

**PERCEPTIONS ON CHALLENGES FACED BY PRINCIPALS IN
ENHANCING STUDENT ACADEMIC ACHIEVEMENT IN
SECONDARY SCHOOL EDUCATION IN KISUMU
EAST SUB COUNTY, KENYA**

**BY
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DECLARATION

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This thesis is my original work and has not been presented for a degree in any other university.

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DEDICATION

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ABSTRACT

Principals of schools are charged with responsibility of promoting student academic achievement through organization and management of curriculum in schools. There are circumstances which hinder principals from fulfilling this responsibility. This implies that principals are facing challenges in their endeavour to promote student academic achievement. In Kisumu East Sub-county, the Kenya Certificate of Secondary Education mean scores in the recent past were low that is; 5.83, 5.36, 5.77, 5.60, 5.40, 5.67, 5.89 and 5.66 for the years 2005 to 2012. The purpose of this study was to establish the perceptions on challenges faced by principals in enhancing student academic achievement in Kisumu East sub-county. The objectives of the study were to; establish perceptions on physical facilities, teaching/learning resources, student discipline and financial resource management challenges faced by principals in enhancing student academic achievement in Kisumu East Sub-county. Conceptual framework showing perceptions on challenges faced by principals in enhancement of student academic achievement was used to focus on the variables of the study. Descriptive survey research design was used. The study population was 33 principals, 33 deputy principals, 33 senior teachers and one Sub-County Quality Assurance and Standards Officer (SCQUASO). Saturated sampling was used to select 30 principals, 30 deputy principals, 30 senior teachers and one SCQUASO. Data were collected using questionnaires, in-depth interview schedules and observation guides. Experts in Education administration validated the instruments. Reliability coefficients of principal's questionnaire was 0.8, deputy principal's 0.75 and senior teacher's 0.83 at a p- value of 0.05. Quantitative data were analyzed using descriptive statistics in form of frequency counts, means and percentages. Qualitative data from in-depth interviews were transcribed and organized into emergent themes and sub themes. The study established that principals were viewed to be facing physical facilities based challenges rated at 4 by a majority 388(53.6%) respondents denoting it was often a challenge and confirmed by inter quartile range of 2.10 with the median above half the range. Teaching/Learning resources based challenges rated at 4 by 278(52.1%) respondents denoting it was often a challenge as confirmed from an inter quartile range of 0.40 with the median above half the range. Student discipline was rated at 4 by majority 455(71.8%) respondents denoting it was sometimes a challenge confirmed by an interquartile range of 2.20 with the median below half the range. Financial resource management was rated at 5 by majority 244(46.8%) respondents as confirmed by an interquartile range 1.10 with the median above half the range denoting it was always a challenge. This study concluded that principals, deputy principals and senior teachers were of the view that principals face many challenges in their endeavors to enhance student academic achievement. The study recommended that stakeholders facilitate the principals to address the challenges faced. The findings of the study are important in giving educators direction on challenges faced by Principals as quality agents in enhancement of student academic achievement in educational institutions.

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LIST OF ABBREVIATIONS AND ACRONYMS

ABBREVIATIONS

B.O.M	Board of Management
F.D.S.E	Free Day Secondary Education
K.C.S.E	Kenya Certificate of Secondary Education

ACRONYMS

CDF	Constituency Development Fund
FAWE	Federation of African Women Educators
IPARE	Implementing Policies Responsive to Education
KESI	Kenya Education Staff Institute
KESSP	Kenya Education Sector Support Programs
KNEC	Kenya National Examination Council
LATF	Local Authorities Transfer Fund
MOEST	Ministry of Education Science and Technology
NGO	Non-Governmental Organization
SCQASO	Sub County Quality Assurance Standards Officer
TSC	Teachers Service Commission

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CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

The core area of school functioning is management of academic activities, including curriculum management and evaluation of its implementation. Kemerling (2011) noted that education is holistic which includes acquisition of facts, skills, physical discipline music and art. Acquisition of all these is confirmed in performance that is passing of an examination. Improving performance in schools has been a Millennium Development Goal set to be achieved by 2015 (World Bank, 2002). In Kenya it is aimed at 15% of the students enrolled in secondary schools qualifying to join University through Joint Admission Board (JAB) that means attaining a B grade and above. From Educational Research International (2013) journal success in educational institution is measured by performance of students in external examination. Mellisa (2012) notes, academic achievement are commonly measured by Examinations or Continuous Assessment.

UNESCO (1999) findings established that several factors lead to good academic achievement. From TSC code terms of service principals are charged with the responsibility of organization and management of the approved school curriculum and ensuring student are adequately prepared registered and presented for school based continuous assessment and the national examination in accordance to the Kenya National Examination Council (KNEC) regulations and syllabus (Teacher Service Commission Kenya, 2007). It is therefore important to ensure fourth form students successful completion and good performance by establishing the challenges faced by the principals as quality agents in enhancing good academic performance, an issue which this study seeks to establish. This study seeks to establish the physical facilities based challenges,

teaching/learning process based challenges, student discipline based challenges and financial resource management based challenges faced by principals, which hinder student academic achievement.

School Facilities Maintenance Task Force (SFMTF, 2003) established that educators are faced today with growing challenge of maintaining the nation's education facilities at the same time they are held accountable for student achievement. Schneider (2002) noted that many of the public schools in America had documented widespread physical facilities deficiencies that have an effect on teaching and learning process. According to Building Educational Success Together (BEST, 2005) report implementing policies that resulted in high quality, high performing, well designed and maintained school facilities had a direct impact on the teaching and learning process. Effective facilities contributed to the success of every school in United States.

Earthman (2002) noted that school facilities had an impact on teacher's effectiveness and student's performance. A number of researches in America have shown that school systems particularly those in urban and high poverty areas are plagued with decaying buildings that threaten the health safety and learning opportunities of students. Good facilities appear to be an important precondition for student learning, provided that other conditions are present that support strong academic programme in school. Poor facilities can affect the learning as well as the health and morale of the staff and students. In Colombia a study established that a school with poor condition had an achievement that was below 6% below schools in fair condition and 11% below schools in excellent conditions in a standardized test. It was indicated that school facilities may significantly affect students' ability to concentrate. Physical condition have direct positive and

negative effects on teacher's morale, sense of personal safety, feeling of effectiveness in the classroom and on general learning environment. These studies did not address school administrators perceptions on physical facilities based challenges faced by principals in enhancement of students' academic achievement, the knowledge gap this study sought to fill.

Student discipline is the epicenter of success of a school; members of a school are expected to adhere to various standards or codes of behavior Okumbe (2001). Student discipline refers to orderliness and the ability of student to monitor and control their behaviors. Duckworth and Seligman (2005) states that, closely related to motivation is self discipline, the ability of student to monitor and control their own behaviors, highly self discipline students may be able to better focus on their education. Wapedia (2010), states that school discipline is ostensibly to create a safe and conducive learning environment in the classroom. Otherwise where a teacher is unable to maintain order and discipline the climate of learning is diminished. Classroom management is a necessary condition for effective student learning. School climate established by the educators can have a major impact on learner's motivation and attitude towards learning which greatly affects academic achievement. Khuluse (2009) in his study on the effect of discipline on academic achievement in Secondary Schools established that student motivation and engagement play an important role in learning and academic achievement. Learners need order in the classroom if the activities which take place are to facilitate effective learning. Khuluse, however did not establish the challenges faced in student discipline and its effect on student academic achievement. Scott and Barrette (2004) concurs with Khuluse, by stating that skillful teaching lies at the heart of establishing discipline. Morrison Anthony, Storino and Dilian (2001) studies, in America on relation between academic performance and problem behavior at middle school and high school level found that individual

student academic failure in high school was correlated with three or more suspensions in ninth grade. They also found a correlation between Grade Point Averages (GPAs) and specific type of indiscipline behavior (fighting, harassing and threats of violence for boys) in sixth grade.

Nelson, Benner, Lane and Smith, (2004) demonstrated that student with severe behavior problem experienced large academic deficits as compared to typical peers. They established that misconduct led to loss of instructional time. This is supported by finding of Scott and Barrett (2004) that the time that instruction is provided is highly correlated with student achievement. When a student is suspended for indiscipline he or she loses precious instructional time. Clark (2002) noted that student indiscipline is a serious problem facing education system in America; about 45% of teachers leave the profession annually citing student behavior as one reason for doing so.

Odia and Omofonmwan (2007) noted that Nigerian education system is bisected with myriad of problems which include; poor funding, thus poor educational infrastructure, inadequate classrooms and teaching aids (projectors, computers, laboratories and libraries), paucity of quality teachers and poor/polluted learning environment. The school system is plagued with numerous social vices such as exam malpractice cultism hooliganism and corruption all of which affect student academic achievement.

In Kenya student indiscipline cases have been cited to have contributed to low student academic achievement for example at Lunza Secondary Butere, a pregnant female teacher fainted and suffered face bruises after rowdy students beat her up in the classroom .The teacher had demanded to know why the students failed Kiswahili assignment Daily Nation (2004, November 8th). In Kisii Boys secondary students went on rampage and set

a dormitory on fire complaining that those who scored 40% in Mathematics and Sciences were forced to repeat classes Rono and Gichana (2006).

Drug abuse by student was confirmed through survey by Kenya National Agency of Campaign Against Drug Abuse (NACADA). Its finding revealed that more than 22.7% of primary school children consume alcohol, more than 68% of university students do drugs, 60% of students in National polytechnic and 22% of students in secondary schools abuse drugs (Siringi, 2003). He further states that drug abuse could lead to having behavior problems like stress, fatigue, anxiety, bullying and even committing murder all which impacts negatively on student concentration in academic programs. Siringi (2003), further states that students under influence of drugs could even beat up their teachers' rape them or kill their colleagues. Conducive learning environment free of intimidation, violence, and fear enhance student academic achievement. These studies did not address school administrators perceptions on student discipline based challenges faced by principals in enhancement of student academic achievement in Kisumu East sub-county the knowledge gap this study sought to fill.

Republic of Kenya (1999) stipulates that school principals have delegated authority from Board of Management for the day to day financial management of the school, they are the accounting officers. Financial management refers to mobilization, deployment and efficient use of financial resources as per the stated objectives and strategies. Principals are responsible for collecting maintaining and controlling school expenditure to make sure that money is carefully spent on schools priorities as planned and budgeted. Otula (2007) notes that financial management is crucial to the health of a school in order to provide adequate funding for day to day needs and in planning for the future. Financial governance and management sets the parameters of a students learning experience.

Finances enable all programs in the institution to run smoothly facilitating boarding facilities and services (water, electricity, telephone), enhances repairs and maintenances; facilitating construction of physical facilities and payment of some teaching and non-teaching staff.

Onyango (2010) observed that many developing countries are struggling to find enough resources to meet the growing demand for the rising cost of education. Governments in Sub Saharan Africa allocate between 5–25% of public expenditure budget to education ministries, because education is seen as a major contributor to human welfare and social economic development (World Bank, 2005). According to the budget outlook paper (GOK, 2007) despite the enhanced budgetary allocation to education from government and donors, the education sector still faces huge funding shortfalls creating funding gaps. Children in Kenya face enormous difficulties in getting education as secondary education is not fully funded by the government.

Orodho (2003) noted that Kenya governments financing of secondary education has largely been directed towards recurrent expenditure at the expenses of development expenditures, which would be essential to provide and improve the physical and instructional facilities. This has resulted in poor academic performance as most schools are inadequately provided with basic learning resources. Onyango (2001) studies in Nairobi and Kakamega to determine the competencies needed by head teacher for effective and efficient management and leadership of secondary schools, main variables included: head teacher's management of curriculum and instruction, physical and material resources personnel and school community. The study established that in order for all these tasks to be performed well head teachers need prior training in secondary school administration. He singled out head teacher's management task in different school

aspects. These studies did not address school administrators perceptions on financial resource management based challenges faced by principals in enhancement of student academic achievement in Kisumu East sub-county the knowledge gap this study sought to fill.

Republic of Kenya (1994), stipulates that the core function of a school is management of academic activities including curriculum management and conducting of examination. Principals are charged with responsibility of supervising, monitoring, supporting academic programs and facilitation of teaching/ learning process plus other school development activities. In India, (Nilay & Naimur, 2001) established that, the teacher is directly responsible for learning achievement of the student; he or she is responsible for the effective management of the class which is directly linked with learning achievement of the student and the level of transition of the student from one class to the other class. Bartiz and Marti, (1995) study in New York City established that students overcrowding negatively affected both classroom activities and instructional techniques. It created stressful working condition for teachers and led to high teacher absenteeism. It made it difficult for student to concentrate on their lessons and inevitably limited the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work.

Republic of Kenya (1987) reports that the Government of Kenya has a well trained teaching force that numbers about 240,000 and has put measures in place to support their professional growth to enable them improve on their academic and pedagogical skills. The government has also instituted capacity building to ensure that education personnel managers handling the added responsibilities have adequate capacity in terms of management skills and facilitation tools to support the implementation of the reforms in

education sector. Introduction of Free Secondary Education (FSE) in 2010 has led to a higher demand for teachers leading to human resource conflict due to inadequacy of teachers against increased enrollment in schools. Government report as (cited in Siringi; 2009) indicates that at the secondary level, T.S.C. has a shortfall of 23,291 teachers for the 1.4 million students enrolled. According to the report, Nyanza Province suffers the worst shortage of teachers both at primary and Secondary School. At secondary, level the province has a shortage of 6,243 teachers slightly above quarter of total deficit. (Kurabik, 2007) as cited in (Wagude & Odundo, 2010) observes that teachers are overburdened in handling large numbers of students inhibiting individual attention hence compromising on quality of education delivered.

Odebero (2010) further notes that many complains face the public education sector ranging from inadequate curriculum, to incompetent graduates in classroom instruction and even a demoralized teaching force. The studies reviewed did not focus on school administrators perceptions on teaching /learning based challenges faced by principals in enhancement of students' academic achievement in Kisumu East Sub county, the gap in knowledge this study attempted to fill. The above-mentioned challenges have trickled down into individual institutions making the work of Principals difficult in enhancing student academic achievement. This study therefore seeks to establish challenges faced by Principals in their endeavor to manipulate various variables within the school to ensure student academic achievement.

The specific indicator of student academic achievement in the study will be the mean score in Kenya Certificate of Secondary Education (KCSE) attained for the last eight years in schools in Kisumu East Sub-county. The Sub-county has been specifically picked on because of the poor performance below 7.00 points (C+) mean grade that enables one

to pursue competitive course in tertiary institutions in Kenya as reflected in KCSE results tabulated in Table 1.

Table 1

KCSE Result in Kisumu East Sub-county 2005 - 2012

Year	Mean score out of 12 points
2005	5.83
2006	5.36
2007	5.77
2008	5.60
2009	5.40
2010	5.67
2011	5.88
2012	5.66

Source: DEOs Office (Kisumu East Sub-county, 2012)

The results have been on a fluctuating trend registering negative deviations in five years of study out of the eight years studied. This poor academic achievement has resulted to low level of education transition especially from secondary school to tertiary institution standing at 58.8%, which stands far below government expectation. The Sub- County has a poverty level of 70.6%, one of the highest in the country. This pose a challenge to retention, transition and completion rates in Secondary schools.

1.2 Statement of the Problem

Principals of schools are charged with responsibility of promoting student academic achievement through organization and management of curriculum in schools. There are circumstances which hinder principals from fulfilling this responsibility. This implies that principals are facing challenges in their endeavour to promote student academic achievement. In Kisumu East Sub-county, the Kenya Certificate of Secondary Education

mean scores in the recent past were low, that is; 5.83, 5.36, 5.77, 5.60, 5.40, 5.67, 5.89 and 5.66 for the years 2005 to 2012. Academic achievement in any examination is perceived to dependent on many variables. These variables include physical facilities, teaching /learning resources, students discipline and financial resources. Principals, as quality agents in the school, are charged with the responsibility of ensuring excellent academic achievement. Only four schools out of thirty-three in Kisumu East Sub County realized a mean of above 7.00 in the period 2005 to 2012. There was a decrease in quality grades for example in 2012 only 334 candidates scored between A and B+ compared to 403 in 2011. This poor performance could be because of challenges arising from inadequate inputs (physical facilities, teaching /learning resources, students discipline and financial resources) in place. The study, therefore, sought to establish perceptions relating to physical facilities, teaching /learning resources, students discipline and financial resources in Kisumu East Sub-county in enhancing student academic achievement.

1.3 Purpose of the Study

The purpose of the study was to establish perceptions on challenges faced by Principals in enhancing student academic achievement in Kisumu East Sub-county.

1.4 Objectives of the Study

The objectives of the study relating to Kisumu East Sub County were to:

- i. Establish principals, deputy principals and senior teachers perceptions on physical facilities based challenges faced by Principals in enhancing student academic achievement.

- ii. Establish principals, deputy principals and senior teachers perceptions on teaching/learning resources based challenges faced by Principals in enhancing student academic achievement.
- iii. Find out principals', deputy principals' and senior teachers perceptions on student discipline based challenges faced by Principals in enhancing student academic achievement.
- iv. Establish principals', deputy principals' and senior teachers perceptions on financial resources management based challenges faced by Principals in enhancing student academic achievement.

1.5 Research Questions

The study was guided by the following specific research questions;

- i. What are the perceptions of principals, deputy principals and senior teachers on physical facilities based challenges faced by Principals in enhancing student academic achievement in Kisumu East Sub-county?
- ii. What are the perceptions of principals, deputy principals and senior teachers on teachings /learning resources based challenges faced by Principals in enhancing student academic achievement in Kisumu East Sub-county?
- iii. What are perceptions of principals, deputy principals and senior teachers on the students, discipline based challenges faced by Principals in enhancing student academic achievement in Kisumu East Sub-county?
- iv. What is the perceptions of principals, deputy principals and senior teachers on Financial Resource Management based challenges faced by Principals in enhancing student academic achievement in Kisumu East Sub-county?

1.6 Significance of the Study

- i. The findings of the study may give educators direction on ways to realize student academic achievement amidst the merger resource.
- ii. The findings of the study may enlighten education stakeholders on challenges affecting education institutions.
- iii. The findings of the study may enlightens us on training needs for principals as quality agents in Educational institutions amid the meager resources
- iv. The findings of the study are likely to be a basis for further investigations.

1.7 Conceptual Framework

The study was based on the conceptual framework, which postulates that academic achievement depends on certain crucial variables within the school. Such variables include; the status of the physical facilities, financial resources management, student discipline and teaching/learning resources. The conceptual framework was used to focus on the variables of the study, which include challenges like physical facilities, teaching/learning resources, student discipline and financial resource management. It explains graphically the dimensions studied and the presumed relationship between them (Mutai, 2000) as indicated in Figure .1

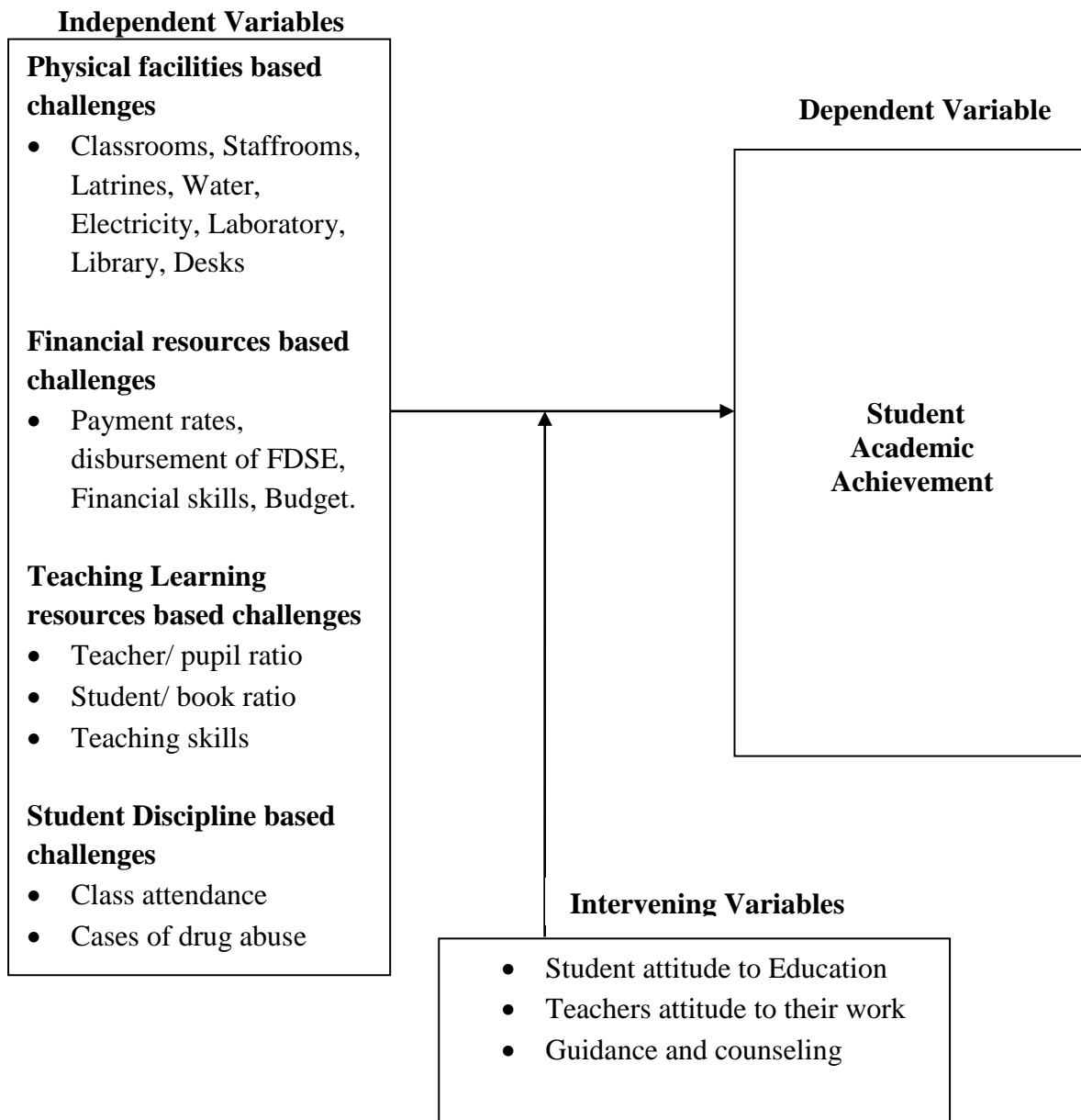


Figure 1: Conceptual Framework showing perceptions on challenges faced by Principals in enhancing Student Academic Achievement.

1.8. Assumptions of the Study

The study was based the following assumptions that:

- i. The Principals are trained and qualified persons in school management.
- ii. Principals in all secondary schools in Kisumu East Sub-county are aware of their crucial role in enhancing student academic achievement in their institutions.

1.9. Scope of the Study

- i. The study was confined to Kisumu East Sub County for the years 2012 to 2014.
- ii. The study focused on perceptions on challenges faced by principals in enhancing student academic achievement in secondary education in Kisumu East Sub County.

1.10. Limitation of the Study

The study limitation included;

Two (5%) of the principals did not complete all the items in the questionnaire as was required.

1.11. Operational Definition of Terms

Academic Achievement: Refers to performance, characterized by performance in Tests and finally in the national examination (K.C.S.E) the mean score resulting from sitting for Kenya certificate of secondary school education.

Adequacy: Right quantity and quality.

Financial resource management challenges: Setbacks on funding of schools and financial skills of principals within public schools.

Kisumu East sub-county: constitute the schools that were found in the former Kisumu East district.

Perceptions: Thinking and feelings of respondents based on knowledge and experience in teaching service.

Physical facilities challenges: Setbacks on structures within public schools used to facilitate teaching/learning processes include; classrooms staffrooms, latrines, water supply, electricity, laboratory, library and desks'

Quality academic achievement: Attaining a mean score of 7.00 points and above out of 12.00 maximum points in Kenya Certificate of Secondary Education.

School administrators: refer to Principals, deputy principals and senior teachers in public secondary schools in the former Kisumu East

Student Discipline challenges: Setbacks on student behavior that affect teaching/learning process within a public school

Teaching/learning resources challenges: Setbacks on human, material and time resources within public schools utilized in teaching/learning processes.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The review of literature related to the present study includes studies carried out on challenges that influence student academic achievement in schools. Opinions and ideas expressed in books, newspapers and journals were reviewed. The chapter is divided into the following four sub-topics; physical facilities-based challenges, teaching/learning resource-based challenges, student discipline-based challenges and finally financial resource management-based challenges faced by principals in their endeavor to enhance student academic achievement.

2.2 Physical Facilities based Challenges in enhancement of student academic achievement

Good infrastructure put in place in school allows teachers and students to focus most of their time and energy in teaching/learning activities respectively. Waweru (2005) observed that appearance of adequate physical facilities in school is an important source of inspiration and motivation for members of the school community. The development and maintenance of physical facilities in secondary schools by community, parents and sponsors should be encouraged (Republic of Kenya, 1998). This is because lack of such facilities interferes with the learning process. Owiye (2005) states that provision of material inputs like staffrooms, computers, classrooms, and toilets are important for the efficiency of education in those institutions. According to F.A.W.E. (2001), report schools that lack adequate classrooms for instance hold their lessons outside or under trees. During bad weather, such lessons are postponed or are never held altogether. This interferes with syllabus coverage; students from such schools do not perform well in examination. The situation is worsened by the increased enrollment in our secondary

schools out of the Free Secondary Education initiative and mushrooming of the Constituency Development Funds (CDF) schools, which are ill equipped to cope with the big numbers.

Ahawo (2009) noted in her study in public mixed days schools in Kisumu East district on the importance of a well-equipped laboratory to enhance performance in science subjects, which are compulsory for every Kenyan student at Kenya Certificate of Secondary Education (K.C.S.E) examination. She noted that most laboratories in the district were ill equipped because of insufficient funds and high cost of laboratory equipments. This affected students' performance negatively since the students did not have many practical lessons and some students were meeting some apparatus for the first time in the national examinations. Mobegi (2007) suggests that the question of equipment demands that schools should possess not only what is necessary but also what is modern and up to date if good quality of work must be done. This study seeks to establish the status of the laboratory and laboratory equipments in Kisumu East Sub-county today and establish its influence on student academic achievement in the science subjects today. (Best, 2005) argued that effective facilities management contributed to the success of every student in every school in the United States. He further recommended that implementing policies that resulted in high quality high performing well designed and well maintained school facilities had a direct and indirect impact on teaching and learning process.

Waweru (2005) observes that principals should make periodic evaluation of school buildings as well as grounds to ensure safety of the school. Okumbe (2001) adds that Principals need to upgrade facilities in the event of new knowledge and technology e.g. use of computers, laboratory equipments such as Microscopes. Otula (2007) noted that parents through the initiative of Parents Teacher Association (P.T.A) project should

finance school physical facilities such as boarding facilities, electricity, water, telephone, transport, purchase and maintenance of school vehicles, general repair and construction of buildings such as classrooms, laboratories, staff houses and hostels.

Olel (2002) in her study regarding optimal utilization of educational resource did not relate the educational resources to academic achievement nor raise the challenges faced by school administration in providing the educational resources which this study seeks to establish.

The literature reviewed on physical facilities based challenges included Ahawo's (2009) study on factors influencing academic performance in public mixed day schools in Kisumu East District, Kenya. She focused only on mixed day schools and looked at influence of school policies, domestic cores, instructional resources and parental involvement on student academic performance. Omariba's (2003) study on factors that contribute to performance in national examination in rural secondary schools in Kisii district Kenya employed theoretic framework explaining the relationship between inputs and outputs of a firm. That examination results are derived from a combination of education input variables. He employed correlation research design and regression analysis. His study established that for better performance in national examination avail inputs (textbooks, equipments, libraries and laboratories) must be availed. In Omaribas study, correlation was able to give the relationship between various variables but could not establish or describe the factors as they existed in the field hence the present study adopted descriptive research design to describe the challenges as they existed in the schools in Kisumu East sub –county schools. The study established that school size, expenditure on library, equipments and teachers qualification accounted for 68.8% change in performance. These studies did not address school administrators perceptions

on physical facilities based challenges faced by principals in enhancement of student's academic achievement, the knowledge gap this study sought to fill.

2.3 Teaching/Learning Resources based Challenges in enhancement of Student

Academic Achievement

Teaching/Learning process is seen as the core activities of educational institution hence emphasis on principals' role as instructional leaders charged with the responsibility of organization and management of approved school curriculum. Ngala (2010) study revealed that there existed significant difference on how teachers were supervised between high and low performing schools in primary schools in Eldoret Municipality. Principals should finally ensure the students are adequately prepared, registered and presented for school based continuous assessments and for the national examinations in accordance to the Kenya National Examinations Council Regulations and Syllabus.

Evidence of the relationship between the provision of books and equipment and examination is clear and consistent as noted in (Republic of Kenya, 1998). Emphasis put on textbooks indicates that they are fundamental to education and that all children deserve the very best. Omariba (2003) observes that the quality of instruction process experienced by each pupil determines the schools' efficiency. This instructional process is facilitated by availability of relevant resources.

Olendo (2009) argues that one of the critical conditions of successful innovation and implementation of curriculum is a steady and continuous supply of Teaching/Learning equipments as part of the tools teachers need for their jobs. He further states that this increases the teachers' confidence, effectiveness, creativity and productivity therefore

enabling quality delivery. It has been observed that schools that mainly appear on the top ten categories in the national examinations ranking had adequate textbooks.

Lucas and Mbiti (2011) noted that top schools nationally had better facilities' and offer a wide variety of courses and provide higher quality peer group. These schools offered an average of 16 KCSE examinable subjects compared to 11 subjects in other schools. Omariba (2003) established that use of textbooks significantly predicts a student's achievements; therefore, books availed and used well, could lead to tremendous result. He asserts that the availability of textbooks and school equipments such as laboratory equipments and stationery allowed the teacher to give assignment and homework. Optimal utilization of these resources employed learner-centered approach to learning, which improved results by making students work independent of teachers. This study seeks to establish the status of text books and other equipments in the sub-county and ascertain their contribution to the examination results in the sub-county.

Mobegi's (2007) study in Gucha revealed that the unavailability and inadequacy of textbooks, stationery, science equipment and teaching aids affected teachers in the selection of appropriate and effective methods of teaching contributing to poor performance in KCSE examination. This study seeks to establish the availability and adequacy of teaching and learning aids in the schools in the sub-county and assess its contribution to student academic achievement.

According to Ingersoll (2001), the Contemporary Education theory holds that the inability of schools to adequately staff classrooms with qualified teachers was one of the pivotal causes of inadequate school performance.

Hopkins (1997) observed that a teacher's role is central in student achievement; he noted that of all the variables under the control of the school, teaching has the most demonstrable impact upon students' achievement. Kamotho (2008) concurs that the major challenge facing the free secondary school education entails provision of additional teachers and rationalizing the distribution of the serving ones to match the demand created by additional students. Currently there is a shortage of 23,291 teachers in Kenyan secondary schools and the demand for teachers is on the rise. This has resulted to overloading the few available teachers. It observes that teaching load affects teachers' efficiency. When teachers experience too many demands on their skills and abilities, they become irritated and confused and this affects their commitment and performance therefore affecting the quality of education they deliver.

Awuor (1995), in her study on the causes of poor performance in national examinations in Siaya and Kisumu District private schools, concluded that the total enrollment and pupil teacher ratio had an inverse effect on pupils' performance. This study seeks to establish pupil teacher ratio in Kisumu East sub-county in public secondary schools and establish the effect of pupil teacher ratio on student academic achievement. Ngala's study was only on supervision of teachers by head teachers and its influence on student's achievement in primary schools of Eldoret Municipality, the present study covered several aspects of teaching/learning process teacher supervision being one among them. The study used outlier approach by picking on five best performing schools and five poorest schools to facilitate effective comparison between different categories of schools the present study cut across all the schools in Kisumu East sub-county. The studies reviewed did not focus on school administrators' perceptions on teaching /learning based challenges faced by

principals in enhancement of student's academic achievement in Kisumu East Sub County, the gap in knowledge this study attempted to fill.

2.4 Financial Resource Management based Challenges in enhancement of Student Academic Achievement

Financial resources management forms the core of any institutions. Otula (2007) affirms that finances enable all the programs in the institution to run smoothly. Finances within the school facilitate boarding facility services (water, electricity and telephone), enhance general repairs and maintenance, facilitates construction of physical facilities and payment of salaries of some teaching and non teaching staff. The greatest challenge faced in the area of education since the independence of Kenya is to meet its goals within its meager resources. This was the primary reason for adoption of the Harambee policy for many years to denote a policy of cooperation between all stakeholders in establishing public institutions. The need to build partnership in education was emphasized at the world conference on Education for all held at Jomtien UNESCO (1990). The conference recommended that it would be essential to mobilize the human resources within and outside the government budget, from the private sectors and voluntary organizations to tap additional resources for funding education. Unsuitable government funding, couple with persistent poverty in Kenya has made the education sector to function sub-optimally despite the free secondary education initiative. Schools mainly depend on government to finance its activities but in a situation where the government delays to release funds to schools the principals find themselves in a hard situation in running the school. This forces them to send student home to bring fund loosing on teaching/learning time hence poor academic achievement.

Secondary school Principals are the financial controllers and accounting officer and are responsible for all financial collections and expenditure (M.O.E, 1991). They have a role of managing and controlling school finances and stores. Financial management is crucial to the health of the school in order to provide adequate funding for day to day needs and in planning for the future. Problems with schools financial governance and management almost always impacts the education being provided to student The success of Principals depends on his/her ability to manage financial resources well Alomba (2003) emphasized the fact that head teacher should be familiar with book keeping procedures. According to the Ministry of Education, heads are supposed to ensure efficient and effective management of school finance to provide and promote educational service (Olembo, 2005). Ngotie (2009) observes that Kenya secondary schools are faced with difficulties of trying to source for alternative funding other than traditional school fee paid by parents.

Without financial resources a school cannot survive, indeed unless a certain minimum level of financial provision is reached the effective operation of a school in terms of quality of education offered is threatened Hellriegel (2006). Sources of school funds are fee collection, income generating activity projects, government bodies like C.D.F, LATF and NGOs like Plan International.

Kinyanjui (1995) noted that under the operational cost sharing policy, the government through the Ministry of Education Science and Technology (MOEST), provides funds to finance education management administration, professional services and technical support services. The policy requires parents and community to put up and maintain physical structure such as classrooms toilets, workshops and providing teaching materials including textbooks, stationary and equipment for practical subjects and to meet direct

cost like provision of uniforms, private tuition charges and examination fee. Gogo (2000) observes that cost sharing has resulted in provision of poor facilities in many secondary schools because majority of the parents are not able to pay fee promptly to enable put up facilities. Ngotie (2009) cited poverty as major challenge for parents hindering payment of school fees and other levies. Dawo (2009) noted that poverty was a major challenge to Principals in Kisumu Municipality. Kisumu has an absolute poverty level of 48% (Republic of Kenya, 2002). This poses a challenge to education sector. Achoka (2008) observes that a substantial number of Kenyans live below the poverty line and this will compromise school attendance of many children from poor households. The tuition subsidy by the government is just a small fraction of the financial requirement for secondary school student.

Similar studies done by Mobegi (2007) on quality assurance challenges and opportunities for public Secondary School head teachers in Gucha district Kenya and Musungu (2007) on role of principals in academic achievement in secondary schools in Vihiga district Kenya used descriptive survey research design and employed questionnaires interview and observation however the period captured these studies was before the introduction of FDSE and CDF schools both which contributed significantly financially to the well-being of schools as well as brought new major challenges in the running of secondary schools and has affected student academic performance. The two studies were done in rural setup unlike the present study in cosmopolitan setup spread to both rural and urban setup. These studies did not address school administrators perceptions on financial resource management based challenges faced by principals in enhancement of student academic achievement in Kisumu East sub-county the knowledge gap this study sought to fill.

2.5 Student Discipline based Challenges in enhancement of Student Academic

Achievement

The Teachers Service Commission (TSC, 2002) code defines the teaching function to involve attitude, mental and physical development of the Kenyan youth to become responsible citizens by imparting relevant knowledge, skills and attitudes necessary for molding behavior acceptable to society, through maintenance of class and school discipline and the general management of the school.

Most people equate falling academic standards in schools to low standards of student discipline. Griffin (1994) states that it is on this basis that the role of the head teacher and teachers within the school administrative and instructional service becomes crucial.

To achieve a conducive teaching/learning, environment safety and discipline are imperative. (Republic of Kenya, 1998) informs that Principals are supposed to ensure that self-discipline is cultivated nurtured and maintained amongst staff and student. Johnson and Birkerkelland (2003), observes that by developing consistent student behavior policies and addressing safety and discipline issues much may be accomplished academically. Sushilla (2004) observes that such an atmosphere encourages individual development, self-confidence and self-discipline enabling the student to attain their full potential. He further observes that drug abuse, taking of alcohol and irresponsible sexual behavior are among social ills facing our schools today. These disruptive behaviors in our schools hinder achievement of student academic excellence. Otula (2007) emphasizes that discipline is the very foundation of successful learning. Principals, are therefore, faced with great challenge of enhancing student academic achievement through maintaining students discipline in an era when government has banned use of corporal punishment as a method of disciplining student and the Children's Act 2001 overprotects the student.

Self discipline is therefore imperative for any student to achieve academically Khuluse's (2009) study on the effect of discipline on academic achievement in secondary schools, confirms that student motivation and engagement play an important role in learning and academic achievement. Closely related to motivation he says is self discipline. Duckworth and Seligman (2005) concur by stating that self-discipline focuses on a student's own ability to engage in or refrain from engaging in a particular behavior rather than reliance on external motivation reward or punishment Students who are highly self discipline may be able to better focus on long term goals and make better choices related to academic engagements.

Nelson, Benner, Lane and Smith (2004), established that student misconduct led to loss of instruction time. Scott and Berett (2004) confirmed that time that instruction is provided is highly correlated with student achievement. When a student is suspended for misconduct he/she loses precious instruction time. The above mentioned researchers have established that student academic engagement are correlated with improved academic achievement this study seek to establish the disruptive student engagements (indiscipline cases), that have posed a challenge to Principals in enhancing student academic achievement.

The literature reviewed on student discipline based challenges focused on Khuluse's (2009) study on effect of discipline on academic achievement in secondary schools established that student motivation and engagement play an important role in learning and academic achievement, Closely related to motivation he says is self discipline, These studies did not address school administrators perceptions on student discipline based challenges faced by principals in enhancement of student academic achievement in Kisumu East sub-county the knowledge gap this study sought to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter deals with the description of the methodology applied in obtaining data required for the study. It covers the research design, description of the study area, the study population, sample size and sampling technique, instrument of data collection and data analysis.

3.2. Research Design

The study employed descriptive survey design. Descriptive survey was used to explore opinions, attitudes and knowledge on the objectives. According to Orodho (2005), descriptive survey design refers to that method that involves asking a large group of people question about a particular issue. Information is obtained from a sample rather than from the entire population at one point in time, which may range from one day to a few weeks. Descriptive survey design was therefore used to obtain information from principals, deputy Principals, senior teachers and SCQASO within a short time and it was cost effective.

3.3. Area of Study

The study covered public secondary schools in Kisumu East Sub-county, the former Kisumu East District found in Kisumu County in Kenya. The Sub-county, borders Kisumu West Sub-county and Kisumu North Sub-county to the West and Nyando and Muhoroni Sub-county to the East and Lake Victoria to the South. It is within longitude $34^{\circ}30''$ E and 35° E and latitude 0° and $0^{\circ}15'$ S. It covers the area of about $3,660\text{km}^2$. The Sub-county of study is divided into two administrative divisions Winam and Kadibo

(Appendix 6). The Sub-county has a cosmopolitan population. Kisumu has an absolute poverty level of 48 percent (Republic of Kenya, 2002).

The Sub-County has 189 primary schools, 33 public secondary schools, of which 25 are mixed and 10 are single sex schools and 12 private schools. The Sub-County has several campuses of universities. This area of study was chosen because of the persistent poor academic results warranting investigation. The Sub-county has a low level of education transition. The sub-county education transition from secondary to tertiary institutions turned at 58.8% unlike the government's expectation of 70%. These spell low economic power which impact negatively on finances affecting all the other aspects of the school operations. The county has a high prevalence of poverty level of 70.6% one of the highest in the nation (Economic Survey Report, 2007). Poverty poses a challenge to provision of facilities and resources in many schools.

3.4. Study Population

The study population consisted of 33 Principals, 33 senior teachers, 33 Deputy principals teachers from the 33 public secondary schools in Kisumu East sub-county and one Sub-County Quality Assurance and Standard Officer.

3.5 Sample and Sampling Techniques

The researcher categorized the population into groups namely; principal, deputy principals and senior teacher .Simple random sampling technique was used to select 30 principals, 30 deputy principals and 30 senior teachers and saturated sampling technique was used to sample 1 SCQASO. The specific respondents were picked on because they are the key players in the process of implementation of academic programs in schools. Population and sample of the study is presented in Table 3.1.

Table 3.1 Sample Frame

Respondent	Population	Sample	Percentage
Principals	33	30	90.9
Deputy Principals	33	30	90.9
Senior Teachers	33	30	90.9
SCQASO	1	1	100.00

3.6. Instruments of Data Collection

The instruments that were used in the study included; questionnaires, interview schedule and observation schedule.(Appendices 1,2,3,4,5) The questionnaire was prepared for principals, deputy principals, senior teachers while the SCQASO were interviewed by use of interview schedule. The data collected by use of questionnaire prepared according to various categories mentioned above. Questionnaires were preferred in this study because they allowed researcher to reach a large population sample within limited time and also covered wide content. It ensured confidentiality and therefore enable researcher gather more candid and objective replies (Orodho, 2004). Interview schedules were also used to get in-depth information from SCQASO. The questionnaires were prepared for principals, deputy principals and senior teachers.

3.6.1. Principals' Questionnaire (PQ)

It comprised of open-ended questions designed to find out the challenges faced by Principals in enhancing student academic achievement. The Principals' Questionnaire (PQ) consisted of two sections A and B. Section A was used to collect data on general background of Principals and the school while section B consisted of 5 points rating scale that sought to identify the level of challenges faced in enhancing student academic achievement in different areas (Appendix I).

3.6.2. Deputy Principal Questionnaire (DP)

The questionnaire consisted open ended and close-ended question. It was used to collect data on deputy principals' views on challenges faced by principals in enhancing student academic achievement (Appendix 2).

3.6.3 Senior Teacher Questionnaire (SNT)

The questionnaire consisted of open ended and closed ended questions. It was used to collect data on senior teachers' views on challenges faced by principals in enhancing student academic achievement (Appendix 3).

3.6.4. SCQASO Interview Schedule

There was an interview schedule for SCQASO. This schedule consisted of in-depth interview questions. This was done by designing a few questions to guide the interview. The interview schedule allowed the researcher a face-to-face encounter and was advantageous in that it provided in-depth data interview guarding against confusing the questions since the interviewer could clarify the questions thereby helping the respondent to give relevant responses Mugenda and Mugenda, (2003).

The interview was taped and later transcribed in readiness for analysis. The interviews sought to get information on what challenges were faced by schools in the sub-county and establish their effect on the sub-county performance in KSCE (Appendix 4).

3.6.5. Observation Schedules

Observation is the systematic viewing coupled with consideration of the phenomena that is seen. It involved observing what is occurring in real life situation. The researcher visited the sampled schools and made observation on the status of resources and facilities indicating from observation made if the item were adequate, inadequate or not available in enhancing student academic achievement (Appendix 5).

3.6.6 Reliability of Instruments

The set of questionnaires were administered to a pilot group of 9(9.1%) respondents' from the three schools not in the study sample, 3 principals, 3 deputy principals and 3 senior teachers of the population sampled. This was meant to assess the procedure and the research instruments reliability. Reliability refers to the extent to which an instrument measure yields consistent results according to Aryl and Jacobs (2006). Test-retest was done by exposing the respondent to the questionnaire then after two weeks exposing them again in order to establish the Pearson correlation coefficient at a set of p-value of 0.05. The Pearson correlation values were at 0.8 for principals 0.75 for deputy principals and 0.83 for senior teachers. The inconsistencies, ambiguities and weakness noted in the instruments were addressed to make them reliable before use for data collection.

3.6.7 Validity of Instruments

Face validity ensures the questions are stable, consistent and measures what they are intended to measure (Orodho 2004). Two experts in Education Administration from the Department of Education Management and Foundations of Maseno University verified face validity of the research items (questionnaires and interview schedule). They gave suggestions that were incorporated in the final draft, which ensured the questions addressed the objectives of the study.

3.7 Data Collection Procedures

A letter of introduction was sought from the department of Educational Management and Foundations. The researcher made appointments with the Principals before going for data collection in their respective schools. The researcher visited the schools on days agreed upon to administer the questionnaires the Principals, the deputy principal and the senior teachers. A day was agreed upon for collection of the questionnaires from specific

schools. The researcher visited the various schools and collected the filled in questionnaires. An appointment was made with the Sub-County Quality Assurance and standards Officer for the face-to-face interview. On the date agreed upon the researcher met the officer and administered the interview. Responses from the officer were recorded.

3.8 Data Analysis

The data analyzed came from questionnaires, interview schedule and observation guide. Qualitative and Quantitative methods were used in the study to analyze the data collected. Quantitative data from structured parts of the questionnaires were analyzed and summarized using descriptive statistics in form of percentages and frequencies. A 5 point scale rating and inter-quartile range was used to establish perceptions on challenges faced by principals in enhancing student academic achievement in secondary school education. Interquartile Range (IQR) is the difference between the lower and upper quartile. It is determined by subtracting the lower quartile $\frac{(n+1)}{4}$ from $3\frac{(n+1)}{4}$ (n is the cumulative frequency). In descriptive statistics the IQR is useful in quantifying scatter. That is, the IQR is a measure that indicates the extent to which the central 50% of the values within the data set are dispersed. It is based upon and related to the median. The median divides the data set into two halves by identifying the upper and lower quartiles. The median is an indication of whether or not the data leans to the higher values or the lower values. If the median is above half the range then this indicates that more of the data is in the upper half of the range, upper quartile and vice versa when the interquartile is very small it means bulk of the data values are grouped very close together. Interquartile provides a complete picture of a data set's tendency to cluster around its mean. The median of the data set is the midpoint of the list of all the data $\frac{(n+1)}{2}$

Qualitative data from the interview, observation guide and open-ended parts of the questionnaires were transcribed and organized according to themes, categories and sub-categories as they emerged from the study. Data were then analyzed according to themes and sub themes as they emerge from the content.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results, analysis and discussion of the data collected during the study on the perceptions of school administrators on challenges faced by Principals in enhancing student academic achievement in Kisumu East Sub-county. The results and discussion of the data collected are presented in this chapter based on the objectives of the study. Findings are presented and discussed under themes derived from the following objectives;

- i. Establish principals', deputy principals' and senior teachers perceptions on physical facilities based challenges faced by Principals in enhancing student academic achievement.
- ii. Establish principals', deputy principals' and senior teachers perceptions on teaching/learning resources based challenges faced by Principals in enhancing student academic achievement.
- iii. Find out principals', deputy principals' and senior teachers' perceptions on student discipline based challenges faced by Principals in enhancing student academic achievement.
- iv. Establish principals', deputy principals' and senior teachers perceptions on financial resources management based challenges faced by Principals in enhancing student academic achievement.

In discussing the results, references are made to the literature referred to in the course of the research, cited in the literature review and any other literature used in the course of the research not cited in the literature review. However, consideration was solely based

on data collected through questionnaire; in-depth interview and observation schedule. The percentage return rate of questionnaire was as shown in Table 4.1.

Table 4.1

Return Rates of Questionnaire

Respondents	Number issued	Number Returned	Percentage
Principals	30	30	100
Deputy Principals	30	30	100
Senior Teachers	30	30	100

From Table 4.1 it can be observed that the return rate was 100%.

4.2 Demographic Data of Respondents

The respondents included: Principals, Deputy Principals and Senior Teacher in Public Secondary schools in Kisumu East Sub-County.

Table 4.2
Demographic Characteristics of Respondents

Respondents	Principals		Deputy Principals		Senior Teachers	
	(P)		(DP)		(SNT)	
	F	%	F	%	F	%
Length of Service						
6-10 years	7	23.3	8	26.7	12	40
10-20 years	15	50	15	50	10	33.3
20-35 years	8	26.7	7	23.3	8	26.7
Total	30	100	30	100	30	100
Length of Teaching in this school						
3-10 years	14	46.7	12	40	10	33.3
10-20 years	12	40	10	33.3	15	50.0
20-35 years	4	13.3	8	26.7	5	16.7
Total	30	100	30	100	30	100
Length of being current position						
5-10 years	12	40	13	33.3	13	43.3
10-15 years	8	26.7	10	33.3	10	33.3
15-20 years	10	33.3	7	23.3	7	23.3
Total	30	100	30	100	30	100
Length of being in current position in current station						
Below 5 years	10	33.3	10	33.3	8	26.7
6-10 years	12	40.0	6	19.3	15	50.0
10-20 years	8	26.7	14	46.7	7	23.3
Total	30	100	30	100	30	100
Highest academic qualification						
Diploma	4	13.3	2	6.7	10	33.3
Degree	16	53.3	20	66.7	12	16.7
Masters	10	33.3	8	26.7	8	26.7
Professional courses	20	66.7	5	16.7	3	10.0
Total	30	100	30	100	30	100

Enrolment in Schools	N/S	%
86-200	3	10.0
201-300	8	30.0
301-500	11	33.3
500 -1200	8	26.7
Total	30	100
Total Enrollment	15,169	

Source: Field data (2013)

Twenty three (76.7%) Principals, 22(73.3%) Deputy Principal and 18(60%)Senior Teacher have been in service for a period of more than ten years this suggests that the length of stay is long enough in order to effectively discharge their duties as internal supervisors in the schools. Eighteen (60%) Principals, 17(56.6%) Deputy Principals and 17 (56.6%) Senior Teacher had held administrative positions for a period of more than ten years a length sufficient enough to ensure competence and experience in administrative work (Ministry of Education, 2010).This emphasized by the fact that at least 20(66.7%) Principals and 5(16.7%) Deputy Principals had undertaken professional courses intended to build their capacity in rendering services to schools.

Twenty six (86.8%) Principals, 28(93.4%) Deputy Principals and 20 (66.7%) Senior Teacher had attained a requisite academic qualification, that is a degree and above to enable them discharge teaching responsibility effectively and supervise the implementation of the curriculum to ensure quality academic achievement.

Twenty (66.7%) Principals, 20(66.7%) Deputy Principals and 22(74.4%) Senior Teacher had enough teaching experience in their present stations and were familiar with challenges with their stations to offer curriculum leadership as internal Quality Assurance and Standards Officer in public secondary school. Three (10%) schools had a population of between 86 to 200 students. Eight (26.7%) schools had a population of between 201

and 300 students, 11(36.7%) schools had a population of between 301 to 500 students and 8(26, 7%) schools had a population between 501 to 1200 students.

4.3 Physical Facilities based Challenges faced by Principals in enhancing Student Academic in Kisumu East Sub-county

- i. The research question responded to was, What are the perceptions of principals, deputy principals and senior teachers on physical facilities based challenges faced by Principals in enhancing student academic achievement in Kisumu East Sub-county? The responses were as shown in Table 4.3.

Table 4.3

Physical Facilities based Challenges faced by Principals in enhancing Student academic achievement in Kisumu East Sub-County (n=90)

Physical Facilities Based Challenges	RES		RATINGS					Total
			1 N	2 R	3 ST	4 O	5 A	
Classrooms	P	Freq	0	7	2	18	3	30
		%	0.0	23.3	6.7	60.0	10.0	100
	DP	Freq	0	5	0	14	11	30
		%	0.0	16.7	0.0	46.7	36.7	100
	SNT.	Freq.	0	6	0	21	3	30
		%	0.0	20.0	0.0	70.0	10.0	100
Staffroom	P	Freq	2	6	3	16	3	30
		%	6.7	20.0	10.0	53.3	10.0	100
	DP	Freq	2	9	0	10	9	30
		%	6.7	30.0	0.0	33.3	30.0	100
	SNT.	Freq.	2	7	4	12	5	30
		%	6.7	23.3	13.3	40.0	16.7	100
Latrine	P	Freq	0	8	2	17	3	30
		%	0.0	26.7	6.7	56.7	10.0	100
	DP	Freq	2	3	2	11	12	30
		%	6.7	10.0	6.7	36.7	40.0	100
	SNT.	Freq	2	4	4	10	10	30
		%	6.7	13.3	13.3	33.3	33.3	100
Water Supply	P	Freq	0	2	0	28	0	30
		%	0.0	6.7	0.0	93.3	0.0	100
	DP	Freq	0	7	0	19	4	30
		%	0.0	23.3	0.0	46.7	13.3	100
	SNT.	Freq.	1	4	2	19	4	30
		%	3.3	13.3	6.7	63.3	13.3	100
Electricity	P	Freq	0	5	0	25	0	30
		%	0.0	16.7	0.0	83.3	0.0	100
	DP	Freq	0	12	0	14	4	30
		%	0.0	40.0	0.0	46.7	13.3	100
	SNT.	Freq.	0	4	3	16	7	30
		%	0.0	14.3	10.0	53.3	23.3	100
Inadequate Laboratory	P	Freq	0	3	0	23	4	30
		%	0.0	10.0	0.0	76.7	13.3	100
	DP	Freq	0	11	4	9	6	30
		%	0.0	36.7	13.3	30.0	20.0	100
	SNT.	Freq.	0	4	2	12	12	30
		%	0.0	13.3	6.7	40.0	40.0	100

Library	P	Freq	0	3	0	23	4	30
		%	0.0	10.0	0.0	76.7	13.3	100
	DP	Freq.	0	8	2	4	16	30
		%	0.0	26.7	6.7	13.3	53.3	100
	SNT.	Freq.	0	4	2	12	12	30
		%	0.0	13.3	6.7	40.0	40.0	100
Desks	P	Freq.	0	4	0	23	3	30
		%	0.0	13.3	0.0	76.7	10.0	100
	DP	Freq.	0	7	0	16	7	30
		%	0.0	23.3	0.0	53.3	23.3	100
	SNT	Freq.	0	2	7	17	4	30
		%	0.0	6.7	23.3	56.6	13.3	100
TOTAL		Freq.	11	136	39	388	150	724
		%	1.5	18.8	5.4	53.6	20.7	100

Key: P – Principals DP-Deputy Principals SNT-Senior Teachers RES = Respondents

Interpretation of Ratings:

1 =Never (N), 2= Rarely(R), 3 =Sometimes (ST), 4 =Often (O), 5 = Always (A)

Table 4.3 indicates that Classroom was rated at 5 by 3(10%) Principals, 11(36.7%) Deputy Principals and 3(10%) Senior Teacher meaning it was always a challenge. Eighteen (60%) Principals, 14(46.6%) Deputy Principals and 21 (70%) Senior Teachers rated it at 4 meaning it was often a challenge. Only 2 (6.7%) Principals rated at 3 meaning it was sometimes a challenge. Seven (23.3%) Principals, 5(16.7%) Deputy Principals and 6(20%) Senior teacher rated it at 2 meaning it as rarely a challenge. Overall majority 53(58.9%) of the respondent rated classrooms at 4 implying classroom is often a challenge in the county. Classrooms are essential for effective learning and teaching to take place. In a situation where the classrooms are inadequate learning and teaching is done outside the classroom, this becomes very inconveniencing as confirmed by F.A.W.E (2001).This was further confirmed from the observation made by researcher where a number of student were noted to be doing their studying under the trees or while lying on

the grass especially during the optional classes in form 3 and form 4 classes this environment has a lot of destructors and tampers with learner's concentration. In a number of schools 10(33.3%) improvised iron sheet classrooms were in use to protect the student from the harsh weather conditions however the facilities were too hot under the high temperatures hence not comfortable for learning process.

Staffroom as a challenge was rated at 5 by 3(10%) Principals, 9(30%) Deputy Principals and 5(16.7%) Senior Teachers this means it was always a challenge, Sixteen (53.3%) Principals, 9(30%) Deputy Principals and 12(40%) Senior Teacher rated it at 4 meaning it was often a challenge. Three (10%) Principals and 4(13.3%) Senior Teachers rated it at 3 meaning it was sometimes a challenge. Six (20%) Principals, Nine (30%) Deputy Principals and 7(23.3%) Senior Teachers rated it at 2 meaning it was rarely a challenge and only 2(6.7%) Principals, 2(6.7%) Deputy Principals and 2(6.7%) Senior Teacher rated it at 1 meaning Staffroom was never a challenge to them. Overall staffroom as a challenge was rated highest at 4 by 41.1% of the respondent implying it was often a challenge in the sub-county. Staffroom is essential in schools as it is the place from where teachers do their preparation for their lessons and the place from where they attend to students' personal needs. Inadequate staffroom therefore affects teachers' preparation for lessons making them attend lessons when ill prepared. Sanoff (2001) confirmed that the school environment affects students and teachers' health, work, leisure, emotion and sense of place and belonging. Teachers spend most of their hours in a day in school they need a conducive working environment to enhance their productivity. He further noted that when the school environment worked well students' life and educational performance were enhanced.

Latrines as a challenge was at rated at 5 by 3(10%) Principals, 12(40%) Deputy Principals and 10(33.3%) Senior Teacher meaning it was always a challenge. Seventeen (56.6%) Principals, 11(36.7%) Deputy Principals and 10 (33.3%) Senior Teachers rated it at 4 meaning it was often a challenge. Two (6.7%) Principals, 2(6.7%) Deputy Principals and 4(13.3%) Senior Teachers rated latrine at 3 meaning it was sometimes a challenge. Eight (26.6%) Principals, 4(13.3%) Deputy Principals and 2(6.7%) Senior Teachers rated it at 2 meaning latrine was rarely a challenge. Only 2(6.7%) Deputy Principals and 2(6.7%) Senior Teachers rated it at 1 meaning latrines as never a challenge. It was observed that only two schools (6.7%) had adequate latrines with 30 and 20 doors respectively for population of 600 and 800 girls respectively meeting the recommended ministry of education requirement of a ratio of 25:1 for girls. Majority 23(69.7%) of the schools which are mixed day schools had insufficient latrine with most having 4 to 6 doors and one urinal for a population of 300 boys and 3 doors for a population of 100 girls against the recommended ratio by the ministry of 25:1 for girls and 30: 1 for boys. Inadequate toilets, means a lot of time is wasted in lining up by students to relieve themselves as confirmed from observations made, Class time is at times eaten into as student's queue waiting for each other to use the toilet.

Water supply rated at 5 by 4(13.3%) Deputy Principals and 4(13.3%) Senior Teachers meaning it was always a challenge. Twenty eight (93.3%) Principals, 19(46.7%) Deputy Principals and 19 (46.7%) Senior Teachers rated it at 4 meaning it is often a challenge .Only 2(6.7%) Senior Teachers rated it at 3 meaning was sometimes a challenge. Two (6.7%) Principals, 7(23.3%) Deputy Principals, and 4(13.3) Senior Teachers rated it at 2 meaning was rarely a challenge. Only 1(3.3%) Senior Teacher rated it as never a challenge. Overall water was rated by majority 66(73.3%) as often a challenge in the sub-county. Water is necessary in school for drinking cooking bathing washing cleaning and

carrying out practical. Inadequate water supply means that some time will be used to fetch this water from water borehole or dams especially during the dry seasons. Quality time is lost in this process interfering with student academic achievement in the county.

Electricity supply was rated at 5 by 7(23.3) Deputy Principals and 7(23.3) Senior Teachers meaning it was always a challenge. Twenty (83.3) Principals, 14(46.7) Deputy Principals and 16(53.3%) Senior Teachers rated it at 4 meaning it was often a challenge only 3 (10%) Senior Teachers rated at 3 meaning it was sometimes a challenge. Five (16.7%) Principals, 12(40%) Deputy Principals and 4(13.3%) Senior Teachers rated it at 2 meaning rarely a challenge. Overall electricity was rated at 4 by majority 55(61.1%) as often a challenge in the sub-county. Electricity is necessary for reading in classes, carrying out practical and operating devices like computers. Inadequacy of electricity or complete absence of the same means a number of academic programs cannot be successfully run. Student cannot read beyond daytime.

Laboratories as a challenge was rated at 5 by 4(13.3%) Principals, 7(23.3%) Deputy Principals and 12(40%) Senior Teachers meaning always a challenge. Twenty (76.6%) Principals, 9(30%) Deputy Principals and 12(40%) Senior Teachers rated at 4 meaning it was often a challenge. Four (13.3%) Deputy Principals and 2(6.7) Senior Teachers rated at 3 meaning it was sometimes a challenge. Three (10%) Principals, 11(36.7%) Deputy Principals and 4(13.3%) Senior Teachers rated at 2 meaning it was rarely a challenge. Overall laboratories were rated at 4 by majority 44(48.8%) as often a challenge in the sub-county. From observation, it was noted that most 24(80%) laboratories in the county were ill equipped and lacking up-to date equipments. This finding concurs with Ahawo (2009) who indicated that such equipments could not achieve what is intended in experiments carried out. Therefore, laboratory is significant factor contributing to poor

performance in sciences and mathematics in secondary schools. A lot of science is taught theoretically. This has led to failure in national examinations where some students are forced to tackle practical papers for the first time. This agrees with Olele (2000) findings that lack of laboratories was a major reason for poor performance in some schools in KCSE because candidates could not effectively answer questions in practical science subjects.

Libraries were rated at 5 by 4(13.3%) Principals, 16(53.3) Deputy Principals and 12(40%) Senior Teachers meaning was always a challenge. Twenty three (76.6%) Principals, 4(13.3%) Deputy Principals and 12(40%) Senior Teacher rated at 4 meaning was often a challenge. Two (6.7%) Deputy Principals and 2(6.7%) Senior Teachers rated at 3 meaning it was sometimes a challenge. Three (10%) Principals, 8(26.6%) Deputy Principals and 4(13.3%) Senior teacher rated it at 2 meaning it was rarely a challenge. Overall libraries were rated at 4 by majority 42(46.6%) as always a challenge in the sub-county. Inadequate library implies limited source of information for teachers' preparation and students' personal study in the sub-county hence accounting for the weak performance of the sub-county. This concurs with Musakali and Mutula (2007) study that established that use of library materials help students to perform better. It was observed that only 4(13.3%) of the schools had well equipped libraries, the rest had some sought of book stores with very few relevant books for reference most of which were irrelevant foreign donations.

Desks as a challenge was rated by 3(10%) Principals, 7(23.3%) Deputy Principals and 4(13.3%) Senior Teachers as always a challenge. Twenty (76.6%) Principals, 16(53.3%) Deputy Principals and 17(56.6%) Senior Teachers rated it as often a challenge. Seven

(23.3%) Senior Teachers rated it as sometimes a challenge and 4(13.3%) Principals, 7(23.3%) Deputy Principals and 2(6.7%) Senior Teachers rated it as rarely a challenge. Overall desks were rated at 4 by majority 56(62.2%) as always a challenge in the sub-county.

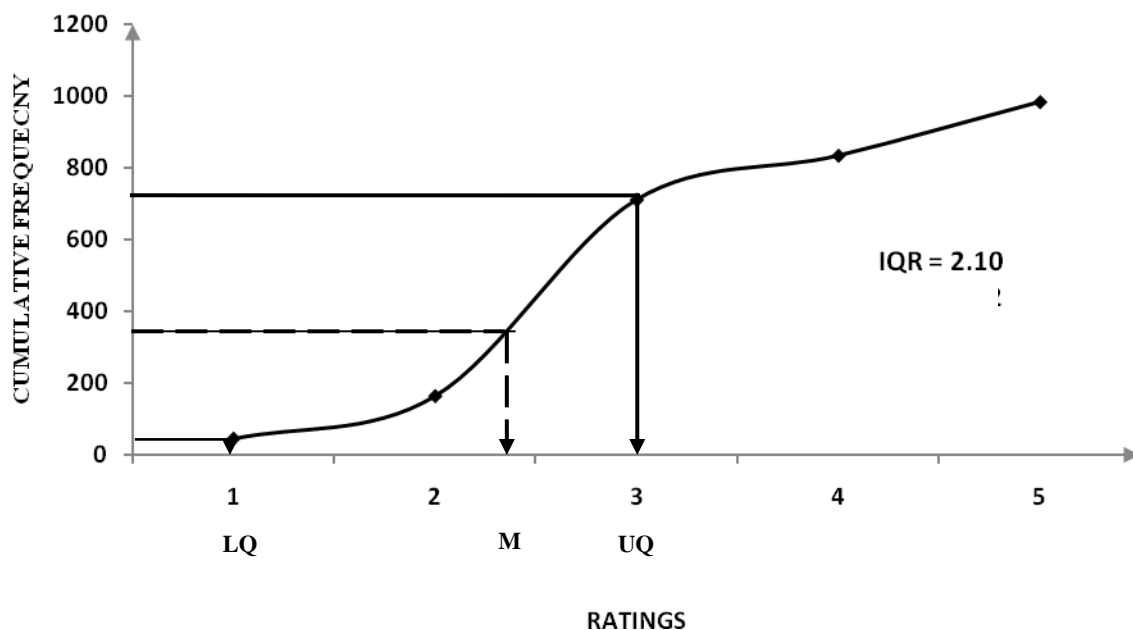
Overall, physical facilities were rated at 4 by majority 388 (53.6%) which meant that they were often a challenge to principals in their endeavours to enhance student academic achievement in Kisumu East Sub county. School administrators' perceptions on the relation between physical facilities and student academic achievement concurs with Munda and Tawi (2010) establishment that there was a significant relationship between student's academic performance and availability of libraries and classrooms. The study established that 2(6.7%) old established Schools (been there for the last over 20years) had nearly adequate physical facilities, registered good student academic achievement with the school mean score falling above 7.00 points in years 2005 -2010 above the sub-county mean. For example in 2010 and 2011 the two had a mean score of 8.05 and 8.06 respectively and 8.82 and 8.94 respectively. Shushila (2004) concur that adequate physical and learning resources enhance curriculum implementation while inadequate physical facilities inhibit curriculum implementation process accounting for poor performance.

It was observed that new schools established out of the CDF initiative had inadequate physical facilities. The SCQASO further noted that the few existing facilities were under pressure due to over enrollment out of the Free Secondary Education initiative. He confirmed this by stating that "Physical facilities are inadequate in the Sub-county more so due to increased enrollment in most schools, inadequate funds and space. This

necessitates adapting facilities and using the available spaces for multipurpose activities to suit the school curriculum”.

The implication of the results is that provision of suitable physical facilities can positively enhance student academic performance. This was confirmed by the SCQASO who had this to say when asked to comment on general status of Physical facilities in the sub-county. “The established schools are better equipped than the upcoming schools which lack better classrooms, staffrooms, latrine, water, electricity, laboratory, library and equipment to facilitate the learning and teaching process”.

To confirm the overall perception of physical facilities as a challenge faced by principals in the enhancement of student academic achievement, the inter-quartile range was computed the results were as shown in Figure 4.1.



Key: LQ =Lower Quartile M= Median UQ = Upper Quartile

Figure 4.1: Interquartile Range for principals, deputy and senior teacher’s perceptions on physical facilities based challenges faced by principals in Kisumu East Sub County

Since the median is above half the range then this indicates that more of the respondents is in the upper half of the range. This means most of the respondents, that is principals, deputy principals and senior teachers were of the view that physical facilities were often a challenge to student academic achievement in Kisumu East Sub County.

4.4 Teaching/Learning Resources based Challenges faced by Principals in Enhancing Student Academic Achievement Kisumu East Sub-County

The research question responded to was: What are the perceptions of principals, deputy principals and senior teachers on teachings /learning resources based challenges faced by Principals in enhancing student academic achievement in Kisumu East Sub-county? Their responses are as shown in Table 4.4.

Table 4.4: Teaching /Learning Resource based Challenges faced by Principals in enhancing student academic achievement Schools in Kisumu East Sub-County as rated by, Principals (n=90).

Challenges on Teaching/Learning resources	RES	RATINGS					Total	
		1	2	3	4	5		
		N	R	ST	O	A		
Textbooks	P	Freq	0	2	0	13	15	30
		%	0.0	6.7	0.0	43.3	50	100
	DP	Freq	0	2	5	11	12	30
		%	0.0	6.7	16.7	36.7	40	100
	SNT.	Freq.	0	5	4	5	16	30
		%	0.0	16.7	13.3	16.7	53.3	100
Teachers	P	Freq	0	0	0	17	13	30
		%	0.0	0.0	0.0	56.7	43.3	100
	DP	Freq	0	2	0	10	18	30
		%	0.0	6.7	0.0	33.3	60.0	100
	SNT.	Freq.	0	4	1	11	14	30
		%	0.0	13.3	3.3	36.7	46.7	100
Support staff	P	Freq	2	5	5	14	4	30
		%	6.7	16.7	16.7	46.7	13.3	100
	DP	Freq	0	7	0	16	7	30
		%	0.0	23.7	0.0	53.3	23.3	100
	SNT.	Freq.	0	6	2	17	5	30
		%	0.0	20.0	2.7	56.7	16.7	100
Time for supervision	P	Freq	4	14	0	12	0	30
		%	13.3	46.7	0.0	40.0	0.0	100
	DP	Freq	0	14	0	16	0	30
		%	0.0	46.7	0.0	53.3	0.0	100
	SNT.	Freq.	2	9	4	13	2	30
		%	6.7	30.0	13.3	43.3	6.7	100
Teaching/learning aids	P	Freq	0	3	0	27	0	30
		%	0.0	10.0	0.0	90.0	0.0	100
	DP	Freq	0	2	2	25	1	30
		%	0.0	6.7	6.7	83.3	3.3	100
	SNT.	Freq.	2	2	0	24	2	30
		%	6.7	6.7	0.0	80.0	6.7	100
Syllabus coverage	P	Freq	2	11	5	11	1	30
		%	6.7	36.7	16.7	36.7	3.3	100
	DP	Freq	0	4	0	26	0	30
		%	0.0	13.3	0.0	86.7	0.0	100
	SNT.	Freq.	2	11	4	11	2	30
		%	6.7	36.7	13.3	36.7	6.7	100
Total		Freq.	14	103	29	278	110	534
		%	2.6	19.3	5.4	52.1	20.6	100

Key: 1 =Never (N), 2= Rarely(R),3 =Sometimes (ST), 4 =Often (O), 5 = Always (A) RES = Respondents

Interpretation of Ratings:

1 =Never (N), 2= Rarely(R), 3 =Sometimes (ST), 4 =Often (O), 5 = Always (A)

Table 4.4 shows that textbook was rated at 5 by 15 (50%) Principals, 12(40%) Deputy Principals and 16(53.3%) Senior Teachers meaning it was always a challenge. Thirteen (43.3%) Principals, 11(36.7%) Deputy Principal and 5(16.7%) Senior Teachers rated it at 3 meaning it was often a challenge. Five (16.7%) Deputy Principals and 4(13.3%) Senior Teachers rated it at 2 meaning it was sometimes a challenge. Two (6.7%) Principals, 2(6.7%) Deputy Principals and 5(16.7%) Senior Teachers rated it at 1 meaning it was rarely a challenge. Overall textbooks were rated at 5 by majority 43(47.7%) as always a challenge in the sub-county. Textbooks enable students read wide in areas they do not understand. In addition they read ahead of their teachers hence enabling quick integration of concepts. This concurs with the study done by Muruguru (2000), on student performance in Kiswahili which established that availability of textbooks contributes to high achievement. The recommended student textbook ratio is 2:1 (Republic of Kenya, 2001). This was found only in two schools. From observation made most 24(80%) schools suffered acute shortage of textbooks, in some schools a class of 48 students had only 8 textbooks. The range being of 6:1 to 10:1. The sub-county quality assurance and standards officer noted;

Most schools lacked libraries and the few that had them were ill equipped with outdated textbooks for reference. Textbook ratio was too pathetic in most schools especially in compulsory subjects rating at 1:7. This makes it difficult for student to complete assignments on time and slow down the pace of teaching and learning”.

Teachers were rated at 5 by 13(43.3%) Principals, 18(60%) Deputy Principals and 14(46.7%) Senior Teachers meaning it was always a challenge. Seventeen (56.7%) Principals, 11(36.6%) Deputy Principals and 11(36.7%) Senior Teachers rated at 3 meaning it was often a challenge. Only 1 (3.3%) Senior Teachers rated it at 3 meaning it was sometimes a challenge. Two (6.7%) Deputy Principal and 4(13.3%) Senior Teacher rated it at 2 meaning it was rarely a challenge. Overall teacher were rated at 5 by majority

45(55.7%) respondents as always a challenge in the sub-county. The SCQASO confirmed this by noting, “All schools in the district are understaffed with humanities and languages being the worse hit. Teachers are therefore overloaded making it difficult for them to carry out their work effectively. This has forced school boards of management to employ teachers”. This finding concurs with the government report (cited in Siringi, 2009) that at secondary level TSC has a shortfall of 23,291 teachers for the 1.4million students enrolled. This undermines the quality of education provided because the few available teachers are over loaded and cannot carry out their work effectively and efficiently. Effective teachers are a key enabling factor in the improvement of the quality of education in both the more and less developed countries (UNESCO, 2005).

Support staff was rated at 5 by 4(13.3%) P, 7(23.3%) DP and 5(16.7%) SNT meaning it was always a challenge. Fourteen (46.7%) P, 16(53.3%) DP and 17(56.7%) SNT rated it at 4 meaning it was often a challenge. Five (16.7%) P and 2(6.7%) SNT rated it at 3 meaning it was sometimes a challenge. Five (16.7%) P, 7(23.3%) DP and 6(20%) SNT rated it at 2 meaning it was rarely a challenge. Two (6.7%) P rated it at 1 meaning it was never a challenge. Overall support staffs were rated at 4 by majority 47(52.2%) respondents as often a challenge in the sub-county. Support staff form an integral part of school setup. They assist in operations in the administration work, as well as teachers, in carrying out their work for example carrying out practical, library lessons, typing examinations and general running of the institution. The policy guideline (Republic of Kenya, 2008) on the number of support staff a school should have states a ratio of one support staff to thirty students (1:30). This was not evident from the observation made schools with a population of 301-500 had support staff ranging between 6 and 10. Insufficient support staff means slow pace of operation in the institution or inefficient

delivery of service. This concurs with findings of Hofstan and Lunetta (2004) who did a study in the USA on “The laboratory in science education; Foundations for the Twenty first century“. They established that it is important to provide support to the teachers so that they can teach the student in a way that will help students enjoy science for continuity of science. They also found out that laboratory activities have initiative appeal as a way of allowing students to learn with understanding and at the same time engage in a process of constructive knowledge by “doing” science. This is all possible only when the help of lab assistance is engaged in preparation of instructional materials. This would go a long way in enhancing student academic achievement.

Time for supervision was rated at by 12(40%) Principal , 16(53.3%) Deputy principal and 1(36.7%) SNT implying that it was often a challenge. Fourteen (46.7%) P, 14(46.7%) DP and 9(30%) SNT rated it at 4, implying it was rarely a challenge. Four (13.3%) P and 2(6.7%) SNT rated at 3 implying, it was never a challenge. Overall time for supervision was rated at 4 by majority 41(45.5%) respondents as often a challenge in the sub-county. This findings concurs with Ngala (2010) that effective supervision of teachers is necessary if they are to become more effective in there instructional duties. This implied further that adequate supervision was not carried out in the schools. This might have affected the efficiency with which work was carried out. This is supported by Shushila (2004) findings that the failure of a proper system of supervision which includes giving proper direction on what to do as well as spotting mistakes and rectifying them before things get worse leads to inefficiency.

Teaching /learning aids was rated at 5 by 1(3.3%) DP and 2(6.7%) SNT implying, it was always a challenge. Twenty-seven (90%) P, 25(83.3%) DP and 24(80%) SNT rated it at 4 implying it was often a challenge. Two (6.7%) SNT rated it at 3 implying it was sometimes a challenge. Three (10%) P, 2(6.7%) DP and 9(30%) SNT rated it at 2 implying, it was rarely a challenge. Only 2(6.7%) SNT rated it at implying it was never a challenge. Overall teaching/learning aids were rated at 4 by majority 76(78.8%) respondents as often a challenge in the sub-county. Teaching aids no doubt enable students to learn faster, remember longer, gain more accurate information and receive and understand delicate concept meaning. This concurs with Omariba (2003) finding that instruction process in school is facilitated by availability of relevant resources. Olendo (2003) established that availability of these resources increase the teachers' confidence effectiveness, creativity and productivity enhancing quality delivery. Inadequate resource material has therefore contributed to poor performance in KCSE in the Sub-county. From observation made, schools with adequate resource materials performed well in national examination than those with inadequate resource material.

Syllabus coverage was rated at 5 by 1(3.3%) P, and 2(6.7%) SNT as implying it was always a challenge. Eleven (36.7%) P, 26(86.7%) DP and 11(36.7%) SNT rated it at 4 implying it was often a challenge. Five (16.7%) P, and 5(16.7%) SNT rated it at 3, implying that it was sometimes a challenge. Eleven (36.7%) P, 4(13.3%) DP and 11(36.7%) SNT rated it at 2 implying it was it as rarely a challenge. Two (6.7%) P, and 2(6.7%) SNT rated it one implying that it was never a challenge. Overall syllabus coverage was rated at 4 by majority 48(53.39%) respondents as often a challenge in the sub-county. This contradicts the recommendation by Otula (2007) that syllabus should be perfectly covered in terms of depth and scope before a candidate sits for any exam. It is

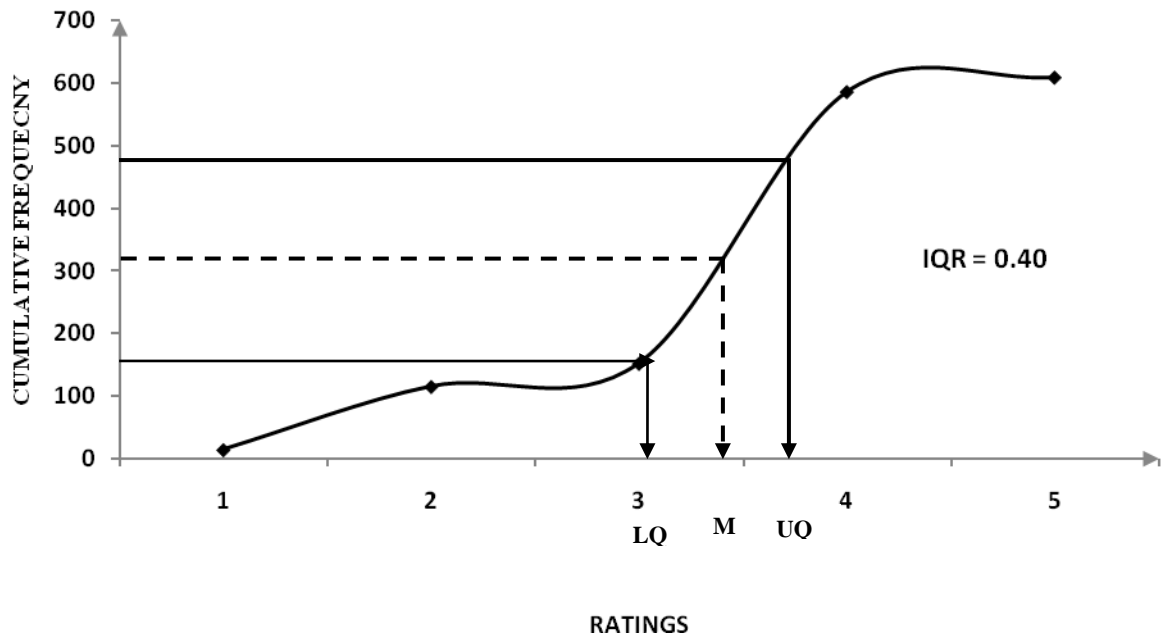
the responsibility of the teacher and the student to design measure of meeting this end, through extra lesson.

Asked to comment on the general status of Teaching/learning resources in the Sub-county the SCQASO had this to say,” The sub-county lacks adequate teaching staff with teacher pupil ratio being 1:30 these impacts negatively on the teaching learning process.

Equipment, textbooks and teaching aid are impediments to teaching and learning process in most schools”.

Overall, teaching /learning resources were rated at 4 by majority of 278(52.1%) meaning that they were a challenge that was often faced by principals in enhancement of student academic achievement. The findings are also in consonance with those of the report by UNESCO (2005) which opined that teaching /learning resources such as textbooks classrooms, teaching aids (chalk, board, rulers, protractors) writing materials and laboratories contribute to the academic performance of learners. The implication of this result is that provision of suitable classrooms, laboratories and other teaching/learning resources can positively enhance teaching learning process and encourage high performance.

To confirm the overall perception on teaching/learning resources based challenges faced by principals in enhancement of students academic achievement, the inter quartile range was computed and the results were as shown in Figure 4.2.



Key: LQ =Lower Quartile M= Median UQ = Upper Quartile

Figure 4.2. Interquartile Range for principals perceptions on teaching/learning resources based challenges faced by principals in Kisumu East sub-county.

The inter-quartile range was 0.40 and the mean of the data set was 3.58. This denotes that most of the respondents were of the view that teaching /learning resources was a challenge often faced by principals in their endeavor to enhance students' academic achievement. Since the inter-quartile range was somewhat small it also means that quite a number of the respondents did also view teaching /learning resources as a real challenge often faced by principals in enhancement of students academic achievement.

4.5 Student Discipline Based Challenges faced by Principals in enhancing Student Academic Achievement in Kisumu East Sub-county.

The research question responded to was: What are **perceptions of principals, deputy principals and senior teachers on** the students discipline based challenges faced by Principals in enhancing student academic achievement in Kisumu East Sub-county? Their responses were as shown in Table 4.5.

Table 4.5
Student Discipline based Challenges faced by Principals in enhancing Student academic achievement in Kisumu East Sub-county (n=90)

Student Discipline Based Challenges			RATINGS					Total
			N	R	ST	O	A	
RES			1	2	3	4	5	
Doing assignments	P	Freq	0	4	0	26	0	30
		%	0.0	13.3	0.0	86.7	0.0	100
	DP	Freq	0	1	2	25	2	30
		%	0.0	3.3	6.7	83.3	6.7	100
	SNT.	Freq.	0	3	0	22	5	30
		%	0.0	10.0	0.0	73.3	16.7	100
Destruction of instructional materials (desks, textbooks)	P	Freq	0	7	2	21	0	30
		%	0.0	23.3	6.7	70.0	0.0	100
	DP	Freq	0	2	2	26	0	30
		%	0.0	6.7	6.7	86.7	0.0	100
	SNT.	Freq.	0	6	3	21	0	30
		%	0.0	20.0	10.0	70.0	0.0	100
Class attendance	P	Freq	0	4	5	21	0	30
		%	0.0	13.3	16.7	70.0	0.0	100
	DP	Freq	0	4	7	19	0	30
		%	0.0	13.3	23.3	63.3	0.0	100
	SNT.	Freq.	0	3	0	20	7	30
		%	0.0	10.0	0.0	66.7	23.3	100
Flirting	P	Freq	2	3	0	25	0	30
		%	6.7	10.0	0.0	83.3	0.0	100
	DP	Freq	3	7	0	18	2	30
		%	10.0	23.3	0.0	60.0	6.7	100
	SNT	Freq.	3	7	0	16	4	30
		%	10.0	23.3	0.0	53.3	13.3	100
Cheating in Exam	P	Freq	2	10	0	18	0	30
		%	6.7	33.3	0.0	60.0	0.0	100
	DP	Freq	0	12	0	18	0	30
		%	0.0	40.0	0.0	60.0	0.0	100
	SNT.	Freq.	0	3	0	25	2	30
		%	0.0	10.0	0.0	83.3	6.7	100
Drug Abuse	P	Freq	0	5	4	21	0	30
		%	0.0	16.7	33.3	70.0	0.0	100
	DP	Freq	0	7	2	21	0	30
		%	0.0	23.3	6.7	70.0	0.0	100
	SNT.	Freq.	0	2	0	25	3	30
		%	0.0	6.7	0.0	83.3	10.0	100
Truancy	P	Freq.	0	5	2	23	0	30
		%	0.0	16.7	6.7	76.7	0.0	100
	DP	Freq.	0	2	7	21	0	30
		%	0.0	6.7	23.3	70.0	0.0	100
	SNT	Freq	0	4	2	24	0	30
		%	0.0	13.3	6.7	80.0	0.0	100
Total	Freq.	14	105	37	455	23	634	
	%	2.2	16.6	5.8	71.8	3.6	100	

Key: RES – Respondents P – Principal DP-Deputy Principal SNT-Senior Teacher RES= Respondents
Interpretation of Ratings:

1 =Never (N), 2= Rarely(R), 3 =Sometimes (ST), 4 =Often (O), 5 = Always (A)

Doing assignments as a challenge was rated at 5 by 2(6.7%) DP and 5(16.7%) SNT implying it was always a challenge. Twenty six (86.7%) P, 25(83.3%) DP and 22(73.3%) SNT rated it at 4 implying it was often a challenge. One (3.3%) DP and 3(10%) SNT rated it at 3 implying it was sometimes a challenge and 4(13.3%) P, 1 DP (3.3%) and 3(10%) SNT rated it at 2 implying it was rarely a challenge. Zero respondents viewed it as never a challenge. Otula (2007) states that assignments are important as it enables the teacher to assess the student level of understanding on topics covered. Assignments assist students in acquiring skills to being independent. Assignments provide a bridge between lessons and topics and create cohesion in entire coursework. It makes students become part of the learning process if done as assigned and marked by concern teacher. Concepts are taught in a sequent missing to do assignments could lead to gaps in the learning process hence poor academic achievement.

Destruction of instruction materials was rated at 5 by 21(70%) P, 26(86.7%) DP and 21 (70%) SNT implying it was always a challenge. Two (6.7%) P, 2(6.7%) DP and 3(10%) SNT rated at 3 implying it was often a challenge. Two (6.7%) P, 2(6.7%) DP and 3(10%) SNT rated it at 4 implying it as sometime a challenge and 7 (23.3%) P, 2(6.7%) DP and 6(20%) SNT rated it at 3 implying it was rarely a challenge. Overall 68(75.5%) of all respondents felt destruction of instruction materials was often a challenge in the sub county. When instruction materials are destroyed teaching/learning process cannot take place effectively.

Class attendance was rated at 5 by 7(23.3%) SNT implying it was always a challenge. Four (13.3%) P and 7(23.3%) DP rated it at 4 implying it was often a challenge. Four (13.3%) P and 7(23.3%) DP rated it at 3 implying it was sometimes a challenge. Four (13.3%) P, 4(13.3%) DP and 3(10%) SNT rated it at 2 implying it was rarely a challenge

finally only 2(6.7%) P rated it at 1 implying it was never a challenge. Many 59(65.5%) respondents saw absenteeism as often a challenge this concurs to Mc Cray (2006) findings that these behavior disrupts the learning process and distracts learner from academic time. Absenteeism has had the highest adverse effect on academic performance since it affect continuity in learning process and cultivate negative attitude hampering performance of learners. This concurs with Jagero (1999) and Olendo (2008) findings that student absenteeism was one factor that adversely affected performance in KCSE.

Flirting was rated at 5 by 2(6.7%) DP and 4(13.3%) SNT implying it was always a challenge. Twenty-five (83.3%) P, 18(60%) DP and 16(53.3%) SNT rated it at 4 implying flirting was often a challenge. Three (10%) P, 7(23.3%) DP and 7 (23.3%) SNT rated it at 2 implying it was rarely a challenge. Two (6.7%) P, 3(10%) DP and 3(10%) SNT rated it at 1 implying it was never a challenge. Flirting featured strongly as often a challenge by 59(65.5%) respondents, especially in 18(60%) mixed schools which were the majority in the sub-county; boy girl relationships interferes with student concentration in academic programmes as confirmed by Sushilla (2004) and Okumbe (2001). Engagement of student in these behavior is disruptive Mc Cray(2006) concur that disruptive behavior increase within schools creates an unbalanced atmosphere, causing teachers and administrators to spend more time honing in on a negative behavior instead of performing duties consistent with the creation of positive learning environment. Couch(2004) confirms that flirting has a detrimental effect in educational setting victims feel threatened, depressed, even suicidal, dread going to school, have difficulty paying attention; are reluctant to participate in class; experience falling grades and have considered changing schools”.

Cheating in exam was rated at 5 by 18 (60%) P, 18 (60%) DP and SNT25 (83.3%) implying it was often a challenge. Ten (33.3%) P, 12 (40%) DHT and SNT3 (10%) rated it at 2 implying it was rarely a challenge. Only 2(6.7%) P and 2(6.7%) SNT rated 1

implying it was never a challenge. Overall exam cheating was viewed strongly as often a challenge by 61(67.7%) in the sub-county. The sub-county had even suffered cancellation of its candidate's national examination for example in 2012, and five students had Ys in the national exams. This agrees with the Principal Secretary Professor Kaimenyi's sentiments in the Daily Nation, (December 23, 2012). "Exam cheating and other malpractice has become a major challenge in our national examinations in the recent past. We hope this malpractice will be eliminated from our examination and education system".

Cheating takes the form of copying from other students' work or plagiarism during exams. It is done when a student fails to put effort in studying especially during lessons and during revision or due to external pressure and opportunity. Cheating makes the student lose their responsibility for their own work, they cannot stand with or defend their results and take responsibility for their results, own work and for their future careers. Cheating is a false achievement; it dismisses all morals and ethics of education. Earl (2002) concurs by stating "Information cannot replace education" Cheating makes the students lose creativity they can't put effort to their work beyond what they have as information. Creativity plays an important role in academic achievement and future development of the world.

Drug abuse was rated at 5 by 3(10%) SNT implying it was always a challenge. Twenty-one (70%) P, 21(70%) DP and 25(83.3%) SNT rated it at 4 implying it was often a challenge. Four (13.3%) P and 2(6.7%) DP rated it at 3 implying it was sometimes a challenge. Five (16.7%) P, 7(23.3%) DP and 2(6.7%) SNT rated it at 2 implying it was rarely a challenge. Majority 65(72.2%) of the respondents felt drug abuse was often a challenge in agreement with NACADA findings (Siringi, 2003) that above 22% of

secondary school students were doing drugs. He established that drug abuse could lead students to having behavior problem like stress, fatigue, anxiety, bullying and even committing murder resulting to a learning atmosphere which is not conducive. Wikipedia 2010 concurs that conducive learning environment needs be free of intimidation, violence and fear, to enhance student academic achievement.

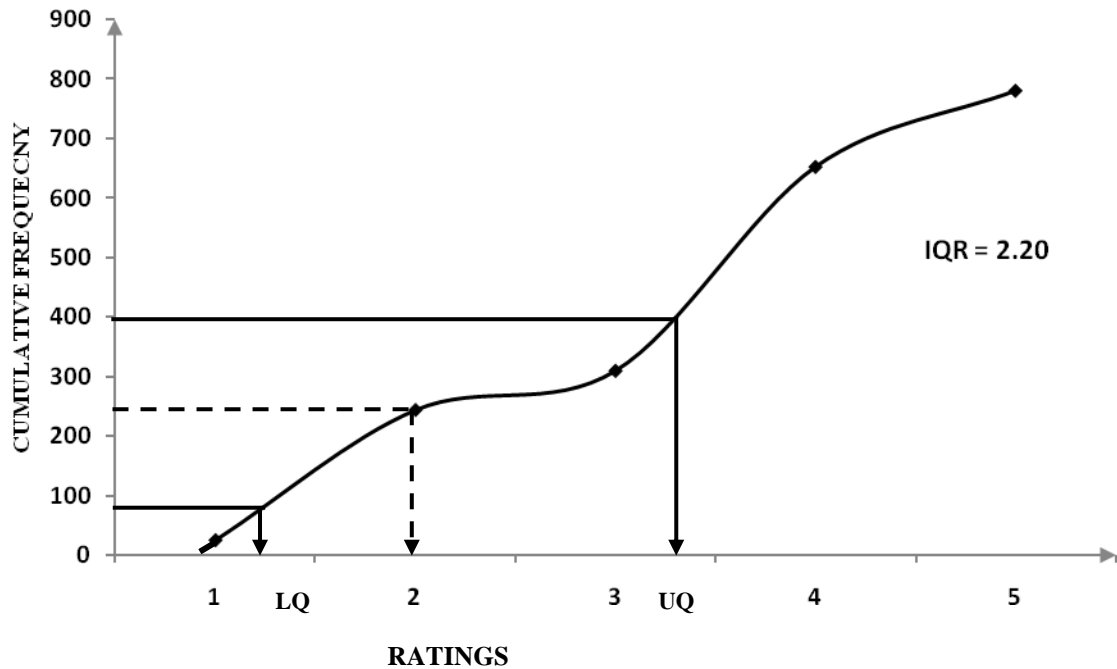
Truancy was rated at by 23(76.6%) P, 21(70%) DP and 24(80%) SNT implying it was often a challenge. Two (6.7%) P, 7(23.3%) DP and 2(6.7%) SNT rated it at 3 implying it was sometimes a challenge. Five (16.7%) P, 2(6.7%) DP and 4(13.3%) SNT rated it at 2 implying it was rarely a challenge. Overall 68(75.5%) respondents viewed it as often a challenge. These meant many students stayed away from school without permission coming to school at will. According to Mc Cray (2006) this behavior disrupts the learning process and detracts learners from academic time.

Asked to comment on the effect of student discipline on student academic achievement the SCQASO had this to say

A disciplined school is a performing school. Schools with few cases of student unrest incidences were performing well in the sub-county. All heads should be committed to inculcating discipline in their schools. This would make the school a comfortable place for the student where they love to be hence boosting their performance". He noted further that," the sub-county has not suffered extreme discipline cases like burning up of the schools. However the heads have reported the challenge of chronic absenteeism among day school students, lack of motivation and commitment of students to studies and abuse of substances. This distractive behavior has grossly affected students' academic achievement causing them not to do their best.

Overall, **students discipline** were rated at 4 by majority of 455(71.8%) meaning that they were a challenge that was often faced by principals in enhancement of student academic achievement.

To confirm the overall perception of student discipline based challenges faced by principals in enhancement of students' academic achievement, an inter quartile range was computed and the results were as shown in Figure 4.3.



Key: LQ =Lower Quartile M= Median UQ = Upper Quartile

Figure 4.3. Interquartile range for perception on student discipline based faced by principals challenges in Kisumu East sub-county.

The inter-quartile range was 2.20. Since the median is below half the range then this indicates that most of the data is in the lower half of the range. This means most of the respondents (principals, deputy principals and senior teachers) were of the view that student discipline was sometimes a challenge often faced by principals in their endeavor to enhance students' academic achievement in Kisumu East sub-county.

4.6 Financial Resource Management based Challenges in enhancing Student academic achievement in Kisumu East Sub County?

The research question responded to was: What is the **perceptions of principals, deputy principals and senior teachers on** Financial Resource Management based challenges faced by Principals in enhancing student academic achievement in Kisumu East Sub-county?

Their responses were as shown in Table 4.6.

Table 4.6: Perception on Financial Resource Management based challenges faced by principals in enhancement of students' academic achievement. (n=90)

Financial Resource Management Challenges	RES		Ratings					Total
			N	R	ST	O	A	
Fee defaulting	P	Freq	0	0	1	17	12	30
		%	0.0	0.0	3.3	56.6	40.0	100
	DP	Freq	0	0	5	14	11	30
		%	0.0	0.0	16.7	30.0	36.7	100
	SNT.	Freq.	0	4	2	5	19	30
		%	0.0	13.3	6.7	16.7	63.3	100
FSDE Disbursement	P	Freq	0	2	2	3	23	30
		%	0.0	6.7	6.7	10.0	76.7	100
	DP	Freq	0	0	5	9	16	30
		%	0.0	0.0	16.7	30.0	63.3	100
	SNT.	Freq.	0	0	1	4	25	30
		%	0.0	0.0	3.3	13.3	83.3	100
Financial Management skills	P	Freq	3	20	0	7	0	30
		%	10.0	66.7	0.0	23.3	0.0	100
	DP	Freq	0	11	0	17	2	30
		%	0.0	40.0	0.0	53.3	6.7	100
	SNT.	Freq.	0	11	0	16	5	30
		%	0.0	36.7	0.0	53.3	16.7	100
Financial Resources	P	Freq	0	0	2	17	11	30
		%	0.0	0.0	6.7	56.3	36.7	100
	DP	Freq	0	2	5	9	14	30
		%	0.0	6.7	16.7	30.0	46.7	100
	SNT.	Freq.	0	2	2	5	21	30
		%	0.0	6.7	6.7	16.7	70.0	100
Fee payment rates	P	Freq	0	0	5	12	13	30
		%	0.0	0.0	16.7	40.0	43.3	100
	DP	Freq	0	0	5	6	19	30
		%	0.0	0.0	16.7	20.0	63.3	100
	SNT.	Freq.	0	0	2	7	21	30
		%	0.0	0.0	6.7	23.3	70.0	100
sufficient Budget	P	Freq	0	9	0	7	14	30
		%	0.0	36.7	0.0	23.3	46.7	100
	DP	Freq	0	0	5	9	16	30
		%	0.0	0.0	16.7	30.0	53.3	100
	SNT.	Freq.	0	0	0	7	21	30
		%	0.0	0.0	0.0	23.3	70.0	100
Total		Freq.	5	64	42	166	244	521
		%	0.9	12.3	8.1	31.9	46.8	100

Key: RES – Respondents P – Principal DP-Deputy Principal SNT-Senior Teacher
Interpretation of Ratings
1=Never (N) 2= Rarely(R) 3= Sometimes (ST) 4= Often (O) 5= Always (A)

Fee defaulting was rated at 5 by 12(40%) P, 11(36.7%) DP and 19(63.3%) SNT implying it was always a challenge. Seventeen (56.7%) P, 14(46.7%) DP and 5(16.7%) SNT rated it at 4 implying it was often a challenge. One (3.3%) P, 5(16.7%) DP and 2(6.7%) SNT rated it at 3 implying it was sometimes a challenge. Only 4 (13.3%) SNT rated it at 2 implying it was rarely a challenge. Majority respondents 42(46.7%) viewed fee default as always a challenge in the sub-county. Fee default force the principals to often send students home to collect the fee arrear making them miss on the precious learning session hence poor syllabus coverage and lack of continuity in work covered resulting to poor academic performance. This agree with Njeru and Orodho (2003), findings that the cost sharing strategy has had a negative impact on the poor and venerable households forcing them not to enroll their children at all in secondary schools or fail to sustain a continuous sustenance of those enrolled due to inability to meet cost requirements. This result in inadequate provision learning facilities, poor quality of education and high dropout rates. Gogo (2000) concurs that many parents are unable to meet their school fee obligation because their incomes are generally low. Economic survey report reveals that Kisumu has a high poverty prevalence level of 70.6%.

Free Secondary Day Education disbursement was rated at 5 by 23(76.7%) P, 16(53.3%) DP and 25 (83.3%) SNT implying it was always a challenge. Three (10%) P, 9(30%) DP and 4(13.3%) SNT rated it 4 implying it as often a challenge. Two (6.7%) P, 5(16.7%) DP and 1(3.3%) SNT rated at 3 implying it was sometime a challenge. Two (6.7%) P rated it at 2 implying as rarely a challenge. Majority 64(71.1%) of respondents were of the view that the delay of FSDE disbursement was always a challenge. The delay in disbursement of free Secondary Education fund is a challenge in school management as most transactions settlement time are not met on time hindering effective running of

schools. Delays in funds have caused jitters among stakeholders with equipments not purchased and non teaching staff not paid forcing various school heads to devise backup plans to manage the school. This delay forces the principals to send student home to bring school fee, where they stay for long loosing on learning time hence poor performance. SCQASO had this to say “The delay of free secondary education funds has been so frequent that it is unpredictable when funds are to be expected, this messes up school operations and it is high time the government stopped delays of funds”.

Financial management skills were rated at 5 by 2(6.7%) DP and 5(16.7%) SNT implying it was always a challenge. Seven (23.3%) P, 16(53.3%) DP and 16(53.3%) SNT rated it at 4 implying it was a often a challenge. Twenty (66.7%) P, 12(40%) DP and 11(36.7%) SNT rated it at 2 implying it was rarely a challenge. Only 3 (10%) P rated it at 1 implying it was never a challenge. Overall 42 (46.6%) viewed inadequate financial management skills as rarely a challenge while 40(44.4%) respondents viewed it as often a challenge. This indicated a varied opinion on the level of challenge in this matter implying it was rarely a challenge for some and often a challenge for some. The Kenya Education Staff Institute (KESI) has embarked on enhancing management skills of school principles. The institute provides management training aim at improving performance and efficiency. Ngaba (2003) noted that there was lack of professionalism in some areas of management of school finances and called for qualified personnel in the management of school finances. At times under performance of principles in financial management has resulted to poor records and failure to adhere to accounting procedures (MOE, 2007). According to the Ministry of Education heads are supposed to ensure efficient and effective management of school finances to provide and promote educational service (Olembo , 2005).

Financial resources were rated at by 11(36.7%) P, 14(46.7%) DP and 21(70%) SNT implying it was always a challenge. Seventeen (56.3%) P, 9(30%) DP and 5(16.7%) SNT rated it at 4 implying it was often a challenge .Two (6.7%) P, 5(16.7%) DP and 2(6.7%) SNT rated it at 3 implying it was sometimes a challenge. Two (6.7%) DP and 2(6.7%) SNT rated it at 1 implying it was rarely a challenge. Majority 46(51.1%) of the respondents felt inadequate financial resources was always a challenge in the sub-county in enhancing student academic achievement, this concurs with Hellriegel (2006) who states that without financial resources a school cannot survive, indeed unless a certain minimum level of financial provision is reached the effective operation of a school in terms of the quality of education offered is threatened. This is further confirmed by (UNESCO, 2005) finds that inadequate financial resources are not able to support sustainable implementation of Education for all. The root cause to challenges in education sector that is human resources (teachers) and equipment and facilities (physical resources).

Fee payment rates were rated at 5 by 13(43.3%) P, 19(63.3%) DP and 21(70%) SNT implying it was always a challenge. Twelve (40%) P, 6(20%) DP and 7(23.3%) SNT rated 3 implying it was often a challenge. Five (16.7%) P, 5(16.7%) DP and 2(6.7%) SNT rated it 3 implying it was sometimes a challenge. Five (16.7%) P, 5((16.7%)) DP and 2(6.7%) SNT rated it at 2 implying it was rarely a challenge. Overall majority 53(58.7%) of respondents were of the view that fee payment was always a challenge. This confirms the findings by Gogo (2000) that revealed that many parents were unable to meet their school fee obligation because their incomes are generally low. Dieltiens and Meny-Gilbert (2008) observed that non-payment of fee has twofold effects, it creates inadequacy in financial resources in school hence inability to acquire teaching/learning

resources to run the school programmes and complete school projects and also force school principals to send students away from school making them miss on valuable learning time hence poor academic performance. UNESCO (2005) concurs that temporary exclusion of students from school to collect fee, causes inadequate coverage of syllabus leading to poor performance or dropout all together. Kinyanjui (1995) adds that inability to regularly pay fee affects maintenance of physical structures, provision of teaching and learning materials and meeting indirect cost of school when and how to pay.

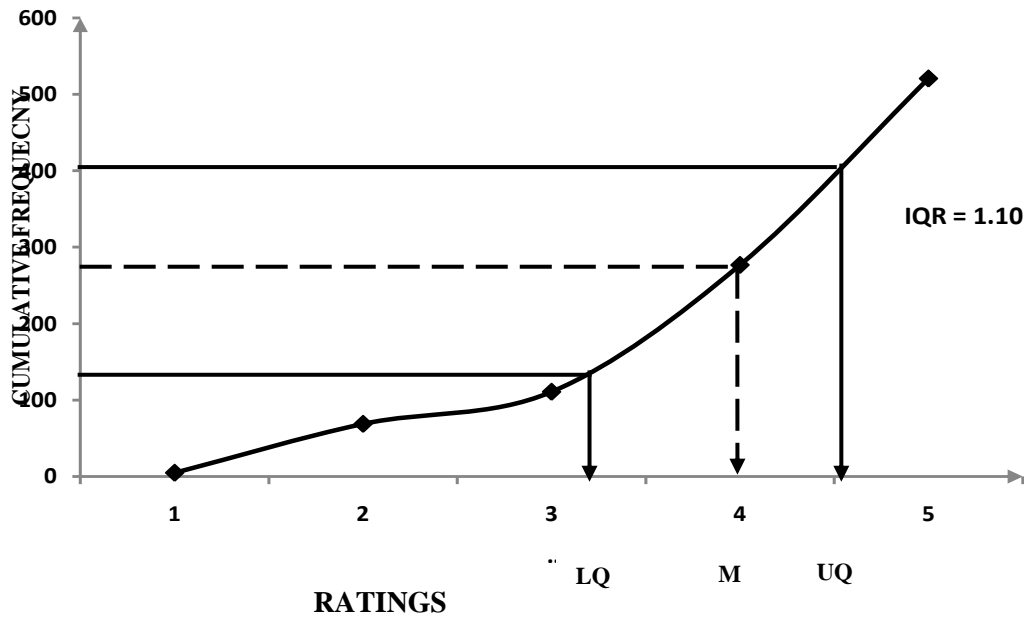
Sufficient budget was rated by 14(46.7%) P, 16(53.3%) DP and 21(70%) SNT implying it was always a challenge. Seven (23.3%) P, 9(30%) DP and 7(23.3%) SNT rated at 4 implying often a challenge. Five (16.7%) DP rated it 3 implying it was sometimes a challenge. Eleven (36.7%) P rated it at 2 implying it was rarely a challenge and only 2(6.7%) SNT rated it at 1 implying it was never a challenge. Overall majority 51(56.6%) respondents felt what insufficient budget was always a challenge in the Sub-county. Drawing an institutional budget is a legal requirement as stipulated in Education Act Cap 211. A budget is a carefully outlined plan for financing the desired activities of a school. Ngaruiya (2008) confirmed that irregular fee payment in small amounts makes head teachers unable to effectively budget and provide the needed services in the school. Inadequate and unreliable funds often make the heads find themselves in a situation where they cannot implement the planned activities and effectively implement the school development plan.

Funds are need to facilitates the implementation of school policies and programmes, enable activities such as education tour and excursions to take place, involve people in co-curricular activities such as music and sports and develop schools as an Educational establishments. Kisumu has a high poverty prevalence level of 70.6% one of the highest

in the nation. (Economic Survey Report 7). This makes most parents and guardians unable to support the Education of the student effectively forcing head teachers to send students home often. This has made a number of students to miss precious learning session hence poor syllabus coverage and lack of continuity in work covered resulting to poor academic performance. Some students end up completely dropping out of school due to lack discussion points of somebody to pay their fee. The above point to the fact that there is a major challenge in the cost and financing of education that needs to be addressed if student academic achievement is to be realized in our institutions in the sub-county. Asked to comment on financial resources management based challenge the SCQASO had this to say, “The sub-county suffers a high poverty level, this has affected the parents commitment in meeting their financial obligations to the schools. Situation is worsened by delayed government disbursements to fund education in the schools”.

Overall, financial resource management were rated at 5 by majority of 244(46.8%) meaning that it was always a challenge that was always faced by principals in enhancement of student academic achievement.

To confirm the overall perception of Financial Resource management based challenges faced by principals in enhancement of students academic achievement, an inter quartile range was computed and the results were as shown in Figure 4.4.



Key: LQ =Lower Quartile M= Median UQ = Upper Quartile

Figure 4.4. Interquartile range for perception on financial resource based challenges faced by principals in Kisumu East sub-county

The inter-quartile range was 1.10. Since the median is above half the range then this indicates that more of the data lie in the upper part of the range. This denotes that most of the respondents were of the view that financial resource management was always a challenge faced by principals in their endeavor to enhance students’ academic achievement. Since the inter-quartile range was somewhat small it also means that quite a number of the respondents did also view financial resource management as a real challenge always faced by principals in enhancement of students academic achievement. Mixed Day schools are the majority in the county among which are the upcoming CDF schools recently initiated. They generally don’t perform well with mean score ranging between 4.00 to 2.00 out of 12.00 in K.C.S.E examination; this is mainly due to inadequate resources. The county has six single sex schools, which are old and well established with population of above 500 students. Their performance is relatively average, with two (6.7%) of them managing to get an above average mean in the years of study. This is mainly due to adequate resources.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study was designed to establish the perceptions of school administrators on challenges faced by Principals in enhancing student academic achievement in Kisumu East Sub-county. This chapter therefore provides a summary, conclusions and recommendations of the study on perceptions of principals, deputy principals and senior teachers on challenges faced by principals in enhancing student academic achievement in secondary school education in Kisumu Sub County. Suggestions for further research are given based on the findings of the study.

5.2 Summary

Summary of the research findings from the study is presented under themes derived from research objectives.

5.2.1. Perceptions on Physical Facilities Based Challenges in enhancing Student Academic Achievement.

On physical facilities based challenges, the study established the following perceptions:

- i. Classrooms were often a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by highest 55(58.8%) number of respondents.
- ii. Staffrooms were often a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by highest 38(45.2%) number of respondents.
- iii. Latrines were often a challenge in enhancing student academic achievement in

- Kisumu East Sub-county as perceived by highest 38(42.2%) number of respondents.
- iv. Water Supply was often a challenge in enhancing student academic achievement in Kisumu Sub-county as perceived by the highest 66 (73.3%) number of respondents.
 - v. Electricity was often a challenge in enhancing student academic achievement in Kisumu East Sub- County as perceived by highest 55(61.1%) number of respondents.
 - vi. Laboratory was often a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by the highest 44(48.8%) number of respondents.
 - vii. Library was often a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by the highest 42 (46.6%) number of respondents.
 - viii. Desks were often a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by the highest 56 (62.2%) number of respondents.
 - ix. Overall, mean rating of physical facilities was as denoted by I.Q.R implying they were often a challenge in enhancing in student academic achievement in Kisumu East Sub-county.

5.2.2 Perceptions on Student Discipline based challenges in enhancing Student Academic Achievement

The study established **the following perceptions:**

- i. Failure to do assignment was often a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by the highest 72 (82.2%) number of respondents.

- ii. Destruction of instruction materials was often a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by the highest 68(75.5%) number of respondents.
- iii. Absenteeism was often a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by the highest 59(65.5%) number of respondents.
- iv. Flirting was often a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by the highest 59(65.5%) number of respondents.
- v. Cheating in exams was often a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by the highest 61 (67.7%) number of respondents.
- vi. Drug abuse was often a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by the highest 65(72.2%) number of respondents.
- vii. Truancy was often a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by the highest 68(75.5%) number of respondents.
- viii. Overall, rating of student discipline was as denoted by I.Q.R implying they were often a challenge in enhancing in student academic achievement in Kisumu East Sub-county.

5.2.3 Perception on Teaching/Learning Based Challenges in enhancing Student Academic Achievement

The study established the following perceptions;

- i. Textbooks was always a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by majority 43(47.7%) of the respondents.
- ii. Teachers were always a challenge in enhancing student academic achievement in Kisumu East Sub-county Counties as perceived by the highest 45(50%) number of respondents.
- iii. Support staff was often a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by the highest 47 (52. 2%) number of respondents.
- iv. Time for supervision was often a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by the highest 41 (45.5%) number of respondents.
- v. Teaching/learning aids were often a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by the highest 76 (78.6%) number of respondents.
- vi. Syllabus coverage was often a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by the highest 48(53.3%) number of respondents.
- vii. Teaching/learning process based challenges overall rated at 4 implying it was often a challenge to student academic achievement in the Sub-county.
- viii. Overall, rating of teaching/learning was as denoted by interquartile range implying they were often a challenge in enhancing in student academic achievement in Kisumu East Sub-county.

5.2.4 Perceptions on Financial Resources Management based challenges in enhancing Student academic Achievement

The following perceptions were established concerning financial resource management based challenges in enhancing student academic achievement in Kisumu East Sub-county.

- i. Fee defaulting was always a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by majority of the respondents.
- ii. FSDE disbursement was always a challenge in enhancing student academic achievement in Kisumu East Sub-county Counties as perceived by majority 42 (46.6%) of the respondents.
- iii. Financial management skills were rarely a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by majority 42 (46.6%) of the respondents.
- iv. Financial resources are always a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by majority 46(51.1%) of the respondents.
- v. Fee payment rates was always a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by majority 53(58.8%) of the respondents.
- vi. Sufficient budget was always a challenge in enhancing student academic achievement in Kisumu East Sub-county as perceived by majority 51 (56.6%) of the respondents.
- vii. Financial resource management based challenges overall rated at 5 implying always it was a challenge to student academic achievement in the Sub-county.
- viii. Overall, rating of financial resource management was as denoted by I.Q.R implying they were always a challenge in enhancing in student academic achievement in

Kisumu East Sub-county.

5.3 Conclusion

Based on the findings of the study the following conclusions were made:

5.3.1 Physical Facility based Challenges in enhancing Student academic

Achievement

Principals, deputy head teachers, senior teachers and SCQASO **were of the view that** many schools faced with the challenges related to physical facilities in the process of enhancing students academic achievement. Crucial facilities such as classroom, staffroom, library, laboratories, water supply, electricity, toilets and desks were inadequate in most schools accounting for the poor performance in most school.

5.3.2 Perception on Teaching/ Learning resources based challenges in enhancing

Student Academic Achievement

Though the respondents cited the importance of adequate and relevant resource material in teaching learning process, they **were of the view** that schools lacked teaching /learning resources. Adequate supervision of teaching learning process was not also carried out. Working environment was not conducive characterized with poor communication between Principals and teachers, poor motivation and low morale. This situation was made worse by poor staff status in most schools. Most schools have few overload teachers who also have to overwork as they are forced to do preparation for practical lessons due to inadequate support Staff.

5.3.3 Perception on Student Discipline based challenges in enhancing Student academic Achievement

All respondents agreed that discipline is the key to success yet it was a great challenge in the Sub-county. Many discipline cases arose in schools making it difficult for the culprits to concentrate and perform well, as well as creating a disruption in the teaching learning process for other students. Therefore, student discipline had a negative effect on student performance warranting the poor performance in the Sub-county.

5.3.4 Perception on Financial Resource Management Based Challenges in enhancing Student Academic Achievement

All respondents **were of the view that** financial status of the schools in the Sub-county was poor. This poor status makes the operations of school very difficult. Many of the school programs cannot be ran well. The poor financial status is due to high poverty level that makes it difficult for school fee to be paid on time. Free Secondary Education disbursements are also delayed worsening the situation. Principals had inadequate financial management skills further complicating things. There are inadequate financial resources and insufficient budget due to poor funding. This has forced most students to stay at home for long looking for fee wasting precious learning time hence poor academic achievement.

5.4 Recommendations

5.4.1 Physical facilities based challenges in enhancing Student Academic Achievement:

Boards of Management should provide physical facilities, which are crucial in enhancing student academic achievement in the Sub-county. That is, sufficient classrooms, staffrooms, latrines should be constructed and electricity, water supply installed, laboratories and libraries equipped and student desks purchased according to the pressing needs of the individual institution.

5.4.2 Teaching/learning resources based challenges in enhancing Student Academic Achievement:

- i. Principals should ensure provision and requisition of sufficient and relevant resource material and teaching/learning aids.
- ii. Principals should ensure through supervision of teaching/learning process accompanied with making and keeping of relevant records to ensure quality is attained. Syllabus coverage should be ensured.
- iii. Principals should be more aggressive in acquiring subject teachers in their schools.
- iv. Schools should employ adequate support staff in science based subjects to assist teachers in preparation of their lessons and enhancement of quality delivery.

5.4.3 Perception on Student Discipline based Challenge in enhancing Student academic achievement:

Principals should address the discipline cases in the schools and put preventive measures in place to create a conducive learning environment that will enhance student academic achievement.

5.4.4 Perception on Financial Resource Management based Challenges in enhancing Student academic achievement

- i. Principals should arrange with parent/guardian and sponsors on mode of payment to enable retain students in school to enhance continuity and syllabus coverage.
- ii. Principals should source for alternative sources of funds to sustain school programs for example Constituency Development Fund.
- iii. Principals should be well inducted and in-serviced on financial management skills for efficient and effective management of the institution and embark on prudent financial management and optimum use of available resources to cope financially.
- iv. Government remittance Free Secondary Education funds should be disbursed on time to enable principals' plan well for the intuitions.

5.5 Suggestions for Further Research

The study exposed the knowledge gaps for further research:

- i. There is need to establish the contribution of day schools to performance of the Sub-county since majority 22(66.67%) of the schools in the Sub-county are day schools.
- ii. There is need to establish the effect of being orphaned and HIV pandemic in student academic achievement in the Sub-county.
- iii. There is need to do a comparative study on factors influencing student academic performance by gender in the Sub-county.

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APPENDIX 1

PRINCIPALS QUESTIONNAIRE

These questions are intended to collect information on challenges faced by Principals in enhancing Student academic achievement in Kisumu East Sub-county. The information will be treated with necessary confidentiality.

Section A: Personal information

- Please fill in the blank spaces provided or tick (✓) if necessary

1. Sex Male () Female ()
2. How long have you taught? _____
3. How long have you taught in this school? _____
4. How long have you been the Head teacher? _____
5. How long have you been the Head teacher in this school? _____
6. What is your highest professional qualification? _____
7. Other qualification, specify _____
8. What is the current student enrolment of your school?
 Boy Girl
9. Include the school mean performance in KCSE over the year indicated below

Year	Mean score	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
2004													
2005													
2006													
2007													
2008													
2009													
2010													

Section B: Challenges based on Physical Facilities

Instruction

Physical facilities based challenges are perceived differently. Rate the following physical facilities based challenges faced by principals in enhancing student academic achievement in secondary school education, on a five point rating scale using ticks (√) where 1 =Never (N), 2= Rarely(R), 3 =Sometimes (ST), 4 =Often (O), 5 = Always (A)

	N	R	ST	O	A
Classrooms					
Staffrooms					
Latrines					
Water supply					
Electricity					
Laboratory					
Library					
Desks					

Section C: Student Discipline based challenges and coping strategies;

Student discipline based challenges are perceived differently. Rate the following student discipline based challenges faced by principals in enhancing student academic achievement in secondary school education, on a five point rating scale using ticks (√) where 1 =Never (N), 2= Rarely(R), 3 =Sometimes (ST), 4 =Often (O), 5 = Always (A)

Challenges	N	R	ST	O	A
Doing assignments					
Destruction of instructional materials					
Class attendance					
Flirting					
Cheating in exams					
Drug abuse					
Truancy					

Section D: Financial Resource Management based challenges in enhancing student academic achievement.

Financial resource management based challenges are perceived differently. Rate the following financial resource management based challenges faced by principals in enhancing student academic achievement in secondary school education, on a five point rating scale using ticks where 1 =Never (N), 2= Rarely(R), 3 =Sometimes (ST), 4 =Often (O), 5 = Always (A)

Challenges	N	R	ST	O	A
Fee defaulting					
FDSE Disbursement					
Financial management skills					
Financial resources					
Fee payment rates					
Sufficient budget					

SECTION E: Teaching/Learning resources based challenges in enhancing student academic achievement.

Teaching /Learning Resources based challenges are perceived differently. Rate the following teaching /learning resources based challenges faced by principals in enhancing student academic achievement in secondary school education, on a five point rating scale using ticks where 1 =Never (N), 2= Rarely(R), 3 =Sometimes (ST), 4 =Often (O), 5 = Always (A)

	N	R	ST	O	A
Text books					
Teachers					
Support staff					
Time for supervision					
Teaching learning aids					
Syllabus coverage					
Class population					
Working environment					
Professionals records					

APPENDIX 2

DEPUTY PRINCIPAL'S QUESTIONNAIRE

These questions are intended to collect information on challenges faced by Principals in enhancing Student academic achievement in Kisumu East Sub County .The information will be treated with necessary confidentiality.

Section A: Personal information

- Please fill in the blank spaces provided or tick (✓) if necessary

1. Sex male () Female ()
2. How long have you taught? _____
3. How long have you taught in this school?_____
4. How long have you been a deputy principal? _____
5. How long have you been the deputy principal in this school? _____
6. What is your highest professional qualification?_____
7. Other qualification, specify_____

Section B: Physical facilities based challenges in enhancing student academic achievement

Instruction

Physical facilities based challenges are perceived differently. Rate the following physical facilities based challenges faced by principals in enhancing student academic achievement in secondary school education, on a five point rating scale using ticks (✓) where 1 =Never (N), 2= Rarely(R), 3 =Sometimes (ST), 4 =Often (O), 5 = Always (A)

	N	R	ST	O	A
Classrooms					
Staffrooms rooms					
Latrines					
Water supply					
Electricity					
Laboratory					
Library					
Desks					

Section C: Student Discipline based challenges

Student discipline based challenges are perceived differently. Rate the following student discipline based challenges faced by principals in enhancing student academic achievement in secondary school education, on a five point rating scale using ticks (√) where 1 =Never (N), 2= Rarely(R), 3 =Sometimes (ST), 4 =Often (O), 5 = Always (A)

	N	R	ST	O	A
Doing assignments					
Destruction of instructional materials					
Class attendance					
Flirting					
Cheating in exams					
Drug abuse					
Truancy					

SECTION D: Teaching/learning resources based challenges in enhancing Student academic achievement

Financial resource management based challenges are perceived differently. Rate the following financial resource management based challenges faced by principals in enhancing student academic achievement in secondary school education, on a five point rating scale using ticks where 1 =Never (N), 2= Rarely(R), 3 =Sometimes (ST), 4 =Often (O), 5 = Always (A)

	N	R	ST	O	A
Text books					
Teachers					
Support staff					
Time for supervision					
Teaching learning aids					
Syllabus coverage					
Class population					
Working environment					

Section E: Financial Resource Management based challenges in enhancing student academic achievement.

Teaching /Learning Resources based challenges are perceived differently. Rate the following teaching /learning resources based challenges faced by principals in enhancing student academic achievement in secondary school education, on a five point rating scale using ticks where 1 =Never (N), 2= Rarely(R), 3 =Sometimes (ST), 4 =Often (O), 5 = Always (A)

	N	R	ST	O	A
Fee defaulting					
FDSE Disbursement					
Financial management skills					
Financial resources					
Fee payment rates					
sufficient budget					

APPENDIX 3

SENIOR TEACHER'S QUESTIONNAIRE

These questions are intended to collect information on challenges faced by Principals in enhancing Student academic achievement in Kisumu East Sub-county .The information will be treated with necessary confidentiality.

Section A: Personal information

- Please fill in the blank spaces provided or tick (✓) if necessary

1. Sex male () Female ()
2. How long have you taught? _____
3. How long have you taught in this school?_____
4. How long have you been the Senior Teacher? _____
5. How long have you been the Senior Teacher in this school? _____
6. What is your highest professional qualification?_____
7. Other qualification, specify_____

Section B: Physical facilities based challenges

Instruction

Physical facilities based challenges are perceived differently. Rate the following physical facilities based challenges faced by principals in enhancing student academic achievement in secondary school education, on a five point rating scale using ticks (✓) where 1 =Never (N), 2= Rarely(R), 3 =Sometimes (ST), 4 =Often (O), 5 = Always (A)

	N	R	ST	O	A
Classrooms					
Staffrooms rooms					
Latrines					
Water supply					
Electricity					
Laboratory					
Library					
Desks					

Section C: Student Discipline based challenges.

Student discipline based challenges are perceived differently. Rate the following student discipline based challenges faced by principals in enhancing student academic achievement in secondary school education, on a five point rating scale using ticks (√) where 1 =Never (N), 2= Rarely(R), 3 =Sometimes (ST), 4 =Often (O), 5 = Always (A)

	N	R	ST	O	A
Doing assignments					
Destruction of instructional materials					
Class attendance					
Flirting					
Cheating in exams					
Drug abuse					
Truancy					

SECTION D: Teaching/Learning resource based challenges.

Teaching /Learning Resources based challenges are perceived differently. Rate the following teaching /learning resources based challenges faced by principals in enhancing student academic achievement in secondary school education, on a five point rating scale using ticks *where* 1 =Never (N), 2= Rarely(R), 3 =Sometimes (ST), 4 =Often (O), 5 = Always (A)

	N	R	ST	O	A
Text books					
Teachers					
Support staff					
Time for supervision					
Teaching learning aids					
Syllabus coverage					
Class population					
Working environment					
Professionals records					

Section E: Financial Resource Management based challenges

Financial resource management based challenges are perceived differently. Rate the following financial resource management based challenges faced by principals in enhancing student academic achievement in secondary school education, on a five point rating scale using ticks where 1 =Never (N), 2= Rarely(R), 3 =Sometimes (ST), 4 =Often (O), 5 = Always (A)

	N	R	ST	O	A
Fee defaulting					
FDSE Disbursement					
Financial management skills					
Financial resources					
Fee payment rates					
Sufficient budget					

APPENDIX 4

INTERVIEW SCHEDULE FOR SCQASO

1. How many schools do we have in the sub-county?
2. What has the Sub-county mean score been for the last six years?
 - 2005
 - 2006
 - 2007
 - 2008
 - 2009
 - 2010
 - 2011
 - 2012
3. Comment on the general performance of the following categories of schools in KSCE
 - I. Day schools
 - II. Single sex schools
 - III. Mixed schools
4. What are the physical facilities based challenges faced by schools in the sub-county?
5. What are the teaching /learning resources based challenges faced by schools in the Sub-county?
6. What are the student disciplines based challenges faced by schools in the Sub-county?
7. What are the financial resources based challenges faced by schools in the Sub-county?
8. How has the status of physical facility in the Sub-county affected student academic achievement?
9. How has the status of teaching /learning resources based challenges affected student academic achievement.
10. How has student discipline based challenges affected student academic achievement?
11. How has a challenge in financial resource management affected student academic achievement?

APPENDIX 5
OBSERVATION CHECKLIST

Researcher will make observation on the adequacy of resources and facilities that enhance student academic achievement and make appropriate remark.

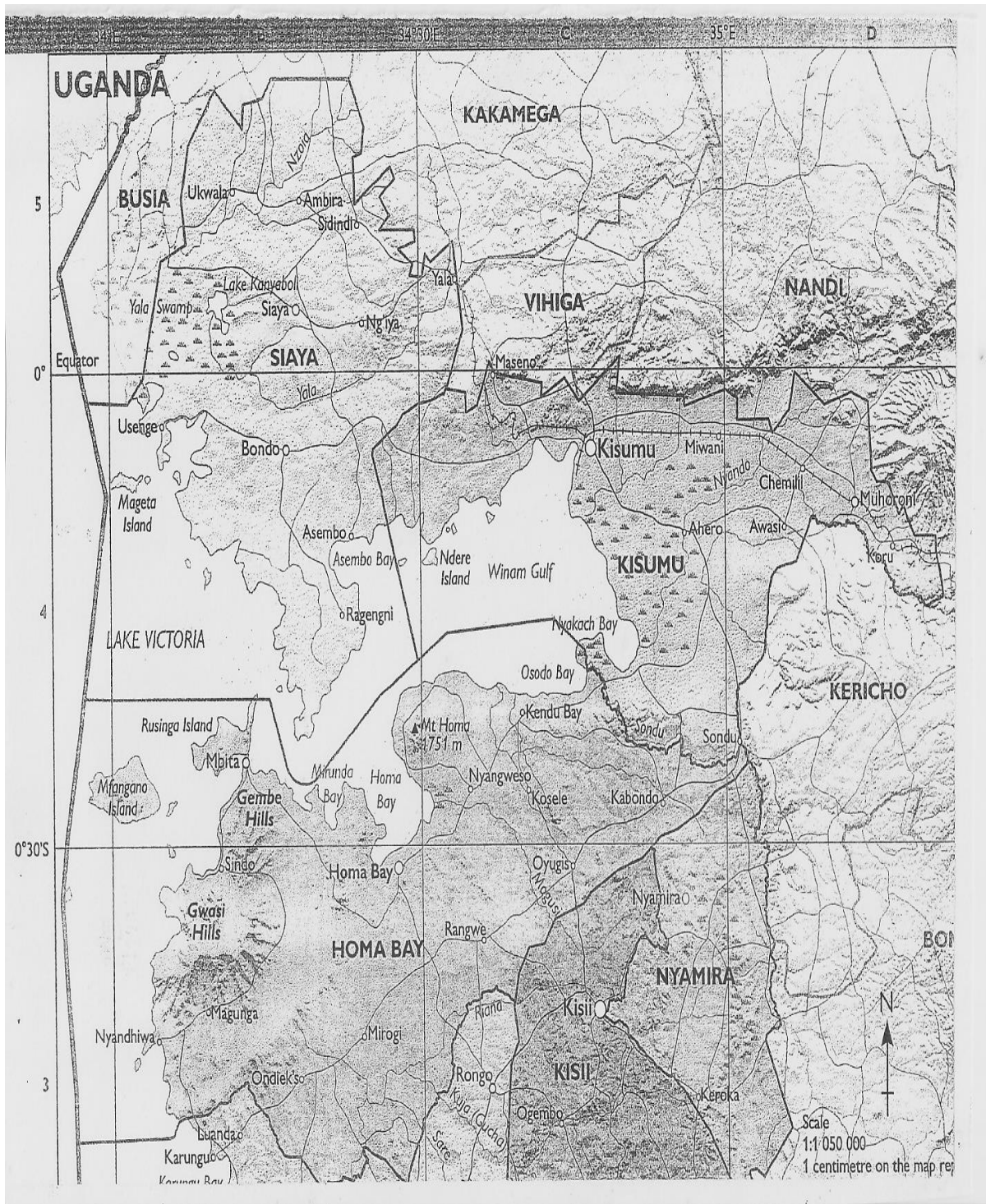
ITEMS	REMARK
Physical facilities	
Classroom	
Classroom under construction	
Library	
Library under construction	
Staff room	
Laboratory	
Laboratory under construction	
Toilet under construction	
Electricity	
Play grounds	
Fencing	
Security men	
Teachers houses	
Teachers houses under construction	
Board of Governors teachers	
Water sources	
Student level of discipline	
Student neatness	
Orderliness of compound	
Quietness of Surroundings	

Documents observed

Fee registers

APPENDIX 6

MAP SHOWING LOCATION OF KISUMU SUB COUNTY



Kisumu East Sub County