

SCHOOL MANAGEMENT ON ACADEMIC PERFORMANCE
OF PUBLIC SECONDARY SCHOOLS IN RANGWE
DIVISION HOMA-BAY COUNTY, KENYA

BY

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DECLARATION

I Rabilo Otieno Alfred do hereby declare that this research report is my original work and has never been submitted to any higher institution of learning for any award.

APPROVAL

This research report has been done under my supervisor Mr. Tindi Sije and approved this report for submission to the faculty of education.

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DEDICATION

This work is dedicated to my parents Isaiah Rabilo, Phoebe Rabilo, my brothers' collince, Levis, Duncan, Ibrahim, and James also to may sisters Faith, Isha, Mercyline, Milka and Sharon

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DEFINATION OF TERMS

SCHOOL-a place where children go to be educated and to a particular subject or skills

MANAGEMENT—is the process of making a plan to a achieve some end or organizing
People and resources needed to carry out plan.

ACADEMIC-is classical and literacy rather than technical or vocational

PERFORMANCE- is how well or badly you do something

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LIST OF ABBREVIATIONS AND ACRONYMS

- U.S.A.I.D**—United State Agencies of International Development
- UNESCO**— United Nation of Education Social and Cultural Organization
- NGO's**----Non-Governmental Organization
- K.N.B.S**----Kenya National Bureau of Statistics
- T.S.C**-----Teachers Service Commission
- P.D.E**-----Provincial Director of Education
- D.E.O**----District Education Officer
- B.O.G**----Boards of Governors
- P.T.A**----Parents Teachers Association
- N.E.A**—Natural Education Association

ABSTRACT

Since the introduction of formal education, there has been steady growth in enrolment in secondary schools in Kenya. This in turn has raised concerns about the quality of education especially with respect to equity, access, relevance and efficiency of secondary education. This study sought to investigate school management on academic performance, students' achievement in numeracy of K.C.S.E was used as indicator of quality.

The study utilized survey design, purposive and stratified random sample of 20 secondary schools out of 40 secondary schools in Rangwe Division Homa Bay County. Teachers, B.O.G members, P.T.A members were purposefully selected while pupils and parents were sampled at random. Data was collected using questionnaires, interviews and observation. The study outcome showed that the education system was moving in the right pace and direction towards the attainment of the education goals, some deficiencies in achievement test scores, learning facilities and human resources factors were observed. From these findings, recommendations on ways of improving quality of secondary education in Kenya were formulated.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, objective of the study, research questions, hypothesis, scope of the study and significance of the study.

1.1 Background of the study

In 1647, only a few years after its first settlers came Massachusetts enacted a law which required each town to maintain a school. The school's formation and its means of financial support were left to the selectmen of the respective towns. Thus, it was that the early public's schools remained under the control of local city governments. The 1647 law even had a penalty of five pounds to be levied against communities failing to maintain public schools.

In 1826, that Massachusetts saw fit to change the method of management of local public schools. In that year a law was passed requiring that school committees be separated from the municipal authorities and simultaneously that the school governing body be given the right to take general charge of all public schools (James and Samuel 1968).

Developed and developing countries alike understand that providing basic education for all children is essential not only to their own economic growth and social stability but to the functioning of nations. Over the past decade, a concentrated global effort has been made to increase the number of children in school. In 1990, the world conference in Jomien Thailand, urged all nations of the world to adopt policies that would ensure universal basic education by year 2000.

Since Jomtien, considerable progress has been made in expanding the capacity of primary and secondary systems in all regions of the world and these countries

have made significant efforts to overcome the gender gap in access to education (Craig 2009).

USAID stated that the community schools are currently an important part of the educational landscape in sub-Saharan Africa and are frequently held up as successful educational interventions in developing countries trying to reach universal access to basic education and improve education quality. However, information on community schools in Africa is lacking. A few directions and even fewer syntheses of information on community schools in sub-Saharan Africa countries covered are Benin, Uganda, Chad and Kenya (UNESCO 2009).

In Kenya, history tells us that the missionaries were the main developers and providers for educational institutions they owned. They developed facilities and provided nearly all essential learning resources. These gave significantly more resources to sponsors. However, changes in the Education Act on schools seem to be causing some misunderstanding between community, teachers and the government.

The introduction of a universal education program in public schools by the Government in January 2003 raised total school enrolment from 5.99 million to 8.5 million which is a tremendous improvement so far. Students should be taught skills that are applicable to the life after school so that they develop problem-solving skills instead of memorizing for the sake of passing examinations.

In order to discuss seriously about education quality, it is important to be able to define it and measure it. Students who develop an even broader set of in-demand competencies, the ability to think about information, solve problems and create new products and processes. Satisfactory achievement of the basic learner achievement competencies throughout the formative years of learning in the education cycle will ensure excellence in academic achievement. School management (Economic survey 2009).

The Education Act, 1968 defines a manager as any persons responsible for the management and conduct of a school, and includes a Board. The Act, read together with the Teachers Service Commission Act, cap 212, confers extensive powers on the Minister of Education over the management and regulation of education in Kenya. The two acts give the minister extensive latitude to delegate his powers to Local authorities, District Education Boards or Boards of Governors appointed by the minister whereas primary schools are managed by school committees appointed by the local authorities. The boards and committees are responsible for the hire and remuneration of support and subordinate staff in public schools.

The boards also act as the custodians and trustees of the movable and immovable property of their respective schools. The principals and headmaster of these institutions serve as the secretaries and executives officers to the boards of governors or school committees.

The ministry of Education continues to employ archaic techniques in the administration of education institutions. The tools for the management and evaluation of public education institutions have remained static for a long time despite the rapid technological, socio-cultural and economic changes in the country. Management organs such as Boards of Governors are constituted so as to include representatives of the communities served by the school, persons representing any voluntary body which was the founder of the school or its successors, and any other persons or representatives of bodies or organization that, in the opinion of the Minister, should be included (Government of Kenya, 1980).

1.2 Statement of the problem

The education system in Kenya is largely examination oriented. The quality of education tends to be evaluated in terms of the number of students passing examination (Eshiwan, 1993). Researchers have realized that educators, general public and different bodies like Government, NGO's, and schools sponsors time

and again expressed concern over factors has to do with the organizational and schools management hence this study was set to be investigated on how school management affects the academic achievement of students among the selected schools in Rangwe division.

1.3 Purpose of the study

The purpose of the study is to investigate the relationship between school management and academic achievement. In this study, the management of school will consist of the school administration that is; principal, teachers, students, parents and the community.

1.4 Objectives of the study

- 1.4.1 To identify the relationship between teachers and students, teachers and parents, teachers and principal, school and community towards academic achievement.
- 1.4.2 To investigate the contribution of the school administration towards academic achievement.
- 1.4.3 To examine challenges face by school administration towards academic achievement.

1.5 Research questions

- 1.5.1 How is the relationship of teachers and students, teachers and parents, teachers and principal, school and community toward academic achievement?
- 1.5.2 What are the contributions of the school administration towards academic achievement?
- 1.5.3 What are the challenges faced by the school administration towards academic achievement?

1.6 Research hypothesis

- 1.6.1 There is a positive relationship between teachers and students, teachers and parents, teachers and principal, school and community towards academic achievement.
- 1.6.2 There are positive contributions of the school administration towards academic achievement.
- 1.6.3 There are some challenges faced by the school administration towards academic achievement

1.7 Scope of the study

Geographically, Homa Bay County is an administrative county in the Nyanza province of Kenya. Its capital town is Homa Bay. The county lies at an altitude of approximately 400 feet at 1330 meters above the sea level. The county is one of the least densely populated in the province, being ranked 9th position in the province. Educationally, Homa Bay County has both public and private primary and secondary schools. In addition, youth polytechnics, Farmers Training centre and medical training centre are also in the country. Primary enrolment rate is 75.5% and secondary rate of enrolment is 15.7% being 5th and 10th position in the province respectively (KNBS, 2009b)

Rangwe division is one of the divisions within the Homa Bay County. It is in the eastern side from Homa Bay town. Its climatic condition is semi-arid and it has two rainy seasons; long rains fall between the month of March and May while the short rains fall between the month of September and November with approximately measurements of 1180mm. its temperature falls between 26-28co. the major activities includes; pineapple farming, groundnut farming, millet and maize farming. Contentwise, this study was limited to investigate the

relationship between school management on academic achievement. In this study, the relationship between teachers and students, teachers and parents, teachers and principal, school and community, contributions of school administration and challenges faced by school administration towards academic achievement was to be determined(KNBS,2009b)

1.8 Significance of the study

It is hoped that the study will be useful for both the public and private schools administration to establish proper management and improvement of academic achievement. The study is also expected to improve practice of school administration; that is, school principal, teachers and community to delegate responsibilities to ease the school management. Policy makers such as the Ministry of Education, T.S.C, P.D,.D.E.O) and zonal inspectors will also find the study useful because the results generated by this research will be used when making educational policies directed towards the schools management and on ways of improving quality of education in Kenya.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher reviews literature related to school management and academic performance of public schools. The review is conceptualized under the objectives of the study and focuses mainly on the relationship of teachers and students, teachers and parents, teachers and principals, teachers and school and community, contribution of the school administration towards academic achievement and challenges faced by school administration towards academic performance.

2.1 Theoretical framework.

The study will be guided by the structural functionalism theory by Parsons (1991). According to this theory, formal organizations consist of many groupings of different individuals, all working together harmoniously towards a common goal. It argues that most organizations are large and complex social units consisting of many interacting sub-units which are sometimes in harmony but more often than not they are in diametric opposition to each other. Functionalism is concerned with the concept of order, formal work in organizations and in particular how order seems to prevail in both systems and society irrespective of the changes in personnel which constantly takes place.

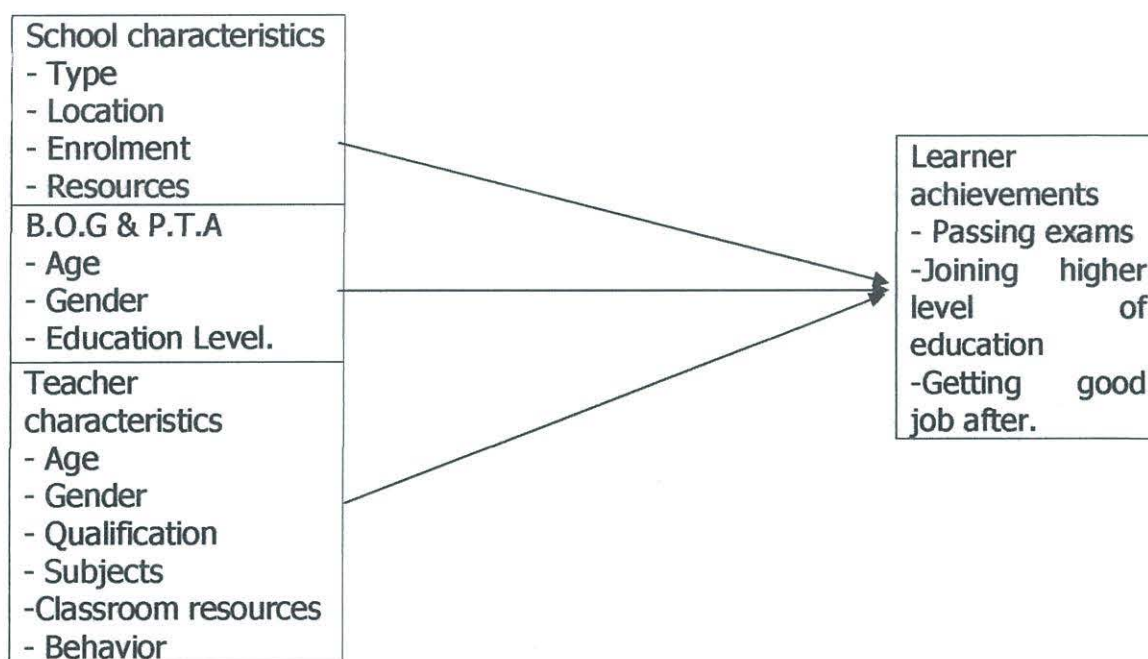
The theory seeks to understand the relationship between the parts and the whole system in an organization and in particular identify how stability is for the most part achieved from an analysis of the perceived conflicts of interest amongst groups of workers. In this case the parents, Teachers, sponsors, and the ministry. However, it is crucial to take into account conflicts of interest and differing value-basis in order to understand the organizations. The theory thus appropriately explains some conflicts in the management of public schools in Kenya. The school as a social system has within it a series of sub-systems which

interact with each other and the environment such school sub-systems includes community, teachers, B.O.G, P.T.A, students, support staff and the government. Their interactions should be harmonious for effective achievement of educational goals.

2.2 CONCEPTUAL FRAMEWORK

Categories of variables were hypothesized to directly influencing performance at the school-level. These were school characteristics, Boards of Governors and Parents Teachers Association and Teachers characteristics.

Figure 2.1.1 Conceptual framework of the study showing the relationship of school management on academic performance.



Source Researcher made

School refers to a place where children go to be educated or all the children or students and the teachers. In addition, it is a place where people go to learn a particular subject or skills. (Oxford Advanced Learners Dictionary 6th Edition).

According to Ferguson (1978) defines school as the building or group of buildings in which formed instructions are given. The definition of the school adopted in this study is a place where children go to be educated. In this study school will be characterized by students, teachers, type location, enrolment and resources. Management can be defined simply as the process of making a plan to achieve same end or organizing the people and resources needed to carry out the plan, encouraging the helping workers who will be a need to perform the component tasks and then evaluating the results (Judith, 1983).

According to Jonas (1990) defined management as getting work done through others to accomplish tasks that help fulfill organizational objectives as efficiently as possible.

Ferguson (1978) defined management as the act, art or manner of managing, controlling or conducting or as the skillful use of means to accomplish a purpose. The definition of the management adopted in this study is the process of making a plan to achieve some end or organizing the people and resources needed to carry out the plan, encouraging the helping workers who will be asked to perform the component tasks and then evaluating the results. The management will be characterized by students, teachers, B.O.G and P.T.A.

Academic is classical and literacy rather than technical or vocational (J.G, 1978). According to the definition from Oxford Advanced Learners Dictionary, 6th Edition, Academic is the study in school, act of reading and studying rather than practical or technical skills. The definition of the academic adopted in this study is the studying in school. Academic will be characterized by reading and studying a lot.

Performance is defined as how well or badly you do something (Oxford Advanced Learners Dictionary, the 6th Edition)

According to Webster (1978) defined performance as something performed. The definition of the performance adopted in this study is how well or badly you do something. Performance will be characterized by reading and studying a lot,

passing examinations such that students being in a position to join higher level of education.

2.3 Related literature

The beginnings of the research for management can be traced back to the 1970s when the American Management Association (AMA) launched a project based on observation and analysis of 1,800 management jobs. (Hayes, 1979). In the field of education the growing recognition of the crucial importance of good management practices in school was dramatically strengthened by the impact of local management of schools imposed by the 1988 Education Reform Act (Morgan, 1988)

According to Joel (2004) many states require individual public schools to have some form of site – based management. The goal is to increase teacher, parent and community involvement in school governance. It is believed that this participation will improve the quality of individual schools. Ideally, site – based management involve school administration, teachers and community members in decision making, making the school budget, curriculum and school activities. A survey conducted in the 1990s found that 56% of the schools in the United States had some form of site – based management. Site – based management is a means of strengthening the leadership role of teachers – student's relationship, where teacher involvement is actually essential to the health of school: Participation on site – based management teams provides teachers until the opportunity to influence decisions making.

According to Wasanga (2000) paper presented during the 36th Annual Conference in Bangkok, Thailand, stated that satisfactory achievement of the basic learner achievement competencies/skills throughout the formative years of learning of a student in any education cycle will ensure excellence in a students' academic performance with all the other variables being as expected. The major determinants of academic performance include school management factors.

2.4 Relationship of school administration

Suppe (1999) defined administration as the guidance, leadership and control of the efforts of a group of individuals towards some common goal. According to this definition the essence of administration is the ability of the administrator to plan large projects well together for an organization for its accomplishment, keep the organization functioning smoothly and efficiently and achieve the agreed upon objectives well within the allotment of the personnel, time and resources available and without doing all the himself.

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James (1986) however stated that if the teacher alone makes his contribution and the parents do not play their part, the education will be incomplete. For the teachers, a child is one of a large number of students in his/her class. To the parents, the child is part of their self and their future hope. The estimate of a child's ability, faults and behavior by teachers and parents often differ widely. It is only when the two come together and there is a perfect understanding between the parents and the teachers that the educational development of the child can be understood in the correct perspective. Parent-teacher co-operation is thus based on bilateral understanding of a triangular relationship. The parties concerned are the parents, the teacher and the child. The understanding is to centre round the growing personality of the child. A wise parent and a wiser teacher should try to understand each other's efforts, so that the education of the child may form a whole organic. The teacher on his side should understand how immensely his own immediate aims are furthered by the whole-hearted sympathy of parents; the parents on the other hand should try to understand the limitations of the school. The results of general studies have indicated that the progress of a child in the school is more closely co-related with factors in the home environment than with his intelligence. Parents in fact, are not only the first companions but also the first teachers of the children.

It is true that upon that the principal of the school rests the chief responsibility of organization and administration and that the tone and efficiency of the a school

depend largely on his personality and professional competence; but living as we do in a climate of radically democratic opinion, it is important for the administration to realize and to act upon the realization that principals are "head teachers", that many teachers are as well-qualified as experienced and as capable as their principal are and hence they must be given a positive say in matters of the school policy. The principal should remember the wise statement of Ronald Gould: "No qualify education is possible without good personal relationships. When teachers are treated as allies and colleagues are consulted and given responsibility they respond and better teaching result. If on the other hand, teachers are given no effective power, the truth of Adlia Stevenson's axiom becomes apparent, power corrupts, but lack of power corrupts absolutely".(James,1989)

The relationship must be democratic. Teachers need to be given a much bigger share in the actual day-to-day administration of the school and the principal should strive to establish true rapport within the staff through informal and formal, individual and group consultation and conferences. There should be frequent staff meetings of the whole staff or section of the staff, at which there is full and frank discussion and two-way traffics of ideas on all matters pertaining to the welfare of the school.

Samuel (1968) stated that teachers should try to have perfect understanding with the principal. He may have difference of opinion on the same point but once the decisions have been in the interest have been covered at, it is obligatory on how to carry out these decisions in the interest of smooth functioning of the administration. There must exist happy friendly relations between the teacher and the principal any form of hostility and the feeling is bound to affect adversely the tone of administration.

School's relationship to the community can be compared to two concentric circles. The first and the smaller circle is home; the second and the larger circle

is community, school's report with tasks before the school today is to establish two-way traffic between the school and the community, school's report with life outside the school is a must for good education otherwise educations will be anaemic, universal, unable to make any abiding impart as the mind and character of children. As social purposes change, as the techniques of production develops, as knowledge advances, as the meaning of culture deepens, the life of the community is powerfully influenced by these factors (James, 1968)

If the school is not able to keep pace with these changes and does not adjust its programs to them, it becomes an outdated, backward looking agency. If the school is to know and understand adequately their pupils, it needs to know the nature of the community from which the child comes, because this determines very largely the kind of a child he/she is. The teachers also need to know the educational influences which are operating simultaneously with those experiences in consideration of and sometimes starting with those experiences the child has had elsewhere. The attitude, desires and general value systems of the people of a given community are important in working with the motivation of the child in his school work. In some communities, children are strongly motivated towards school achievement. In other communities, the child feels that school achievement makes very little differences in his life. A teacher who ignores the kinds of backgrounds from which his pupils come from may finds himself completely lacking in understanding of them Samuel, 1968)

A good student and teacher relationship is a sharing relationship of something unique that no one else may experience in quite the same way. The student experiences and acceptance of ideas and contributions that may be unequalled in previous life experience. It has been shown that "student relationship with the teacher is regarded by most students as the most important aspect of the quality of their graduate experience.

Epstein (1995) stated that research has shown that by involvement parents in their children's schooling, students will achieve higher academic achievement. If

these children live in an academically stimulating environment then their mount of learning will increases. Former president Bush, in America 2000, mentioned that America parents are an important component of their children's academic future success (US Department of education, 1999).

However, Guepet (2002) found out that when parents are involved, students stay longer in schools, then dropout rates decline and their problems in schools are a serious problems and approximately a teacher's classroom time is spent on activities unrelated with instructional activities which mostly deal with discipline problems.

According to Pump and Harvey (1995), school administrators and teachers often have little interaction with parents or view the relationship as not a priority. This should not happen, school should be more productive in building relationship with parents of all issues appear in school, when one is considered as a new program held by the school or their children's development report should be brought to discussion. The school should take advantage on parent relationship. Parents Teacher Association becomes intermediary between parents and the school. Parents involvement also include assistance in management and administration together with the improvement on performance on students curriculum field, co- curriculum, welfare and discipline also contribute in increasing the school's physical development that aims to provide better physical facilities for conducive learning environment. According to Mohamad (2007) also said that school should have a close and strong bond with parents in order to ensure excellence in the national education system.

Quality and effective networking between the school and parents become a determinant to the excellent of the school. Alimuddin (2000b) believes that parents and school networking play a vital role which can make the school excel and successful. The school should find many approaches which can be used to

bind the relationship and consequently cooperate with parents. As Khairulariniza (2007) believes that the mission to develop and excellent human capital is not only placed on the shoulder of the government, but also should be the responsibility of parents.

Parent journal of (1978) indicated that parents involvement has key role in working together, parents and staff help students achieve their learning goals. Materials and booklets with helpful hints are provided so that parents may use them at home with their children. It is important to concentrate all efforts and finds on meeting the needs of students by improving academic achievement through supplementary instruction and providing a parent involvement program for parent.

2.5 Contribution of the school administration towards academic achievement

According to Ben (1980) found out that school administration contributed the following towards academic achievement;

2.2.1 Improvement of goals and objectives; this approach to improving instruction may well involve working with the parents, staff and students to secure changes in the school's instructional priorities. While staff members will undoubtedly gain new knowledge and understanding as a result of working to change goals and objective, the key outcomes tend to be substantially different. Changes in public perception, changes in students expectations of themselves changes in contact emphasize in classroom.

2.2.2 Improvement of educational resources; the resources provided for use in facilitating instruction can substantially and directly improve learning

opportunities for students. The use of funds for instructional improvement hardly needs to be illustrated. If money permits providing fieldstrips, visiting lectures, teacher aid or other instructionally useful resources to be increased, there is at least some chance that students' opportunities too, will be enhanced. The wealth of human talent available through parents, students and citizens has long been recognized but only nominally exploited. Peer tutoring, work-study programs, parents' involvement, citizen advisory groups and cooperatives vocational programs are but a few of the numerous examples of effort to utilize available resources more fully, when skillfully used and properly coordinated, considerable increases in numbers and varieties of people functioning within the school operation can be attained. However, the potential for change-for-improvement-is especially that of more people to serve students better.

Teaching in most schools and colleges is only gradually developing so instructional tools should be upgraded by the administration Beisat (1968). The tools of newly all classrooms a century ago would be extremely few and simple- a book or two, a slate, paper and little more. Two generation ago the motion picture, the library and the laboratory were added. The opportunities for improving instruction by improving the available tools for teaching and learning continued.

Improving working conditions; the condition under which the teaching/learning process is directed has many facets. The physical conditions usually receive the most attention, but other conditions may be more important. Industrial operations have long attended to breaks lighting, music, leave and other working condition to improve moral to assure peak productive efficiency among workers. Morale in the school setting is also important and it extends well beyond teacher morale to students and parents a like. Many aspects of working condition involve

provision for basic human needs; a place to rest and relax during off periods, toilet and first aid facilities close at hand, clean and adequate for both emergence and normal uses yet schools and colleges often neglect to provide for the simplest of agreeable working condition from both a humane and an efficiency point of view (Beisat, 1968).

Staff development; the focus on school operations is important in giving emphasis to the context within which the staff works; the purpose towards which they direct their energies and talents and the relationships among staff development. Within this framework, two distinct aspects of staff development are suggested. One aspect of staff development is referred to as "staffing" because it involves an array of endeavors that determines who serves, where and when. The performances of individual staff members tend to be most responsive to change and improvement (Ben, 1980).

2.6 Challenges faced by school administration towards academic performance.

Historical perspectives reveal that the culturally different have been the recipients of cruel and inhumane treatment. Just a few examples include tribe and discrimination in education. During the 1990s and 21s, educators will be challenged to mold a more humane and equitable society by providing education programs that teach respect for tribe, differences, address the need for positive tribe identities and respond and respond with decisive actions to the often disastrous effects of tribe and stereotyping.

The social, political and economic forces that impinge on the school organization are not all state and national. However, local administrators also face a number of challenges that are exclusively local in nature, such as bond referenda, difficult school boards, and teacher unions. These political issues can at times

confound state-mandate policies. For example principal often face mandated programs that do not meet changing demographics of their student population. Teachers are often bound by union contracts that conflict with the norms of their particular schools. Zero tolerance policies may require expelling a student even though it may not be in the interest of the students miss school for an extended period of time, and education leaders are faced with ongoing pressure to show good school results (Abdul 2007).

Gollnick (1986) stated that the challenge for educators in multicultural situation is to understand ethnocentrism, to recognize its changes and to respond appropriately. For example, ethnocentrism can be perpetuated in textbooks and other instructional material in subtle ways that educators may find difficult to recognize. Another challenge is to attempt to convince children and adolescents to realize that, while their cultural beliefs are right in their perceptions, other cultures also consider their beliefs to be right. Convincing learners of the ethnocentrism and teaching them to perceive others cultural differences and beliefs in a more positive light may be a major understanding, especially since the educator may have been taught or encouraged by the learners' family Chinn (1986).

The educator's challenge is to view students as different and unique individuals, rather than as a homogeneous group. As Decosta (1984) suggested that educators often assume too much similarity among learners; "They (teachers) have some to see the classroom as a homogenous group assuming sameness or similarity in all children's social, economic and ethnic backgrounds" and consider learners from culturally diverse backgrounds. Culturally diverse individuals need to be able to clarify personal attitudes towards their cultural and ethnic backgrounds.

For many teachers and other staff members joining ranks is their first sustained contact with members of another culture and they may enter the situation not only lacking in knowledge but also do further harm to racial relations. Teachers and other staff members in these situations should confront their own fears and learn to discuss race and other issues openly Sleeter (1990).

Promotion of pupils; promotion of pupils /students is one of the most problems confronting teachers and administrators. The effects of promotion upon the child and home are lasting and may be for good or evil. A failure may be the turning point in a pupil's life. It may cause him to take the opposite attitude, the philosophy the administrators have affects their thinking on upon the organizations, the administrators and the curriculum carried on the school system (Sleeter,1990).

According to a recent N.E.A,1993 teacher opinion poll,90% of the teachers maintain that student misbehaviors interferes with the teaching and nearly 25% claim that it greatly interferes. The same poll revealed that approximately 100,000 teachers suffer personal attack from students annually, most often in front of other students in the classroom.

The problem of discipline is persistent especially in inner-city schools, because many students lack inner control and other are unwilling to defer to teacher authority, many teachers lack systematic methods for dealing with discipline problems and many school administrators do not provide adequate support for teachers. According to the same N.E.A,1993 polls the four major reasons the public gives for disciplinary problem in the nationwide are parent's failure to discipline youth in the home (84%), increase use of drugs and alcohol (83%), break up of traditional family values (72%) and school's lack authority to deal with the problem (67%).

Allan (1995) stated that in order to teach, you must be able to manage your students. No matter how much potential you have as a teacher, if you are unable to control the students in your school, little learning will take place. School management is an integral part of teaching and techniques of managing students both can and must be acquired by the teacher. Inadequate school management and discipline are widely considered by the public to be the major educational problem, even though the media have centered on school basing, school financial, declining test scores and student drugs. In annual Gallup polls in education, taken among parents since 1969, school management or lack of it, is listed as the number one, two or three school problem each year for the last 20 out of 25 years.

Another critical challenge relates to teacher availability. Secondary school teacher distribution in Rangwe Division has not been equitable with critical shortages showing in key subjects such as English, Mathematics, Kiswahili, Physics, Commerce, Agriculture and CRE. Due to the rapid growth of the primary sub-sectors, total enrolment in secondary schools is projected to grow and so more teachers are needed (Ministry of Education, 2006-2011).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology the researcher employed in his study, that is, research design, area and population of the study, sample selection and size, instruments of data collection, data collection procedure, reliability and validity of data, data analysis and ethical consideration.

3.1 Research design

The study employed descriptive survey design collects data at various variables as found in the system and deals with incidences and relationships (Verma, 2004). According to Kothari 2005, descriptive design describes the present status of a phenomenon, determining the nature of the prevailing conditions, particles, attitudes and seeking accurate descriptions.

3.2 Area and population of the study

The study was conducted in Rangwe division Homa-bay County. Rangwe division is one of the divisions in Homa Bay County with 40 secondary schools, 21,500 students, 650 teachers and 40 principals.

3.3 Sample selection and size

The researcher used purposive and stratified samples. The sample size for this particular study composed 20 parents, 41 teachers, 20 students, 10 members of Boards and 10 members of Parents Teachers Association. According to Sudman (1976) suggested that a minimum of 100 elements is needed for each major group or subgroup in the sample and for each minor subgroup, a sample of 20 to 50 elements is necessary.

3.4 Instruments of data collection

The researcher used questionnaires and interviews forms as research instrument. According to Fink and Kosecoff (1998), the questionnaire method is meaningful because the information needed could be easily acquired directly from the sample. Interview method supported the design. Questionnaires was given to the following; teachers, B.O.G, P.T.A and students. An interviews schedule was conducted to parents. Local and English language will be used as a means of communication.

3.5 Data collection procedure and administration of the instrument

Introduction letter was obtained from the faculty of Education K.I.U introducing the researcher to the relevant authorities. Once permission was granted the researcher administered questionnaires in person to the respondent, for the purpose of distributing and retrieval of completed questionnaires and scheduled for interview. In this study there were two phases of data collection method. The first phase was the pilot study and the second phase was the real study. The research data and information were supplemented by material from textbooks and in-depth reviews of the available literature on the topic were taken into account.

3.6 Reliability and validity of data

To ensure validity and reliability, the researcher took a pilot study of questionnaire with the non-participating respondents. This was mainly concern whether the questionnaires contain a fair sample of items and adequate sample of items to measure the required characteristics in the study and eliminates measurement error such as difference in study in testing conditions, which may affect the test reliability. The questionnaire was designed and validated in its contents and face values (Cronbach, 1971)

3.7 Methods of data analysis

The study made considerable use of tables, histogram, pie charts and skewed distribution for the presentation and analysis of data. These techniques of analysis were appropriate because of the nature of the data, that is, both quantitative and qualitative and for testing for the significant relationship of the two variables. Standard textbook authors and researchers offer tested methods that allows studies to take full advantage of statistical measurements which in turn gave the researcher the upper hand in determining the correct relationship (Peers, 1996)

3.8 Ethical consideration

The researcher maintained the highest degree of professionalism when collecting data and confidential information kept confident.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

This chapter covers the analysis of data, interpretation and presentation. Using the generated frequency table, pie chart and other graphs to analyze all the questionnaires and interviews. It analyses the school management on academic performance of public secondary school.

4.1 PROFILE OF RESPONDENTS

A total of 100 respondents were selected. The tables below show respondents that were selected and their personal identification:

Table 1: Respondents by Age

AGE	FREQUENCY	PERCENTAGE
10 – 20	23	23%
21 – 30	20	20%
31 – 40	25	25%
41 – 50	16	16%
51 – 60	08	08%
61 and above	08	08%
TOTAL	100	100%

Source: Primary data

Table 2: Respondents by gender

GENDER	FREQUENCY	PERCENTAGE
MALE	60	60%
FEMALE	40	40%
TOTAL	100	100%

Source: Primary data

Table 3: Respondents by Level of Education

EDUCATIONAL LEVEL	FREQUENCY	PERCENTAGE
FORM ONE – FOUR	33	33%
ADVANCED LEVEL	12	12%
DIPLOMA	25	25%
DEGREE AND ABOVE	30	30%
TOTAL	100	100%

Source: Primary data

4.2 RESEARCH QUESTION ONE REVISITED

Respondents were asked if there is a positive relationship between teachers and students, teachers and parents, teachers and principal, school and community towards academic achievement.

Table 4.2.1 Students responses on relationship

	YES	NO	YES%	NO%
5. Do you have close academic relationship with your teacher?	18	02	90%	10%
6a. Do your teachers employ guidance and counseling to forestall your complaints?	13	07	65%	35%
b. Do you conduct student forum?	13	07	65%	35%
7a. Do your parents being involved in matters of your academic performance and enforcing discipline?	17	03	85%	15%
b. Are your teachers' role model to you in terms of attitudes and social relationship?	10	10	50%	50%

Source: Primary Source

Table 4.2.2 Teachers' responses on relationship

	YES	NO	%	%
6a. Is there any proper interaction among the members of B.O.G, P.T.A members and teachers in your school?	15	25	37.5%	62.5%
c. Is there perfect understanding between the teachers and parents in your school?	26	14	65%	35%
d. Do you allow parents to be actively involved in matters of student academic performance?	30	10	75%	25%

Source: Primary Data

Table 4.2.3 B.O.G and P.T.A responses on relationship

	YES	NO		
7a. Do you evaluate teacher's performance?	12	08	60%	40%
b. Do you have control and discipline of teachers in your school if a teacher committed offence contrary to the Teachers' Service Commission Act?	15	05	75%	25%
c. Is there any proper interaction of B.O.G, P.T.A members and teachers in your school?	13	07	65%	35%

Source: Primary Data

4.3 RESEARCH QUESTION TWO REVISITED

Respondents were asked, the contribution of the school administration towards academic achievement.

Students stated the following as the contributions of the school administration:

Table 4.3.1 Students Responses on the contribution of the school administration

	Contributions	Frequency	%
1.	By providing conducive environment	03	15%
2.	By involving of parents on students academic	03	15%
3.	By allowing students to conduct their forum	02	10%
4.	By organizing academic tours	03	15%
5.	By improving teaching and learning materials.	04	20%
6.	By offering remedial work to weak students	02	10%
7.	Early payment of school fees by the parents	03	15%
	TOTAL	20	100%

Source: Primary Data

Fig. 4.3.1.1: A graph showing students responses on contributions

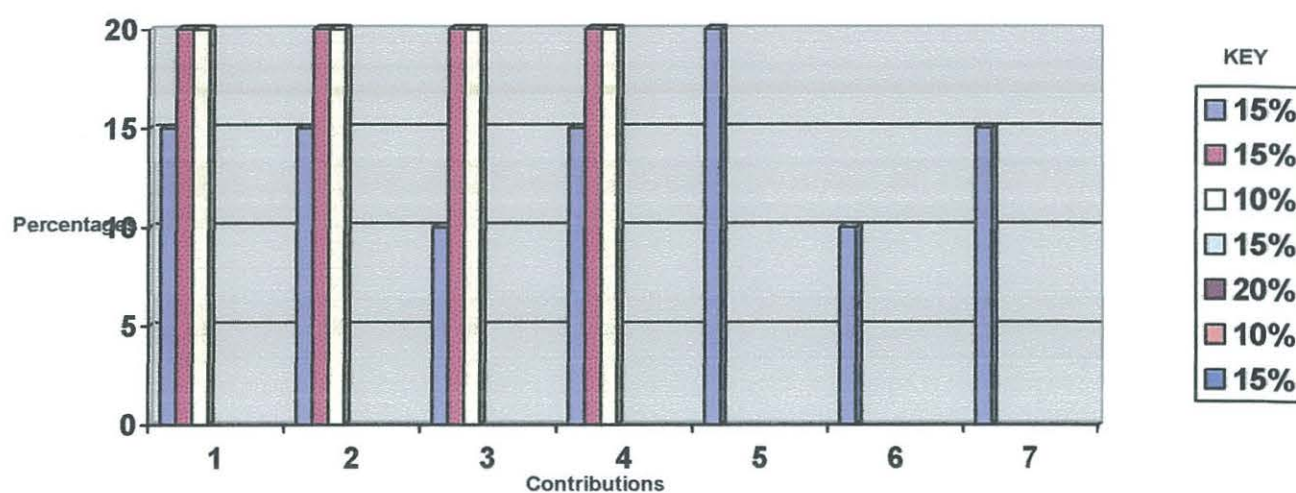


Table 4: 3: 2 Teaches responses on contribution

	Contributions	Frequency	%	0°
1.	Proper syllabus coverage	05	12.5%	45°
2.	Proper allocation of revision time	15	37.5%	135°
3.	By allowing parents in matters of students academic performance	10	25%	90°
4.	By organizing inter – school tests	05	12.5%	45°
5.	By organizing academic tours to students	05	12.5%	45°
	TOTAL	40	100%	

Source: Primary data

Fig: 4.3.2.1. Chart showing teachers responses on contributions

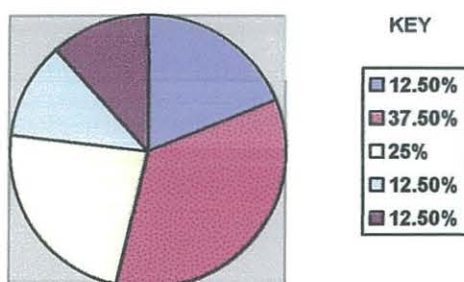


Table 4: 3: 3 P.T.A and B.O.G responses on contribution

	Contributions	Frequency.	%	
1.	Organizing academic tours to teachers	02	10%	
2.	Ensures better enumeration.	03	15%	
3.	Planned strategies are implemented	03	15%	
4.	Conducting text – books giving day in school	02	10%	
5.	Gives the direction for academic excellence	03	15%	
6.	Calls for parents, teachers unity	02	10%	
7.	Giving entice to the performed teacher and student after K.C.S.E results.	03	15%	
8.	Give teachers chances of doing remedial work.	02	10%	
	TOTAL	20	100%	

Source: Primary Data

4.4 RESEARCH QUESTION THREE REVISITED

Respondents were asked some of the challenges being faced by the school administration

Table 4: 4: 1 Students responses on challenges

	Contributions	Frequency	%
1.	Poor infrastructure	02	10%
2.	Lack of confidence to approach teachers	02	10%
3.	Discrimination among the students	02	10%
4.	Inadequate teachers	03	15%
5.	Inadequate of books in the school	03	15%
6.	No laboratory for practical	03	15%
7.	Unfavorable weather condition	01	05%
8.	Fees problem	02	10%
9.	Poor diet	01	05%
10.	Poor student motivation	01	05%
	TOTAL	20	100%

Source: Primary Data

Table 4.4.2 Teachers responses on challenges

	Contributions	Frequency	%
1.	Opposition by the parents	03	7.5%
2.	Un couth approach by the principal during problem – solving	01	2.5%
3.	Sometime opposition by the staff members	02	05%
4.	Poor relationship with the students	02	05%
5.	Low manpower	09	22.5%
6.	Poor management	11	27.5%
7.	Most students are not aggressive in class.	02	05%
8.	Few students are doing some subjects like Physics	02	05%
9.	Inadequate text – books in the school library.	08	20%
	Total	40	100%

Source: Primary Data

Table 4.4.3 P.T.A and B.O.G responses on challenges

	Contribution	Frequency	%
1.	Lack of co – ordination among the parties	03	15%
2.	Inadequate resources for goal achievement	03	15%
3.	Lack of transparency among the leaders	03	15%
4.	Lack of skilled member	02	10%
5.	Lack of teachers	04	20%
6.	Poor payment of school fees.	03	15%
7.	Frequent strikes by students	02	10%
	TOTAL	20	100%

Source: Primary Data

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 INTRODUCTION

This chapter presents discussions of findings, conclusion and recommendation of school management on academic performance of public secondary schools in Rangwe Division.

5.1 DISCUSSION OF FINDINGS

5.1.1 Discussion of respondents by gender:

The study covered a total of 100 respondents of whom 20 parents, 40 teachers, 20 students, 10 members of Boards and 10 members of Parents Teachers Association, 60 (60%) was male while 40 (40%) were female. This is a big disparity in terms of gender which is against the 70: 30 ratios stipulated by the Kenyan government.

5.1.2 Discussion of respondent by age:

It was established that the highest respondents were aged between 31 – 40 years while 50 years comprised about one fifth of the school Principal, B.O.G and P.T.A members which it is a worth rating that just less than 20% in the schools sampled.

5.1.3 Academic and Professional qualifications of respondents

The academic and professional qualifications are expected to influence quality of service delivery at the school level. From Table 3, ordinary level (33%), Advanced level (12%), Diploma (25%) and Degree Level and above (30%). From this study, Degree level falls with the bracket of teachers and principals and small percentage covered B.O.G and P.T.A Chairman. 33% for ordinary level and 12% for advanced level represents B.O.G and P.T.A members. The knowledge that respondents have seemingly enough affect academic

performance. The management they provide for the school and community, and the ongoing support in implementing successful school reforms.

The study therefore, confirmed the teachers in the sampled schools had the appropriate qualification and training to impart the required skills and achievement levels.

However, the study of reveal that school boards composed of members who do not posses managerial skills, expertise and experience are a major source of discontent among students and parents.

5.1.4 Years of Experience in School Management

The number of years is assured to be linked with the experience and skill in school management matters. While a third of teachers have been in the position for 10 years, P.T.A and B.O.G had scored in the sample school for over 10 years.

5.1.5 Relationship of School Administration

The findings show that there is positive relationship of school administration towards academic achievement. On student side, 90% agreed that there is a positive relationship with the school administration while 10% said no for the students who disagreed with the idea urge form ones and new students. The highest percentage 75% and 65% agreed that there is a positive tie with the community. This is agreement with the Karen (1984), who stated that parents and school play important roles to determine academic success among students. Most of the parents give priority to education and teachers' perception. In Rangwe, parental involvement in school was an important component to determine pupils' success, not just in terms of their social status or income.

According to the researcher, good and effective relationship between school and parents is determinant factors for the excellence of school. A quality involvement from parents in the school activities is an important component that could generate.

The findings was against the idea of some of the scholars like Hobbs (1975) who stated that at one time many schools regarded parents as a nuisance and many parents regarded schools as forbidden places in which they should have no legitimate interest. The view of "Let the experts do it", was prevalent among parents and was encouraged by schools (Schaefer, 1974)

The researcher found that the school and the community are the constituent units of the society. These different units need to have mutual co – operation in the manner of the individual and the society. If such a co – operation does not exist, the environment of the child can be vitiated and his personality would remain undeveloped and stunted. This was in agreement with John Demey (1980) who stated that school should represent the society.

5.1.6 Contribution of the School Administration

From the field, the researcher found out that there are a number of contributions. Teaches responses on contributions included proper syllabus coverage 05 (12.5%), which enable the students to develop full confident to handle the exam papers without fear especially to Form Four. 15(37.5%) stated proper allocation of revision time, this help to cater the individual differences such as the slow learners could also get humble opportunity to understand the concepts. 10 (25%) cited involving parents in matters of students academic performance as another contribution and organizing academic tours to students 05(12.5%) was a major contribution of the school administration.

A number of contributions were also cited by the members of B.O.G and P.T.A such as organizing academic forums to teachers 02 (10%) such that their equipped teachers with to that success. In addition, the ideal relationship between schools, administration and teachers is a complex one in large measure because the relationships must cover both hierarchical astringencies and egalitarian ones. Sometimes the administrator must serve that traditorial role of a supervisor while at other times to be most effective, he/she must serve the

role of a colleague and sometimes the administrator must be both things at once.

Concerning relationship between teachers and parents, the interaction with parents is to establish trust and rapport. Teachers need the parents support before introducing or attempting to introduce steps for change. According to Gordon (1974) stated that one way to develop trust is to listen actively encourage the parents to talk about the child first. In teaching, the teacher both affects the students and is in turn affected by the dynamics of the class. The teacher is aware that the core material needs to be taught, but has some flexibility and creativity in the actual process of teaching. This results was in line with the idea of Schmik (1983) who stated that there are sub system that influence the students and attempts to work with these systems to bring about change.

School and the society also play a major role in the management of schools and academic achievement. The researcher found out that school environment is one of the important areas that require the attention of the school administration. This was in agreement with (2008) found that schools with many social problems like violence, disorder, lack of discipline have lower levels of academic achievement. In a similar vain Bazron (2005) indicated that pupils better in environments that are Kitsantas (2004) suggested that the best school safety plan involve the active community including teachers , pupils, parents and academics. Enough knowledge for content delivery and management skills .03(15%) better remuneration as a contribution , this act as a motivator to the administration, 02(10%) including test – books giving day in school this help to add stock to the school library hence suitable for proper study, 02(10%) cited parents, teachers ,unity. This help in setting disagreement among them have created conducive environment for learning. Strong parent – teacher – child interaction in the early years of child's life not only to help later school achievements but also for other reasons. As many researchers are beginning to documents perhaps strengthening the parent – child relationship may become

the answer to the one of the teachers who was frustrated because they are not able to bring about the results they want from the children in their classrooms. Early payment of school fees by parents contribute extensively towards academic performance. This enables the school to achieve some of its goals and students too have time to do put more effort in study. These findings concur with Pich and Jones (1978) idea that stated that achievement starts and builds at home. From parents, children learn basic attitudes towards learning and develop the values that will later be infused into academic tasks. In order to maximize the learning process, it is necessary for schools to seek the aid of parents.

5.1.7 Challenges faced by school administration

The researcher found out from the field that there are a number of challenges. On students side, 02 (10%) stated poor infrastructure, most of the classrooms have pot holes dealing to dust, dilapidated dormitory, 02 (10%) cited lack of confidence to approach teachers, these were from one who joined the secondary level recently and some were also new students. 02 (10%) cited discrimination among the students, they stated that when it comes to some priority, then girls, that is a mixed school are given more consideration than boys 03(15%) faced inadequate of books in school, making students to rely on teachers' notes. 0(10%) being faced by school fees problem making some students to stay at home for even over a term. 01 (05%) cited poor diet and lack of motivation to students.

03 (7.5%) of teachers stated that they have faced opposition by the parents, some of the parents block teachers outside the school compound. Parents are very quick to blame the school administration when the things go wrong in school. 09 (22.5%) stated low manpower, the researcher realized that some subjects teachers are a few in number making the available teachers to overlap to other subjects they are not specialized in. 11 (27.5%) cited poor management, that is, principal and the B.O.G members are the sole controller of the school and teachers are not being given fair share in the administration.

08(20%) stated that the challenge they are facing was inadequate scholastic material to improve teaching and learning process.

For B.O.G and P.T.A, the major challenges are poor payment of school fees 03(15%), lack of teachers 04(20%), lack of transparency among the leaders 03 (15%), frequent strikes by students and lack of skilled member 02 (10%).

From the field the researcher realized that due to changes in family structure and values and to more under spread economic problems, children have been subject to an increase in stress. In every classroom, teachers are faced with children who demonstrate a wide variety of emotional, social, physical and academic problems. Divorce, unemployment, abuse, neglect, racism and changing schools can profoundly affect the social and emotional life of children and thus can seriously interfere with academic progress.

Protest over poor results shut school officials and sometime being forced to close a school. On the other hand, some students boycotted meals and marched even for 45 kilometers to the district education office demanding the removal of their headteacher and the board of governors. In addition, the researcher found that the managing committees of some secondary schools are usually constituted by big businessman who have nothing to do with education and they run the schools as a source of income due to lack of managerial skills.

5.2 RECOMMENDATION

The study made recommendation for policy makers to put interaction measures in place with a link to specific findings. The recommendations include:

5.2.1 The teacher professional training had an impact on academic performance; therefore, teachers need to upgrade their professional training as this may be one approach to improve students' academic performance.

5.2.2 Staff balancing exercises should be continued with a focus on schools in order to alleviate shortages. More teachers need to be recruited to address existing shortages.

5.2.3 There should be equitable recruitment and distribution of teachers by gender to ensure that students have role models to enhance learning in schools.

5.2.4 There should be positive attitudes and communication because they are essential to successful management and the achievement of the institution mission and the problem

5.2.5 It is necessary for the school to be close to the society. When the school is close to the society the individuals will be able to develop self-confidence and self-reliance because they will be equipped by the school with the society and its problem.

5.2.5 It is necessary for the guardians to be in touch with the school and the teachers. They should take an interest in the activities of the school because the school is unit of that very society of which they are members.

5.2.6 School should invite the guardian on special occasions and special occasions and the programme of school work should be explained to them.

5.2.7 Teachers should also pay occasional visits to the guardians and should discuss with them the problems and the difficulties of their words. This will make guardians take an interest in the school and the school will come closer to the study.

5.2.8 Governments should consider absorbing all trained teachers so as to ensure a smooth transition and adequate teacher succession in the coming years,

5.2.9 The Ministry of Education should also develop criteria for the appointment of members of boards of governors and create a common project monitoring and evaluation tool for managers of public schools

5.3 CONCLUSION

For a learner to have a competitive edge in the 21st Century, the school management reflects the required attributes of the future workforce: Independent thinkers, problems – solvers, innovative and proactive decision makers. This study is meant to supplement academic performance by providing a

systematic framework of monitoring of learner achievement of learners progress through the school system. From the study, the researcher concluded that there is positive relationship and positive contributions towards academic performance hence good management lead to good academic performance.

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APPENDICES

Appendix I

Questionnaire for teachers

Dear Sir/ Madam,

I am Rabilo Otieno Alfred a student at Kampala International University pursuing a bachelor degree in science with Education. I am doing a research paper which is a requirement for the award of the stated degree program. The study is about school management on academic performance of students in public secondary schools in Rangwe Division Homa – Bay County. The data acquired will be treated with a lot of confidentiality and I am kindly requesting you to render your assistance by answering these questions. I am looking forward to your positive response.

Thank you.

SECTION A (Personal Information)

Tick the most appropriate answer.

1. What is your gender?

A. Male () B. Female ()

2. What is your marital status?

A. Married () B. Single () C. Divorced () D. Widow/
Widower ()

3. What is your level of education?

A. Diploma () B. Degree () C. Masters and above ()

4. What is your working experience?

A. Below 5yrs () B. 6 – 10 yrs () C. 11 – 15yrs D. 16 – 20yrs E.
21yrs and above ()

5. What is your age group?

- A. 10 -20yrs () B. 21 – 30 yrs () C. 31 – 40yrs () D. 41 – 50yrs ()
 E. 51 – 60yrs () F. 60yrs and above ()

6. a. Is there any proper interaction among the members of Board of Governors, P.T.A members and teachers in your school?

YES () NO ()

b. Do your school B.O.G and P.T.A remunerate support staffs and sub – ordinate staff?

YES () NO ()

c. Is there perfect understanding between the teachers and parents in your school?

YES () NO ()

d. Do teachers being given bigger share in matters of the administration of the school?

YES () NO ()

e. In your own opinion, do teachers in your school have positive relationship with the school principal?.....

f. Do you allow parents to be actively involved in matters of student academic performance?

YES () NO ()

g. Which method do you employ to forestall complaints from your students in your school?.....

7. a. How do you allow parents to make a conscious effort and practical contribution to the management of the institution?.....

b. How do you improve educational goals and objectives in your schools?.....

c. How are your working conditions?

8. a. List down some of the challenges teachers are facing in your school?

- i.
- ii.
- iii.
- iv.
- v.

b. How can teachers, B.O.G, P.T.A, parents and students relationship be improved?

- i.
- ii.
- iii.
- iv.
- v.

Appendix II

Dear Sir/ Madam,

I am Rabilo Otieno Alfred a student at Kampala International University pursuing a bachelor degree in science with Education. I am doing a research paper which is a requirement for the award of the stated degree program. The study is about school management on academic performance of students in public secondary schools in Rangwe Division Homa – Bay County. The data acquired will be treated with a lot of confidentiality and I am kindly requesting you to render your assistance by answering these questions. I am looking forward to your positive response.

Thank you.

SECTION A (Personal Information)

Tick the most appropriate answer.

1. What is your gender?
A. Male () B. Female ()
2. What is your marital status?
A. Married () B. Single () C. Divorced () D. Widow/
Widower ()
3. What is your level of education?
A. Form Four () B. Advanced Level () C. Diploma ()
D. Degree and above ()
4. What is your profession?
A. A teacher () B. A businessman/Woman C. A doctor () D. A lawyer ()
If others specify.....
5. For how long have you been a member of B.O.G?
A. 5yrs () B. 10yrs () C. 15yrs () D. 20 yrs ()
6. What is your age group?

- A. 10 – 20 () B. 21 – 30 () C. 31 – 40 () D. 41 – 50
 E. 51 – 60
 F. 61 and above.

SECTION B

7. (a) Do you evaluate teacher's performance?

YES () NO ()

(b) Do you have control and discipline of teachers in your school if a teacher committed offence contrary to the Teacher Service Commission Act?

YES () NO ()

(c) Is there any proper interaction of B.O.G members and teachers in your school?

YES () NO ()

If NO why.....

(d) In your own opinion, why do must professionals opt to stay away from being B.O.G members?.....

(e) Is it true that most public secondary schools in Rangwe division are managed by old and unenergetic retirees semi – literate, business people or other semi – skilled non – professionals?

YES () NO ()

8. a. Do your members constitute representatives of the communities served by the school voluntary body which were the founder of the school?

YES () NO ()

b. How do you allow parents to make a conscious effort an practical contribution to the management of the institution?.....

c. Do you sometime conduct professional training in school management and leadership workshop to members of B.O.G?

YES () NO ()

d. How do Board members improve educational resources in their school?.....

e. How do B.O.G members improve staff development?
.....

f. List some of the contributions of the B.O.G towards academic achievement in their school?

a.

b.

c.

d.

e.

9. a. List down some of the challenges B.O.G members are facing in their school?

a.

b.

c.

d.

e.

b. How can teachers and B.O.G relationship be improved?.....

c. Do you elect or appoint the B.O.G members? And what is the criteria of conducting the exercise?.....

Appendix III

Questionnaire for P.T.A

Dear Sir/ Madam,

I am Rabilo Otieno Alfred a student at Kampala International University pursuing a bachelor degree in science with Education. I am doing a research paper which is a requirement for the award of the stated degree program. The study is about school management on academic performance of students in public secondary schools in Rangwe Division Homa – Bay County. The data acquired will be treated with a lot of confidentiality and I am kindly requesting you to render your assistance by answering these questions. I am looking forward to your positive response.

Thank you.

SECTION A (Personal Information)

Tick the most appropriate answer.

1. What is your gender?

A. Male () B. ()

2. What is your marital status?

A. Married () B. Single () C. Divorced () D. Widow/Widower

3. What is your level of education?

A. Form Four () B. Advanced Level () C. Diploma () D. Degree and above.

4. What is your profession?

A. A teacher () B. A businessman/ Woman () C. A doctor () D. A lawyer ()

If others specify.....

5. For how long have you been a member of P.T.A?

A. 5 yrs () B. 10 yrs () C. 15 yrs () D. 20 yrs ()

6. What is your age group?

A. 10 – 20 yrs () B. 21 – 30 yrs C. 31 – 40 D. 41 – 50 () E. 51 – 60 ()

F. 61 and above ()

7. a. Do you evaluate teacher's performance?

YES () NO ()

b. Is there any proper interaction of P.T.A members and teachers in your school?

YES () NO ()

c. In your own opinion, why do most professionals opt to stay away from being P.T.A members?.....

d. Is it true that most public secondary schools in Rangwe division are managed by old and unergetic retirees, semi-literate, business people or other semi-skilled non-professionals?

YES () NO ()

e. Do parents oppose school administration if they perceive it to be incompetent, opaque or uncountable?

YES () NO ()

8.a. Do your members constitute representatives of the communities served by The school, voluntary body which were the founder of the school?.....

b.How do you allow parents to make a conscious effort and practical contribution management of the institution?.....

C.Do you sometime conduct professional training in school management and Workshop to members of P.T.A?

YES () NO ()

d.How do P.T.A members improve educational resources and staff development in their school?.....

e. List some of the contributions of the P.T.A towards academic achievement in

their school?

- i.
- ii.
- iii.
- iv.
- v.

9. a. List down some of the challenges P.T.A members are facing in their school?

- i.
- ii.
- iii.
- iv.
- v.

b. How can teachers and P.T.A relationship be improved?.....

c. Do you elect or appoint the P.T.A members? And what are the criteria of conducting the exercise?.....

Appendix IV

Questionnaire for STUDENTS

Dear Sir/ Madam,

I am Rabilo Otieno Alfred a student at Kampala International University pursuing a bachelor degree in science with Education. I am doing a research paper which is a requirement for the award of the stated degree program. The study is about school management on academic performance of students in public secondary schools in Rangwe Division Homa – Bay County. The data acquired will be treated with a lot of confidentiality and I am kindly requesting you to render your assistance by answering these questions. I am looking forward to your positive response.

Thank you.

SECTION A (Personal information)

Tick the most appropriate answer

1. What is your gender?
A. Male () B. Female ()
2. Which form are you in?
A. Form one () B. Form Two () C. Form Three () D. Form Four ()
3. What is your age group?
A. 10 – 15yrs () B. 16 – 21 yrs C. 21 yrs and above ()

SECTION B

4. Do you have close academic relationship with your teachers?
YES () NO ()
5. a. Do your teachers employ guidance and counseling to forestall your complaints?
YES () NO ()
b. How many times per term do you conduct student forum?
A. None () B. Once () C. Twice D. Thrice and above ()

6. a Do your parents being involved in matters of your academic performance and Enforcing discipline?

YES () NO ()

b. Are your teacher's role model to you in terms of attitudes and social relationships?

YES () NO ()

c. Do you have adequate resources in terms of infrastructure, equipment, teaching and learning materials in your school?

YES () NO ()

8. a. How does teacher parents' relationship improve your academic performance?

.....

9. List down challenges you are facing in your school?

- a.
- b.
- c.
- d.
- e.