18	18	15	3	0	0	0	4.1379	D+	4.723	-0.585
56	ST. VINCENT KIMININI	70	0	0	0	0	0	1	5	19	17	18	5	0	0	1	4.114	D	3.938	0.176
57	CRANE SEC. SCHOOL	17	0	0	0	0	0	1	1	4	6	3	2	0	0	0	4.09	D+	4.22	-0.132
58	MUUNGANO	35	0	0	0	0	2	1	2	3	10	10	6	0	0	0	4.0835	D	3.789	0.294
59	ST. MICHAEL KIKWAMETI	43	0	0	0	0	1	2	3	13	16	8	4	0	1	0	4.08	D+	5.061	-0.98
60	ST. THOMAS AQUINAS	93	0	0	0	1	1	4	10	15	23	30	9	0	0	0	4	D+	5.05	-1.05
61	MILIMANI SEC SCHOOL	70	0	0	0	0	0	4	7	24	22	11	0	0	1	0	3.871	D	3.707	0.164
62	MITONI MITATI	53	0	0	0	0	0	2	1	6	5	16	17	7	0	0	3.849	D+	3.3043	0.544

42	AIC BIRIBIRIET	T/NZOA EAST	53	0	0	0	0	1	1	9	13	17	9	2	0	1	4.500	7.013	-2.513
43	FRIENDS BOYS SCH KWANZA	KWANZA	63	0	0	1	1	1	6	5	16	12	13	8	0	0	4.48	6.01	-1.53
44	NAI BOYS	ENDEBESS	49	0	0	0	0	0	3	4	3	12	13	8	6	0	4.449	5.785	-1.336
45	NAMANJALALA SEC SCH	KWANZA	100	0	0	0	2	2	4	14	20	26	23	8	1	1	4.394	7.29	-2.896
46	MASABA	KIMININI	117	0	0	0	0	3	0	3	6	9	10	12	6	0	4.38	5.15	-0.7
47	ST MARYS MACHEWA	T/NZOA WEST	49	0	0	0	3	0	3	6	9	10	12	6	0	0	4.367	5.839	-1.472
48	IMMACULATE CONC. MUKUYU	T/NZOA EAST	99	0	0	1	1	2	4	15	19	24	23	10	0	0	4.358	7.159	-2.821
49	AIC BOYS HIGH - KAPLAMAI	T/NZOA EAST	62	0	0	0	1	6	2	3	10	13	22	5	0	1	4.307	7.178	-2.872
50	ST. TERESA'S SINYERERI	T/NZOA EAST	63	0	0	0	1	1	2	7	10	25	10	6	0	1	4.274	8.128	-3.854
51	WIYETA GIRLS'	T/NZOA EAST	93	0	0	0	2	1	4	10	21	23	21	10	1	0	4.247	6.317	-2.070
52	LUNYU	KWANZA	90	0	1	0	2	6	3	7	11	19	28	12	0	0	4.2	5.77	-1.57
53	OSORONGAI MIXED	T/NZOA EAST	67	0	0	1	1	3	3	3	13	13	17	11	1	1	4.111	5.0179	-0.9069
54	MICHAEL WAMALWA BIRUNDA	KIMININI	54	0	0	1	2	3	0	5	5	14	12	11	1	0	4.080	4.378	-0.298
55	SIBANGA	T/NZOA EAST	49	0	0	0	1	1	2	3	7	8	19	7	0	1	4.075	5.654	-1.579
56	AIC KIPKEKEI GIRLS'	T/NZOA EAST	147	0	0	0	0	1	6	12	36	36	38	17	0	1	4.0208	6.7917	-2.6962
57	PATRICK WAITALUK	KIMININI	48	0	0	0	0	2	0	4	11	11	14	6	0	1	3.968	4.630	-0.662
58	FRIENDS BONDE	T/NZOA EAST	40	0	0	0	0	2	2	3	3	9	15	6	0	1	3.952	4.724	-0.772
59	ST. CHRISTOPHER'S GIRLS'	T/NZOA EAST	21	0	0	0	0	0	1	0	7	6	6	3	0	1	3.95	4.79	-0.84
60	FRIENDS SIRENDE	KIMININI	50	0	0	0	0	0	7	11	20	14	7	0	0	3.95	6.21	-2.26	
61	AIC LESSOS SEC	KWANZA	44	0	0	0	0	1	1	6	5	11	14	6	0	0	3.935	6.258	-2.323
62	ST. CHARLES LWANGA - BOTWA	T/NZOA EAST	46	0	0	1	1	2	2	8	7	13	10	1	0	1	3.929	4.09	-0.161
63	CRANE SEC. SCHOOL	T/NZOA WEST	15	0	0	0	0	0	1	1	4	3	3	2	0	1	3.922	4.516	-0.595
64	CHEMATICH	T/NZOA EAST	52	0	0	2	0	0	2	4	7	9	17	10	0	1	3.917	4.85	-0.933
65	GILCAL COMMUNITY SEC	KWANZA	24	0	0	0	0	1	0	1	5	9	3	5	0	0	3.907	5.244	-1.337
66	KAPSARA	T/NZOA EAST	65	0	0	0	1	1	2	5	10	15	21	10	0	0	3.9	5.7	-1.8
67	KILUNGANI	KIMININI	82	0	0	0	2	1	1	5	10	24	23	13	0	0	3.853	5.5	-1.647
68	MAINEK TORO	KIMININI	34	0	0	0	0	1	0	5	4	8	9	7	0	0	3.837	0	0
69	NAI GIRLS	ENDEBESS	43	0	0	0	1	1	1	4	7	5	14	10	0	1	3.802	6.540	-2.738
70	IMMACULATE CONC. MUKUYU GIRLS	T/NZOA EAST	72	0	0	0	1	0	1	2	10	28	22	7	0	1	3.802	6.540	-2.738
71	KIBOMET	KIMININI	134	0	0	0	0	3	8	7	15	36	40	25	0	0	3.774	6.333	-1.559
72	BISHOP CROWLEY LUKESI	T/NZOA WEST	31	0	0	0	0	1	1	1	5	5	15	3	0	0	3.75	6.23	-2.48
73	FRIENDS MATISI	T/NZOA WEST	77	0	0	0	0	1	1	4	5	20	24	6	0	0	3.74	4.85	-1.11
74	MABONDE	KIMININI	61	0	0	0	0	1	1	4	5	20	24	6	0	0	3.704	5.66	-1.956
75	ST PETERS HIGH SCH KAPOMBOI	KWANZA	44	0	0	0	0	0	1	3	5	14	15	6	1	0	3.690	4.095	-0.405
76	AIC KIMOSON GIRLS'	T/NZOA EAST	68	0	0	0	0	0	2	6	13	14	14	19	0	0	3.68	4.91	-1.23
77	KAPTIN	KIMININI	44	0	0	0	0	0	1	4	7	11	10	11	0	0	3.642	5.077	-1.435
78	NAKAMI	T/NZOA WEST	107	0	0	0	1	1	5	2	16	27	26	28	0	1	3.637	5.388	-1.751
79	MUCHARAGE	KIMININI	91	0	0	0	1	2	2	9	6	14	39	17	0	0	3.606	4.423	-0.817
80	BIGTREE	KIMININI	35	0	0	0	0	0	2	1	1	2	17	9	3	0	3.588	4.820	-1.232
81	ST. AUGUSTINE MUNYAKA	T/NZOA EAST	51	0	0	1	0	0	1	2	7	9	21	10	0	0	3.583	4.1053	0.5223
82	JAPATA	ENDEBESS	37	0	0	0	0	1	1	5	3	7	8	12	0	1	3.562	5.26	-1.698
83	KOLONGOLO SEC	KWANZA	32	0	0	1	1	1	0	0	5	6	11	7	0	0	3.558	6.2666	-2.709
84	ST. PATRICKS KOY KOY	T/NZOA WEST	43	0	0	0	0	0	1	5	3	9	15	10	0	0	3.531	6	-2.469
85	CHEPTANATAN	ENDEBESS	81	0	0	0	1	1	4	1	11	12	36	16	0	0	3.530	4.044	-0.514
86	KAPKARWA	T/NZOA EAST	45	0	0	0	0	0	1	3	4	13	14	10	0	0	3.530	4.044	-0.514

177	MILIMANI	KIMININI	60	0	0	0	0	0	0	0	0	2	1	12	41	4	0	2.267	3.871	-1.604
178	BISHOP CROWLEY-BARAKA	T/NZOIA EAST	45	0	0	0	0	0	0	0	1	2	6	34	2	0	2.250	0	0	
179	FRA HIGHLANDS SEC	KWANZA	36	0	0	0	0	0	0	0	0	1	9	24	2	0	2.225	4.08	-1.83	
180	CHEPSALE	ENDEBESS	40	0	0	0	0	0	0	0	0	1	2	6	20	10	0	2.175	0	0
181	HURUMA HILL	T/NZOIA WEST	15	0	0	0	0	0	0	0	0	0	4	6	2	3	2.143	2.833	-0.69	
182	SAMARITAN	T/NZOIA WEST	22	0	0	0	0	0	0	0	0	0	1	4	13	3	1	2.089	3.5	-1.411
183	ST. AUGUSTINE BONDENI	T/NZOIA WEST	45	0	0	0	0	0	0	0	1	0	1	8	25	10	0	2.089	3.5	-1.411
184	BISHOP WAKHUNGU ACADEMY	KWANZA	15	0	0	0	0	0	0	0	1	0	1	8	25	10	0	2.089	3.5	-1.411
185	GRACE OF KINGS AND QUEENS	T/NZOIA WEST	21	0	0	0	0	0	0	0	1	1	1	6	5	1	2.07	3.19	-1.12	
186	INAMI EDUCATION CENTRE	KWANZA	59	0	0	0	0	0	0	0	1	1	1	6	5	1	2.06	0	0	
187	PHINEHAS	T/NZOIA WEST	66	0	0	0	0	0	0	0	0	1	9	30	10	9	2.02	3.1	-1.08	
188	MT. EMORU	T/NZOIA WEST	40	0	0	0	0	0	0	0	0	0	3	9	39	14	0	1.986	3.5631	-1.568
189	ST MICHAEL LYAVO GIRLS	KWANZA	27	0	0	0	0	0	0	0	0	2	3	26	8	1	1.974	2.883	-0.909	
190	TENDERLOIN MIXED SEC	KWANZA	32	0	0	0	0	0	0	0	0	2	22	3	0	1.963	3.2	-1.237		
191	FRIENDS BIKEE	KWANZA	18	0	0	0	0	0	0	1	2	0	1	15	9	4	1.87	2.8	-0.93	
192	ARMSTEVE SEC	KIMININI	65	0	0	0	0	0	0	0	0	0	1	11	6	1.7222	0	0		
TOTAL		T/NZOIA WEST	11822	0	111	268	405	570	755	996	1365	1889	2315	2560	293	77	3.6286	4.7277	-1.369	
M.S.S.																				

TRANS-NZOIA COUNTY KCSE 2016 – SUB – COUNTY ANALYSIS

SUB-COUNTY	ENTRY	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	2016	2015	DEV
T/NZOIA WEST	2443	0	22	79	149	191	246	241	247	309	356	494	80	20	3.67	5.409	-1.7389
T/NZOIA EAST	3529	0	2	23	58	96	159	306	539	716	813	744	47	26	3.691	4.775	-2.084
KWANZA	2049	0	6	34	48	89	110	137	211	288	425	563	83	26	3.3794	5.0756	-1.6952
ENDEBESS	801	0	0	8	14	22	37	53		151	181	194	32	1	3.6043	5.01263	-1.40833
KIMININI	3000	0	81	131	152	188	235	269	310	455	546	565	51	5	0	0	0
TOTAL	11822	0	111	275	421	586	787	1006	1307	1919	2321	2560	293	78	2.8689	4.05445	-1.38529

**KCSE 2016 TRANS-NZOIA COUNTY
MOST IMPROVED SCHOOLS**

S/NO.	NAME	SUB-COUNTY	ENTRY	2016	2015	DEVIATION
1	HUTUTU FRIENDS GIRLS	TRANS-NZOIA EAST	20	5.29	4.947	0.347
2	KAPKOI SISAL	KIMININI	50	4.821	3.2	1.621

TRANS-NZOIA WEST

K.C.S.E. 2017 ANALYSIS

S/NO	CODE	CENTRE NAME	ENTRY	2016												2017		DEV.				
				A	B+	B	B-	C+	C	C-	D+	D	D-	E	X	TOT	MS		M.G	MS	M.G	
1	23503161	SOIL CONSERVATION SEC	98	0	0	0	0	0	0	6	35	40	90	94	2	1	267	NEW	2.753	D	2.753	
2	23503322	FRIENDS DAY SEC-LUKHOME	44	0	0	0	0	0	7	0	5	8	24	50	7	0	101	NEW	2.29545	D-	2.296	
3	23503323	CHEPKOILEL SECONDARY	39	0	0	0	0	0	0	10	8	15	46	6	1	85	NEW	2.237	D-	2.237		
4	23950301	TRANS NZOIA WEST PRIVATE	21	0	0	0	0	0	0	6	0	8	0	26	2	2	42		2.21	D-	2.21	
5	23503315	ST. AUGUSTINE BONDENI SEC	51	0	0	0	0	0	0	18	5	8	18	42	17	1	108	NEW	2.16	D-	2.16	
6	23503324	ST. LUCIA GIRLS SECONDARY	17	0	0	0	0	0	0	0	0	0	6	26	1	1	33	NEW	2.063	D-	2.063	
7	23503321	SIKULU	26	0	0	0	0	0	0	0	0	4	9	28	7	0	48	NEW	1.84615	D-	1.846	
8	23503117	SAMARITAN SECONDARY	19	0	0	0	0	0	0	0	0	0	0	20	8	1	28		1.556	D-	1.556	
9	23503311	ST. ANTHANAS KISSAWAI	35	0	0	0	9	0	0	24	20	8	33	24	1	0	119	2.455	D-	3.4	D	0.945
10	23503305	ST. PATRICKS KOY KOY	53	0	0	0	18	40	21	12	25	36	75	4	0	0	231	3.558	D+	4.35849	D+	0.8
11	23500014	ST. JOSEHS'S BOYS	480	12	528	1100	1233	784	434	96	25	4	3	0	0	3	4219	8.098	B-	8.845	B	0.747
12	23503301	HOLY TRINITY SABOTI	36	0	0	0	10	9	8	14	12	20	28	30	14	0	145	3.391	D	4.02778	D+	0.637
13	23503148	GREAT MERCY	15	0	0	0	0	0	7	0	0	12	18	10	0	0	47	2.55	D	3.13333	D	0.583
14	23503312	BISHOP CROWLEY LUKESI	40	0	0	0	0	0	14	60	20	28	45	4	0	0	171	3.774	D+	4.275	D+	0.501
15	23503152	ARMSTEVE SEC	34	0	0	0	0	0	0	0	0	8	12	34	11	0	65	1.618	D-	1.91176	D-	0.294
16	23503316	HURUMA HILL	20	0	0	0	0	0	0	0	5	4	21	12	5	0	47	2.167	D-	2.35	D-	0.183
17	23503116	ST. COLUMBANS	104	0	11	30	27	56	42	144	125	88	30	6	0	0	559	5.232	C-	5.375	C-	0.143
18	23503317	LUANDA	41	0	0	0	0	0	0	0	15	8	18	50	4	1	95	2.314	D-	2.375	D-	0.061
19	23503310	IMMACULATE HEART	34	0	0	0	0	0	7	12	15	32	30	20	0	0	116	3.414	D	3.41176	D	-0.002
20	23503308	ST. PHILIPHS TUYOO-KONY	38	0	0	0	0	0	0	0	5	20	27	46	0	0	98	2.603	D	2.57895	D	-0.024
21	23503319	GITUAMBA	77	0	0	0	0	0	14	0	5	20	57	88	3	3	187	2.563	D	2.527	D	-0.036
22	23503115	PHINEHAS	64	0	0	0	0	0	0	0	5	4	21	76	17	0	123	1.985	D-	1.92188	D-	-0.063
23	23503118	FRIENDS MATISI	96	0	0	0	0	16	35	42	25	92	84	46	1	2	341	3.75	D+	3.628	D+	-0.122
24	23503314	ST. BENEDICTS CHEMICHEMI	39	0	0	0	0	0	0	0	12	18	54	3	0	87	2.382	D-	2.23077	D-	-0.151	
25	23503143	ST. PHILIPS GRASSLAND	26	0	0	0	0	0	0	0	12	24	28	1	0	65	2.696	D	2.5	D	-0.196	
26	23503304	NAKAMI	112	0	0	0	9	24	35	18	45	48	120	74	1	1	374	3.642	D+	3.369	D	-0.273
27	23503306	ST. THOMAS AQUINAS	85	0	0	0	0	16	7	18	15	40	60	90	1	0	247	3.241	D	2.90588	D	-0.335
28	23503125	MT. EMORU	50	0	0	0	0	0	0	0	0	6	52	19	3	77	1.974	D-	1.638	D-	-0.336	
29	23503313	SENATOR WAMALWA	61	0	0	0	0	8	0	6	20	36	69	46	0	0	185	3.392	D	3.03279	D	-0.359

30	23503135	TRANS-NZOIA MIXED	78	0	0	10	27	32	21	42	90	50	69	8	0	0	359	4.967	C-	4.60256	C-	-0.364	
31	23503307	FRIENDS MUROKI	15	0	0	0	0	0	0	0	0	4	9	14	4	0	31	2.448	D-	2.06667	D-	-0.381	
32	23503303	SIKINWA	34	0	0	0	0	0	0	12	0	4	21	38	5	0	80	2.774	D	2.35294	D-	-0.421	
33	23503110	KITALE SCHOOL	150	0	0	10	18	72	133	228	210	116	30	0	0	0	817	5.988	C	5.44667	C-	-0.541	
34	23503302	ST MARYS MACHEWA	49	0	0	0	18	0	7	30	25	40	39	26	0	0	185	4.367	D+	3.77551	D+	-0.591	
35	23503124	CRANE SEC. SCHOOL	23	0	0	0	0	0	0	12	10	8	33	12	0	0	75	3.929	D+	3.26087	D	-0.668	
36	23503137	MASINDE MULIRO	74	0	0	0	8	24	21	30	70	72	63	16	0	1	305	4.913	C-	4.178	D+	-0.735	
37	23503120	ST. MICHAEL TOP STATION	94	0	0	10	18	32	35	66	95	100	69	8	0	0	433	5.361	C-	4.60638	C-	-0.755	
38	23503318	SEGERO SDA - CHESOWOS	51	0	0	0	0	0	0	12	40	76	57	4	0	0	189	5	C-	3.70588	D+	-1.294	
39	23503142	TUWAN GIRLS	66	0	0	0	0	0	0	24	50	68	69	24	0	0	235	4.913	C-	3.56061	D+	-1.352	
40	23503111	ST. JOSEPHS GIRLS	242	0	0	60	63	216	322	294	290	128	51	0	0	0	1424	7.332	C+	5.8843	C	-1.448	
41	23503108	BOMA SECCONDARY	71	0	0	0	0	32	42	54	95	88	30	2	0	0	343	7.291	C+	4.83099	C-	-2.46	
42	23503156	RAFIKI															0	3.472	D			-3.472	
		TOTAL	2802	12	539	1230	1458	1360	1218	1278	1420	1380	1503	1262	126	21	12786			4.598	C-	4.598	

APPENDIX V: Trans-Nzoia County Map

