SCHOOL ADMINISTRATION AND ACADEMIC PERFORMANCE OF STUDENTS IN SELECTED SCHOOLS IN TRANS-NZOIA
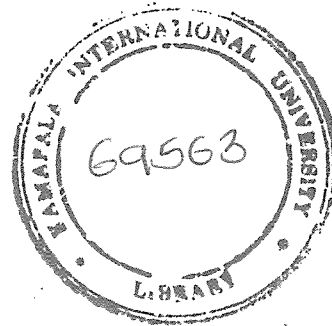
DISTRICT KENYA

BY

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A RESEARCH REPORT PRESENTED TO THE INSTITUTE OF OPEN
AND DISTANCE STUDIES IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE BACHELOR
OF EDUCATION (GUIDANCE AND COUNSELING)
OF KAMPALA INTERNATIONAL UNIVERSITY

NOVEMBER , 2008

DECLARATION

I, OBIRI V. ANNE declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistence.

Signature

OBIRI V. ANNE

DATE:

13TH August 2008

APPROVAL

This is to acknowledge that this Report has been under my supervision as a university supervisor and with my approval is now ready for submission to the academic board of Kampala International University for the award of a Bachelor Degree of Education (Guidance and Counseling.)

Supervisor ~~Nabuseta~~   **Signed**

Nabuseta Deborah Taligoola

Date ....14 / 08 / 08 ....

DEDICATION

This work is affectionately dedicated to my husband and children for their support patience and understanding during this period of study not forgetting all those who constantly wished me success.

ACKNOWLEDGEMENT

My gratitude first goes to God who has given me the strength and courage to undertake this research.

I also owe a lot of appreciation to all those who assisted me in carrying out this research. I am grateful to my supervisor Mrs Taligoola Debra Nabutesa who tirelessly went through my work and inspired me to dig deeper into the core of the matter. Her kind criticism, patience and understanding, assisted me a great deal.

I am indebted to my friends who gave me encouragement in time of difficulties. Thanks also go to all those lecturers who impacted professionalism into my work.

I wish to thank my family for their love, financial support and inspiration during my stay in Kampala International University (K.I.U).

Finally, I would like to thank all my respondents and those within a short notice without which this work would not have been possible.

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ABSTRACT

The purpose of this study was to determine the relationship between school management and students performance in the selected schools of Transzoia District Kenya. The specific objectives of the study were to find out the relationship between administration structure and student performance, to find out the relationship between rules and regulations and student performance and to find out the relationship between Examinations and student performance.The methods used for data collection was questionnaires to the staff members of the schools involved in the study. In chapter four, the findings were presented and interpreted in relation to the study objectives and research questions. While linking to the existing literature, results included demographic characteristics, frequency and percentages. Based on the findings it was observed that there is significant relationship between school management and academic performance of students. In chapter five, development of solutions to the problem, summary of the findings and conclusions were attempted. The findings suggested recommendations on areas pertaining to the provision of facilities at school in order to ensure a better management of schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The development of education, to fight ignorance and enhance economic growth, is one of the major priorities the Government of Kenya (GoK) had immediately after independence in 1963. The Sessional Paper No. 10 of 1965 on African Socialism and its Application to Planning in Kenya set a policy and pace for fighting illiteracy, ignorance and poverty in the country (GoK, 1965).

Since then, the education sector has been subjected to more than ten reviews by state funded special commissions and working parties. The major reviews include: The 1964 Ominde Commission; the 1976 Gachathi Report; the 1981 Presidential Working Party on the Establishment of the Second Public University; the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond; and the 1998 Master Plan on Education and Training Task Force (GoK, 1964; 1976; 1981; 1988; 1998).

These reviews indicate the extent to which the government and other stakeholders have gone in search for a policy framework and laying strategies to make education serve the nation and meet the country's development needs.

Despite the efforts by government to make education apriority some school administration especially those managing a problem to keep up to ·date with the new developments in the education sector because of the challenges they face in the management of there schools. It's upon such a back ground that this study will be undertaken.

1.2 Problem Statement

School management based on coercion and behavior control is linked to retaliatory behavior disruptions leading to conflict, Punishment, and substandard academic achievement. Classroom management based on democratic, humanistic processes is linked with greater student participation, cooperation, and motivation to achieve academically. High schools are routinely managed by teacher control and student compliance models. Further research that supports the use of a democratic school management paradigm could help educators to understand the potential link with academic achievement.

1.3 Objectives of the study

1.3.1 General: The objective of this study was to access the relationship between school administration and student's academic performance in the selected schools of Transzoia District Kenya.

1.3.2 Specific:

1. Find out the relationship between administration structure and students' academic performance

2. Find out the relationship between rules and regulations and students' academic performance

3. Determine the relationship between punishment and students' academic performance.

4. Find out the relationship between Examinations and students' academic performance.

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1.4 Research Questions

1. Find out the relationship between administration structure and students' academic performance

2. What is the relationship between rules and regulations and sitting of the class and students' academic performance?

3. What is the relationship between punishment and students' academic performance?

4. What is the relationship between Examinations and students' academic performance?

1.4 Significance of the study

The school management will be sensitized on the development of supervisory strategies, which include quality development geared towards the attainment of the goals and purposes of education.

It will provide information to policy makers in the education ministry, administration of schools; teachers, parents and other stakeholders who will enable them make improvements in education service delivery.

It will help students together with their parents to identify mean of improving upon academic performance.

It will also contribute to the existing literature about better education service delivery and provoke further research in this field.

CHAPTER TWO

REVIEW OF THE RELATED LITERETURE

2.0 Introduction

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study. It is guided by the objectives of the study outlined in chapter one

2.1 School Management and academic performance.

School management first became a popular topic in education during the 1970's and 1980's, (Tavares, 1996 and Butchart, 1995). The focus in these early years was primarily on behavior management, used to control and shape students' behavior to conform to school rules. Consequences, rewards and punishment were used to guide students to conform to the rules chosen by the classroom teacher. Classroom management using an authoritarian or punitive approach did repress disorderly behavior, but it did not foster student growth or allow the acquisition of more sophisticated modes of learning, such as critical thinking and reflection (Jones, 1995).

In the 1990's, a new paradigm of classroom management emerged, based on the democratic process, humanism, and consideration for diversity. Classroom management developed beyond a set of educational techniques to become ",...a complex process in which an environment is constructed in an ongoing, reciprocal manner," (Adler, 1996, p.34). This process included dialogue between teachers and students, reflection on past and current experiences, and looking at how one's behavior affected others in the environment (Schneider, 1996). Rules were mutually agreed upon by the entire class, making them socially valid to the students

which provided structure, and helped to develop a productive classroom environment (McGinnis, 1995).

Classroom management in high schools often lagged behind strategies used in elementary school classrooms. All too often, classroom management systems built on trust, caring, and support in the lower grades were replaced with compliance and obedience systems once a student entered high school, (Freiberg, 1995). Even in the 1990's, the majority of high school classrooms have been managed by models of teacher control and student obedience.

Sheets and Gay (1996), described the widespread discipline problems and disruptive behaviors common in high school classrooms. Overcrowded classrooms, made up of diverse groups of students of varying ethnicity and socioeconomic characteristics, showed extreme levels of disruptions. Canter (1997) estimated that high school teachers spent thirty to fifty percent of their in-class time handling behavior problems. Most of these problems were relatively minor disruptions which originated in the classroom, and were often interpersonal in nature. The disruptive student might ",....challenge teacher authority, interrupt, talk out of turn, respond loudly, argue, react emotionally, or socialize in class, (Sheets and Gay,1996, p.86)

Silencing and control of the student's behavior have routinely been used to deal with disruptive situations by removing students from the class, along with verbal reprimands, intimation, or demands for compliance. High school students often reacted to the teachers' attempts at behavior management by responding aggressively, or by employing silence and absence strategies. The student often withdrew from classroom discussions, neglected their assignments, cut class, were truant which usually led to suspension or even expulsion from the school. These

subsequent behaviors inevidently led to low academic achievement, and feelings of powerlessness and helplessness in the student.

To break this cycle of teacher control and student compliance patterns, a proactive classroom management process was adopted by some teachers, (McGinnis, 1995). The proactive process focused on fostering student involvement and cooperation in decision-making, setting ground rules, and problem-solving to establish a productive learning environment. Involved students appreciated the classroom environment when they felt accepted as individuals with unique differences and worthwhile opinions. Classroom management which was culturally responsive, and based on developing connectedness and community fostered more class participation, self-discipline, and higher expectations by both the students and the teacher. Teachers who managed democratic, cooperative classrooms enjoyed students who were more involved, responsible, and academically successful, (Evans, 1996, and Freiberg, 1995)

Freiberg, (1995) described multiple studies done in Texan schools ranging from kindergarten to grade 12 (with a total of more than 10,000 students) that incorporated democratic, caring classroom management strategies. These schools had forty to sixty percent less discipline referrals to the principal's office, and the students made statistically significant gains in achievement, even winning awards for the first time, for academic excellence. Democratic classroom management was viewed as a positive process, affirmed the students ' individuality, set mutual realistic classroom limits and guidelines, and built cooperation without using coercion (Chemlynski, 1996). A democratic social environment in the classroom gave the students the opportunity to pursue academic goals and to create mutually agreed upon standards for academic and behavioral performance (Wentzel, 1989).

The literature seems to suggest that democratic, humanistic classroom management fosters higher academic achievement. Research to investigate this relationship could spark more interest in using democratic management strategies in high school classrooms.

2.2 Rules and regulations and sitting of the class and student performance

A quick look at Sue Cowley's *Getting the Buggers to Behave*, a recent popular survival guide for teachers in the classroom, gives us a few clues as to which side is in the ascendancy. She begins with good clear advice that before children can learn they need to 'concentrate' and 'behave themselves'. Basic advice includes 'being firm but fair' and 'always be polite'. (Wentzel, 1989).

. The idea that you start very strict and ease off later is basic stuff to . trainee teachers. Setting clear goals and your own standards and then sticking to them are all fine expectations. But read on and something else is implied in the book. In tackling the first lesson with a new class, Sue Cowley stresses the need to avoid confrontation. She suggests that allowing the student to win 'will end the confrontation and save you undue stress', and adds 'they only think they have won' because 'you know you are really in the right'. This may do for a supply teacher who never sees the class again, but it won't do if you have a relationship that spans two years with a group. Freiberg, (1995)

There is a contradiction built into the advice given in this book and other popular guidelines on behaviour management. It is assumed that, as a teacher, you have no authority over the pupil other than your position as an adult in the classroom - an adult who is in any case severely constrained by the expectation that the pupil's rights come first.

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Behaviour management techniques assume that the relationship between pupil and teacher is one founded on lack of respect. The model is a security guard in a shopping centre, or a policeman confronting a criminal. This might work if the task is to keep behaviour to acceptable minimum standards so that those who overstep the mark can be removed and dealt with. What it does not do is create an atmosphere based on respect for the teacher as a source of knowledge and experience valuable to the student. (Sheets and Gay, 1996, p.86)

In one sense, all that books like Sue Cowley's do is recognise that teachers, like all adults, are hampered in their relationships with young people and children by a failure to discipline children in society at large. Society increasingly seems to be losing respect for all adults and authority figures. At every level of their lives, children are told to look to third parties - advice groups, counsellors, teenage 'mentors' - to negotiate on their behalf the relationships they have with adults. So it is little surprise that teachers feel this collapse of their authority in their dealings with young people. It is, after all, a regular occurrence to hear youngsters remind teachers that they will sue them if they so much as touch them. Freiberg, (1995)

Behaviour management is the hands-off approach to discipline in circumstances where the adult cannot rely upon the support of society in dealing with the youngsters in his or her care. The plethora of books and videos now circulating in schools as part of the government's National Behaviour and Attendance Strategy are designed to reinforce the message that we can only succeed in instilling a low minimum standard of behaviour in schools, and we should lower our expectations of pupils in order to satisfy that achievable target. Freiberg, (1995)

The focus on school-wide expectations and rules may seem like the basis of good learning, but when it replaces intellectual challenge and

engagement, there is a real shift in expectations from education. And as the obsession with pupils' behaviour grows, in teacher-training colleges, the staff-room, and in government departments, the purpose of schooling is shifted further and further away from education and focused more narrowly on simply 'getting the buggers to behave'. (Sheets and Gay,1996, p.86)

If state education becomes refocused on to behaviour and behavioural standards as an end in itself, then it will necessarily be low standards that are achieved. Yet if, instead of concentrating simply on whether students are rude, poorly dressed or turn up late, education demanded high standards of academic achievement, the need for discipline would be clear.

The current crisis of school discipline is a product of the deeper crisis of education today. The ability to set high standards requires having a purpose and a reason for reaching those standards. With little on offer academically in schools today, except for an inexorable string of unsatisfactory and undervalued qualifications, schools and the government are forced to try to impose discipline through arbitrary standards of behaviour.

This problem is compounded by the official preoccupation with retention rates. At the same time as attempting to drive up behavioural standards, the government is attempting to force schools to keep more and more students in sixth form education to study A-level subjects for which they don't see the point. By insisting that schools increase retention rates, the sanction of not tolerating poor academic performance is removed.

Academic standards have become so devalued that students are allowed into schools to study A-levels with such low grades they are nearly guaranteed to fail, which has the effect of packing A-level classes with unmotivated and poor achieving pupils. A-level classes are now the most mixed ability groups in schools. Whereas mixed ability groups are the exception in all other areas of the state schooling, at A-level they have become the norm. Freiberg, (1995)

The consequent decline in discipline results in a behavioural focus - for instance insisting on the wearing of student ID cards, with students sent home from lessons if they fail to do so. This is ostensibly for security reasons. It is claimed that as students don't wear uniform in the sixth form it is hard to identify intruders. However, even evidence taken from the CCTV cameras installed in sixth form common rooms makes it clear that having large numbers of disenchanted and unsuitable A-level students does much to encourage fights and vandalism within schools.

A focus on high academic standards, even if it means allowing weaker students to fail, would give teachers a much easier way of explaining the need for discipline. Discipline built on the necessity to work hard to achieve good grades and the chance to win a place at a good university would do much to improve behaviour in schools and colleges. It might get students to read books and take notes in lessons, rather than forgetting their ID cards. (Sheets and Gay, 1996, p.86)

2.3 Punishment and students' performance

According to Graziano (1992), a frequent punishment has more to do with a teacher's frustration level than with the child's misbehavior. Many cases of child abuse result from an escalation of what starts off as "low level" hitting or spanking. Most child welfare organizations have policies opposing the use of corporal punishment. Many educationists are
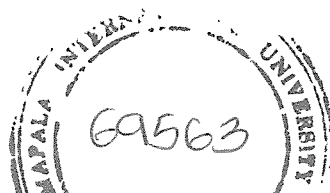
against corporal punishment because of the affront to the child's dignity. Graziano (1990) stated, "If we are legally prohibited from striking other adults, why is it okay to strike a child?" The previous researches indicate that there are more reasons to oppose the use of corporal punishment and to support alternative disciplinary methods.

In the long run, spanking does not work; it carries with it many negative effects. The long-term use of corporal punishment tends to increase the probability of deviant and antisocial behaviors, such as aggression; adolescent delinquency and violent acts inside and outside the school (Straus, 1991). One explanation is that after living with violence that is considered 'legitimate', people expand this to accept violence that is not considered legitimate. For example, violent acts that are considered legitimate include maintaining order in schools by punishing children, deterring criminals and defending one's country against foreign enemies. The "Cultural Spillover" theory presented by Rohner (1991) proposes that the more a society uses force for socially legitimate ends, the greater the tendency for those who are involved in illegitimate behaviors to use force to attain their own ends.

Corporal punishment has been associated with a variety of psychological and behavioral disorders in children and adults, including anxiety, depression, withdrawal, low self-esteem, impulsiveness, delinquency and substance abuse (McCord, 1991).

In Pakistan, steps have been initiated to discourage the teacher against theuse of corporal punishment. The Punjab education department announced that incidents of corporal punishment in schools would not be tolerated and stern action would be taken against teachers who indulge in it under the Punjab Removal from Service Ordinance 2000 (Daily Times, 2005). Academicians, psychologists and experts

profoundly discourage the use of reprimand in the schools. They endorse psychological treatments V positive and negative reinforcement, time out, ignoring and tension decontamination through humor, token economy, response cost, over correction etc., to correct the negative behavior. It is assumed that increasing school violence contributes to heavy physical punishment. Despite affirmation of antipunishment treaties by various countries, including Pakistan, in recent years, school shooting events and violence are on the rise. A horrifying school shooting incident in Germany left 14 teachers, 2 students and a security guard dead when an expelled former pupil went on a shooting spree at his school in the Eastern German city of Erfurt (BBC News, April 26, 2002). Among many other such incidents3, the most recent shooting rampage at the Virginia Tech University left 33 people dead including the suspected gunman (BBC, April 17, 2007).

The apparent causes are unknown. It was reported that the killer was an abnormal and depressed person who went on the rampage after having serious arguments with his girl friend. He was reported many times for his behavior towards the students and teachers. This leads us to an assumption that if the teachers had managed his ill behavior with psychological treatment, he would not have caused this killing episode. We further assume that such on-campus shooting incidents are the result of teachers' classroom strategy failure to handle such type of depressed students.

2.4 Examinations and student performance

Researchers have offered several possible explanations for why frequent testing should benefit teaching and learning. The first is that more frequent testing provides extrinsic motivation. Students work harder throughout the course because they want to get good grades on the tests

(e.g., Curo, 1963; Dustin, 1971; Khalaf, 1989; Standlee & Popham, 1960). Second, frequent testing offers the student feedback or knowledge of their results giving them the opportunity to see their areas of strengths and weakness and giving the student more time to work toward eliminating the areas of weakness (e.g., Bangert- Drowns et al., 1986; McDaris, 1984; Standlee & Popham). The third possible explanation is what Standlee and Popham called "enforced activity" of the subject matter (p. 322). The process of taking a test forces the student to process the information at a deeper level than they may otherwise. Fourth, Selakovich (1962) found that frequent testing leads to improved class discussion. And lastly, Dustin proposed that frequent testing may reduce stress since each test represents a smaller portion of the total grade.

A substantial body of research has been conducted on the effects of frequent testing on students. One of the earliest studies was done by Turney (1931) and is a good example of the typical frequency of testing study. A description of Turney's work will depict how most such studies have been conducted. Turney studied the effects of frequent, short, objective quizzes upon the achievement of college junior and seniors taking educational psychology. He wanted to see if students would perform better when given frequent opportunity to determine their relative grades or standing in the class and whether this information motivated the students to study harder. He was interested in determining the effects of feedback on motivation A modified version of the final exam was used as a pretest. The class section that scored the lowest on the pretest was determined to be the experimental group, the other as the control. The experimental group scored a mean of 85.2 and the control group scored 108.1. Both groups were given the same midterm and final exam; however, the experimental group was given an additional quiz each week while the control group was given only one additional quiz during the course. Both classes were taught by the same instructor. The

lectures, readings, and laboratory work were identical. The experimental group contained 40 students while the control group had 28 students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter deals with the description of the methods applied in carrying out the study. It is organized under the following sections: research design, study area, population and sample, research instruments, sampling techniques and data collection procedures

3.1 Research Design

This study will be conducted through descriptive survey. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho,2003). It will be used to investigate populations by selecting samples to analyze and discover occurrences. It is intended to investigate the relationship between the students' performance and administration management.

The design is aimed at collecting information from the respondents of secondary schools will include views from teachers, the head teachers and district education authorities in in Transzoia .

3.2. Study area

This study was conducted in the selected schools of Trans-nzoia District Kenya which covers 5929.30921 Hectares(Kitale Local Authority D development 1990). The district is approximately 1900m above sae level with Cherengani hills to the North Eastern side of Uganda- Kenya border. Nzoia River runs southerly at about 20kms from Kitale town whereas Sabwani river is only 4kms away.

The town has a cool temperate climate throughout the year with an average annual precipitation of 1296mm and an average temperature of 18.6 degrees Celsius. Transzoia District was chosen due to the fact that the target population was easily accessible and would be reached within the limited time for the study

3.3. Study population

The respondents include included views from Teachers, the Head Teachers and District Education Authorities.

3.4. Sample size sampling techniques

The study will employ the Stratified Random Sampling. it refers to dividing the population into homogenous groups and from each of these groups samples are made based on common characteristics. The purpose of the stratified random sampling is to ensure that certain sub-groups in the population. The researcher will used this technique to select categories of schools and respondents in the sample. This is in view of the fact that schools in Transzoia District fall under different categories. Using a simple random sample will result to unequal representation.

3.4.1 Sample size

The study will be conducted in Transzoia District which comprises of ten schools and one district education office; fifty people will be chosen randomly of whom 80% will be male and 20% female.

3.4.2 Sampling techniques

The researcher intends to use the following instruments: questionnaire and interview. Questionnaires gather data over a large sample, uphold confidentiality and save time.

3.5. Data collection

Primary data

This is from questionnaires and interviews

Secondary data

Which will be collected from books in the library

3.5.1 Procedure

A letter of introduction from the institute of continuing education was sent to facilitate in the data collection exercise. The letter was handed to the head teacher before Questionnaires are distributed to teachers. The data collected was sorted and categorized after which it was analyzed. The conclusions and recommendations were made.

3.5.2 Reliability of the instruments

After constructing the instruments, the researcher will try them out in one school that is not sampled. This will correct the instruments since the researcher will find out if they are measuring what they are supposed to measure and analyze the responses to find out if there was any confusion in the interpretations by the respondents. The reliability and validity of the instruments will be tested during the pilot study.

3.6. Statistical treatment of data

The frequencies and percentages were used to determine the number of sample respondents used in the research process and the number that participated positively in contribution to the research.

Formula;

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of respondents}} \times 100$$

Where F = number of respondents

        Observed

Qualitative analysis; Data from questionnaires was standardized hence requiring categorization. Such data was presented in a descriptive form above which will be used to discuss the results of quantitative data.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND INTERPRETATIONS

4.0 Introduction

This chapter is a presentation, interpretation and discussion of the field results. The results are presented in tables and in form of frequency counts and percentages. The results and discussions are centered on the set objectives of the study.

4.1 Demographic characteristics of respondents

Table I: sex of Respondents

Sex	Frequency	Percentage
Male	40	80%
Female	10	20%
Total	50	100%

Source: Field survey 2008

The study covered 50 randomly selected respondents of whom 40(80%) are male and 10(20%) are female, because there are many men working in this district than women.

4.3 Rules and regulations and sitting of the class and student performance

The results on Rules and regulations and sitting of the class and student performance are summarized in the table below;

Table II: Response on whether Rules and regulations and sitting of the class affect academic performance of students

	Item	Agree	Not sure	Disagree
1	School do not make school rules and regulations known to the students regularly, this affects there performance	51%	9%	40%
2	All teachers do not participate in the formulation of rules and regulations, the results are still good	59%	19%	30%
3	Student leaders are not involved in the formulation of school rules and regulations, making it hard to follow.	54%	16%	30%
4	The school does not have some form of rules and regulations that are not written down but are followed by students, this results in good performance.	57%	7%	34%

5	The school follows the does not rules and regulations set by the education ministry, this makes them have good results	56%	4%	40%

Source: Field survey 2008

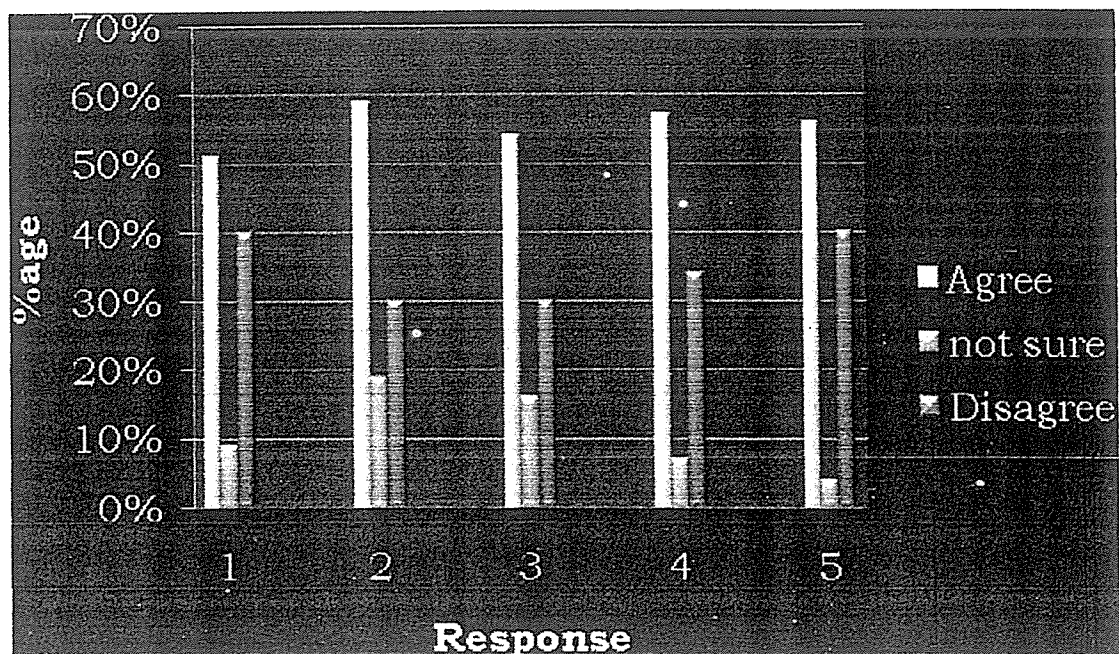**Chart I: Response on whether Rules and regulations and sitting of the class affect academic performance of students**

Results from the table and chart I above indicate 59% of respondents are of the view all teachers do not participate in the formulation of rules and regulations yet results are still good. On the other hand 54% of the respondents are of the view that Student leaders are not involved in the formulation of school rules and regulations making it hard for them to follow the rules. More still, 51% the respondents are of the view that School does not make school rules and regulations known to the students regularly, this affects their performance. Thus it can be

concluded that lack of following Rules and regulations and sitting of the class affect academic performance of students thus all teachers do not participate in formulation of rules and regulation the students still do well. This is because, Freiberg(1995) say that you can only succeed in instilling a law minimum standard of behavior in the school and we should lower out expectation of pupils in order to satisfy thst achievable target. The fact that a high percentage of the school does not make rules and regulation known to the students regularly. Follows Sheet and Cay 1996 pg 86.discipline built on necessity to work hard to a achieve good grades for University this moulds behavior and forcing students to behave well this results in them rebelling thus not heard in school.

4.3 Punishment and students' performance

The results on the Punishment and students' performance are summarized in the table below;

Table III: Response on Punishment and students' performance

	Items	Agree	Not sure	Disagree
1	The school does not have a well set punishment for every offence committed by a student, yet the results are good	70%	10%	20%
2	Teachers are not involved in the decisions regarding giving punishments to students who break the rules and regulations, yet the results are still good	58%	12%	30%

3	All the punishments given to students are not in line with the set rules and regulations this does not affect the performance.	54%	10%	36%
4	The school does not punish those students who break the rules which are not written down, despite this students still perform well	60%	7%	33%

Source: Field survey 2008

Chart II: Response on whether Punishment affects academic performance of students
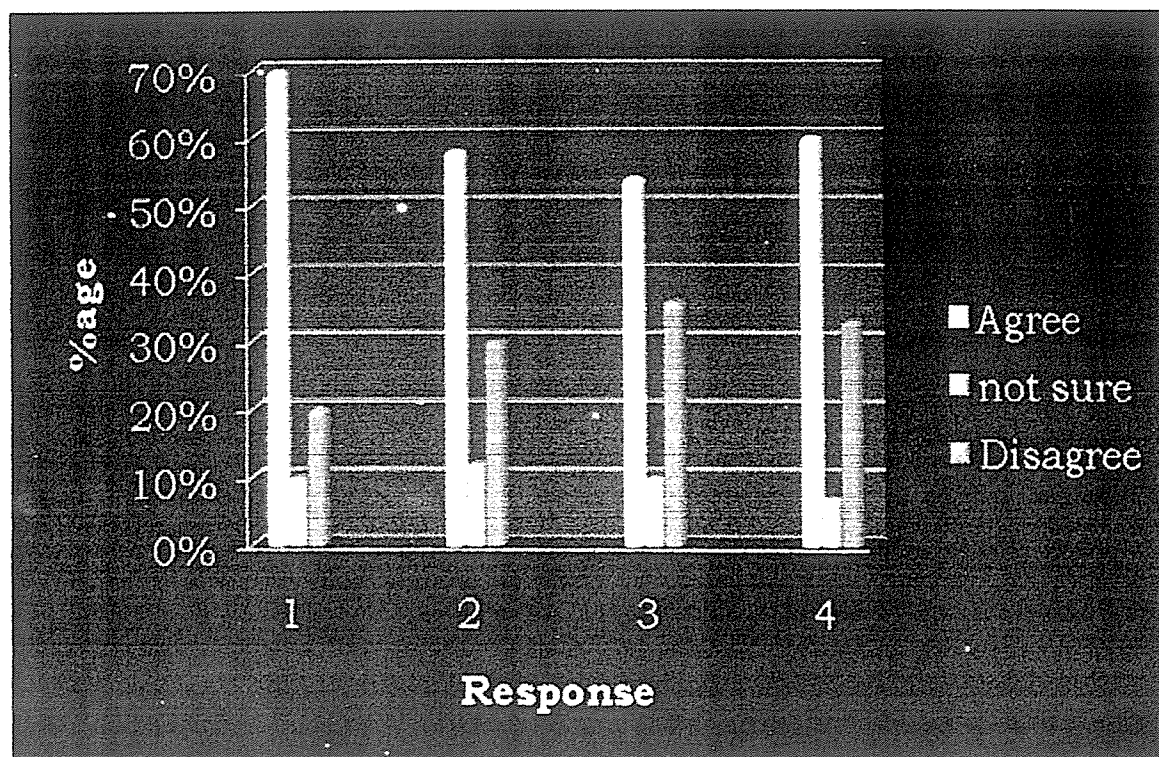
The results from table III and chart II show that 70% of the respondents are of the opinion that the school does not have a well set punishment for every offence committed by a student, yet the students perform . 60% of the respondents are of the view that the school does not punish those students who break the rules which are not written down, despite this the students still perform well. Furthermore 58% of the respondents are of the view that Teachers are not involved in the decisions regarding giving punishments to students who break the rules and regulations, yet the results are good. Here we find out that the teachers are not yet involved in decisions regarding punishing of students te students are performing well. This is because instead of giving copral punishment guidance and counseling is being given. The school does not have punishments for all offences; it does not punish those who break rules not written. Like according to Mc Cord 1991, corporal punishment is associated with a variety of psychological disorders and behavior eg withdrawal, anxiety, depression, low self esteem and substance abuse which affect performance.

4.4 Examinations and student performance

The results on the Examinations and student are summarized in the table below;

Table IV: Examinations and student performance

	Items	Agree	Not sure	Disagree
1	Examinations are not given regularly in this school according to the agreed time table, resulting in poor result	72%	0%	28%
2	Teachers do not give tests to students at any given time in a lesson, thus resulting in poor result	60%	2%	38%
3	Students are not told to prepare for tests and exams all the time without a fixed time table, resulting in good result	60%	0%	40%
4	The school is not associated with external examinations for the proper preparations of the students, resulting in poor results	53%	7%	40%

Source: Field survey 2008

Chart III: Examinations and student performance
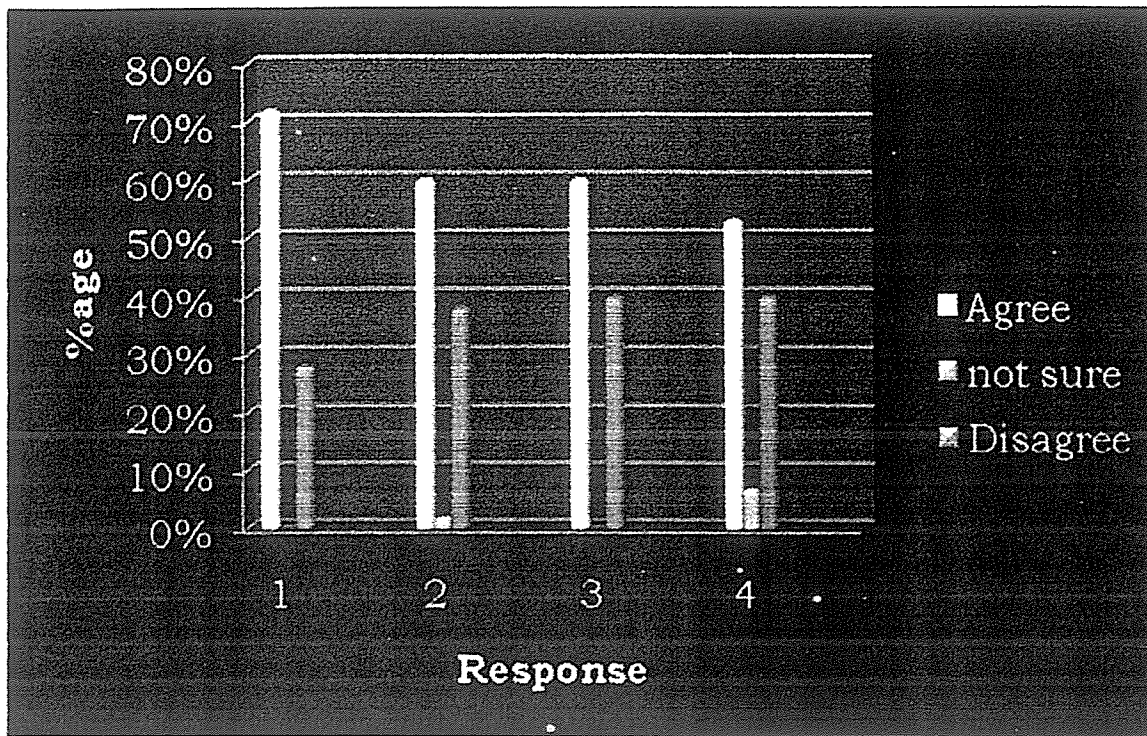
Results from table IV and chat III above show that 72% of the respondents agreed with the statement that Examinations are not given regularly in this school according to the agreed time table resulting in poor academic performance. Also 60% of the respondents agreed with the view that Students are not told to prepare for tests and exams all the time without a fixed time table, resulting in good results. More still another 60% were also of the view that Teachers do not give tests to students at any given time in a lesson, resulting in poor performance.

Thus we say poor performance in most of this school is because of exams are not given regeularly according to the agreed table, students are not told to prepare for the exams. Exams are not given without a fixed timetable and also because students are not given test.

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My finding that students have done poorly because they are not tested regularly agree with my literature review where Curro 1963, Dustin 1971, Khalat in 1989, Standie and Poplam say that frequently testing make students work hard because they want good grades.

Bargert Drowns et al 1986 Mc Daris 1984 it enables students to see they are of weakness and work hard to improve, Standle and Poplam give another benefit of frequent testing enforces activity, makes the student dig deeper in his work thus peform better. This is lacking in Transzoia schools. Also frequent testing makes students relax and reduces stress thus perform better. But from Turney's findings too many quiz may also lower performance unlike what my study says.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study determined the relationship between school management and students performance in the selected schools of Trans-zoia District Kenya. In an attempt to achieve the above, three objectives were developed. This chapter presents the summary, conclusions and recommendations of the findings

5.2 Summary of the major findings

5.2.1 The relationship between rules and regulations and student performance

The first objective sought to investigate the relationship between rules and regulations and student performance

The findings revealed that 51% of the respondents agreed with the first statement, 59% of the respondents agreed with the second statement, 54% of the respondents agreed with the third statement, while 57% agreed with the fourth statement and 56% were in agreement with the last statement.

5.2.2 The relationship between punishment and students' performance

The second objective sought to investigate the relationship between punishment and students' performance

The findings revealed that 70% of the respondents agreed with the first statement, 60% of the respondents agreed with the second statement, and 58% of the respondents agreed with the third statement

5.2.3 The relationship between Examinations and student performance

The third objective sought to investigate the relationship between Examinations and student performance

The findings revealed that 72% of the respondents agreed with the first statement, 60% of the respondents agreed with the second statement, and another 60% also agreed with the third statement and 56% of the respondents agreed with the fourth statement

5.3 Conclusions

5.3.1 The relationship between rules and regulations and student performance

The findings revealed that the respondents were in agreement with the following statements: School does not make school rules and regulations known to the students regularly; All teachers do not participate in the formulation of rules and regulations; Student leaders are not involved in the formulation of school rules and regulations; The school does not have some form of rules and regulations that are not written down but are followed by students

5.3.2 The relationship between punishment and students' performance

The findings revealed that the respondents were in agreement with the following statements: The school does not have a well set punishment for every offence committed by a student; Teachers are not involved in the decisions regarding giving punishments to students who break the rules and regulations; All the punishments given to students are not in line with the set rules and regulations; and The school does not punish those students who break the rules which are not written down.

5.3.3 The relationship between Examinations and student performance

The findings revealed that the respondents were in agreement with the following statements: Examinations are not given regularly in this school according to the agreed time table; Teachers do not give tests to students at any given time in a lesson; Students are not told to prepare for tests and exams all the time without a fixed time table.

5.4 Recommendations

1. The government should carry out in service courses that give head teachers new management skills in managing secondary schools.

2. The government should have a policy incase to ensure that coporal punishment is banned form schools.

3. The government should have a policy that ensures school management are instructed to ensure that the schools are run according to the government's rules and regulations.

4. The community should be sensitized to encourage the sending of children to school so that they get access to education.

5.5 Areas for further research

There is need to explore the following areas that are closely related to this study;

1. Attitudes and academic performance of both boys and girls

2. Attitudes of teachers and academic performance of pupils.

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QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am a student of Kampala International University carrying out an academic research on the topic "school management and students performance in the selected schools of Transzoia District Kenya." You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: do not write your name anywhere on this paper.

A) Personal Information

1. GENDER

Male ☐   Female ☐

2. AGE

20-25 ☐   26-30 ☐

31-35 ☐   36 and above ☐

Evaluate the following statements using the following;

Not sure	Disagree	Agree
3	2	1

(a) Rules and regulations and sitting of the class and student performance

1	School does not make school rules and regulations known to the students regularly, thus affecting their performance.	
2	All teachers do not participate in the formulation of rules and regulations, the results are still good.	
3	Student leaders are not involved in the formulation of school rules and regulations making it hard for the to follow	
4	The school does not have some form of rules and regulations that are not written down but are followed by students this results in good performance.	
5	The school follows the does not rules and regulations set by the education ministry this makes them have good results.	

(b) Punishment and students' performance

1	The school does not have a well set punishment for every offence committed by a student, yet the results are still good.	
2	Teachers are not involved in the decisions regarding giving punishments to students who break the rules and regulations, yet the results are still good.	
3	All the punishments given to students are not in line with the set rules and regulations, but this does not affect performance.	
4	The school does not punish those students who break the rules which are not written down, despite this the students still perform well.	

(c) Examinations and student performance

1	Examinations are not given regularly in this school according to the agreed time table, resulting in good results.	
2	Teachers do not give tests to students at any given time in a lesson, thus resulting in poor results.	
3	Students are not told to prepare for tests and exams all the time without a fixed time table resulting in good results.	
4	The school is not associated with external examinations for the proper preparations of the students resulting in poor results.	

THANK YOU

ICMSS/RCC/11 5/08   4/8/08

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

Ann V. Obiri carried out her research work in this school in the month of May, 2008.

Yours faithfully,

ALFRED CHEROBEN,
PRINCIPAL.

CHISARE SECONDARY SCHOOL
P.O. BOX 1128
KITALE
email: chisareschool@yahoo.com

Your Ref: ....

Our Ref: ....CSS/4/5/2008....

DATE: ....4/8/2008.......

O WHOM IT MAY CONCERN

ear Sir/Madam,

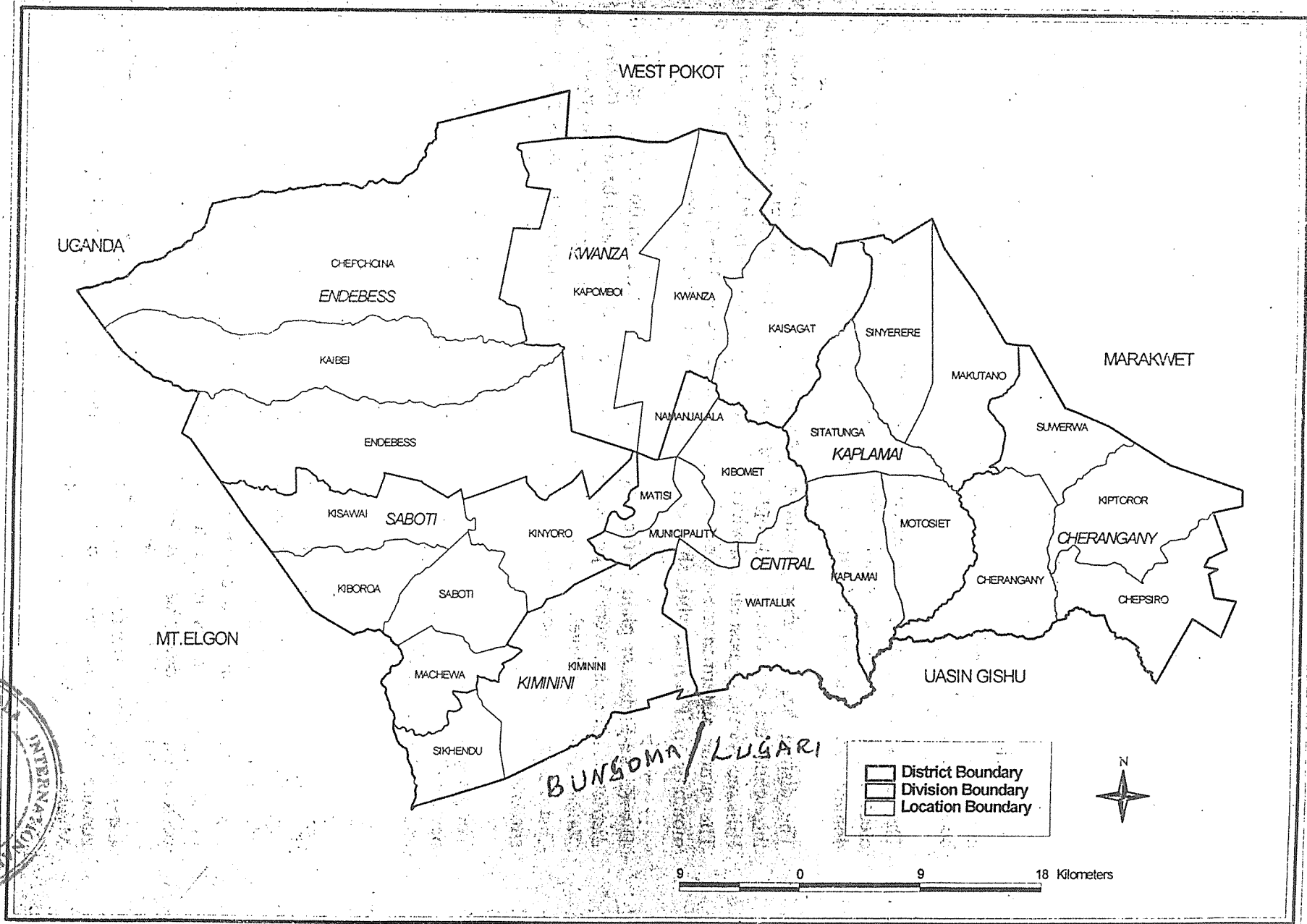in V. Obiri carried out her research work in this school in the
onth of May, 2008.

ours faithfully,

RY MUNGO
INCIPAL.

WEST POKOT

UGANDA

CHEFCHOINA

KWANZA

ENDEBESS

KAPOMBOI

KWANZA

KAIBEI

KAISAGAT

SINYERERE

MARAKWET

MAKUTANO

ENDEBESS

NAMANJALALA

SUMERWA

SITATUNGA

KAPLAMAI

MATISI

KIBOMET

KISAWAI

SABOTI

KINYORO

MUNICIPALITY

KIPTOROR

CHERANGANY

KIBOROA

SABOTI

CENTRAL

KAPLAMAI

MOTOSIET

CHEPSIRO

WAITALUK

CHERANGANY

MT.ELGON

UASIN GISHU

MACHEWA

KIMININI

KIMININI

BUNGOMA/LUGARI

SIKHENDU

	District Boundary
	Division Boundary
	Location Boundary

N

9   0   9   18 Kilometers

This map is not an authority over administrative boundaries