

MINISTRY OF EDUCATION SCIENCE AND  
TECHNOLOGY

*A State Department of Education*

&

TAITA TAVETA COUNTY GOVERNMENT

*THE TASK FORCE REPORT*

ON

CAUSES AND REMEDIES TO THE DECLINING  
STANDARDS OF SECONDARY EDUCATION IN TAITA  
TAVETA COUNTY

BY

*THE SECONDARY SCHOOL TASKFORCE*

*COMMITTEE*

DECEMBER 2013

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**DECLARATION**

This task force report is our original and copyright work and has not been submitted for academic award in any learning institution in the world.

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**DEDICATION**

This report is dedicated to the people of Taita Taveta County, who value education as the most important tool for poverty alleviation; and the child, in whose hands the future of this County lies through his or her acquisition of quality education.

## **ACKNOWLEDGEMENT**

We acknowledge H.E Engineer John Mtuta Mruttu, Governor, Taita Taveta County, for his initiative, wise guidance and support, H.E Mary Ndigha Kibuka the deputy Governor, for support and encouragement, Hon. Jemimah K. Tuja CEC Education for her exemplary collegial support, Mr. Jonathan M. Nyamai, CDE MOEST and Mrs Victoria Muoka CDE TSC for providing professional and policy guidelines, Ms Jane Zenge in the CDE MOEST's office for her secretarial services. We may not mention everyone who contributed to the success of this report, in one way or the other, but kindly request all to consider our heart – felt appreciation.

**ACRONYMS**

AIDs	-	Acquired Immune Deficiency Syndrome
ASAL	-	Arid and Semi Arid Lands
BOM	-	Board of Management Committees
CBE	-	Curriculum Based Establishment
CDF	-	Constituency Development Fund
DEB	-	District Education Board
EFA	-	Education For All
FSDE	-	Free Day Secondary Education
GSCR	-	Gender Equity in School Completion Rates
HIV	-	Human Immuno- deficiency Virus
HOD	-	Head of Department
IPRSP	-	Interim Poverty Reduction Strategy Paper
IQA	-	Internal Quality Assurance
KNEC	-	Kenya National Examination Council
INSET	-	In-service Education and Training
KESSP	-	Kenya Education Sector Support Programme
IGA	-	Income Generating Activity
KWS	-	Kenya Wildlife Services
KUCCPS	-	Kenya Universities and Colleges Central Placement Services
MOEST	-	Ministry of Education, Science and Technology
MDGs	-	Millennium Development Goals
NPEP	-	National Poverty Eradication Plan
PTR	-	Pupil/Teacher Ratio
CQASO	-	County Quality Assurance & Standards Officer
CDE	-	County Director of Education
SAGAs	-	Semi Autonomous Government Agencies
TSC	-	Teachers Service Commission
TQM	-	Total Quality Management
TTAP	-	Taita/Taveta ASAL Programme

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MDGs	-	Millennium Development Goals
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TTAP	-	Taita/Taveta ASAL Programme
UNDP	-	United Nations Development Programme
UN	-	United Nations
UNICEF	-	United National International Children Education Fund
USAID	-	United States Agency for International Development
WFP	-	World Food Programme
TAC	-	Teacher Advisory Centre
EARC	-	Early Assessment Resource Centre
TOYA	-	Teacher of the Year Award



**ABBREVIATIONS**

A.E.O	-	Area Education Officer
F.A.O	-	Food and Agricultural Organization
K.C.P.E	-	Kenya Certificate of Primary Education
K.C.S.E	-	Kenya Certificate of Secondary Education

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## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1. Background of the Study**

The Policy Framework for Education on Aligning Education and Training to the Constitution of Kenya (2010) and Kenya Vision 2030 and beyond Draft Bill 2012 states that at least 80% of learners who leave secondary school do not attain the minimum C+ entry cut-off point to join a Kenyan university to pursue a degree course. The bill further observed that the 8-4-4 system is examination oriented and has unintentionally depicted candidates who attain below the C+ as failures thereby widening the gap between the rich and the poor. Learners exiting the system at the end of

... Secondary school level often have limited skills and abilities to join the world of work, and often lack a career or trade focus. (Republic of Kenya, 2012:41)

Currently the main focus has been to improve access retention, equity, quality relevance, and efficiency in the education sector. The Vision 2030 which focuses on relevance and efficiency was launched in 2008 followed by The New Constitution 2010 which has made it necessary to realign education to fit the modern day challenges as the government aims at meeting the International Conventions and Legal Frameworks.

Over the last five years, KCSE performance in Taita Taveta County has been declining and remained below average. This trend had got every stakeholder worried about the future of education in the County. Countless questions had been asked as to what had gone wrong to warrant such dismal results. On enquiry as to what were the causes of the falling education standards in the County, causes were given at will by any stakeholder whether one was actively

involved in delivery or consumption of education services or an ordinary observer. In the past five years there had been forums by stakeholders to address this issue, but the trend had not significantly changed. These meetings had always ended up with a lengthy list of the way forward items that did not become operational due to lack of laid down implementation systems and the status quo remained.

Secondary school students in Taita Taveta County should be able to achieve the relevant grades to take them to the competitive employment world or to lead them to medium level colleges and universities.

However, for the past five years, the county has been performing below average as shown in

Table 1.1 Five Year Average KCSE performances in Taita Taveta County (2008-2012)

---

YEAR	AVERAGE
2008	4.23
2009	4.53
2010	4.61
2011	4.74
2012	4.48
Total average	4.52

---

Source: The County Director's Office Mwatate, November 2013

The secondary schools in Taita Taveta County compete with other secondary schools in 46 counties in the Republic of Kenya for university entry. However, the number of As that the whole county makes is less than the number of As one individual school like Alliance and others. In 2012 KCSE results, there were only 2 As in the whole county of Taita Taveta. In the same year, according to the KNEC website, Taita Taveta County took position 36 out of 47 Counties in the 2012 KCSE examination and none of its top five schools appeared in the top 100 schools nationally.

Secondary school takes 4 years and the KCSE is the final examination with an A (12 points) being the highest score and an E (1 point) being the lowest score. Irregularities attract 0 points. A total of 770 (21.2%) candidates made a grade of A to C+ while 78.8% scored below C+. The true picture of university entry is that students who score A to B plain are the most likely to gain entry into university through the Kenya Universities and Colleges Central Placement Services (KUCCPS) and study at a subsidized government cost.

Taita Taveta County with a 66% population living in abject poverty and there are negligible chances of parents or guardians taking their students of B- to C+ to parallel degree programs in public and private universities. In 2012 KCSE results the county had a bimodal distribution which if that happened in the quality grades that would have been so good but unfortunately it was the other way round with Taita Taveta county: because the first mode (most frequently occurring score) was 673 candidates (D+, 4 points) and the next one 745 candidates (plain D, 3 points) as shown in Table 1.2 in the next page:

GRADE	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	A B	X	Y	P	TOTAL
POINTS	12	11	10	9	8	7	6	5	4	3	2	1	0	0	0	0	TOTAL
CANDIDATES PER GRADE	2	37	58	141	204	328	394	493	673	745	508	32	8	4	3	1	3631
PERCENTAGE	0.1	1	1.6	3.9	5.6	9	10.9	13.6	18.5	20.5	13.9	1	0.2	0.1	0.1	0	100

Table 1.2 Taita Taveta County 2012 KCSE Results

Source: The County Director's Office Mwatate, November 2013

On the other hand, the top five schools in the county were not doing well because only two attained an average mark of above 50% while the remaining three attained between 45% and 49% as shown in figure 1.3 over leaf.

Table 1.3 Taita Taveta County Top Five Schools in KCSE 2012

Rank	School code	School	Type	Number of candidates	County performance index
1	1114102	Murray Girls High School	County	143	53.202
2	1100003	Kenyatta High Mwatate	National	186	52.229
3	1101101	Dr. Aggrey High School	County	121	49.429
4	1100004	Bura Girls High School	National	174	48.88
5	1101201	St Marys High School Lushangonyi	County	64	45.499

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Source: [www.knec.co.ke](http://www.knec.co.ke)

It was under this backdrop that His Excellency Engineer John Mtuta Mruttu, as a key and concerned stakeholder, in consultation with other stakeholders in the County, key among them County Director of Education, County Director Teacher Management, County Executive Council Member of Education and other Educationists, observed that, if any intervention measures were to be taken to remedy the deteriorating education standards in the County, a scientific survey had to be undertaken in order to adequately inform stakeholders on what was responsible for the trend which would then become a basis for remedial action.

The County Taskforce on Secondary school Education was therefore, a brainchild of a Consultative Forum on Education held on 16th September, 2013 at Mwatate CDF Auditorium, in which the Governor had called all stakeholders in the County to deliberate on what approach the County was going to take to address falling standards in Secondary Education. It was constituted on the day and inaugurated on 23rd September, 2013 when it held its maiden meeting.

The Taskforce was mandated to investigate factors contributing to below average and declining secondary education standards and to recommend what strategic and specific action the County would take to arrest the trend.

Membership of the Task Force was drawn from a cross-section of the mainstream education stakeholders in the County as shown in the list on the Title Page.

## **1.2. Statement of the Problem**

Secondary school students in Taita Taveta County needed to compete favorably with the rest of their counterparts in Kenya by scoring grades that could guarantee their entry to university through Kenya Universities and Colleges Central Placement Service (KUCCPS).

However, in the past five years the county had only managed a mean score of D+ (4.52) on average which was far less below the minimum university minimum entry grade. Education standards in secondary schools in the County had been below average; at an average of 4.52 out of a possible 12 points over the past five (5) years. In addition, a persistent declining trend had been observed as evidenced from the results in KCSE in the same period. This had become a concern to stakeholder in education. Based on the knowledge that education is an important tool for poverty alleviation and increasing people's participation in Nation building, the County Governor and all Education stakeholders sought to seek ways of arresting the falling education standards in Secondary schools in the county. The contribution of the County and National government and other stakeholders in education was required to make a positive impact in the performance of KCSE in the county. However, it was not clear why the poor performance continued to kill the hopes of thousands of form four candidates in the County year after year. The main concern for this study was therefore to identify factors contributing to below average and declining education standards in secondary schools in Taita Taveta County and recommend possible measures to achieve access, retention, completion, equity, quality, relevance, and efficiency in the era of realignment of the education sector, Vision 2030 and the new Kenya Constitution 2010. The period of the study was 2008-2012.

### **1.3. Purpose of Study**

The purpose of the study was to investigate factors contributing to below average and declining performance in KCSE in the County and make recommendations on what measures should be put in place to arrest this trend.

#### **1.4. Objectives of the Study**

The objectives of the Study were;

- i. To determine factors responsible for poor performance in KCSE in the County.
- ii. To find out if there were measures that could be put in place within certain timelines to arrest the trend.

#### **1.5. Research Questions**

The study was guided by the following questions;

- i. What factors were responsible for the County's declining performance in KCSE?
- ii. What measures could be put in place to arrest the trend within certain set timelines?

#### **1.6. Significance of the Study**

- i. It was assumed that the study findings would provide valuable insight to the real issues affecting performance in KCSE in the County.
- ii. The study was intended to contribute to the body of knowledge in provision of quality, affordable secondary education in view of the challenges facing education in Taita Taveta County.
- iii. The Education Planners, Policy Makers and Curriculum Implementers would benefit from this study by applying best practices recommended herein.
- iv. Study findings may assist in identification of areas that need special attention or affirmative action.
- v. Findings could serve as entry points: where the donors and other well-wishers, Taita Taveta County residents in the Diaspora, can come in handy to support efforts by the mainstream stakeholders like the MOEST, TSC and the County Government towards the resuscitation of the current status of education in the County.



### **1.7. Assumptions of the study**

The assumptions of the study were that;

- i. The national government would provide educational support to secondary students, as per the constitutional requirements, in Taita Taveta County.
- ii. The respondents would be willing to give required information to the taskforces for the study.
- iii. The county government would play a significant role in the implementation of the Taskforce recommendations.

### **1.8 Limitations of the Study**

The main limitation of the Study was;

The time frame given to the Taskforce to collect data, analyze and write a report. One month and a half was too short a time to carry out a survey of this magnitude.

- ii. A few head teachers viewed the data collection as a normal standards assessment of their schools, and were reluctant to give information freely and openly for fear of incriminating themselves for a bad practice in their schools even where they were not to blame. There was evidence of improper record keeping.

### **1.9 Delimitations of the Study**

- i. Members worked round the clock to ensure a comprehensive report was produced.
- ii. Besides questionnaires, interviewers made observations and inferences to make deductions where records were not available.

## **1.10 Theoretical Framework**

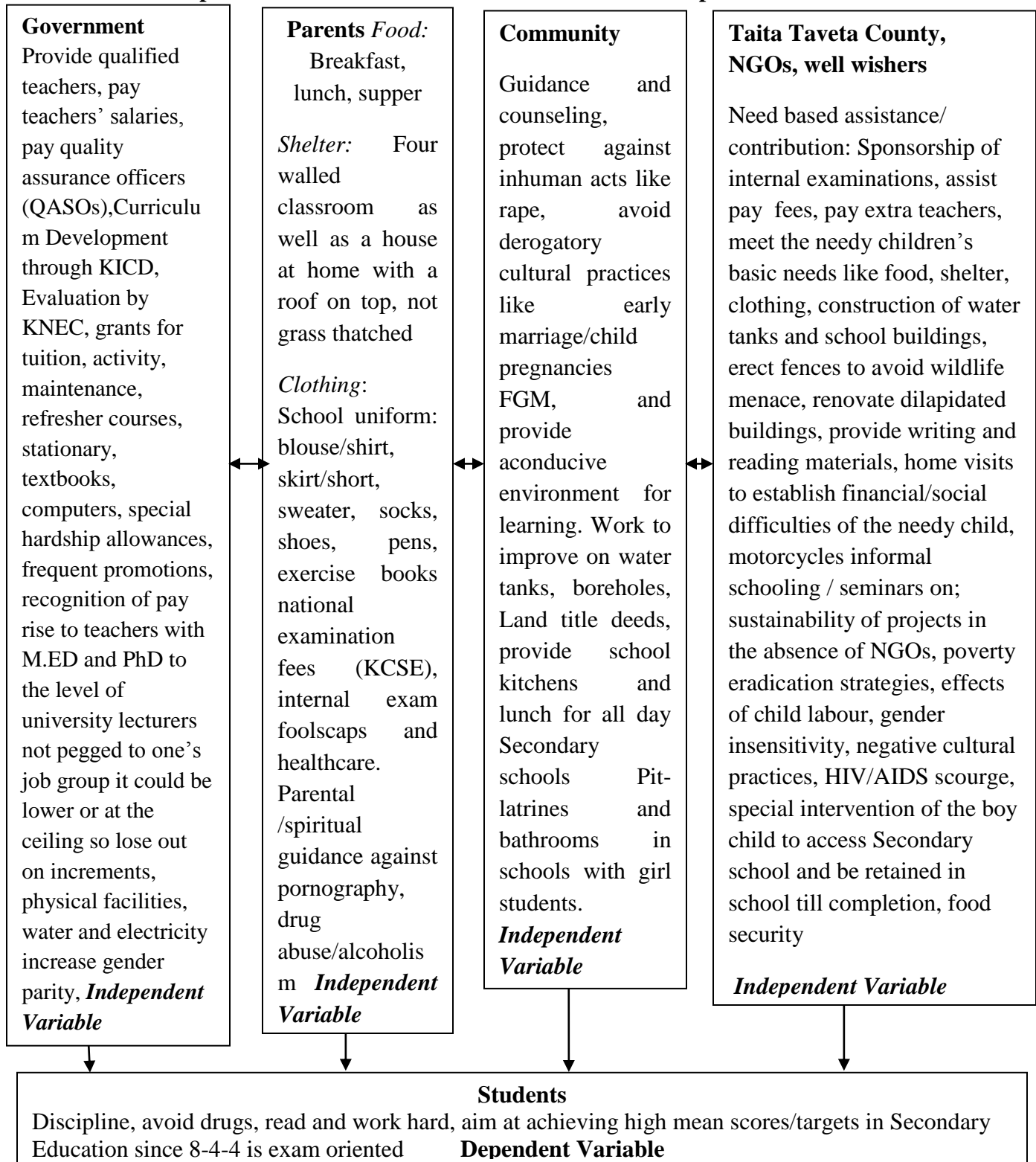
The theory behind this taskforce report revolves around the Sessional Paper No.1 of 2005 on Education and Training that has led to major reforms in the education sector and helped Kenya make significant progress towards Education for All (EFA), Millennium Development Goals (MDGs), Vision 2030, and the implication of the Kenya constitution 2010 on education. The gap the Study identified was, despite the efforts made in the education sector at the national; Free Day Secondary Education (FDSE), Constituency Development Fund (CDF), among others, standards of education in Taita Taveta County was on a declining trend. Hence, it was imperative to seek what was responsible for this trend and find ways in which the situation can be remedied in order to put the County on an improvement path in education standards.

The relationship between the variables is illustrated by the arrows. The independent variables such as the government, parents, community, the county government and well wishers have an impact on KCSE performance in Taita Taveta County secondary school education as they work separately and corporately towards this end.

On the other hand, students' improved performance depended on the remedies put in place by every stake holder to produce desirable KCSE results.

The theoretical framework in this study was based on the partnership model between the government as the main education provider in secondary schools and other stakeholders as the main study variable, in helping the student access, be retained, complete secondary school education and attain quality grades in KCSE.

### 1.11 Conceptual Framework: Taita Taveta Task force conceptual framework



Taita-Taveta Education Task Force (2013), Adapted from Kiseu, Grace (2012)

The relationship between the variables is illustrated by the arrows. The independent variables such as the government, parents, and community the county government/well wishers have an impact to performance in Taita Taveta County secondary school education. They can work separately and can also strengthen each other to impact on student's performance. On the other hand the student's performance depends on the impact of the independent variables to produce the desirable results.

The theoretical framework in this study was based on the **partnership model** between the government as the main educational provider in Secondary schools and other stakeholders as the main study variable, in helping the needy children access Secondary school education and be retained in school for a full secondary cycle. This study sought to establish the causes of the low performance in Taita Taveta County and how the impact of the government and other stakeholders could result to improved performance in the county.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

Literature was reviewed by looking at the variables of analysis, methodology and findings identifying gaps that were filled at the end of each sub - section. The literature focused on the following areas:-

#### **2.2 Factors responsible for the County's declined performance in KCSE.**

A research carried out by the Global Report on the progress towards the EFA goals in Kenya, sub Saharan Africa and the world over revealed that;

Kenya had made great strides toward gross enrolment ratio, gender parity but had challenges with the high pupil teacher ratio. The teacher ratio was at 1:32 but rose to 1:47 between 1999 and 2010. Whereas the sub Saharan Africa was at 1:43 and the world is at 1:24. (Global Report on Education for All, 2012)

Educational reforms in Kenya have been pegged on International Legal Frameworks enabling Kenya to move towards attaining EFA as well as MDGs. The Ministry of Education Report of the Taskforce on the Realignment of the Education Sector to the Constitution of Kenya 2010 and Vision 2030 states that;

Major policy interventions to improve on access led to the introduction of Free Day Secondary Education Policy in 2008. It further informs us that there was a National Education Conference that led to the Sessional Paper No. 1 of 2005 on Education and Training which is the basis for the current education policies. (Republic of Kenya, 2012)

#### **2.3 Measures that are in place to arrest this trend within certain set timelines**

In his critique of Kenya's Education Reform Process and Task force Reports, at a discussion Forum on Education Sector Reforms, held at the Pan Afric Hotel, Nairobi on Wednesday 11th April, 2012 Bonyo looked at the whole process and lamented on the tendency of lack of implementation of such documents in the past and said that:

Education sector reforms in Kenya date back to the independent period, with commissions, committees, working parties and task forces generating reports with recommendations, some of which have been implemented in part while others have never been implemented completely (Bonyo 2012:1)

In the past, the implementation of such reports has brought gains to the government and the stake holders involved. For instance the gains made by FDSE are commendable.

The government is already implementing measures to improve access and quality in Secondary education through implementing of Free Day Secondary Education (FDSE). This has led to increased enrolment from 1.03 million students in 2006 to over 1.7 million pupils by 2010, with an increase in the transition rate from 60% in 2006 to over 69% in 2009. In addition to these measures the MOE, through the Kenya Education Management Institute (KEMI) continues to strengthen the capacities of secondary school managers. (Republic of Kenya 2012:33)

The government has used targeted programmes like CDF to put up and rehabilitate schools infrastructure, acquisition of school buses and improve the provision of teaching and learning materials in Secondary schools. Through Teachers Service Commission (TSC) the government posts teachers to public secondary schools and remunerates them as required by The TSC Act 2012, The Education Act 2013 and The Constitution of Kenya 2010. (Republic of Kenya, 2010, 2012 and 2013)

Though Taita Taveta County enjoys the measures put by the government to cushion poverty related problems from affecting education in the county, the performance in secondary schools has remained below average. This study shall find the causes and possible lasting solutions to this problem.

## **CHAPTER THREE**

### **3.0 METHODOLOGY**

#### **3.1 Introduction**

This chapter described the procedures that were used in carrying out this study.

#### **3.2 Research Design**

This was a descriptive survey study. Gay (1981 p.1) considered a sample of 10% of a population to be the minimum for a descriptive survey study, which had a large population. A survey study aimed at providing accurate information about a phenomenon and allowed collection of quantifiable data in a standardized manner from a larger sample (Borg & Gall, 1993 p. 241).

“A descriptive research determines and reports the way things are. This type of research attempts to describe such things as possible behaviour, attitudes, values and characteristics.” (Mugenda & Mugenda 1999 p.160)

The advantage of this method was collecting extensive and elaborate information within a short time using cases that had the required information with respect to the objectives of the study thus, facilitating more accurate data analysis. (Mugenda & Mugenda 1999 p.165)

#### **3.3 Locale**

The study was carried out in public and private secondary schools in Taita Taveta County schools. In this County, 66% of the population lives in absolute poverty and rely on subsistence agriculture for their livelihood (Ministry of Finance 2002 p. 29)

Research has shown that;

‘...although tourism is the third most important foreign exchange earner for the country [it] has scarcely benefited Taita Taveta communities. Sufficient benefit sharing mechanisms between the communities and the state have been lacking. Poverty levels have continued to rise, which has

been attributed to inadequate attention to natural resource management and resulting in a fragile ecosystem (Himberg 2006 P.1)

The Taita Taveta District Development Plan (2002-2008) associates the poverty in Taita Taveta is to;

“...the squatter problem” (Republic of Kenya, 2002b:7).

### **3.4 Target Population**

The taskforce used a target population of 54 secondary schools that had sat for KCSE examination, for at least five years.

### **3.5 Sample design**

The respondents in this study were sampled using Simple Random Sampling Technique

The simple random sampling technique was applied to obtain the actual sample of cases in order to get in-depth information (Mugenda and Mugenda 1999 p.50). The total sample size number of respondents was 28 schools as shown below and the next page



## **SAMPLED SCHOOLS PER SUB-COUNTY**

### **VOI (9 SCHOOLS)**

1. David Kayanda Secondary School
2. Mwakitawa Secondary School
3. Mwaghogho Secondary School
4. St. Bartholomew Secondary School
5. Marungu Secondary School
6. Moi High School, Kasighau
7. Kajire Secondary School
8. Mwakichuchu Secondary School
9. Voi Secondary School

### **MWATATE SUB-COUNTY (12 SCHOOLS)**

1. Bura Girls High School
2. Maktau Secondary School
3. Heart beat Secondary School
4. Mlamba Secondary School
5. St. John's Mwema Secondary School
6. Murray Girls High School
7. Mwandango Secondary School
8. Mwambonu Secondary School
9. Mwasere Girls High School
10. Mzwanenyi Secondary School
11. Mwatate Day Secondary School

12. Mwanyambo Secondary School

**TAITA SUB-COUNTY (8 SCHOOLS)**

1. Dr. Aggrey High School
2. Mwangeka Girls Secondary School
3. Dalmas Moka Secondary.
4. Mghalu Secondary School
5. Kitumbi Secondary School
6. Mbela High (not visited – logistics)
7. Kituri High School
8. Funju Secondary School

**TAVETA SUB-COUNTY (6 SCHOOLS)**

1. Eldoro Girls High school
2. Timbila High School
3. Kitobo Secondary School
4. Mata Secondary School
5. Challa High School.
6. Bishop John Njenga High School.

### **3.6 Research Instruments**

The taskforce developed four (4) research instruments that were semi-structured interview schedules for head teachers, for HODs, for student leaders, and for non-teaching staff

#### **3.6.1 Interview schedule**

The taskforce used semi-structured interview schedules which had both structured and open ended questions. The structured questions gave an opportunity for in-depth probing questions to get more information (Mugenda and Mugenda 1999 p.86). According to Patton (2001) interviews probe for two reasons: -

- (i) To motivate the respondent to explain the reason behind what he had said before.
- (ii) Interviews help eliminate irrelevant or unnecessary information.

### **3.7 Piloting**

Pre-testing was not carried but ambiguous questions as well as sensitive areas were removed from the sequence of questions.

### **3.8 Reliability of Research Instruments**

The split half method was used to test the internal consistency reliability of the instruments. The Taskforce followed the steps by Orodho (2005p.185) on carrying out the split - half reliability method as follows;

The taskforce used Spearman Brown Prophecy formula:

$2 \times \text{Corr. between the halves}$

$1 + \text{correlation between the halves}$

$r = \frac{2r}{r+1}$

$r$  = reliability of the coefficient resulting from correlating the scores of the odd items with the scores of the even items. The taskforce used sample data to test on the reliability of the instruments and found an overall coefficient of 0.80 on each of the four instruments. A coefficient of 0.80 is considered good according to Gay (2003).

### **3.9 Validity of Research Instruments**

To determine internal content validity, the instruments were given to experts who advised for changes accordingly. Kasomo (2006) says that; “Content validity of an instrument is determined through expert judgment by carefully and critically examining or inspecting the items that make the instrument” (Kasomo, 2006:73).

### **3.10 Data Collection Procedures**

The taskforce had official permission from the County leadership to carry out the study

### **3.11 Data Analysis Plan**

The taskforce followed the steps involved in qualitative data research, as explained by Mugenda and Mugenda (1999). Based on Mugenda’s text, the taskforce decided to use descriptive data analysis plan. The presentation of the quantitative data took the form of percentages, means, frequencies, tables, graphs and pie charts.

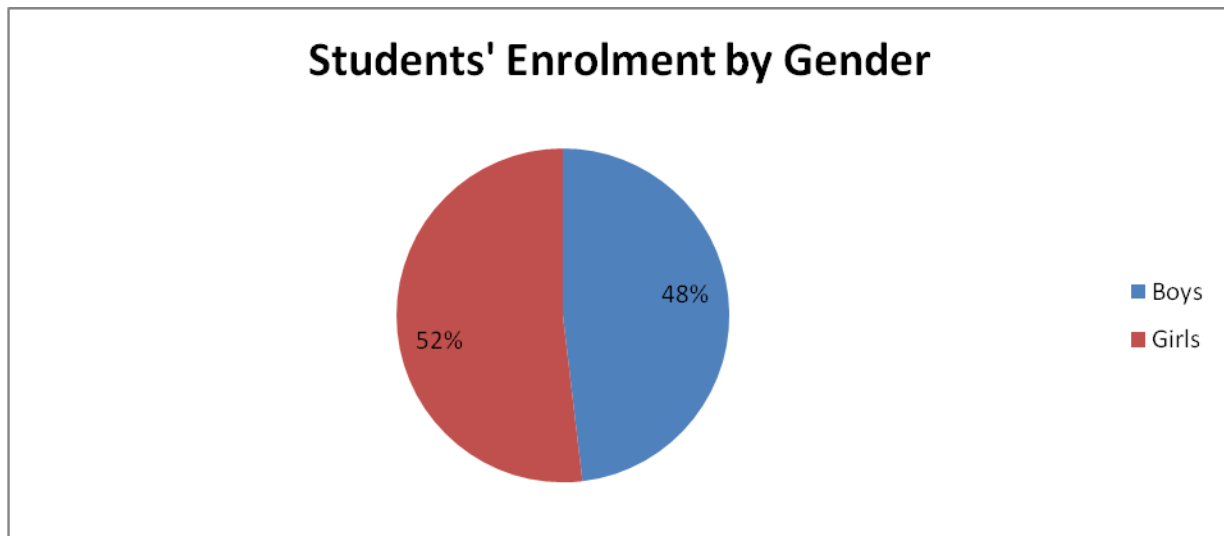
## CHAPTER FOUR

### 4.0 FINDINGS

#### 4.1 Students Enrolment

##### 4.1.1 Enrolment by Gender

Figure 4.1: Enrolment by Gender



There were 5447 (48.12%) boys against 5872 (51.88%) girls, making a total of 11319 students in the sample schools. There are 3.76% more girls than boys in secondary schools in Taita-Taveta County.

From the figures the following observations were made;

- i. Gender parity had been achieved in the County Secondary Education.
- ii. Boy students were less in secondary schools yet they were the majority in primary schools. (Taskforce Report on; 'Causes and Remedies of Declining Primary Education Standards in Taita Taveta County.' 2013 Unpublished)

- iii. The trend shows that more boys than girls are affected by education related hardships that affect the County.

#### **4.1.2 Enrolment Trend**

Out of the 28 schools, 12 (42.86%) schools had registered declining enrolment, while 13 (46.43%) had increased in enrolment no data was availed from the remaining 3 (10.71%) schools due to poor record keeping.

Reasons given for decreasing enrolment in schools

- i. Drop-out due to fees payment problems especially in boarding section – 6 (50%) schools.
- ii. Poor participation of the father figure in education matter concerning their children, drug use and abuse as well as alcoholism, negative, attitude to education, illiteracy
- iii. Declining performance prompting parents to withdraw their students to better performing schools (8.33%)
- iv. Establishment of new schools which cannot be sustained by its catchment area (8.33%) school.
- v. Negative attitude towards Education after Standard 8 (8.33%) school.
- vi. Discipline related issues;  
Indiscipline students were transferred to other schools either by force by their current schools administration or out of desperation at falling disciplines standards, parents transfer their children to other schools (8.33%)
- vii. Long distance covered to commute to schools on daily basis (8.33%)
- viii. Early pregnancies, drug and substance abuse (8.33%)
- ix. Lure of joining ready unskilled labor market (8.33%)
- x. Lack of boarding facilities for boys (8.33%)

## **Reasons given for increasing Enrolment**

- i. Community support and ownership (8.33%)
- ii. Good performance (16.67%)
- iii. FSDE (8.33%)
- iv. Wide Catchment Area; where students come from within, far and wide and from varied financial background. In this case, a school is able to collect fees to fund its programs (16.67%)
- v. Improve infrastructure attract students enrolment (16.67%)
- vi. Boys-only schools are few in the County hence a school of this caliber gets more than its share of students because they have few others to go to (8.33%)
- vii. Change of status (23.77%)
- viii. Placement of school: catchment with more primary schools (16.67%)
- ix. 2 (0.76%) schools were uncooperative and failed to return the questionnaires.

## **4.2 Sample Population**

### **Type of Sampled schools**

A total of 28 schools were sampled. They were of different Categories; National, County, and district schools. They were Pure Boys Boarding, Pure Girls. Boarding, Mixed Boarding, Mixed Day/Boarding, and Mixed Day. The study found that 26 (93%) Schools against 23 (82%), offer opportunities for girls and boys respectively as shown in Table 4.2, Figure 4.2(a) and Figure 4.2(b) below.

Table 4.1(a) Schools Sampled by Category

School type	Pure Boys Boarding schools	Pure girls boarding	Mixed Day/Boarding	Mixed Day schools	Mixed boarding schools
Number of schools	2	5	13	7	1

Figure 4.2(a) Schools Sampled by Category

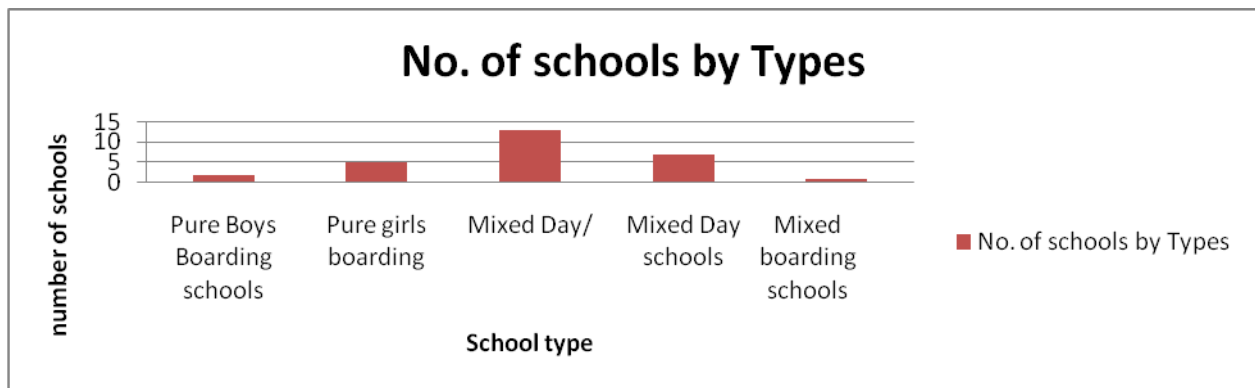


Figure 4.2(b) Schools Sampled by Category

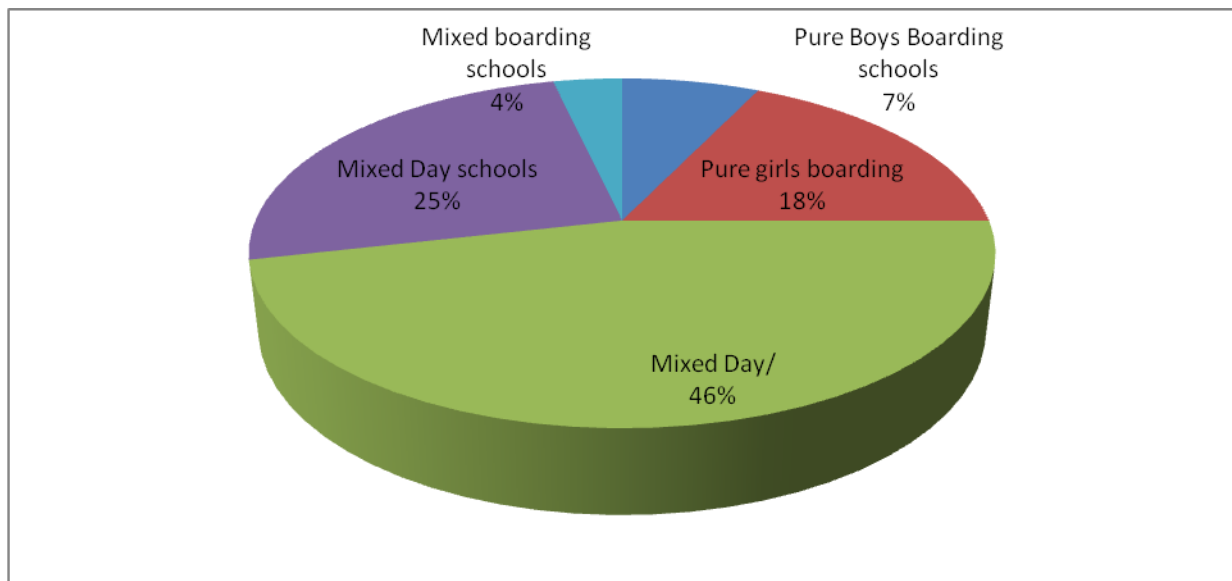




Figure 4.2(a) and 4.2(b) shows girls. Pure boarding schools are 18% giving 82% opportunity for boys to join boys' Secondary schools in the county. Pure boys' boarding schools are 7% meaning that girls have 93% opportunity to access secondary school education as opposed to boys in the county.

The difference between 18% and 7% is 11% so boys have an 11% deficit of access to secondary schools in Taita Taveta County.

Figure two also reveals that there are less boarding vacancies for boys than for girls. In addition, more boys attend day schools than girls.

### **4.3 Students' Academic Performance**

#### **4.3.1 Performance Trend over the last 5years**

KCSE has been below average in the last 5 years with an average of 4.48 mean score.

Table 4.2 : Five Year Average KCSE performances in Taita Taveta County (2008-2012)

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YEAR	AVERAGE
2008	4.23
2009	4.53
2010	4.61
2011	4.74
2012	4.48
Total average	4.52

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### 4.3.2 Performance by subject

#### 4.3.2.1 Best subjects overall

Table 4.3 Best Performed Subjects

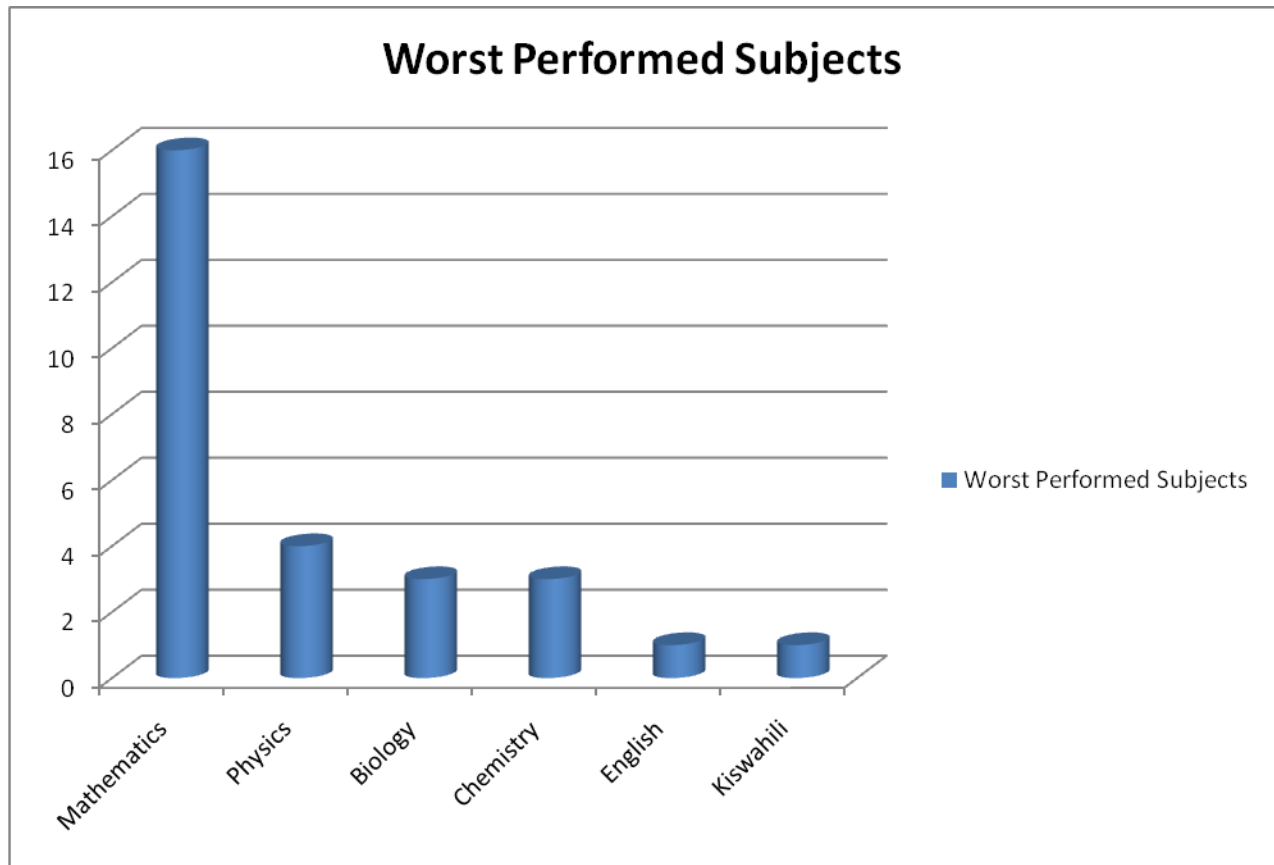
Best Performed Subject	Responses – x / 28	%
1. Christian Religious Education (CRE)	10	35.7
2. Business Studies	5	17.86
3. Geography	3	10.7
4. Agriculture	2	7.14
5. History	1	3.57
6. Computer	1	3.57
7. French	1	3.57

The best subjects overall were Christian Religious Education (CRE), Business Studies and Geography, as shown in Table 4.3above.

#### 4.3.2.2 Worst Performed Subjects

The Taskforce regretted that none of the core/ compulsory subjects featured in the least of best performed in the County. The scenario painted a blink future for the County as chances of producing scientists were narrow. These subjects featured in the list of worst performed as shown in Figure 4.3 below.

Figure 4.3 Worst Performed Subjects



(Source, records at the CDEs office, Mwatate)

#### 4.4 Students' Welfare

All 26 (100%) schools visited had put in place a students' council which related well with the school administration. Students' council members met regularly among themselves, the discipline master and the principal. In 24 (92.31%) schools, students' councils held meetings once per Month.

#### **4.4.1 Student Leadership**

In all the schools, student leadership was in place.

There were 9 (34.62%) Male against 17 (65.38%) Female student leaders aged between 16 to 20 years drawn from form two, three and four. Out of the chosen student leaders, 6 (23.37%) had transferred from other schools where they had stayed between 1-2 years. Reasons for transfer were High boarding fees which forced them to join day schools, Lack of facilities and poor performance, harsh climatic conditions and migration. Among the 17 Mixed schools that were sampled, 10 (58.82%) had Female against 7 (41.18%) male student leaders respectively.

#### **4.4.2 Availability of a Daily School Routine**

All 26 (100%) schools sampled had a daily school routine.

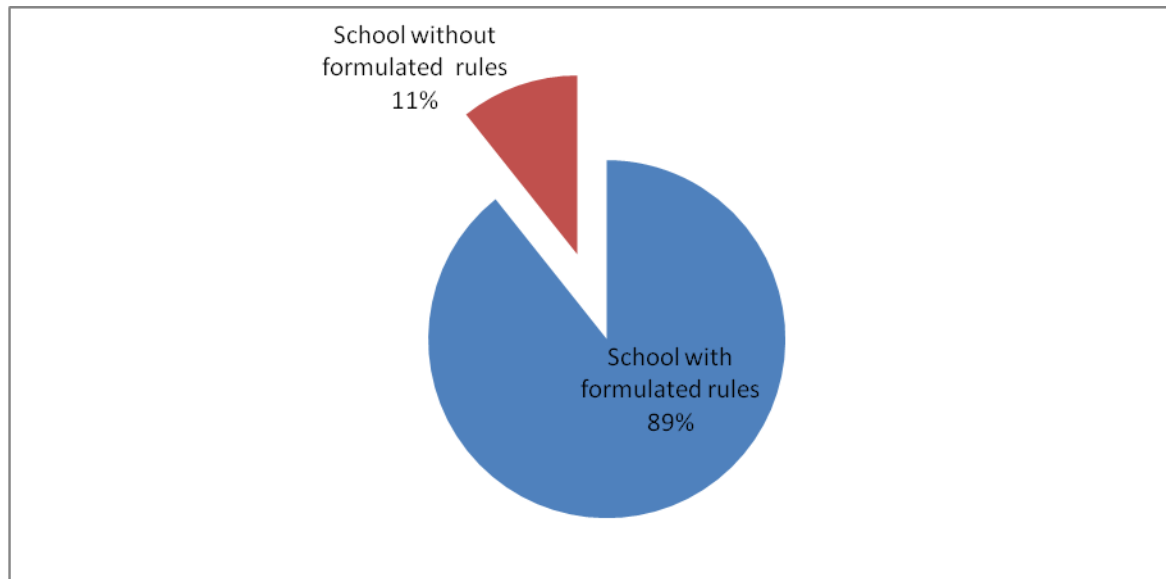
#### **4.4.3 Adherence to Daily School Routine**

Daily School Routine was followed by students in all the schools.

#### **4.4.4 Availability of School Rules and Regulations**

At most 89.28% schools had formulated rules while 10.71% were without rules as shown in Figure 4.4 below.

Figure 4.4: Availability of Rules and Regulations



#### **4.4.5 Students' involvement in formulation of school rules and regulations**

Only in 6 out of 28(21.43%) schools were the students involved in formulation of school rules.

In 10(35.7%) schools it was the administration meaning the deputy or principal alone, teaching staff meeting, or the BOM, that formulated rules.

In one (3.57%) school it is the prefects and the administration who formulated the rules.

In eight (28.57%) schools, rules had been formulated before the current administration and students' cohort joined the school.

Rules and regulations had not been formulated in the remaining three (10.71%)

#### **4.4.6 Challenges students faced in adherence to school rules and regulations**

53% of the students felt that punishment meted on them for breaking rules was too harsh and teachers were too strict; 10.7% of them broke rules because they were not conversant with them at all while another 10.7% forgot rules at times broke them out of ignorance. On the other hand, 10.7% broke rules rudely because they felt that their interests were not articulated in their

formulation. Others (7.14%) were of the opinion that there was partiality in the application/administration of rules by the enforcers.

**Table 4.4: Challenges faced in adherence to school rules**

Options	x/28	%
Punishment is too harsh	15	53.4
Were not conversant with the rules at all	3	10.7
Forget and break them without out of ignorance	3	10.7
Their interests are not articulated in the rules	3	10.7
partiality in the application/administration of rules by the enforcers	2	7.14

#### **4.4.7 Comment on relationship**

The relationship between teacher to student; student to student; student to administration; student to student council leaders and school to community was on average Good.

#### **4.4.8 Mode of Communication used by students**

The study found that the most popular mode of communication used by students to articulate their grievances to school administration was through the student council 42.86%, while suggestion boxes and barazas came second at 39.29%.

The deputy principals and principals were approached directly by students at 25% and 21.43% respectively as shown in table 4.6 below.

Table 4.5: Mode of Communication students used

Mode of communication	Respondents – x/28	Percentage - %
Student council leaders	12	42.86
Suggestion boxes and barazas	11	39.29
The deputy principals	7	25
Directly to the principal	6	21.43

#### 4.4.9 Co-curricular activities in the school in order of most common to least common

Table 4.6: Co-curricular activities in order of their popularity

Order of most common to least common co-curricular activities	x/28	%
1.Volleyball	19	67.86
2.Athletics	17	60.71
3. Football	16	57.14
4. Music	12	42.86
5. Drama	10	35.71
6. Basketball	9	32.14
7.Clubs and societies	7	25
8. Science congress	4	14.28
9.Rugby	3	10.71
10.Table tennis	2	7.14
11. Decathlons /Heptathlons	1	3.57

Figure 4.8 shows that the most popular co-curricular activity was Volleyball followed by athletics and football while rugby, table tennis and Decathlon/Heptathlon were the least popular. An indication that most secondary school students did not participate in co-curricular activities as Volley ball and Football could take 12 and 22 students at a go respectively. The rest of the students could only cheer.

## 4.5 Physical Facilities

### 4.5.1 Classrooms

All schools sampled had adequate classrooms to accommodate current students' population except one. However, 23 schools had changed their status from 1 to 2 streamed, 2 to 3 streamed, 3 to 4 stream and were required to build a classroom every subsequent year.

### 4.5.2 Science laboratories

Table 4.7: Number of Science laboratories per school

No. of Laboratories	x/28	Percentage (%)
With 3 laboratories	6	21.43
With 2 laboratories	4	14.29
With 1 laboratory	16	57.14
With NO laboratory	2	7.14
Total	28	100

It was observed that 6 (21.43%) schools had 3 science laboratories, 4 (14.29%) schools had 2 laboratories, 16(57.14%) had 1 laboratory while 2 (7.14%) had none.



Table 4.8: Availability of Science laboratory per subject compared to total required

No. of Laboratories per subject	x /84	Percentage (%)
Biology laboratories	7	8.33
Physics laboratories	10	11.91
Chemistry laboratories	25	29.76
Total	42	50

Table 4.8 above shows that secondary schools in Taita Taveta County had only 50% of the required Science laboratories to adequately prepare candidates to sit KCSE.

Table 4.9: Available Science laboratories per subject compared to number required

No. of Laboratories per subject	x/28	Percentage (%)
Biology laboratories	7	25
Physics laboratories	10	35.71
Chemistry laboratories	25	89.29

Table 4.9 above shows the County required 75% more Biology laboratories while Physics and Chemistry required 64.29% and 10.71% respectively to effectively prepare candidates for KCSE.

#### 4.5.3 Computer Laboratories

The study found that 11 (39.29%) schools had computer laboratories while 17 (60.71%) lacked. Therefore the county had a shortfall of 60.71%.

#### 4.5.4 Library

Only 7 (25%) of the schools had Library rooms and 21 (75%) had none. The county lacked 75% Libraries and that was one of the causes of poor performance in KCSE.

#### **4.5.5 Sanitation Facilities**

There were 155 toilets for 5447 at a ratio of 1:36 which is inadequate. Though the overall ratio may not appear serious but there were cases where the need was really acute at a ratio of 1:154.

In cases where the school was facing out any of the gender, toilets for the gender to be faced out were more than adequate because students were few. It was therefore anticipated that after the gender in question is completely faced out, the toilets would be used by the other gender thereby off-setting the inadequacy. However, disposal of sanitary pads was by throwing the same into the pit latrines or in dump pits where they are eventually burnt.

#### **4.6 Instructional materials**

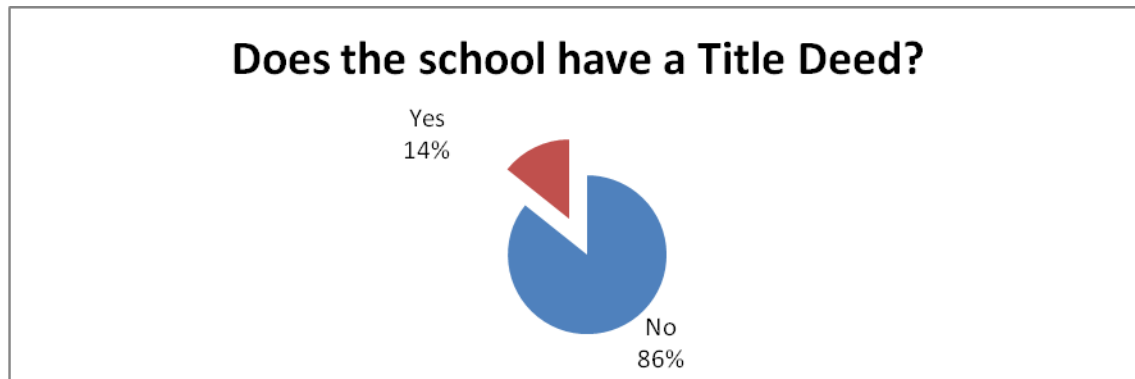
On average, the student to text book ratio was at 1:3 which is below government projection of 1:1 or in some cases 1:2. Systems of returning books at the end of the term or year, poor record keeping and lack of mode of covering and maintaining text books can be attributed to the loss of books, while some lie idle in homes of students.

#### **4.7 School land ownership documents**

Table 4.10: Availability of Title Deed

Option	Does the school have a Title Deed?
No	24
Yes	4

Figure 4.5: Availability of Title Deed



There were 24 (85.72%) schools without title deeds or any land ownership document and only 4 (14.28%) schools had title deeds as shown in Table 4.13 and Figure 4.7 above.

#### 4.8. Internal Quality Assurance

##### 4.8.1. Principals Age

Principals were aged between 28 – 59 years and had an average age of 48years as shown in Table 4.11: Principals' Age

Age Bracket	25 – 29	30 – 34	35– 39	40-44	45-49	50–54	55-60
No. of Principals	1	1	0	6	6	9	6

More than 50% of the Principals were aged between 50 to 59 years. Have a wealth of experience and knowledge of which if applied may benefit the schools. The question is why this is not happening in the case. 42% are between 40 – 49 years – at the prime of their lives. They have the energy and enthusiasm which should be translated to good performance.

#### 4.8.2 Gender:

Figure 4.6: Principals' gender

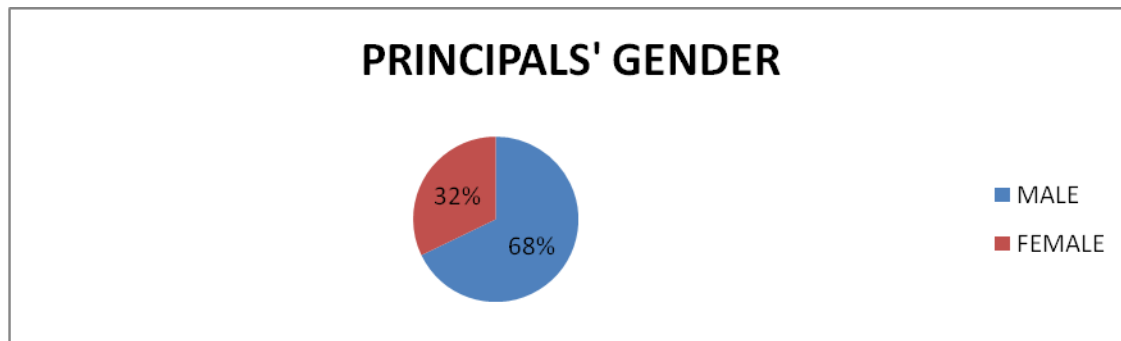


Figure 4.5 above shows that; there are 19 (68%) males and 9 (32%) female Principals though there are more girls' only and mixed schools than boys schools in the County.

#### 4.8.3 Academic and Professional qualification

B.Ed. – 20, Masters – 1, PGDE – 1, Diploma – 6

Principals have the requisite qualifications except one who was not professionally trained as a teacher.

#### 4.8.4 Teaching Experience

Experience is the best teacher as the saying goes and for principals in Taita Taveta County had the required teaching experience which should translate to better results in their schools but that was not the case. A total of 23 (82.14%) principals were well experienced 15-29 years of teaching experience is very good. The principals' teaching experience was tri-modal that was, 8 (28.57%), 8 (28.57%) and 7 (25%) principals or 15-19, 20 – 24 and 25-29 years experience respectively as shown in Table 4.12 in the next page.

Table 4.12: Principals' Teaching Experience

Teaching Experience	5 – 9	10 – 14	15 – 19	20 – 24	25 – 29	30 – 34	35 - 36
No. of Principals	1	0	8	8	7	3	1

According to figure 4.7 Principals had a teaching experience of between 5 to 36 years. Majority of them lied between 15 and 29 years of teaching experience

#### 4.8.5 Length of service in current station

The Principals had served their current station between 1 to 10 years as shown in Table 4.12 below.

Table 4.13: Principals' Length of Service

Length of stay in Years	1 – 3	4 – 6	7 – 9	10 & above
No. of Principals	14	7	4	3

It was observed 50% of the Principals had stayed in their current station between 1 – 3 years. This was a short time to implement a 5 year strategic plan in current station which could form a basis for judging them as performers or non-performers

## **4.9 School's Strategic Direction**

The survey made an enquiry on whether the schools had charted out the direction they were taking so as to achieve set goals. In order to ascertain this, the taskforce looked at whether the school had formulated Motto, Vision and Mission statements and which were well articulated in order to enable them to rally members toward achieving set goals.

### **4.9.1 Motto**

22 (78.57%) schools had formulated Mottos which were articulate but only 13(46.43%) schools met specifications for a three words statement. At least 3 (10.71%) schools had the same motto word for word which read; "Education is Light".

Other Mottos were vague and therefore could not provide direction to the school community.

### **4.9.2 Mission**

In 4 (14.28%) schools the Mission Statements were clearly articulated, giving clear direction on what the school would do to achieve its goals/ Vision.

There were 14 (50%) schools whose mission statement was clearly stated.

In 3 (10.71%) schools mission statements had syntax errors, for example; '...teaching high level of learning....' and therefore vague. The formulators had an idea but lacked correct words to put it across. Words like build or promote talents instead of nurture, to mention but a few, crowded the intended meaning.

In 2 (7.14%) schools mission statements could qualify for Visions and not Missions.

Only 1 (3.57%) school did not have a mission statement and the Motto was similar to that of another school word for word, a sign that the school had no idea what a mission the statements are and what they are meant for.

The mission statement in 1(3.57%) school was so broad and out of scope. For example; ‘To provide equitable and affordable education to both local and international.’ This sounded like a National or a United Nations Organization goal of education.

Another observation on 1(3.57%) school the statement was a phrase that lacked meaning: “Through discipline and commitment.” There was no mention of what the school had intended to achieve.

The remaining 2 (7.14%) schools lacked mission statements.

#### **4.9.3 Vision**

There were 5(17.86%) schools that had formulated articulate Vision statements.

In 12 (42.86%) schools Vision statements could qualify for mission statements which was an indication that they could not differentiate between the two.

For 7(25%) schools Vision statements were more of Mottos than Visions.

In 1(3.57%) school the Vision statement was in Kiswahili; “Viongozi wa Kesho.” which is only allowed in Mottos.

In 1(3.57%) school the Vision statements was not articulate; “To be a reference institution...” Though the word reference may have been correctly used, one wondered how many of the stakeholders understood its meaning, yet they were expected to facilitate in the realization of set goals.

The remaining 2 (7.14%) schools lacked Vision statements.

#### **4.9.4 Targets setting for the schools**

All Schools had set targets:

These targets were very ambitious the set targets, it was obvious that those targets were not going to be met. For instance, one of the schools had a mean score of 3.26 yet its target was to get a mean score of 6.0 which it had not achieved in the past 5 years of its existence.

However, there were schools which had set realistic targets. In one of the sampled schools; a school had a mean score of 3.519 in 2012 and aspired to get a mean score of 4.0 in 2013

#### **4.9.5 Strategies applied by students in an effort to achieve targets**

Students sought assistance of teachers to questions they were not able to solve. They held group discussions/study groups and peer-teaching. Debate was used to improve in languages. Schools implemented a language policy and there was a deliberate effort to improve on time management as well as curb absenteeism and thereby improve class attendance.

Students up-held discipline, and worked hard. Schools formed academic clubs. Motivational talks took place. All students had personal time tables. Schools targeted mean score was adopted by student and they too had set their individual targets.

#### **4.9.6 Measures taken by students to ensure achievement of set targets**

In 12(42.86) of the schools, students intended to conduct group discussions / work; whereas, in 9 (32.14%) of the school students intended to manage their time well. Seven (25%) of the schools, students intended to do thorough revision. In 5(17.86%) of the schools, students intended to consult their teachers more, while in 3(10.71%) of the schools, students believe they need to improve on their discipline of the schools, students believed they would achieve target if they



engage in healthy academic competition among themselves among other strategies. The remaining 1(3.57%) of the schools, students believe early syllabus coverage will give them an edge in meeting targets.

#### **4.10 Appointment of HODs**

All sampled schools had appointed Heads of Department.

67.85% of the schools sampled, HODs had appointment letters with attached schedule of duties or specified duties and responsibilities, while 32.14% did not.

Table 4.14 HODs Teaching Experience

HOD Experience	1 - 4	5 – 9	10 – 14	15 – 19	20 – 24	25 – 29
No. of HODs	9	5	5	4	4	1

##### **4.10.1 Department offices Availability**

It was observed that 8 (28.57%) schools had provided departmental offices while in 18(64.28%) schools HODs operated from the staffroom and 2 (7.14%) schools did not have HODs offices or staffrooms as shown in Table 4.12 on next page.

Table 4.15: Availability of departmental offices

Facility available for use by HODs	No. of schools	Percentage – (%)
Departmental offices provided	18	64.28
HODs operated from staff room	8	28.57
HODs had no facility to operate from	2	7.14

#### **4.10.2 Frequency of Department Meetings**

The following was the frequency of departmental meetings; 2(7.14%) schools once per term, 2 (7.14%) schools once per month, 12(42.86%) schools held meetings three times per term, 3 (10.71%) every two weeks, 9(32.14%) schools had no evidence that departments held any meeting.

#### **4.10.3 Frequency of Checking Professional Records by HOD/Deputy Principal/Principal**

In 14 (50%) schools records were checked once per Week, 1(3.57%) school, records were checked once per Term, records were checked once per Month and 7(25%) schools records were checked once in a Fortnight while in 3(10.71%) schools there was no evidence that records were checked at all.

#### **4.10.4 Frequency at which the Principal, Deputy or Academic master check pupils work?**

In 4 (14.28%) schools pupils work was checked on a weekly basis, in 3 (10.71%) schools pupils work was checked in a fortnight, in 1(3.57%) school pupils work was checked once per Month, and in 14(50%) schools pupils work was checked once per Term while in 6(21.42%) pupils work was not checked at all as shown in Table 4.15 below.

Table 4.16: Frequency for checking students' written work

Frequency for checking students' written work	Respondents – x/28	%
Checked weekly	4	14.28
Checked fortnight (one in 2 weeks)	3	10.71
Checked once per Term	14	50
Not checked at all	6	21.42

#### 4.10.5 Judgment on Internal-Departmental Co-operation

In an attempt to establish the level of co-operation among subject teachers within the department, it was observed that, 3 (10.71%) schools had very good co-operation. Whereas 21 (75%) schools had good co-operation, it was poor in 4 (14.28%) of the schools.

#### 4.10.6 Inter- Departmental Co-operation

Inter-departmental co-operation was very good in 3 (10.71%) schools, in 22 (78.57%) schools was good while 3(10.71%) of the schools was poor.

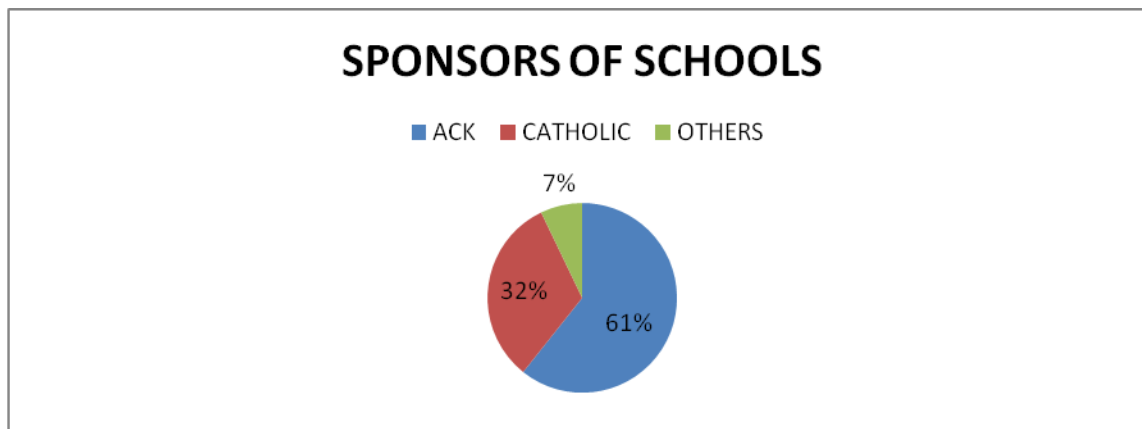
#### 4.10.7 Storage of departmental Records, teaching/learning materials

It was established that 10 (35.71%) schools had records in files, 3 (10.71%) in soft copies while the remaining 15(53.57%) kept records in carton boxes or inside cupboards in a heap.

#### 4.11 Sponsors

The Anglican Church of Kenya (ACK) was the main sponsor of schools in the County with 17(61%) schools followed by the Roman Catholic Church with 9 (32%) schools while 2 (7%) schools had no sponsors. Therefore 26 (93%) schools were sponsored by churches as shown in Figure 4.7 Sponsors of schools below.

Figure 4.7: Sponsors of schools



## **4.12 Non-teaching Staff**

### **4.12.1 Age**

The non - teaching staff had a mean average age of 39.96 years.

### **4.12.2 Gender**

Non- teaching staff was made up of 16 (57.14%) female and 12 (48.86 %) male. The study found that schools in Taita-Taveta County had employed more female than male non- teaching staff.

Asked if they would like to go on transfer from their current work stations; 10 (35.71%) said they would not while 18 (64.29%) replied in the affirmative. Those who answered to the contrary cited good working conditions and that they were comfortable with the administration which had enabled them to grow professionally through training and regular promotions in the institution.

The 18 (64.29%) non- teaching staff, who were of a contrary view, cited lack of growth, low pay, desire to change their working environment, lack of exposure, job monotony and desire for a more challenging position than what was available in current school. In addition they reported that the school administration denied them leave and day-offs.

### **4.12.3 Non-Teaching Staff and Their Overall Contribution To achievement of Set Goals**

Asked to comment on what should be their contribution the attainment of school set goals, 16(57.14%) non-teaching staff cited improvement in service delivery, 5 (17.86%) cited good time management, 7 (25%) cited co-operation with teachers, students and the school administration.

## 4.13 Audit of school Accounts

### 4.13.1 Frequency of Audit

Table 4.17: Frequency of Audit of Accounts

Frequency of audit of school accounts	Respondents – x/28	%
Audit done annually	26	92.86
Audit done twice a year	1	3.57
Audit not done in past one year	1	3.57

### 4.13.2 Comments on the audit process

Ask to comment on the audit process Principals cited the following;

13 (46.43%) principals said the process was slow and took long before feedback for corrective action to be given and as such it had no Value addition. 15 (53.57%) principals were of the opinion that auditors were unfriendly to accounts clerks and principals and some asked for bribes.

## CHAPTER FIVE

### 5.0 RECOMMENDATIONS

#### 5.1.1 Students Enrolment, Retention and Completion

Lack of school fees was the highest (50%) cause of drop out in Taita-Taveta County. The Task Force recommended that;

- a) Awareness creation forums for parents on saving and prompt payment of school fees are conducted in all schools in the county to educate them on their responsibilities as enshrined in Basic Education Act 2013 and Constitution of Kenya 2010, Article 43;The Bill of Rights.
- b) Where possible parents and school administration should enter into a memorandum of understanding on various modalities for fees payment.
- c) Sponsors and well wishers identify and support the needy students without discrimination.
- d) A deliberate affirmative action should be put in place to ensure that the needy students are assisted to remain in school through sponsorship or otherwise.
- e) Schools should initiate income generating activities to reduce the costs of running them.
- f) Taita-Taveta County is an Arid and Semi Arid Land (ASAL) registered entity therefore the central government should benefit from ASAL grant set aside for construction of boarding schools as provided for in the constitution.

All other schools in the county should benefit from school infrastructure improvement grants.

### **5.1.2 Students' Discipline**

- a) Guidance and Counseling services for students should be enhanced in order to address drugs and substance abuse, early pregnancies among others and the sponsor should play an active role.
- b) Students' indiscipline should be handled within the school in accordance with The Basic Education Act 2013 Article 31 and 33 , and The Constitution of Kenya 2010, Article 43;The Bill of Rights.

### **5.1.3 School Infrastructure and Access**

- a) Secondary schools mapping should be conducted to inform education stakeholders on areas that required establishment of new schools in order to ensure day scholars did not walk long distances to school and no ad-hock establishment of schools on political grounds alone.
- b) Management of day secondary schools should be encouraged to establish boarding facilities.
- c) The Provincial administration through chiefs and the County government through Members of the County Assembly (MCAs) should join hands to ensure that no school-going youth is allowed to join the unskilled labor market before completing Form 4.
- d) Parents and the community should be sensitized on owning and fully supporting their school in order to achieve improved performance in KCSE examination.
- e) Deliberate efforts should be made to establish more boys' only boarding schools to address gender disparity in enrolment.

- f) The Taskforce observed that the county did not have a special secondary school and therefore recommended establishment of one complex to cater for the major categories of special needs in an effort to attain EFA goals.
- g) The County required to at least 68 new classrooms in next three years to accommodate the projected students enrolment in the same period.
- h) The County required 112 new science laboratories; 56 for Biology, 48 for Physics and 8 for Chemistry. All school should endeavor to put up three science laboratories in order to effectively teach science subjects.
- i) The County required 45 new computer laboratories in order to fully integrate ICT in teaching and learning to KCSE. All school must have at least one computer laboratory to achieve the above.
- j) The County required 56 new equipped libraries to provide learners with reference materials and further reading. Schools without libraries were required to build and equip a library.
- k) Student to text book ratio of 1:1 should be attained and maintained in all schools.
- l) Schools should ensure there are adequate toilets for all students and an appropriate waste disposal system as required by the Ministry of Public Health.

#### **5.1.4 Schools Strategic Direction and Performance Improvement**

- a) All schools must not operate without a strategic plan properly written and adhered to.  
Key stakeholders must have been involved in the formulation of same.



- b) Every secondary school should set an annual overall improvement index of not less than 0.5 points and put in place appropriate strategies to achieve the above.
- c) Schools should strategize to ensure performance in core and science subjects is with the range of other subjects.

#### **5.1.5 Students' Welfare**

- a) Schools should embrace and support students' council as an assistive arm of the school administration.
- b) Every school should have a current rules and regulations with their corresponding consequences where students are involved in their formulation and are applied to all without partiality.
- c) Various and appropriate channels of communication between students and school administration should be adapted and of importance; the use of students' council.
- d) Schools should provide varied co-curricular activities in order to ensure more students participation.

#### **5.1.6 Quality Assurance**

- a) More than 50% of the Principals were aged between 50 to 59 years and were to retire in next 1 to 10 years while some schools lacked substantively appointed deputy principals. In order not to create a leadership vacuum, Principals should identify teachers with leadership qualities and encourage them to apply for deputy principals' position when such is advertized.

- b) Principals in the County had requisite qualifications, on-service training and experience to enable them post desirable performance of the school they administered and therefore the latter should be demanded from them.
- c) A re-engineering Workshop in Total Quality Management for both BOMs and Principals was required in order to create awareness on the need to have a paradigm shift to performance management for schools in the County. Formulation and Setting of institutional strategic direction, Implementation of Strategic plans, Monitoring, Evaluation and Continued improvement should be among topics to be handled in this workshop.
- d) In-Service Training (INSET) for Principals, Deputy Principals and HODs in Internal Quality Assurance (IQA)
- e) Bench-Marking Trips for Principals, Teachers, BOM, PA and Students to performing schools within and without the County should be carried out early in the year 2014 preferably in late February or early March immediately after KCSE results are released and analyzed.
- f) Subject panels should develop common yearly County schemes of work, subject teachers teach according to the schemes and set common examinations, and CATs from topics covered while Students should be encouraged and be made to sit numerous examinations. These examinations should be marked within set deadlines, results released, analyzed and discussed in good time in order to prepare students thoroughly for KCSE examination. Any contrary view to the above should not be entertained.
- g) KCSE syllabuses should be covered not later than July before Form Fours sit Joint Mock examination.

- h) School Managements should be encouraged to engage trained teachers to fill existing teaching gaps in their schools.
- i) HODs should be issued with schedules that clearly stated their duties and responsibilities.
- j) Schools management should provide HODs with departmental offices.
- k) Department Committees should hold regular meeting.
- l) There should external and internal co-operation among the departments in the school.
- m) Professional records should be prepared in time, checked and endorsed by relevant school authority, used and maintained.
- n) Departmental records should be generated from department activities.
- o) Modeling and Motivational Talks for both teachers and students should be held in order to motivate them to adopt a culture of hard work in achievement of personal and corporate set goals. Schools can be clustered for easy reach.
- p) Each school should put in place a mentorship program for students and to some extent, to teachers. Records for the above should be maintained for monitoring and evaluation and continuation purposes. Proper induction for Form ones should be done not more than a week upon reporting in Term one.
- q) Regular Monitoring visits by QASOs to assess the extent to which recommendations of the baseline assessment have been implemented. In these visits, lessons observation will be carried and immediate feedback given to an individual teacher, HOD and the school administration for corrective action.
- r) Measurement of performance should be based on Value Added Progress (V.A.P)
- s) Schools should put in place Rewarding Systems for all stake holders based on merit. This should not necessarily be monetary in nature. A letter of commendation, a free mid

morning tea or lunch can come in handy. A pension scheme for non teaching staff, prompt processing of the same should be considered so should a study leave or annual leave for both teaching and non teaching staff.

- t) Urgent need for a University in Taita Taveta County that trained education and social sciences undergraduate and postgraduate degree courses should be established to in transition to higher learning to KCSE grandaunts as well as teachers who may be willing to pursue further studies.
- u) Schools' accounts should be audited annually, without bias and feedback given promptly to give room for corrective action.

#### **5.1.7 School Land Ownership**

In the entire County, only 14.28% had land ownership documents. Key stakeholders should join hands in ensuring the remaining 85.72% of the schools acquire these documents

#### **5.2 Recommendations for further Research**

A study should be carried out to establish the causes of low students' enrolment especially the declining enrolment of boys which stood at 48% against the enrolment of girls which was 52%

#### **5.3 Conclusion**

Poor performance in Taita Taveta County remains a major problem that the County leadership as well as any well-meaning education stakeholder should address with urgency. It was high time that stake holders stopped blaming other(s) for the problem at hand and enter in an era where every stake holder plays his or her individual and corporate role(s) in ensuring that the declining performance trend is stopped and reversed towards a continued improvement in KCSE examination.

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## **APPENDICES**

- Appendix 1 - Questionnaire for Principals
- Appendix 2 - Questionnaire for Students Leader
- Appendix 3 - Questionnaire for Students
- Appendix 4 - Questionnaire for HODs
- Appendix 5 - Questionnaire for Support Staff

**Appendix 1**  
**Questionnaire for Principal**

1. Age [      ]
2. a) Gender [      ]
- b) Gender of students                      Boys [   ]   Girls [   ]
- c) Type of school (*tick appropriately*)
- i) Day                      Boys [   ]   Girls [   ]   Mixed [   ]
- ii) Boarding              Boys [   ]   Girls [   ]   Mixed [   ]
- iii) Full & Day boarding   Boys [   ]   Girls [   ]   Mixed [   ]
- d) Sponsor of the School: .....
3. Highest level of your academic qualification
- i) Educational certificate [   ]
- ii) B.ED Degree [   ]
- iii) Masters in Education [   ]
- iv) PhD in Education [   ]
- v) Others... (Specify).....
4. Length of service in teaching profession [      ]
5. Length of service as head of department [      ]
6. Length of service in the current school [      ]
7. School motto.....  
.....
8. School Vision.....  
.....
9. Does the school have a strategic plan? [   ] Yes                      [   ] No
10. Comment briefly on how it has contributed to performance.....

.....

**11. School's mean score for the past 5 years to 2012**

Year	School	List best performed subject		Worst performed	
		M/S	Subject	M/S	Subject
[2008 ]		[ ]		[ ]	[ ]
[2009 ]		[ ]		[ ]	[ ]
[2010 ]		[ ]		[ ]	[ ]
[2011 ]		[ ]		[ ]	[ ]
[2012 ]		[ ]		[ ]	[ ]

12. a) Explain the performance trend.....
- b) State your teaching subjects and work load: .....

**13. Current Enrolment per form**

	No of Boys	No of Girls	Totals
1.	[ ]	[ ]	[ ]
2.	[ ]	[ ]	[ ]
3.	[ ]	[ ]	[ ]
4.	[ ]	[ ]	[ ]
Total	[ ]	[ ]	[ ]

14. a). Explain the reason for either the high/Local enrolment.....

.....

14.( b). How is the staff establishment as compared to the i) enrolment  
Subject offered

**15.** How often do your accounts get audited? .....

16. Comment on the process.....







3. Class of Student Leader

- i) Form 1 [ ]
- ii) Form 2 [ ]
- iii) Form 3 [ ]
- iv) Form 4 [ ]
- v) Others... (Specify).....

4. Length of Leadership

- i. Portfolio held/year(s) [ ]
- ii. Current portfolio [ ]

5. Length of stay in the school [ ]

6. Length of stay in any other school [ ]

7. Reasons for changing schools (*Specify*).....  
.....

8. School Motto: .....

9. School Mission.....

10. School Vision.....

11. Does your Council have a Work plan? Yes [ ] No [ ]

12. Comment briefly on how it has contributed to DISCIPLINE and Academic performance:  
.....  
.....

13. Comment on how your Council relate with the School Community:

- i. Other Student Leaders: .....
- ii. Students' Body: .....
- iii. Teachers/Administration: .....

14. Frequency of meetings with:

- i. Other Council Leaders: .....
- ii. Discipline master: .....
- iii. Principal: .....

15. Do you hold Public Barazas/how often?.....

16. School's Mean Score for past 5 years to 2012:

Year	Best performed subject		Worst performed Subject	
	Subject	M/S	Subject	M/S
[2008 ]		[ ]		[ ]
[2009 ]		[ ]		[ ]
[2010 ]		[ ]		[ ]
[2011 ]		[ ]		[ ]
[2012 ]		[ ]		[ ]

17. Explain the performance trend: .....

18. What is your opinion on the trend? .....

19. What is your attitude (overall) towards your school?:.....

.....

20. State your 2013 expected School Mean Score: .....

21. Explain measures student Leaders have deployed towards achieving the Mean Score:

.....

.....

22. Physical Facilities:

a) No. of toilets for Boys [ ]                      Girls [ ]

		Adequate (√)	Inadequate (√)
b) No. of class rooms	[   ]	[   ]	[   ]
c) No. of Laboratories	[   ]	[   ]	[   ]
i. Chemistry	[   ]	[   ]	[   ]
ii. Physics	[   ]	[   ]	[   ]
iii. Biology	[   ]	[   ]	[   ]
iv. Computer	[   ]	[   ]	[   ]
v. Hostels	[   ]	[   ]	[   ]
vi. Libraries	[   ]	[   ]	[   ]

23. State the conditions of the facilities stated:

New	Old	Poor state
[   ]	[   ]	[   ]

24. Identify all the co-curricular activities in the School which are common:

Type	Equipment		
	Available	Inadequate	Adequate
1.	[   ]	[   ]	[   ]
2.	[   ]	[   ]	[   ]
3.	[   ]	[   ]	[   ]
4.	[   ]	[   ]	[   ]
5.	[   ]	[   ]	[   ]
6.	[   ]	[   ]	[   ]

25. Instructional materials (√)

	Adequate	Inadequate	Good Condition	Poor Condition
1. Text books	[   ]	[   ]	[   ]	[   ]
2. Teaching/Learning materials	[   ]	[   ]	[   ]	[   ]
3. Reference materials	[   ]	[   ]	[   ]	[   ]

26. What can be done in your own opinion to improve performance? *(Write as much as possible)*

.....  
.....

**Appendix 3**  
**Questionnaire for Heads of Department**

1. Age [      ]
2. Gender                      Male    [   ]              Female    [   ]
3. Type of school *(tick appropriately)*
  - i. District/National/CDF/Private/County                      [   ]
  - ii. Day Boys/Day Girls/Mixed day                                      [   ]
  - iii. Boarding/Boys/Girls/Mixed                                      [   ]
  - iv. Boarding/Day/Boys/Girls/Mixed                                      [   ]
4. Highest level of your Academic qualification                      [   ]
  - i. Educational Certificate                                      [   ]
  - ii. B.Ed.                                                                      [   ]
  - iii. M.Ed.                                                                      [   ]
  - iv. Ph.D                                                                      [   ]
  - v. Others... (Specify).....
5. Length of Service in teaching profession:                      [      ]
6. Length of service as HOD                                      [      ]
7. Length of service in the current school                      [      ]
8. School Motto: .....
9. School Mission.....
10. School Vision.....
11. Does the school have a Strategic plan?    Yes [   ]                      No [   ]

12. Comment briefly on how it has contributed to performance:

.....

13. Subject Mean Score for the past 3 years to 2012

Year	Subject	Subject M/S	School M/S
[2010]		[ ]	[ ]
[2011]		[ ]	[ ]
[2012]		[ ]	[ ]

14. Explain the Subject performance trend: .....

15. Do HOD's have appointment letters? Yes [ ] No [ ]

16. Is the letter having a specific and clear schedule of duties/responsibilities provided?

Yes [ ] No [ ]

17. How often do you:

i. Check teaching record? .....

ii. Hold meetings (*specify purpose*).....

18. How often does the Principal/Deputy Principal/Academic Master check your departmental records? .....

19. How do you relate/co-operation with other members:

i. Your department: .....

ii. Other departments: .....

20. State storage of your departmental teaching/learning materials: .....

.....

21. Do you operate from a common staffroom or a specific office?:

.....

22. State the challenges faced in the Administration of your duties as HOD:

.....  
.....

23. Outline how you overcome the challenges: .....

.....  
.....

24. State:

i. No. of members in your department: [      ]

ii. Subject combination:

- 1. ....
- 2. ....
- 3. ....
- 4. ....

iii. Work load

- 1. ....
- 2. ....
- 3. ....
- 4. ....

25. Anything else that you feel is important for us to know related to the performance trends in your department. *(Write as much as possible)*

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



**Appendix 4**  
**Questionnaire for Student who is not a Student Leader**

1. Age [      ]
2. a) Gender Male [   ] Female [   ]
- b) Type of school (*tick appropriately*)
- i. National/County/CDF/District/Priv. Boys [   ] Girls [   ] Mixed [   ]
- ii. Day Boys [   ] Girls [   ] Mixed [   ]
- iii. Boarding Boys [   ] Girls [   ] Mixed [   ]
- iv. Full & Day boarding Boys [   ] Girls [   ] Mixed [   ]
- d) Sponsor of the School: .....
3. Class (Form) of Student (*tick appropriately*)
- i) Form 1 [   ]
- ii) Form 2 [   ]
- iii) Form 3 [   ]
- iv) Form 4 [   ]
- v) Others... (Specify).....
4. Length of stay in the school (Yrs/Mnths) [      ]
5. Length of stay in any other school [      ]
6. Reasons for changing schools (*Specify*).....  
.....
7. School Motto: .....
8. School Mission.....
9. School Vision.....

10. Does your School have a Daily School Routine? [ ]

11. Is the School routine followed by all students: [ ]

12. Do you have a copy of School Rules?

13. Who formulated the School Rules?

14. State the challenges a student faces in following the school rules?.....

.....

15. Comment on the relationship between (*tick appropriately*) :

	Good	Fair	Poor
i. Teachers and Students	[ ]	[ ]	[ ]
ii. Student – Student	[ ]	[ ]	[ ]
iii. Student – Administration	[ ]	[ ]	[ ]
iv. Students – Students Council	[ ]	[ ]	[ ]
v. School – Community	[ ]	[ ]	[ ]

16. How do you communicate your issues to the Administration? (✓)

- i. Suggestion Box [ ]
- ii. Barazas [ ]
- iii. Student’s Council [ ]
- iv. Class teachers [ ]
- v. Deputy Principal [ ]
- vi. Principal [ ]

(*Tick most commonly used only*)

17. What is your target grade for KCSE?

18. Do you have a Personal timetable? Yes/No. [ ]

19. State your 2013 expected School Mean Score [ ]

20. Explain measures students have ensured towards achieving the Mean Score:

.....

.....

21. Physical Facilities:

a) No. of toilets for Boys	[   ]		Girls	[   ]
		<b>Adequate (√)</b>	<b>Inadequate (√)</b>	
b) No. of class rooms	[   ]	[   ]	[   ]	
c) No. of Laboratories	[   ]	[   ]	[   ]	
vii. Chemistry	[   ]	[   ]	[   ]	
viii. Physics	[   ]	[   ]	[   ]	
ix. Biology	[   ]	[   ]	[   ]	
x. Computer	[   ]	[   ]	[   ]	
xi. Hostels	[   ]	[   ]	[   ]	
xii. Libraries	[   ]	[   ]	[   ]	

22. State the conditions of the facilities stated:

<b>New</b>	<b>Old</b>	<b>Poor state</b>
[   ]	[   ]	[   ]

23. Identify all the co-curricular activities in the School which are common:

Type	Equipment		
	<b>Available</b>	<b>Inadequate</b>	<b>Adequate</b>
1.	[   ]	[   ]	[   ]
2.	[   ]	[   ]	[   ]
3.	[   ]	[   ]	[   ]
4.	[   ]	[   ]	[   ]
5.	[   ]	[   ]	[   ]
6.	[   ]	[   ]	[   ]

24. Instructional materials (√)

	<b>Adequate</b>	<b>Inadequate</b>	<b>Good Condition</b>	<b>Poor Condition</b>
1. Text books	[   ]	[   ]	[   ]	[   ]
2. Teaching/Learning materials	[   ]	[   ]	[   ]	[   ]

3. Reference materials [ ] [ ] [ ] [ ]

25. Do you have a formidable:

	Yes	No
i. Pastoral Care	[ ]	[ ]
ii. Guidance/Counseling	[ ]	[ ]
iii. Careers Department	[ ]	[ ]

26. Anything in your own opinion that is important for us to know in relation to:

i. Performance (Academic): .....

.....

ii. Discipline: .....

.....

iii. Any other (specify): .....

.....

.....

.....

.....

.....

.....

.....

.....

**Appendix 5**  
**Questionnaire for Support Staff**

3. Age [      ]

4. a) Gender Male [   ] Female [   ]

b) Type of school (*tick appropriately*)

i. National/County/CDF/District/Priv. Boys [   ] Girls [   ] Mixed [   ]

ii. Day Boys [   ] Girls [   ] Mixed [   ]

iii. Boarding Boys [   ] Girls [   ] Mixed [   ]

iv. Full & Day boarding Boys [   ] Girls [   ] Mixed [   ]

d) Sponsor of the School: .....

3. Highest level of your (*tick appropriately*)

i) Academic [   ]

ii) Professional [   ]

4. Length of stay in that Department [      ]

5. Length of service in that school [      ]

6. How do you value the school (*tick appropriately*)

Good Fair Poor

[   ] [   ] [   ]

Explain your answer: .....

.....

7. If given an opportunity to transfer service to another School/Department, would you accept/refuse? Give reasons for your answer.

.....  
.....

