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AN INVESTIGATION INTO TEACHER CHARACTERISTICS AND SCHOOL
EFFECTIVENESS IN RELATION TO ACADEMIC PERFORMANCE OF CLASS VIII
STUDENTS IN MANDERA WEST SUB-COUNTY, REPUBLIC OF KENYA

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ABSTRACT

Purpose: The purpose of this study was to establish the relationship between teacher characteristics and school effectiveness in relation to students' academic performance in Kenya certificate of primary examination (KCPE).

Methodology: The study was conducted in Mandera West Sub-County, Kenya and the target population comprised of teachers of 15 head-teachers, 65 teachers and 300 students of class VIII. The study applied a causal comparative research design. A questionnaire was used for data collection and document analysis. The data collected was analysed using Excel software program. Basic statistical techniques were used to analyse various items in the questionnaire. These include calculating the averages, frequencies and percentages. These statistical techniques were used to make comparisons in the various data collected. Three hypotheses were tested at the 0.05 level of significance using correlation, t-test, and single factor analysis of variance.

Results: The results showed that there was a positive relationship between teacher characteristics and school effectiveness in relation to students' academic performance in KCPE. However, the analysis shows that there was a positive relationship teacher characteristics and student's academic performance. From the research finding there was a strong relationship between school effectiveness and academic performance of students.

Unique contribution to theory, practice and policy: Conclusions on the variables analysed were finally drawn from these comparisons. The study concludes that school effectiveness and academic performance of students have strong relationship towards KCPE performance.

Key words: *Teacher characteristics, teacher personality, School effectiveness, instructional leadership, Students' academic performance, school based factors, teachers based factor and students based factors.*

INTRODUCTION

Brief History of Mandera County

Mandera station was opened in September 9th, 1933 by a colonial administrator name Sir Williams. Mandera County borders Somalia and Ethiopia. The County is divided into six sub-counties of Mandera East, Mandera Central, and Mandera West, Mandera North, Lafey and Banisa. The county has a population of 1,025,756 (2009 census) and an area of 25,797.7 km². Ethnic Somalis predominantly inhabit Mandera. The Climatic condition is categorized as arid under the koppen

climate classification. The County experiences daytime temperature above 30° C (86 F) and 20° C (68 F) at night. Mandera West Sub-County covers an area of approximately 4,778.5 sq. km. According to the most recent report of 2009 census in Kenya it had an estimated population of 204,132 people. This research covers the larger Mandera West Sub-County.

Justification of the Study

Declining academic performance of students in Mandera West Sub-County has generated much interest among the stakeholders in the education sector. Public primary schools in the Sub-County have not been posting good results in KCPE for more than five years. It was important to study the phenomenon, in order to identify factors responsible for this academic decline.

Statement of the Problem

The investigation into teacher characteristics and school effectiveness in relation to academic performance of Class VIII students in Mandera West Sub-County was aimed at addressing the declining quality of education and student outcomes. Since no studies have been done to address the problem in the Sub-county, this study sought to fill this knowledge gap and set precedence for further research in the area. The outcome of this study will help in planning for educational development in the Sub-County.

Teacher Characteristics

Literature on teacher characteristics reveals that emphasis has been placed on teachers' academic qualifications, professional experience and competence. The education system in Kenya is evaluated through the administration of national examinations taken by the students. On the release of the results of these examinations, teachers from the schools that have performed poorly are normally accused of having not worked hard and blamed by the general public for having failed the nation.

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Sawamura N. (2008) claimed that education cannot be provided by just anybody, it requires as teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved. According to Bangbade (2008) teachers attitude has significant relationship with student's academic performance such attributes include teachers' knowledge of the subjects matter, communication ability, emotional stability, good human relationship and interest in the job. The qualities of teachers that can be measured with tests are derived from their academic or professional records. This review deals with those characteristics of teachers that might be identified and used in the initial hiring of teachers to increases their student's academic performance.

METHODOLOGY OF THE STUDY

Introduction

This chapter spells out the methodology that was used by the researcher to find answers to the research questions on Teacher Characteristics and School Effectiveness in Relation to Academic Performance of Class VIII Students in Mandera West Sub-County, Republic of Kenya.

Research Design

Bryman & Bell, (2003) defines a research design as the scheme, outline or plan that is used to generate answers to research problems. Further, Bryman& Bell (2003) notes that a research design is the structure of the research; it is the glue that holds all the elements in a research project together. For purposes of this study, the researcher employed descriptive research design. In using this design, data collection was carried out in a structured process.

Location of the Research

The study was carried out in Mandera West Sub-County which is part of the larger Mandera County. The investigator selected Mandera West Sub-County because it is the Sub-County of his residence and secondly, being a stakeholder in education, the worrying trend of academic performance as reflected in KCPE analysis of five consecutive years was an issue of great concern for the investigator. This trend in KCPE performance has elicited a lot of concern among parents, teachers, students and other stakeholders in Mandera West-Sub-County.

Targeted Population

The targeted population in statistics is the specific population about which information is desired. A population is a well-defined set of people, services, elements, and events, group of things or households that are being investigated (Ngechu, 2004) The population of this study comprised of 719 students, 135 teachers and 25 head teachers of primary schools in Mandera West Sub-county. Mugenda & Mugenda (2003) explained that the target population should have some observable characteristics, to which the researcher intends to generalize the results of the study.

Sampling Technique

According to GOK (2008), sampling is the process of collecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group.

Population and Sample Size

Category	Population	Sample Size
Schools	25	15
Head-Teachers	25	15
Teachers	110	61
Students	719	263
	Total	339

Data Collection Procedures

According to Ngechu (2004) there are many methods of data collection. The choice of a tool and instrument depends mainly on the attributes of the subjects, research topic, problem question, objectives, design, expected data and results. This is because each tool and instrument collects specific data. Primary data are information gathered directly from respondents. The research instruments used for the current study were questionnaire and document analysis guide.

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

Introduction

The purpose of this research study was to examine the influence of teacher characteristics and school effectiveness in relation to pupils' academic performance. This chapter presents the findings of this study by relating head teacher, teacher and student responses to the research objectives.

Teacher Characteristics

Table 2 Showing Teachers' Personality

	Teacher's Personality	Head Teacher			Teachers			Students		
		Responses			Responses			Responses		
		Yes (%)	No (%)	Total (%)	Yes (%)	No (%)	Total (%)	Yes (%)	No (%)	Total (%)
1	Teachers' emotional stability affect pupils' academic performance	14 (93.3)	1(6.7)	15	59 (96.72)	2 (3.28)	61	130 (49.43)	133 (50.57)	263
2	Teachers engage students in all discussions	9 (60)	6 (40)	15	59 (96.72)	2 (3.48)	61	251 (95.4)	12 (4.6)	263
3	Teachers have a positive attitude towards teaching	14 (93.3)	1 (6.7)	15	55 (90.16)	6 (9.84)	61	186 (70.72)	77 (29.28)	263
4	Teachers create a sense of co-operation among students	10 (66.67)	5 (33.33)	15	58 (95.08)	3 (4.92)	61	197 (74.9)	66 (25.1)	263
5	Teachers are patient with their students	7 (46.67)	8 (53.33)	15	54 (88.52)	7 (11.48)	61	208 (79.09)	55 (20.91)	263

Interpretation

The researcher established the extent to which emotional stability of teachers influenced the academic performance. The above table suggests that majority of head-teachers (93.3%), majority of teachers (96.72%) and half of the students (49.43%) believed that emotional stability of teachers influences students' academic performance.

The researcher further established whether teachers were engaging student in class discussion to understand concepts. Data show that majority of the head-teachers (60%), majority of the teachers (96.7%) and majority of students (95.4%) thought that teachers engaged students in class discussion.

The study also inquired whether personal character and attitude of the teachers influenced academic performance in KCPE. From the results of the study, majority of the head-teachers (93.7%), majority of teachers (90.16%) and majority of the student (70.72%) indicate that the personal character and attitude of teachers influenced students' academic performance in KCPE.

Majority of the respondents, 66.7% head-teachers, 95.08% of the teachers, and 74.9% of students indicated that there was a sense of co-operation among the teachers and students.

Data show that 88.52% of the teachers approved of themselves as being patient with their students while explaining concepts. Majority of the students (79.09%) also agreed that teachers were patient

with the students. On the contrary majority of head-teachers (53.33%) believed that teachers were not patient with the students in the classroom.

Student's Academic Performance In KCPE

Objective 3: To study the student's academic performance in KCPE.

Showing the Level of Students' Academic Performance in KCPE

S. N	Level of Students' Academic Performance in KCPE	
	Years	Mean Score
1	2011	214.24
2	2012	177.74
3	2013	201.27
4	2014	194.81
5	2015	241.45

Source: Sub-County Education Office KCPE Analysis 2011-2015

The data revealed that the performance of students in KCPE in Mandera West sub-county for the last five years is below average as seen in Table 4.9. A closer analysis further revealed that none of the schools attained the average mean score of 250 marks.

Showing the Analysis of Performance Based on subjects from 2011-2015

Subjects	2011 (Mean Score)	2012 (Mean Score)	2013 (Mean Score)	2014 (Mean Score)	2015 (Mean Score)
English	40.49	37.89	40.00	41.04	46.00
Kiswahili	42.01	30.54	30.86	35.15	40.37
Mathematics	42.10	40.90	42.69	45.91	53.13
Science	49.99	40.35	44.34	44.24	48.38
SSR	54.51	40.76	43.44	46.67	54.10

Source: Head-teachers office KCPE analysis 2011-2015

Interpretation

Table shows the analysis of (KCPE) performance per subjects for the last five years in Mandera west sub-county. The results indicate that student mean score was below 50% of the total marks for the five years except on three occasions where the mean scores of mathematics and social studies and religious education were above average (53.13% and 54.10%). This implies that, student performance in National examination is generally poor and this worry education stakeholder.

Factors Affecting Academic Performance of Students in KCPE

Table 5 Showing School Based Factors that Affect Academic Performance

	School Based Factors	Head Teacher			Teachers			Students		
		Responses			Responses			Responses		
		Yes	No	Total	Yes	No	Total	Yes	No	Total
1	Text books and teaching materials are provided to teachers	12 (80)	3 (20)	15	59 (96.72)	2 (3.28)	61	173 (65.78)	90 (34.22)	263
2	Spacious classrooms with adequate desks and benches	12 (80)	3 (20)	15	53 (86.89)	8 (13.11)	61	207 (78.71)	56 (21.29)	263
3	The school has sufficient toilets and water supply	13 (86.67)	2 (13.33)	15	52 (85.25)	9 (14.75)	61	187 (70.10)	76 (28.90)	263
4	Proper ventilation and lighting system are available in the school	12 (80)	3 (20)	15	51 (83.61)	10 (16.39)	61	192 (73)	71 (27)	263
5	Lack of trained teachers affects the progress of pupils	11 (73.33)	4 (26.67)	15	40 (65.57)	21 (34.43)	61	174 (66.16)	89 (33.84)	263

Interpretation

The study identified school-based factors affecting academic performance of students in KCPE as presented in table 4.5.

According to the findings 80% of the head-teachers, 96.72% of the teachers and 65.78% of students agreed that students in the schools had achieved the ratio of one text book per students.

Findings show that majority of the head-teachers (80%), teachers (86.89%) and (78.71%) agreed that the schools had spacious classrooms with adequate desks and benches.

Findings also indicate that 86.67% of the head-teachers, 85.25% of the teachers and 70.10% of the students agreed that the schools have enough toilets but without water supply.

Findings suggest that 80% of the head-teachers, 83.61% of teachers and 73% of students agreed that the schools have proper ventilation to allow free air circulation but lacking lighting system.

The findings reveal that majority of the head-teachers (73.33%), teachers (65.57%) and (66.16%) students agreed that lack of trained teachers influenced academic performance in KCPE.

Showing Teacher Based Factors that Affect Academic Performance

II	Teacher Based Factors	Head Teacher			Teachers			Students		
		Responses			Responses			Responses		
		Yes	No	Total	Yes	No	Total	Yes	No	Total
1	Teachers submits their lesson plans regularly and keeps a record of their work in a log book	13 (86.67)	2 (13.33)	15	7 (11.48)	54 (88.52)	61	89 (33.84)	174 (66.16)	263
2	Lack of teacher commitment affect academic performance	12 (80)	3 (20)	15	46 (75.41)	15 (24.59)	61	196 (74.52)	67 (25.48)	263
3	Frequent absence of teachers affects academic performance	11 (73.33)	4 (26.67)	15	41 (67.21)	20 (32.79)	61	139 (52.85)	124 (47.15)	263
4	Teachers are rewarded for effective teaching and regular attendance	6 (40)	9 (60)	15	27 (44.26)	34 (55.74)	61	199 (75.67)	64 (24.33)	263
5	Heavy workload affects teachers' performance	12 (80)	3 (20)	15	46 (75.41)	15 (24.59)	61	196 (74.52)	67 (25.48)	263

Interpretation

The study identified teacher-based factors affecting academic performance of students in KCPE as presented in table 4.6.

Findings suggest that majority of the head-teachers (86.67%) agreed that teachers prepared the professional documents all the time. However, majority of the teachers (88.52%) and students (66.16%) disagreed that teachers prepared professional documents.

According to the findings majority of the head-teachers (80%) teachers (75.41%) and (74.52%) students agreed that teacher commitments can influence academic performance in KCPE.

Findings show that majority of the head-teachers (73.33%), teachers (67.21%) and students (52.85%) agreed that frequent absenteeism of teachers influenced academic performance.

According to the results, majority of the students (75.67%) thought that lack of rewarding performing teachers affected academic performance in KCPE while 60% of heads teachers and (55.74%) of the teachers did not think that lack of rewarding performing teachers affected academic performance in KCPE.

Data show that majority of the head-teachers (80%), teachers (75.41%) and (74.52%) students indicated that teacher workload affects academic performance of students.

Showing Student Based Factors that Affect Academic Performance

III	School Based Factors	Head Teacher			Teachers			Students		
		Responses			Responses			Responses		
		Yes	No	Total	Yes	No	Total	Yes	No	Total
1	Students regularly coming late to the school will affect their academic performance	4 (26.67)	11 (73.33)	15	41 (67.21)	20 (32.79)	61	139 (52.85)	124 (47.15)	263
2	Students' absence from school is very high	9 (60)	6 (40)	15	34 (55.74)	27 (44.26)	61	199 (75.67)	64 (24.33)	263
3	Pupils absenteeism affects academic performance of KCPE	14 (93.33)	1 (6.67)	15	58 (95.08)	3 (4.92)	61	186 (70.72)	77 (29.28)	263
4	Teachers engage students according to their level of understanding	13 (6.67)	2 (13.33)	15	53 (86.89)	8 (13.11)	61	214 (81.37)	49 (18.63)	263
5	Teachers have the ability to make the topic taught stimulating and interesting	14 (93.33)	1 (6.67)	15	57 (93.44)	4 (6.56)	61	205 (77.95)	58 (22.05)	263

Interpretation

The study identified student-based factors affecting academic performance of students in KCPE as presented in table 4.7.

According to the results, 67.21% of the teachers and 52.85% of students attested that students' lateness influenced academic performance in KCPE, while 73.33% of the head-teachers believed that lateness by students did not affect academic performance.

Results also reveal that majority of the head-teachers (60%) teachers (55.74%) and (75.67%) of students indicated that absenteeism of students from the school was very high.

The study revealed that majority of the head-teachers (93.33%) teachers (95.08%) and (70.72%) thought that student's absenteeism affected academic performance in KCPE.

The findings revealed that 86.67% of the head-teachers, 86.89% of teachers and 81.63% of students indicated that teachers were engaging students according to their level of understanding.

According to the findings majority of the head-teachers (93.33%), teachers (93.44%) and students (77.95%) thought that teachers had the ability to make the topic taught stimulating and interesting.

Teacher Characteristics and School Effectiveness at Primary School Level

H₀ 1: There is no statistical significant relationship between teacher characteristics and school effectiveness at Primary School Level?

The Hypothesis sought to find out whether there was a statistically significant relationship between teacher characteristics and school effectiveness at Primary School Level.

Table showing the relationship between Teacher Characteristics and School Effectiveness at Primary school Level.

Correlations			
		Teachers characteristics	School effectiveness
Teachers characteristics	Pearson Correlation	1	.576**
	Sig. (2-tailed)		.000
	N	339	339
School effectiveness	Pearson Correlation	.576**	1
	Sig. (2-tailed)	.000	
	N	339	339

** . Correlation is significant at the 0.01 level (2-tailed)

The findings show that there exist a significant positive relationship ($r=0.576$ and $p=0.01$) between teacher characteristics and school effectiveness at Primary School Level? Therefore, the null hypothesis is rejected ($p<0.01$) leading to the conclusion that the relationship between teacher characteristics and school effectiveness at Primary School Level is significant. From the research findings, it is therefore evident that the relationship between teacher characteristics and school effectiveness at Primary School Level has significant influence on student's academic performance in KCPE

Teacher Characteristics and Academic Performance of Students in KCPE

H₀ 2: There is no statistical significant relationship between teacher characteristics and academic performance of students in KCPE.

The Hypothesis sought to find out whether there was a statistically significant relationship between teacher characteristics and academic performance of students in KCPE.

Table showing the relationship between Teacher Characteristics and Academic performance of students in KCPE.

Correlations			
		Academic performance	Teachers characteristics
Academic performance	Pearson Correlation	1	.548**
	Sig. (2-tailed)		.000
	N	339	339
Teachers characteristics	Pearson Correlation	.548**	1
	Sig. (2-tailed)	.000	
	N	339	340

** . Correlation is significant at the 0.01 level (2-tailed).

The findings show that there is a significant positive relationship ($r=0.548$ and $p=0.01$) between teacher characteristics and academic performance of students in KCPE. Therefore, the null hypothesis is rejected ($p<0.01$) leading to the conclusion that the relationship between teacher characteristics and academic performance of students in KCPE is significant. The result concurs with Mugenda & Mugenda (2014) and Lydia & Nasongo (2010) who established that there was a positive relationship between teacher characteristics and students' academic performance. From the research findings, it is therefore evident that the relationship between teacher characteristics and students' academic performance at Primary School Level has significant influence on student's academic performance in KCPE

School Effectiveness and Academic Performance of Students in KCPE

Objective 7: To examine the relationship between school effectiveness and academic performance of students in Kenya Certificate of Primary Examination.

H₀ 3: There is no statistical significant relationship between school effectiveness and academic performance of students in KCPE.

The Hypothesis sought to find out whether there was a statistically significant relationship between school effectiveness and academic performance of students in KCPE.

Table Showing the relationship between school effectiveness and Academic performance of students in KCPE.

	School effectiveness	Academic performance
Pearson Correlation	1	.869**
School effectiveness Sig. (2-tailed)		.000
N	339	339
Pearson Correlation	.869**	1
Academic performance Sig. (2-tailed)	.000	
N	339	339

** . Correlation is significant at the 0.01 level (2-tailed).

The findings show that there exist a significant positive relationship ($r=0.869$ and $p=0.01$) between school effectiveness and academic performance of students in KCPE. Therefore, the null hypothesis is rejected ($p<0.01$) leading to the conclusion that the relationship between school effectiveness and academic performance of students in KCPE is significant. The result concurs with Mugenda & Mugenda (2014) and Oduol (2006) who established that there was a strong relationship between school effectiveness and academic performance. From the research findings, it is therefore evident that the relationship between school effectiveness and student academic performance at primary level has significant influence on students' academic performance in KCPE.

Ways of Improving Academic Performance

Table Showing Views of teachers and students on ways of improving academic performance in primary schools in Mandera West Sub-County

Views of teachers and Students for improvement of Academic Performance in Primary School in Mandera West Sub-County		Head Teacher		Teachers		Students	
		Responses		Reponses		Responses	
		Yes (N= 15)	%	Yes (N= 61)	%	Yes (N=263)	%
1	Provision of adequate learning and teaching resources	14	93.33	58	95.08	186	70.72
2	Involve the community fully in decision making	13	86.67	53	86.88	214	81.36
3	Reduce teachers and pupils absenteeism	14	93.33	57	93.44	205	77.85
4	Increase parental participation in school	14	93.33	57	93.44	200	76 .05
5	Employ more teachers in under staffed schools	14	93.33	60	98.36	230	87.45
6	Teachers to use professional documents frequently	13	86.67	57	93.44	230	87.45
	Emphasize attention for slow learners	11	73.33	59	96.72	233	88.59
7	Mobilize support from community	11	73.33	58	95.08	212	80.61
8	Encourage teamwork among the teachers	9	60.00	53	86.88	227	86.31

Interpretation

Table shows varied views of respondents regarding their feelings on the suggestions of improving KCPE in Mandera West Sub-county. The strategies given much weight by a majority of the respondents are: provision of adequate learning, teaching resources, involving the community fully in decision making, reduce teachers and students absenteeism, employ more teachers in under staffed schools, increase parental participation in school, emphasize attention to slow learners. Insecurity is also the major issues in Mandera West Sub-County where majority of non-local teachers left the place as the results of ALL-SHABAB militants and this lead to understaffing of many school in the Sub-County and that has a negative influence on academic performance in Kenya certificate of primary education (KCP).

IMPLICATIONS, CONCLUSION AND RECOMMENDATION

Conclusion

Teacher Characteristics

The conclusion of the finding indicates that the failure of the school could be noticed in the yearly decline in students' performance in Kenya Certificate of Primary Examination (KCPE). Stakeholders in education blamed students for general unpreparedness to study as one of the major causes of students' failure. Teachers were also blamed for lack of dedication to their jobs which has inadvertently affected the academic performance of student. The study also concluded that quality of the educational system depends on the quality of its teaching staff and that a school without human resources may not to be able to achieve the goal and objectives of the educational system. The teachers are the major indicator and determinant of quality education. Highly professional teachers, who are dedicated, are needed in schools. Adequate time for professional training is essential for teacher preparation to master the methods. An effective evaluation should be done on professional development of teachers which will includes an examination of actual classroom practices, the training's impact on teacher behaviour, and its effect on student academic performance. Attitude of some teachers to work has been attributed to poor academic performance of students. Positive teachers attitude are fundamental to effective teaching. The study concludes that a teacher experience has a significant effect on student's performance in primary schools level. Experienced teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, are open to correction with less dictatorial in classroom. Students taught by more experienced teachers achieve at a higher level, because their teachers have mastered the content and acquired classroom management skills to deal with different types of classroom problems. Effective classroom management is being implemented and maintains classroom discipline in an effective manner. A good classroom management plan can go a long way to ensuring students know the rules and obey the rules to create an environment that ensures as little disruption as possible during lessons.

School Effectiveness

From the findings the study concludes that an effective School has some characteristic to share in their academic performance in KCPE. Effective school should possess, professionally qualified head-teachers, and qualified teaching staffs, frequent monitoring of student progress, positive home relations, adequate learning resource and positive learners characters. Schools require qualified head-teachers to organize the process of teaching to ensure that the mission of schools is achieved. The role of the head-teacher is to supervise teachers; work by inspecting records such as schemes of work, lesson plan, record of work covered and class attendance register. In effective schools "there is a clearly articulated school mission through whom the staff shares an understanding of and commitment to instructional goals, priorities, assessment procedures, and accountability. It is even felt that the decline in candidates' performance in National Examinations is as a result of lack of monitoring of learning achievement system that could provide a basis for provision of intervention strategies to address the weaknesses portrayed by candidates before they take the national examinations. The finding also revealed that community involvement draws parents into the schools physically and are most effective in improving academic achievement

through attending school programs, extracurricular activities, and school conferences. The finding also 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.

Students' Academic Performance in KCPE

From the finding, the study concluded that School-based issues come as inadequate staffing, lack of teaching and learning resources, inappropriate teaching and learning strategies, contributing factors to poor academic performance of students. Such are the barriers that need to be dealt with, some at school level for instance, maintaining discipline, provision and utilization of available resources while some require solutions at family level, like provision of basic materials to child such as food clothing including school uniform and other requirement. Syllabus coverage determines students' academic performance in examination because students are tested generally from any topic in the syllabus and if any school don't cover all the topics in the syllabus, and then it will be disadvantaged. The study also concluded that effective and efficient management of curriculum and instruction in educational institution in basic prerequisite for stability and improvement of academic performance. Similarly at the end of primary school, the more the homework given and corrected the better the students' performance in national examination. Frequent exposure of students to test can improve examination performance, promptness in giving and marking homework assist in identifying areas of weakness to improve performance. When there is low teacher absenteeism and high level of group involvement in planning for curriculum instruction this can enhance better syllabus coverage. Therefore the schools physical facilities such as classroom, desk and books have direct bearing on student academic performance in developing countries.

Recommendation

1. Organizing classroom discussion is an art which needs to be practiced repeatedly in order to master the same for keeping the students in the classroom. The teachers should engage students in classroom discussion to model a process that encourages students to use strategies to assess what they have learned, to develop their thinking skills on academic performance.
2. Teachers must think in different ways and employ strategies to enhance co-operation among the students to improve academic performance in their school. The successful teacher is one who demonstrates a sincere dedication to the profession of teaching and genuine care and concern for each student in classroom to improve performance.
3. The head-teachers should provide teachers with objective feedback on the current state of their instruction and to diagnose and solve instructional problems to improve performance.
4. Head teachers should allow input of other stakeholders during the decision making process. The promotion of participatory approaches will improve relations between staff in schools and therefore propel schools to better performance
5. Establishes, conducts, and evaluates processes used to engage staff and community in a shared vision, mission, and goals.

6. Parental engagement must be a priority in schools; it must be embedded in teaching and learning policies, and school improvement policies, so that parents are seen as an integral part of the student learning process.
7. Textbooks and curriculum materials should be so consistently provided to student, because having a textbook to take home makes it possible for students to complete meaningful homework. Students should have textbooks and curriculum materials to use at home, that can be spend out-of-school time on additional reading practice and exercises presented in textbooks, and using these materials to prepare for classes and tests.
8. The government should recruit qualified, diverse teachers and Minimum standards for entry to the profession should not be compromised by the growing demand for teachers. Recruiting local teachers or individuals from underrepresented groups, so that teachers reflect the diversity of their students, can help close the achievement gap for marginalized students.
9. Post teachers where they are most needed and Students in disadvantaged or rural schools face more crowded classrooms and are often taught by teachers with less training and experience. Approaches to countering this imbalance include government deployment of teachers, incentives for teaching in disadvantaged or rural schools and recruitment of local teachers.

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