

**A COMPARATIVE STUDY OF THE FACTORS AFFECTING ACADEMIC
PERFORMANCE OF SELECTED SCHOOLS IN URBAN AND RURAL
SECTORS IN ELDORET MUNICIPALITY UASIN-GISHU DISTRICT,
RIFT VALLEY PROVINCE KENYA**

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DECLARATION

I, Florence Nasimiyu Wasike declare that this piece of work has been out of my entire effort and has never been presented in any other institution for any academic award only if not stated otherwise.

.....*Flm.*.....

Date.....*27/2/2008*.....

APPROVAL

This dissertation has been submitted under my supervision as a University Supervisor.



.....
Date... 26/02/2008

KAMAGARA EDSON
SUPERVISOR

DEDICATION

This piece of work is dedicated to the Almighty God who has taken me through all my studies. I also wish to dedicate this work to my loving husband Alex Wanyonyi who set the pace for me in my studies.

ACKNOWLEDGEMENT

I humbly commit myself to the Almighty God and offer my thanks giving for the good health, knowledge and journey mercies he offered me during my study period and breakingthrough in writing this project work.

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ABSTRACT

The study set out to establish the factors that account for poor academic performance in rural secondary schools. It was carried out along a number of objectives which included; assessing the relationship between students' discipline and academic performance, to examine the accessibility of students to learning materials and their effect on academic performance and to find out the effect of teachers' motivation practices on the students' academic performance. From these objectives, appropriate hypotheses were generated which were verified to establish the relationships between the variables. It was undertaken in selected Secondary schools in Gishu District. From the study, the researcher concluded that there is relationship between discipline and performance, there is a relationships between accessibility to learning materials and performance of the students in Secondary schools and that there is a relationship between teachers' motivation and student's performance in secondary schools.

From the study also, a number of recommendations were made which included; There is need for management to involve students in decision making on decisions that directly concern students discipline management, there is need for the schools' management to consider availing text books especially the current publications as an important aspect that could help in improving students' performance and that there is need to consider teachers achievement recognition as an important performance management ingredient.

CHAPTER ONE

INTRODUCTION

1.1 Background

High and steady academic performance is the goal for any academic institution in the education system, (Lumumba, 1997) and according to him, there has been increasing number of secondary schools due to liberalisation of the education system in Kenya. Because of this, people start secondary schools without due regard to the availability of facilities and there is a big number of students enrolled in government-aided secondary schools. This big number of students constrains school facilities. Therefore, the factors that affect teaching are in respect to the quality and availability of teachers, physical infrastructure, instructional materials and inadequate funding.

The success or failure of all education programmes depends on teachers, their availability, quality, and the student- teacher ratio. The role of the teachers as implementers and chief executors of programmes such as teaching is best explained by the World Bank (1990), which noted that the teachers have the important task of turning into reality government's strategies through teaching. This view is supported by Graham (1991) that if new strategies in education are to be developed, one of the key elements to emphasise is the teacher. In a study by Hawes (1984) on school effectiveness in 1980's revealed that student staff ratios, classroom size, school building age and physical facilities have a positive effect on achievement. In agreement with Hawes, Jamenez (1995), writing about school facilities, concluded that physical facilities have a large impact on teaching. He based this conclusion on observation of consistent and satisfactory significant positive relationship between school facilities and the academic achievement of its student in secondary schools. Wafula (1991), suggested that the factors that demean the teaching profession in African countries are poor buildings in which teachers operate, broken furniture and lack of other facilities that enhance teaching. He also stresses the importance of reaching books and writing materials over desks or chairs when he said that it is

possible to learn on the floor provided one has something to learn from in the textbook. Wafula's argument was upheld by the World Bank (1990), policy papers on education, which noted that some developing countries have many inputs thought to be preliquisites for access to education, which is school buildings and teachers. They have left out instructional materials like textbook and the consequence has been poor academic performance of these schools

Conceptually, academic performance is used to mean Excellency and high achievements in academics. Today, the government of Kenya advocates much effort to education. It gives money to secondary schools in an attempt to improve teaching and learning. The teachers are paid a salary scale determined by the government and the schools are headed by senior teachers who go to those schools through intensive interviews conducted by the Education Service Commission. To improve teachers' conditions and working life, the government has been reviewing salaries regularly where a graduate teacher now earns Shs 480,000 from 89,000 of 1992. This salary increase is supported by Linda (2001) who argues that employees come to organisations with needs and aspirations and wish their employers help meet them through good rewards. Parents too, pay colossal sums as fees in addition to some other materials that students may require to bring like cement, reams of paper, beds. Despite all these efforts however, schools in rural districts in particular which are also beneficiaries have continued to perform poorly especially in the recent years. It is because of the above background that the researcher sought to investigate into the factors affecting the academic performance of Secondary Schools in Gishu district.

1.2 Problem statement

Despite several efforts of the present government of Kenya and efforts of the several educators to encourage rural schools to improve on their academic performances, like posting training teachers to rural schools, providing textbooks to schools and paying teachers' salaries, there is still concern that academic performance in rural secondary schools is generally poor. In this regard the researcher wished to investigate on the

factors that affect the academic performance of rural schools with particular reference to Gishu district. Specifically, the study focused on the effect of students' discipline, teachers' motivation practices and the effect of students' accessibility to learning materials to their academic performance.

1.3 Purpose of the study

The purpose of the study was to establish the factors that account for poor academic performance in rural secondary schools and recommend measures that can improve the situation.

1.4 Objectives

The study was guided by the following Research objectives;

1. To assess the relationship between students' discipline and academic Performance.
2. To examine the accessibility of students to learning materials and their effect on academic performance.
3. To find out the effect of teachers' motivation practices on the students' academic Performance.

1.5 Research questions

The study addresses the following research questions;

1. What is the relationship between students' discipline and academic performance?
2. What effect does accessibility to learning materials have on academic performance?
3. Does teachers' motivation practices have an effect on academic performance?

1.7 Scope of the study

The study was carried out in Gishu District. It was carried out amongst selected secondary schools across the district. The content scope evolved around the factors affecting the academic performance of students in Gishu district. These factors

according to Hawes (1984) include; Management style, teachers' motivation, teachers' qualifications and experience, relationship between students and teachers. the quality of students admitted and students' discipline. However due to limited time and resources, the researcher mainly focussed on; teachers' qualifications and experience, motivation, students' discipline and accessibility to learning materials. The study looked into the period between 1999 and 2004 in its analysis of the factors affecting academic performance.

1.8 Significance of the study

1. The secondary schools under study will use the findings of the study, to re-address the problems affecting their performance, consolidate on their strong areas and improve on weaknesses.
2. The government policy makers and other stakeholders will utilize the findings of the study to formulate and implement proper policies regulating secondary schools.
3. Future researchers will use the findings of this study in getting related literature regarding this subject.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature relating to the variables under investigation. It is presented in subheadings of; Students discipline and performance, teachers' motivation practices and academic performance and students accessibility to learning materials.

2.2 Theoretical review

The study is based in the process theory advanced by Guest (1992). In the process theory, the emphasis is on the psychological processes or forces that affect motivation, as well as on basic needs. It is also known as cognitive theory because it is concerned with people's perceptions of their working environment and the ways in which they interpret and understand it. According to Guest (1992b), the process theory provides a much more relevant approach to motivation that replaces the theories of Maslow and Herzberg, which, he suggests, have been shown by the extensive research to be wrong. The theoretical review relates to the fact that education management is well entrenched. This is because the success in academic performance especially lies in the psychological belief that the school performs well as a tradition or to the belief that since the teachers and the facilities available are sufficient, students would perform well. It is therefore under this theory that the researcher felt it worthwhile undertaking the study.

Process or cognitive theory can certainly be more useful to managers than needs theory because it provides more realistic guidance on motivation techniques. The processes which are basically pertinent to this study are: Expectations, Goals achievement and Feelings about equity.

2.4 Students' discipline and academic performance

School discipline is very important for an orderly and ideal learning situation. Discipline is training for self-control, character, appropriate expectations and responsibility for one's behaviour. The conduct of students is always or concern to

parents, teachers and school administrators. In his emphasis of discipline as a strong value in performance in academics, Musaazi (1986) believes and is supported by the researcher that in order to achieve effective teaching and learning, students' discipline is of paramount importance. As a result of this study, the researcher found it important to undertake the study to establish the management of discipline and ascertain its relationship with the performance of students.

The current study indicates that students' discipline implies that the students are provided with an opportunity to exercise self-control to solve school problems, to learn and to promote school welfare and academic performance. Discipline as used here connotes orderliness. Orderliness is essential for good learning in school. A disciplined person is orderly, responsible, diligent, sympathetic, co-operative, honest, and considerate and always tries to do what is right and good.

Given the above view, Musaazi and Rukare (1982) were right when he argued that restricts with some freedom are a necessary part of effective discipline. School rules and regulations have to be made to guide students' conduct. Where there are no rules and regulations, there is chaos and anarchy. Rules however, should not be looked upon as negative controls. Rules can provide a framework of responsibility which grants the individual more freedom and as such become rewards. But rules that are inflexible are regiment the student unreasonably, will be looked upon as a threat to his/her freedom. Strikes and riots are the typical results when the rules take away more freedom than is justified. A disciplined person therefore is one who recognizes his rights and responsibilities. This view therefore indicates that the concept of discipline is very important in students' performance management which gives a strong support to carrying out the current study.

2.5 Students' learning facilities and academic performance

The success or failure of all educational programmes depends on facilities, their availability and quality and the student-teacher ratio. The major facilities that enhance the learning process include; materials such as chalk, textbooks, usual aids,

black boards and all other scholastic materials, which are core tools in the provision of quality education. Education Policy Review Commission Report (1989) noted that instructional materials are basic inputs without which academic performance is seriously hampered in schools. It identified their provision as the most effective way to improving teaching and academic performance in schools.

The role of learning facilities has been recognized world wide as a prerequisite to effective performance. The World Bank (1990) for example, notes that instructional materials are critical ingredients in secondary school education. They provide information, offer students opportunity to case of tests, allow teachers assess student learning. This view prompted Bishop (1985:112) to point out that; "Any attempt to curriculum improvement must be preceded by the preparations for sustainable text book, teacher and other teaching and learning materials" These are the tools for the job.

The role of learning materials is something that needs to be valued in any learning situation because without sufficient materials, learning would be hampered. This is why Lockheed and Verpoor (1991) argued that textbooks are single important instructional materials. This argument is also upheld by Altback (1993) that nothing has ever replaced the printed word as the key element in the educational process and as a result textbooks are central to proper teaching and performance of students at all levels of schooling. This therefore indicates that the issue of learning materials plays a special role in effecting performance which means that it was worthwhile enough carrying out the current study.

Hawes (1984) holds a similar view on the importance of reading books and writing materials over desks or chairs when he argues that it is possible to learn on the floor provided one has something to learn from i.e. the textbook. Hawes's argument was upheld by the World Bank (1990) policy papers on education, which noted that some developing countries have invested a lot of inputs thought to be prerequisites for access to education; that is school buildings and teachers. They have left out

instructional materials like textbooks and the consequences have been poor teaching and academic performance of those schools.

The importance of furniture in provision of quality education and better academic performance was highlighted in a survey conducted in fifty-one schools in Botswana by Mwamwenda (1985). It was revealed that students performed significantly better in academic test, when they had adequate desks and chairs, which could enable them sit comfortably. Farrant (1980) further noted the importance of furniture for provision of quality education and academic performance, when he said that every school must provide furniture for the classrooms and that the furniture ought to be comfortable for students learning requirements.

2.6 Teachers' Motivation and Students' performance

All organizations are concerned with what should be done to achieve sustained high levels of performance through people. This means giving close attention to how individuals can best be motivated through such means as incentives, rewards, leadership and importantly, the work they do and the organization context within which they carry out their work. This is probably why Anold et al (1991), was quick to define motivation as a reason for doing something. It is concerned with the factors that influence people to believe in certain ways. He presents three components of motivation to include; direction – what a person is trying to do, effort – how hard a person is trying, persistence-how long a person keeps on trying.

In his emphasis of employees motivation, Deway (1998) stresses that, individual employees needs are different and it therefore makes sense to relate the benefit package to those needs by giving employees a menu of benefit to select from. Benefits are viewed as rewards. For example, Wages are non-cash additions to basic pay. Maicibi (2003), presents examples of rewards that are motivating to employees to include cars, pensions, health insurance, relocation expenses, maternity leaves, payment of professional subscriptions, payment of telephone bills, seasonal loans and long service awards to mention but a few. In addition, Armstrong (2003) presents

other benefits to include, time off, sabbatical leaves, social facilities and subsidized mortgage.

With the above therefore Gasheija (1997) was right when he pointed out that, the current thinking is based on a single opinion that pay should be seen as part of the wider relationship between management and employees and that the reward system adopted should act as a medium for the expression of management style and their attempt to create commitment amongst the workforce. However despite the above emphasis by the scholars on the role of motivation it is not clear how it is handled in schools. It is this assertion that made undertaking an investing on the role of teachers' motivation on academic performance, a worthwhile undertaking.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter highlights on the research design that was used, area of the study, population of the study, sample selection methods and size, data collection methods, Validity and Reliability, procedures of data collection and data analysis methods that were used.

3.2 Research design

This study adopted a survey design. Opinions of people were sought with use of structured questionnaires analysed and percentages generated for comparison. It involved both qualitative and quantitative approaches. Both approaches were adopted to enable the researcher to get relevant information concerning the relationships between related factors that affect students' performance in schools under study. The qualitative methods were used to gather qualitative information while the quantitative methods were used to investigate people's ideas and perceptions on factors affecting academic performance.

3.3 Area of study

The study was carried out from selected schools in Gishu district. The schools were selected across the district given that Government aided schools are spread across the district.

3.4 The study population

The study basically involved students, teachers and administrators of secondary schools. However the teaching staff members were the major target of the study because they are the ones who know how the students' performance has varied overtime. As such therefore, the self-administered questionnaire was prepared for the teaching staff while for the rest of the participants; the researcher used an interview guide in which the respondents and the researcher discussed a number of issues regarding students' performance variables.

3.5 Sampling methods and size

3.5.1 Selection of secondary schools

Combinations of sampling methods which lead to obtaining a representative population were applied.

3.5.2 Selection of respondents

The selection of respondents employed both probability and non-probabilistic sampling methodology. Both purposive and convenient sampling methods were employed. A list of staff and students was used as a sampling frame. Then stratified sampling was used to ensure that both men and women participated equally. The picking of respondents then employed non-probabilistic sampling until the total sample was got. The researcher made sure the sample was sufficient enough. The use of large samples is better to a researcher who has a practical decision to make about a specific research situation.

3.6 Data collection methods

Data was from two main sources; primary and secondary. Secondary sources included relevant documents and reports. Primary data was collected from the selected respondents of the government-aided secondary schools. Collection of Primary data used the following instruments;

3.6.1 Instruments for data collection

3.6.2 The Questionnaire

The semi-structured questionnaire was the main instrument of the study that was administered to the staff members of the schools studied. The questionnaire was designed according to likert scale to explore key variables of factors affecting performance. The researcher preferred to use this method because of its ability to solicit information from several respondents within a short time as supported by Gupta (1999). Moreover, respondents are given time to consult records and sensitive questions and truthfully answered (Proctor 1997:40-45).

3.6.3 Structured interviews

Interviews were administered to students, Management committee members and members of the non-teaching staff. Structured interviews were designed in such a way that more specific and truthful answers related to factors affecting academic performance would be got.

3.8 Data processing and analysis

After data collection, data was entered into the computer, edited sorted and coded to minimize errors. Then it was grouped into tables and frequency graphs. The collected data was analysed, interpreted and discussed. The Statistical Package for Social Sciences (SPSS) program which helps in using statistical techniques was employed.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE RESULTS

4.1 Introduction

This chapter of the study presents analyses and interprets the results of the study. The presentation is divided into two sections where; the first section deals with the presentation and analysis of the respondents' background information and section two deals with verification of the research questions that guided the study.

4.2 Background information

On the background information of the respondents a number of variables were investigated. These included sex of the respondents, the education level and the marital status of the respondents. The researcher deemed information on the above variables important because, the ability of the respondents to reveal adequate information would adequately depend on their background attachment with the schools under study. Understating this information therefore, gave the researcher the means of soliciting detailed information from the respondents at all levels of the investigation.

On the designation of the respondents, the results indicated that the study involved all categories of the respondents. The information obtained is presented in Table ().

Table (1): Designation of the respondents in the schools

Respondents	Frequency	Percent
Students	71	56.8
Teacher	22	17.6
Head/ Deputy	12	9.6
Non teaching staff	10	8.0
Total	125	100

As indicated in Table (1), the majority of the participants in the study were the students. These were 71(56.8%) of the total respondents. The teachers who participated in the study were 22(17.6%) while headteachers/deputies were 12(9.6%). The researcher was also interested in investigating the religion of the respondents. This was an important idea in the study because this study being in a rural setting, the concept of religion and discipline are very important. The results are as presented in Table (2).

Table (2): Religion of respondents

Respondents	Frequency	Percent
Catholic	35	28.6
Protestant	48	38.8
Pentecostal	28	22.4
Others	14	11.2
Total	125	100.0

From Table (2), it is indicted that the majority of the participants were from the protestant religion: That is 48 (38.8%) of the total participants. Catholic Church indicated 35 (28.6%) with the Pentecostal churches indicating 28(22.4%) of the total participants. This left only 14 (11.2%) being in other religions. These were mainly the Moslem religion. From the above distribution, it is indicated that, most of the

participants at least belonged to a religion which was very important in the matters of discipline. The researcher also explored the gender distribution of the respondents. The results to this effect are presented in Table (3) which highlights on the gender distribution of the respondents.

Table (3): Sexual distribution of the respondents

Gender	Frequency	Percent
Male	65	52
Female	60	48.0
Total	125	100.0

Table (3) indicates therefore that the majority of the participants; 65(52%) were males as compared to females who were 60(48%). Even during the interviews with the respondents however, it was indicated that the majority of the students in most of the schools were males. This hence accounted for the majority of the participants being males than the females.

On the marital status of the respondents, the results are presented in Table (4). The researcher thought that understanding this variable was important.

Table (4): The marital status of the respondents

Marital status	Frequency	Percent
Married	46	36.8
Single	71	56.8
Widowed	8	6.4
Total	125	100.0

As indicated by Table (4), the majority of the respondents were single. That is 71 (56.8%) of the total respondents. Those who were married were 46 (36.8%) of the total respondents, which left 8 (6.4%) of the respondents having been widowed. The results indicated to the researcher that different categories of respondents participated

and this could have given the researcher an opportunity to solicit varying views concerning the management of discipline in the schools surveyed.

The researcher also explored the education distribution of the respondents. This variable was deemed important because the education level of a respondents gives them an opportunity to understand the concept of discipline in its real sense. The results on the education of the respondents are indicated in Table (5).

Table (5): The distribution of the education levels of the respondents

Education	Frequency	Percent
Diploma	23	18.4
O' level	56	44.8
A' level	15	12.0
Degree	25	20
Masters	6	4.8
Total	125	100.0

Table (5), indicates that the majority of the respondents had completed O' level. That is 56(41.8%) of the total participants. Those who had completed degrees (first degrees) were 25(20%) as compared to only 6 (4.8%) who had completed Masters Degrees. This distribution left 23 (18.4%) having finished diplomas or were grade 5 teachers.

Finally on background information, the researcher investigated the length of time the participants had been in the schools. This question was asked to both the students and the staff of the schools. The students indicated the period they had spent in the schools as students; while the staff indicated the time they had spent in the schools either as students, if at all they studied in those schools and as staff in those schools. The results are indicated in Table (6).

Table (6): The period spent in the schools by the respondents

	Frequency	Percent
Less than a year	16	12.8
Between 1-3 years	44	35.2
4-7 years	36	28.8
8-10 years	18	14.4
Above 10 years	11	8.8
Total	125	100.0

As can be observed from Table (6), the majority of respondents, 36 (28.8%) had spent in the schools a period of 1-3 years. The rest of the period categories however were evenly distributed where for example, 26 (35.2%) had spent 4-7 years. Those who had spent 8-10 years were 18(14.4%). However only 13 (10.4%) of the total respondents had spent in the schools a period of over 10 years. The results hence reflected the view that the students' communities were the majority among the participants.

4.3 Verification of research questions

4.4 Research question one

The qualitative results from the results were descriptively analysed and indicated relevant results. For example, the researcher inquired on what the administration expected of the students. The results are presented in Table (7).

Table (7): What the teachers expected of the students as perceived by the respondents

		Frequency	Percent	Valid percent	Cumulative percent
Valid	abide by school rules and regulations	26	20.8	21.5	21.5
	Attend class regularly	36	31.2	32.2	53.7
	come to school on time				
	dress decently	27	21.6	22.3	76.0
	Total	29	23.2	24.0	100.0
	System	121	96.2	100.0	
Missing		4	3.2		
Total		125	100.0		

In terms of discipline as indicated in Table (7), a number of things were expected from the students by the teachers. These included; attending class regularly which was indicated by 36 (31.2%) of the respondents, the idea of coming to school in time, was presented by 27 (21.6%) of the total participants with dressing decently taking 29 (23.2%) of the respondents. However the students were also expected to abide by school rules and regulations. This view was indicated by 26 (20.8%) of the participants. The results in Table (9) indicate that discipline oriented behaviour was expected from the students.

The researcher inquired from the participants both the staff and the students if the students behave according to the way the staff expected them to behave. The results are indicated in Table (8).

Table (8): Respondents' views on whether the students behaved the way they were expected

	Frequency	Percent
Yes	68	54.4
No	57	45.6
Total	125	100.0

From Table10, 68(54.4%) of the respondents indicated that the students behaved accordingly as compared to 57 (45.6%) who did not believe that students were behaving to the expectations of the staff. This indicated to the researcher that the issue of discipline was still a matter of concern in the schools. This response was also raised during the focus group discussions with both the students and the teachers. The researcher inquired from both the administration and the students on whether they felt the current school performance would be attributed to discipline of the students. The results are presented in Table (9) where the participants were requested to agree or disagree.

Table (9): Respondents' perception on whether performance is attributed to discipline

	Frequency	Percent
Yes	90	72
No	35	28.0
Total	125	100.0

According to Table (9), the majority of the respondents, 90 (72%) were in agreement that performance was attributed to discipline as compared to 35 (28.0%) who did not agree. This indicated to the researcher that students and the administration were on the view that discipline was an important aspect and could not be left to the students to manage themselves.

The results on the reasons why performance should be attributed to discipline as perceived by the students and the administration are presented in table (10).

Table (10): Students and the administrators' perceptions on why performance should be attributed to disciplines

	Frequency	Percent
Discipline encourages cooperation	38	30.4
It promotes a good name	36	28.8
Students who are disciplined are serious	32	25.4
Discipline encourages consultation	19	16
	125	100.0

According to Table (10), majority of the participants indicated that discipline encourages cooperation. These were 38(30.4) of the total participants. Other respondents indicated that it promotes a good name for the school. These were 36 (28.8%) when the researcher inquired from the respondents why such a good name was important, they indicated that, it encourages good students to join the school and good teachers who would help the performance to persistently become good hence eliminating a culture of poor performance. From Table (12), other respondents indicated that students who are well disciplined are usually serious and know well what took them to the school. This was indicated by 32 (25. 4%) of the participants. However 19 (16%) of the respondents expressed that discipline encourages consultation.

To this effect therefore, the researcher was in position to inquire from the respondents how the management responds to make students behave in accordance. The results are presented in Table (11).

Table (1): How the management responds to make students behave in accordance

	Frequency	Percent
Inviting counsellors	22	17.6
Liaising with parents	20	16
Strengthening the rules	46	39.2
Empowering the prefects	19	15.2
Rewarding good behaviour	15	12.0
Total	122	100.0

According to Table (11), majority of the respondents indicated that management acts by strengthening the rules. This was raised by 49 (39.2%) of the total respondents with 22(17.6%) identifying invitation of the counsellors to meet with the students. However, 20 (16%) identified liaising with parents as another way through which management responds to make students behave in accordance

From the above results on research question one therefore; it is hard to deny that there is a relationship between discipline of students and academic performance. It is an indicator that if any school is to perform well, the concept of students' discipline must be monitored closely.

4.5 Research question two

The descriptive statistics of the study were analysed and indicated related results. For instance, the researcher inquired on how the schools accessed the available learning materials. This question was answered by both the students and the teaching staff. The results are presented in Table (12).

Table (12): Respondents' views on how the school accesses learning materials

	Frequency	Percent
Provided by the Ministry of Education	25	20.0
Bought by the school	32	25.6
Provided by parents	34	27.2
Charity provisions	34	27.2
Total	125	100.0

From Table (12), it is indicated by majority of the respondents that the available learning materials were purchased by the school itself. This was raised by 32 (25.6%) of the respondents.

The researcher also endeavored to inquire from the respondents if the learning materials accessed were enough. The respondents were asked to agree or disagree and the results indicated that, majority of the respondents did not agree. That is, 68 (54.4%) of the respondents did not agree as compared to 33 (26.8%) who were in agreement that the learning materials were enough. To this however, 22(17.6%) of the respondents remained neutral and were not sure whether they were enough or not. This indicated to the researcher that on the whole, the learning materials were not enough. This also inspired the researcher to inquire on the students' textbook ratio whose results are presented in table (13).

Table (13): The student textbook ratios as perceived by the respondents

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1:1	2	1.6	1.6	1.6
	1:2	3	2.4	2.4	4.1
	1:3	5	4.0	4.1	8.1
	1:4	12	9.6	9.8	17.9
	1:5-10	68	54.4	55.3	73.2
	1:more than 10	33	26.4	26.8	100.0
	Total	123	98.4	100.0	
Missing	system	2	1.6		
Total		125	100.0		

From Table (13), the majority of the respondents thought that the students' textbook ratios in the schools was 1:5-10. This was raised by 68(54.4%) of the total respondents. Those who identified the ratio to be more than 10 students were 33(26.4%) of the total respondents while 12 (9.6%) indicated that it could have been 1:4. However the rest of the respondents were on the view that the ratio could have been 1:3 raised by 5(4%), 1:2 raised by 3(2.4%) and 1:1 was raised by only 2(1.6%).

The researcher took time to inquire from the participants in the study on how the students copped with the limited materials. The results are presented in Table (14) which highlights them as were identified by the respondents.

Table (14): Respondents' perception on how the students cope with limited materials

	Frequency	Percent
They buy themselves	15	35.2
They borrow from friends of other schools	49	39.2
They depend on teachers notes	61	25.6
Total	125	100.0

Table (14) indicates a number of ways through which the students cope with the limited learning materials. These include; buying the learning materials themselves. This was identified by 44(35.2%) of the respondents. When the researcher contacted the students in the face to face interaction, most of them were on the view that, most of the books they read were bought by themselves. They expressed disgust on the regulations of the school libraries which they said were too hard to follow and the deadlines given to the students to return the books were regarded as unrealistic.

As such therefore, the researcher inquired from the respondents if the current performance in the schools could be attributed to availability of learning materials. The results to this effect are presented in Table 15. In this inquiry, the respondents were requested to agree or disagree.

Table (15): Respondents' opinion whether the current performance in the school could be attributed availability of learning materials

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly agree	32	25.6	26.0	26.0
	Agree	45	36.0	36.6	62.6
	Neutral	20	16.0	16.3	78.9
	Disagree	18	14.4	14.6	93.5
	Strongly disagree	8	6.4	6.5	100.0
	Total	123	98.4	100.0	
Missing	System	2	1.6		
Total		125	100.0		

According to Table (15), the majority of the respondents were in agreement that the current performance is related to the learning materials. That is 77(62.6%) of the respondents as compared to 26 (20.8%) who could not believe that performance had something to do with availability of learning materials. This distribution however left 20(16%) of the respondents neutral to the matter.

To this effect, the researcher inquired from the respondents, any other factors other than the learning materials which they felt could affect students' performance. The factors that were identified are presented in Table (16).

Table (16): Respondents' views on factors other than learning materials that affect students performance

	Frequency	Percent
Enrolment rates	37	29.6
Teachers students ratio	49	39.2
Students discipline	39	31.2
Total	125	100.0

From Table (16), the factors that were identified by the respondents were mainly the teachers' students' ratio. This was identified by 49 (39.2%) of the participants. However 39 (31.2%) of the participants identified the issue of students discipline as another factor while 37 (29.6%) identified enrolment rates as another factor.

As such therefore, the researcher inquired from the respondents how the issue of learning materials could be improved according to teachers and students. The results of this inquiry are presented in table (17)

Table (17): How the issue of learning materials could be improved according to the respondents

		Frequency	Percent	Valid Percent	Cumulative percent
Valid	schools should establish a fund for materials	31	24.8	25.4	25.4
	Encourage parents to buy them	32	25.6	26.2	51.6
	Solicit funding from NGOs	28	22.4	23.0	74.6
	Teachers should identify needing areas	31	24.8	25.4	100.0
	Total	122	97.6	100.0	
Missing	System	3	2.4		
Total		125	100.0		

As indicated by Table [17], they are number of ways through which access to learning materials could be improved. These indicated; Schools establishing a fund for learning materials. This view was raised by 31[24.8%] of the participants.

From the results on research question two, it is worthwhile concluding that there is a significant relationship between accessibility of learning materials and academic performance in secondary schools. This means therefore that if any school administration wishes to increase and maintain good academic performance, the idea of accessibility to the learning materials must be taken care of.

4.6 Research question three

The descriptive statistics of the study were analysed and indicated related results. For example, the researcher investigated if the students provided some benefits to motivate the teachers. To this idea, the majority of the respondents, 92(73.6%) did not believe that there were any benefits which students offered to teachers as

compared to only 11(8.9%) who indicated that there were some benefits offered. This distribution left 20(16%) of the respondents not decided on whether there were any benefits. The researcher also inquired from the respondents how the teachers could be motivated to be more helpful to the students. The results are presented in Table (18).

Table (18): How teachers could be motivated in view of the respondent

	Frequency	Percent
Give them some overtime allowance	27	21.6
At list recognize their contribution	49	41.2
Organise an end of term party	32	25.6
Involving them in decision making	17	13.6
Total	125	100.0

As indicated by Table (18), the respondents identified that teachers could be motivated by at list by recognising their contribution. This was identified by 49(41.2%) of the respondents. The researcher inquired on this idea during the face to face interactions. Most of the respondents indicated that, it is not about money for some one to love his /her job.

The researcher was interested in establishing if the teachers were accorded a number of motivational benefits. Hence she inquired of whether the teachers received over time pay. To this inquiry, 11[9.3%] were in agreement as compared to 52[41.6%] who did not agree that the teachers received overtime pay. This distribution however, left 55[44%] of the respondents not being sure of weather over time pay was paid or not .

On whether the teachers are offered with accommodation, varying views were expressed by the respondents for instances 30[24.6%] of the respondents were in agreement as compared to 38 [30.4] who disagreed while 25[20%] strongly disagreed with the idea of providing accommodation. This distribution left 29[23.2%] of the respondents neutral to the matter.

However the majority of the respondents were in agreement that the teachers received their lunch at the schools. This was raised by 71[57.7%] of the total respondents as compared to 354[27.2%] who did not agree that teachers were getting their lunch at school. This distribution left 18[14.4%] neutral to whether they did so. During the face to face interviews with the respondents, they were made to clarify why there were divergent views on whether the teachers received lunch at school or not yet this seemed to look like an obvious issue that was visible. Most of the respondents clarified that at school, there was no special food prepared for the teachers. That the teachers were subjected to beans and posho which food was traditionally meant for students. The respondents, hence were on the view that teachers get food in the school only if they had but in most cases they ate from the near by restaurants. However those who were willing ate the food and enjoyed it though the number of those who ate was smaller than the number of those who did not eat.

The researcher also inquired if the teachers were provided with transport allowance .The results to this inquiry are presented in Table [19] and the respondents had been requested to agree or disagree with idea .

Table (19): Respondents' views on whether teachers were provided with transport allowance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	2.4	2.5	2.5
	Agree	6	4.8	5.1	7.6
	Neutral	49	39.2	41.5	49.2
	Disagree	33	26.4	28.0	77.1
	Strongly agree	27	21.6	22.9	100.0
	Total	118	94.4	100	
Missing	System	7	5.6		
Total		125	100.0		

From Table [19], it is indicated that the majority of the respondents did not agree that teachers were offered transport allowance. That is 60[48%] of the total respondents as compared to 9[7.6%] of the respondents who could believe that they were offered with transport allowance. This distribution however, left 49[39.2%] of the respondents not being sure whether teachers received allowance or not.

The researcher also inquired if the teachers were given additional responsibility in the school. The results to this inquiry are presented in Table (20).

Table 20: Respondents' perception on whether teachers are given additional responsibility in the schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	15.2	15.4	15.4
	Agree	30	24.0	24.4	39.8
	Neutral	47	37.6	38.2	78.0
	Disagree	14	11.2	11.4	89.4
	Strongly agree	13	10.4	10.6	100.0
	Total	123	98.4	100.0	
Missing	System	2	1.6		
Total		125	100.0		

The results indicate 49 (39.8%) of the total respondents as compared to 27 (21.6%) who did not believe that teachers were given additional responsibility. This indicated to the researcher that most of the respondents were not aware of whether teachers were given additional responsibility. This made the researcher make a similar, inquiry during the face to face interviews. It was revealed that, teachers' additional responsibility opportunities were limited to heads of department and sections. However most of the teachers indicated that these offers were marred with nepotism and other grounds of favouritism. Instead of being motivational, had turned out to be demotivators.

Finally, the researcher inquired on whether the teachers were kept informed of school developments by the administration. The results are presented in Table (21).

Table (21): Participants perception on whether teachers are kept informed of school developments by the administration

		Frequency	Percent	valid percent	cumulative percent
Valid	Strongly agree	37	29.6	30.3	30.3
	Agree	19	15.2	15.6	45.9
	Neutral	38	30.4	31.1	77.0
	Disagree	15	12.0	12.3	89.3
	Strongly agree	13	10.4	10.7	100.0
	Total	122	97.6	100.0	
Missing	System	3	2.4		
Total		125	100.0		

The results in Table (21) indicate that 56 (45.9%) as compared to 28 (22.4%) of the respondents who did not agree. This however left 38 (30.4%) of the respondents neutral to the matter. However on the whole, the researcher was in position to inquire from the respondents whether other teachers were informed of the developments in the schools.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This Chapter presents the discussion of the results derived from the data presented in Chapter four. The discussion leads into varying conclusions and a number of recommendations and subsequently derived.

5.2 Discussion

The purpose of the study was to establish the factors that account for poor academic performance in rural secondary schools. The following are the discussions on the findings based on the three hypotheses that guided the study. The results are also cross-referenced with the findings of other scholars in related organisational environments.

5.3 Research question one

This question of the study was derived from research objective number one. The question stated that, "There is no significant relationship between Students discipline and their academic performance." The elements that were used to solicit respondents opinions to this question included; an understanding of how discipline is perceived by the students, whether students behaved the they were expected, whether school performance was attributed to the students' discipline, to mention but a few.

The results of the current study were cross-referenced with the findings of other scholars in other organisational environments in which a related situation was portrayed. For example, Musaazi (1986) believes and is supported by the researcher that in order to achieve effective teaching and learning, students' discipline is of paramount importance. The students' discipline implies that the students are provided with an opportunity to exercise self-control to solve school problems, to learn and to promote school welfare and academic performance.

In a finding related to the findings of the current study, in his dissertation, Seburimage (1998) discovered that discipline is of great value to academic achievement in schools. He argues that discipline should be goal oriented such that even as the teacher plays the role of external control he/she should be inculcating the habits of order and self-discipline. However, according to Seburimage, as the teacher plays the role of external control, he/she is expected to be disciplined thus set an example of self-discipline to the students. The results of the current study are also supported by Covaleskie (1994) who argues that discipline is important for any purposeful engagement with the world. He says that when we act in a disciplined way, we act consistently with the attainment of what we have chosen as our “ends – in-view” – the goals we have chosen as our own. Therefore for Covaleskie, discipline is the ability to stick to tasks in pursuit of desired ends both by the students and the institution.

Given the expressed scholarly views on discipline and the findings of the current study, it is worth concluding that discipline of students and their academic performance are two inseparable concepts and if every school wants to either maintain or sustain performance, it must invest in protecting and developing a high level of students’ discipline character.

5.4 Research question two

From research objective number two, the researcher derived the second Research question. In order to get the answers to this question, a number of elements were put to the respondents and these included, how the school accesses learning materials, whether the learning materials were enough, the students’ textbook ratios in the schools and how the students coped with the limited learning materials. The results of the current study were discussed with those of other scholars in other organisational environments and indicated relatedness. For example, the major facilities that enhance the learning process include; materials such as chalk,

textbooks, usual aids and black boards, which are core tools in the provision of quality education. Education Policy Review Commission Report (1989) noted that instructional materials are basic inputs without which academic performance is seriously hampered in schools. It identified their provision as the most effective way to improving teaching and academic performance in schools.

The findings of the current study are also supported by the World Bank (1990) study in which it was established that the role of learning facilities has been recognized world wide as a prerequisite to effective performance. The World Bank (1990) further notes that instructional materials are critical ingredients in secondary school education. They provide information to students and allow teachers assess student learning. This finding is also related to the findings by Hawes (1984) who holds a similar view on the importance of reading books and writing materials over desks or chairs when he argues that it is possible to learn on the floor provided one has something to learn from i.e. the textbook. Hawes's argument was upheld by the World Bank (1990) policy papers on education, which noted that some developing countries have invested a lot of inputs thought to be prerequisites for access to education; that is school buildings and teachers. They have left out instructional materials like textbooks and the consequences have been poor teaching and academic performance of those schools.

From the findings of the current study therefore, there is no reason to why the researcher could not conclude with confidence about the relationship between learning materials and the students' performance. It is only the availability of learning materials that can help students achieve higher grades at all levels.

5.5 Research question Three

From the third objective of the study, the researcher derived research question number three. To get adequate answers to this question, elements that were included

in the questionnaire included; if the students provided some benefits to motivate the teachers, how the teachers could be motivated, if the teachers received overtime pay, if the teachers were offered with accommodation facilities: to mention but a few.

The results of the current study were discussed along the results of other scholars in other organisational environments and reflected a similar situation. For example, according to Anold et al (1991), all organizations are concerned with what should be done to achieve sustained high levels of performance through people. This means giving close attention to how individuals can best be motivated through such means as incentives, rewards, leadership and importantly, the work they do and the organization context within which they carry out their work. This is probably why Anold et al (1991), was quick to define motivation as a reason for doing something. It is concerned with the factors that influence people to believe in certain ways.

The results of the current study also relate to Armstrong's views on employees motivation. Well-motivated people are those with clearly defined goals who take action that they expect will achieve those goals. Such people may be self-motivated and as long as this means they are going in the right direction to achieve what they are to achieve, then this is the best form of motivation, Armstrong (2003). According to Armstrong therefore the organization as a whole can provide the context within which high levels of motivation can be achieved by providing incentives and rewards, satisfying and growth. But managers still have a major part to play in using their motivating skills to get people to give their best and to make good use of its motivational processes provided by the organization.

With the above findings of the current study and the views expressed by other scholars, Gasheija (1997) was right when he pointed out that, the current thinking is based on a single opinion that pay should be seen as part of the wider relationship between management and employees and that the reward system adopted should act

as a medium for the expression of management style and their attempt to create commitment amongst the workforce. It is from the above findings of the current study and the supportive evidence derived from the views expressed by other scholars that the researcher was in position to conclude that the relationship between teachers' motivation and students academic performance is valid.

5.6 Conclusions

1. From the study, it was concluded that there is relationship between discipline and performance.
2. It was also established from the study that there is a relationships between accessibility to learning materials and performance of the students in Secondary schools.
3. Finally, the study concluded that there is a relationship between teachers' motivation and student's performance in Secondary schools.

5.7 Recommendations

1. Management should involve students in decision-making on decisions that directly concern students' discipline management.
2. Management should consider availing textbooks especially the current publication as an important aspect that could help in improving students' performance.
3. Teachers achievements for the school should be taken as an important performance management ingredient, which must be rewarded through additional pay and increased responsibility.

Recommendations for further Study

As this study was a case study, the researcher suggests that;

1. A comparative study about the factors affecting students' performance could be carried out across other schools to find out how the situation is portrayed.
2. A study could also be carried out to find out the effect of reward practices on motivation in secondary schools.
3. A study can also be carried out to find out the effect of organizational culture on schools performance in secondary schools.

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APPENDIX 1
QUESTIONNAIRE FOR TEACHERS

SECTION A: BACKGROUND INFORMATION

1. Sex

Male ☐

Female ☐

2. Age

3. Marital status

1. Married ☐

2. Single ☐

3. Widow (er) ☐

4. Separated ☐

4. Education level

1. Diploma ☐

2. Degree ☐

3. PGDE ☐

4. Masters ☐

5. Other (specify)

5. Length of service in the school (year)

.....

.....

6. How do you as a key stakeholder in the school, perceive , student discipline to be

1. Behaviour in accordance with rules and regulations ☐

2. Action by school management to enforce rules and regulation ☐

3. A contract between students and the school ☐

4. The respect of ones superior with the chain of authority ☐

5. A system of guiding the individual to make reasonable decisions ☐

7. What do you as teachers expect of students?

- 1. To abide by school rules regulating ☐
- 2. To attend class regularly ☐
- 3. To come to school on time ☐
- 4. To dress decently ☐
- 5. Other (specify)

8. Do the students behave the way you expect them to do?

- 1. No ☐
- 2. Yes ☐

b) If yes what do you think compels them to behave in accordance? (Give Reasons)

.....
.....

c) If No in (8), how does the administration respond to make them behave to Your expectations?

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

9. Does students' behaviour affect their performance in school in any way?

- 1. Yes ☐
- 2. No ☐

b) If yes, how does it affect this behaviour?

10. How has been your students performance in the last five years (tick one that applies)

- 1. Poor ☐
- 2. Fair ☐
- 3. Good ☐
- 4. Very good ☐

b) Do you think, their performance is attributed to their discipline?

1. Yes ☐

2. No ☐

If yes (in b) why do you think so?

.....

11. What do you think should be done to enhance discipline and performance of students?

1. Enforce strict rules and regulations ☐
2. Use corporal punishments ☐
3. Expelling students who are undisciplined ☐
4. Change school administration ☐
5. Other (specify)

12. (a) Do you have a feeling that the students performance (cushion 11) is attributed to the teachers efforts put in attributed to the teachers efforts put in?

1. Yes 2. No If Yes give reasons

☐ ☐

.....

.....

.....

13. How are your teachers motivated to work hard?

1. Overtime pay ☐
2. Transport allowance ☐
3. Lunch ☐
4. Holiday teaching pay ☐
5. Good performance benefits ☐
6. Others (specify)

14. What challenges do you have as teachers that limit your concentration to the students needs?

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

15. What do you think the administration can do, to help you improve your effort?

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

16. What motivation practices do you feel are in other schools and you think are not provided to you yet you need them

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

17. How does your school, access learning materials/ text books for the students?

- 1. Provided by the ministry of education ☐
- 2. Bought by the school ☐
- 3. Provided by parents ☐
- 4. Charity provisions ☐
- 5. Other (specify)

b) Do you feel the above (learning materials are enough)

- 1. Yes ☐
- 2. No ☐

c) If, yes what is your student text book ratio?.....

If No, how do the students cope up with the limited materials?

.....
.....

18. Do you think the performance in question (11) is attributed to the availability of the learning materials?

1. Yes ☐

2. No ☐

b) If no, what other factors do you think affect students performance than the issue of learning materials?

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

If yes, how do you think the issue of learning materials can be improved for greater students' performance?

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

APPENDIX 2 QUESTIONNAIRE FOR STUDENTS

Students' background information

1. Sex of student

1. Male ☐

2. Female ☐

2. Class of the students ☐

3. Age of the student ☐

4. Religion

Anglican ☐

Catholic ☐

Moslem ☐

Others (specify).....

5. What do you perceive as discipline?

1. Behaviour in accordance to rules and regulation ☐
2. The action by the management to enforce rules and regulations ☐
3. The respect of ones superior in the chain of authority ☐
4. A system of guiding the individual to make reasonable decisions ☐
5. Other (specify)

6. How has your school performed in the last five years

1. Poorly ☐

2. Average ☐

3. Good ☐

b) Do you think the previous students discipline has something to do with their Performance?

1. Yes ☐

2. No ☐

Bi) If No, what other factors could have contributed to the previous Performance situation?

.....
.....

7) Do you have a feeling that the school administration is doing enough to maintain students' discipline? 1. Yes ☐ 2. No ☐

bi) If yes why do you think the administration is doing enough?

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

(bii) If No in (7) what you think can be done to improve on students discipline?

.....
.....

8) Are you happy with your teachers' behaviour?

- 1. Yes ☐
- 2. No ☐

bi) If Yes why are you happy with their behaviour?

- 1. Coming to school regularly ☐
- 2. Informing students of New developments in the academic circle ☐
- 3. Providing coaching ☐
- 4. Providing advice to students ☐
- 5. Other (specify)

9. Are there some benefits you provide to your teachers to motivate them to teach you well?

- 1. No ☐
- 2. Yes ☐

bi) If yes , what benefits do you provide?

bii) If no, what benefits, do you feel are needed to motivate them

.....

10. Do you access learning material?

- 1. Yes
- 2. No.

bi) If Yes , which ones do you have access to?

bii) Are they enough for you?

- 1. Yes
- 2. NO

11. What is your student textbook ration on average?

bi) Where do you get the learning materials (in Qn. 6)?

- a. Parents buying them
- b. From the neighbouring schools
- c. From school library
- d. Others (specify)

12. What challenges do you experience I accessing the learning materials you need?

.....

.....

13. What do you think could be other factors affecting performance in this school, other than the learning materials?

.....

.....

APPENDIX 3

INTERVIEW GUIDE TO HEADTEACHERS AND BOARDS OF GOVERNORS

1. Since when have you been in service for this school?
2. Are you satisfied with your school performance in the last five years?
 1. Yes
 2. No

b) Give reason for your answer in 2 above

.....

.....

3. Do you think the students discipline has had something to do with their performance in the last five years
 1. Yes
 2. No

If yes why do you think so?

.....

.....

if No, what factors do you think are responsible for the students performance in the last five years?

.....

.....

.....

4. How do you think students discipline can be improved for greater achievements

.....

.....