

**INFLUENCE OF TEACHER RELATED FACTORS ON STUDENTS'
PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION
IN PUBLIC SECONDARY SCHOOLS IN KIBWEZI SUB-COUNTY, KENYA.**

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**Research Project Submitted in Fulfillment for the Award of the
Degree of Master of Education in Educational Administration.**

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DECLARATION

I declare that this research project is my original work and has not been presented for an award of degree in any other University.

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DEDICATION

I humbly dedicate this work to my Loving daughter Marion Mwongeli.

ACKNOWLEDGEMENT

To God without whose sufficient grace and divine provision I could not have accomplished this laborious work. I express my humble gratitude to my supervisors Dr. Antony Mungai and Dr. Selpher Cheloti for their scholarly guidance and perpetual encouragement. My sincere gratitude to Dr. Matheaus Kauti the director of MtitoAndei Campus for highly continued moral and academic support. Dr. Isaac Matemu for his scholarly advice and fatherly guidance. Acknowledgements will be incomplete without profound regards to my respondents and especially students of Kivuthini secondary School, my secretary Agnes Kanini who read and typed the project and my colleague staff members who stood with me during the time of writing this project. Your prayers are much appreciated. God bless you.

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ABBREVIATIONS AND ACRONYMS

EFA	Education for All
IIEP	International Institute for Education Planning
KCSE	Kenya Certificate of secondary Examination
MOE	Ministry of Education
OECD	Organization for Economic cooperation and development
RoK	Republic of Kenya
SPSS	Statistical Package for Social Scientists
TSC	Teachers Service Commission
UNESCO	United Nations Educations Scientific and cultural organization

ABSTRACT

The purpose of the study was to investigate the influence of teacher related factors on students' performance in KCSE in public secondary schools in Kibwezi Sub County. Four research objectives guided the study. The objectives sought to establish the influence of teacher job satisfaction on students performance in KCSE exam, determine the influence of teacher motivation on students performance, assess the influence of teacher professional qualification on students performance in KCSE examination and lastly to establish the influence of teacher professional experience on students performance in KCSE in Kibwezi Sub County. The study used descriptive survey design and stratified sample was used to select the respondents. A sample of 18 principals, 90 teachers and 180 students was used. The study revealed that teacher job satisfaction influenced students performance as indicated by responses from 17(94.4%) of the principals and 74 (86.0%) of the teachers. It also revealed that teachers motivation is a key factor influencing students performance as indicated by responses from 14 (77.8%) of the principals. The study established that teacher professional training influenced students' performance because such teachers utilize their acquired skills and talents better. This was agreed upon by 12 (667%) of the principals, 93 (54.7%) of the teachers and 89(52.4%) of the students. Teacher professional experience was also found to have a great influence on students' performance. Experienced teachers found their jobs more enjoyable, meaningful and performed their jobs more effectively. This was indicated by 11 (61.1%) of the principals and 71 (82.6%) of the teachers. The study recommends that schools should motivate their teachers more the ministry of education should provide more opportunities for further professional training and that newly employed teachers should be given on the job training to enhance performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The concept of quality education is defined in part, in article 1 in the world declaration for Educational for all (EFA), adopted in 1990 that states: All children

have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes; learning to know, to do, to live together and to be. (Beiter, 2005) According to the Movement of united Nations Educations Scientific and cultural organization (UNESCO) retrieved 11 September 2010, quality education plays a major role in promoting economic growth, enhancing democracy and good governance.

Education contributes to improving peoples' lives and reducing poverty in ways that make people become more productive (World Bank,1999). According to Leonardo (2004) quality education is the product of the struggle during the pedagogical interaction between the teacher and the student. Making quality education accessible to all children calls for re- examination of practices that exist within the policy context, nutritional examination conduct, teacher training, curriculum development and implementation procedures, the teaching – learning process as well as quality assurance. In an exploratory study conducted in 2000 by Ministry Of Education (MOE) key stakeholders in Kenya (especially parents),when asked what quality education entailed said that they wanted

children to be able to progress through the education system to do well in examinations and leave with employable skills.

The relevance of job satisfaction is very crucial to the long-term growth of any educational system around the world. It probably ranks alongside professional knowledge and skills, center competencies, educational resources and strategies as the viable determinants of educational success and performance. Professional knowledge, skills and center competencies occur when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003). The above factors are closely similar to what Dweck 1999 found out that many teachers lose or fail to develop satisfaction which is very essential and forms the fundamental reason for working for life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance.

Motivation has been reported in primary, secondary and college education to influence academic performance through study effort as a mediator, (Vansteenkiste, 2005) (Ostroff), 1992 and Ashton & Webb, 1986 argues that teachers who do not feel supported in their work may be less motivated to deliver in their subjects. In addition, highly motivated teachers are less likely to change schools or to leave the teaching

profession altogether than those who are dissatisfied with many areas of their work conditions (Bobbitt, Choy, Henke, Medrich, & Lieberman 1993). These actions disrupt the school environment and result in shifting valuable educational resources away from actual instruction towards costly staff replacement efforts.

The education system in Kenya is largely examination oriented. The quality of education tends to be evaluated in terms of the number of students passing national examinations (Eshiwani, 1993). Educators and the general public have time and again expressed concern over factors that influence student performance in examinations. The most outstanding factor has to do with the organizational management of schools. Most of our schools aim at completing the syllabus and because of this, students drilling students is commonly practiced in schools so that students can increase their chances of passing. This effect has narrowed the concept of education and the kind of information imparted to the students who have turned out to be shallow, ill – informed and unable to make concrete decisions.

There has been a growing concern in the performance of secondary schools in Kenya. The poor performance of students is a concern for all stakeholders. Poor performance in most secondary schools has been attributed to a number of factors which range from school factors, student related factors and government related factors, status of teaching force; availability and adequacy of physical resources; efficiency in utilization of the specified teaching period; student performance in key subjects; instructional materials

crucial to students' learning (Government of Kenya, 2007). This study therefore focused on the teacher related factors influencing the performance in the public secondary schools in Kibwezi sub County.

Dissatisfied teachers who want to transfer to other schools may be poor performers because of general motivational factors (Rockoff, 2004, Hanushek, Kain and Rivkin, 2005), and also because they are simply waiting to move on to a different location, thus putting low effort into their current work duties and disregarding any longer term plans for their students. According to Baron (1986) it is believed that satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnovers rates, and intention to quit, and finally employees' well-being .Fenech (2006) reported poor work conditions, low salaries, heavy workloads, unrealistic expectations from managers, low professional status, organizational conflict, and reduced autonomy as important factors that contribute to teacher dissatisfaction.

The issues of motivation of teachers in education and the impact on academic performance are considered as an important aspect of effective learning. However, students reaction to education determines the extent to which he or she will go in education. The impact of motivation on education of a child cannot be undermined. That is why Hall (1989) believes that there is a need to motivate students so as to arouse and sustain their interest in learning. Motivation raises question on why people behave in the way they do it. Moreover, (Skaalvik & Skaalvik, 2006; Sandra, 2002), revealed that there

was a significant relationship between academic performance and motivation. In Nigeria, a study carried out by Ajayi et al 1998 on achievement motivation using 276 students revealed that there is an agreement between academic performance and motivation.

Teacher incentives, either individual or collective, may improve student achievement if they succeed in aligning the public or social goals with the goals of the teacher. In this case, a combination of incentive and composition effects will increase student performance (Lazear, 2003). Teacher's self-efficacy beliefs may influence a student's achievement in several ways. Teachers with high self-efficacy beliefs are more likely than teachers with a low sense of self-efficacy to implement didactic innovations in the classroom and to use classroom management approaches and adequate teaching methods that encourage students' autonomy and reduce custodial control (Guskey, 1988), to take responsibility for students with special learning needs, to manage classroom problems, and to keep students on task (Chacon, 2005).

Many studies have established that inexperienced teachers (those with less than two years of experience) are typically less effective than more senior teachers. However, the benefits of experience appear to level off after about five years (Darling-Hammond, 1999). Hanushek's (1999) review of 140 studies found that in only 30 percent of the studies teacher experience was correlated with student achievement. Experienced teachers influences students achievements in several ways. Teachers with long experience use better classroom management approaches and adequate teaching methods

that encourage students. Autonomy and reduce custodial control (Guskey 1988) thus taking responsibility for students learning needs, managing classroom problems and keeping students on task(Chacon, 2005). Studies have established that inexperienced teachers (those with less than two years) are less effective than more senior teacher.

1.2 Statement of the problem

Excellent academic grades is the main concern of educationist and educational stakeholders with educators and policymakers focusing on testing, accountability, curriculum reform, teachers quality, school choice and related concerns. It is generally agreed that the most important manifestations of quality education have to do with literacy, cognitive abilities, performance and progression to higher levels of learning. In Kenya, examinations are generally acceptable as valid measures of achievement (Maiyo, 2009) and thus leading to over reliance on scores and transition rates as core measures of achievement. The performance of the secondary schools in Kibwezi Sub County has been below average for the past five years as shown in the table below

Table 1.1 K.C.S.E performance of secondary schools for the last five years

year	2009	2010	2011	2012	2013
Mean grade	4.86	4.72	4.66	4.51	4.83

Teachers play a crucial role in the academic performance of the students. The factors affecting the teachers in the performance of their duties affect the performance of the students. Studies have been done by Odhiambo (2010), Yala, & Wanjohi (2011) to address factors influencing performance. These studies did not address the problem of poor performance in relation to teacher factors. This study assessed teacher related factors influencing students academic performance in K.C.S.E in public secondary schools in Kibwezi sub County.

1.3 Purpose of the study

The purpose of this study was to assess the influence of teacher related factors on KCSE performance of students in public secondary schools in Kibwezi sub County

1.4 Objectives of the study.

The following objectives guided the study.

- i. To establish the influence of teachers job satisfaction on students performance in KCSE in Kibwezi sub county.
- ii. To determine the influence of teacher motivation on students. performance in KCSE examinations in Kibwezi sub county.
- iii. To assess the influence of teacher professional qualification on students performance in KCSE examinations in Kibwezi sub county.
- iv. To establish the influence of teacher professional experience on students performance in KCSE examinations in Kibwezi sub county.

1.5 Research questions

The study was guided by the following research questions;

- i. How does teachers job satisfaction influence students performance in KCSE examinations in Kibwezi Sub county?
- ii. In what ways does teacher motivation influence students performance in KCSE examinations in Kibwezi sub county?
- iii. To what extend does teacher professional qualification influence students performance in Kibwezi sub county?
- iv. What is the teacher professional experience influence on students' performance in KCSE examinations in Kibwezi Sub County?

1.6 Significance of the study

The results obtained from the study revealed that teachers related factors influence students performance in KCSE. This information is useful in the formulation of policies and the improvement of the already set policies, towards the improvement of the performance and the betterment of the Kenyan education system at large. The findings are beneficial to schools in Kibwezi Sub county and other stakeholders like the MOE and TSC on issues concerning staff management skills that would lead to improvement of students' performance in KCSE. This is because the teacher factors would be reviewed in relevance to their effect on the student's academic performance, and their effects would be brought to light.

Besides, the findings are helpful to school principals on matters pertaining teacher job satisfaction and motivation in order to performance in KCSE. This is an important step towards the improvement of the academic performance and the overall educational outcome.

1.7 Limitations of the study

Some administrators were not willing to release their students KCSE performance readily. Therefore the researcher assured them of anonymity and confidentiality. Some teachers were not ready to disclose the academic qualification. The researcher assured them of coding the information. The study was carried out in public secondary schools in Kibwezi sub county and the intensity of factors vary from one school to other so conclusion were made with caution.

There was variation in the capacity of the teacher due to experience and professional qualification. Teachers with more experience could handle challenges better than others and therefore the generalization to findings to all schools needs were considered biased on this possible diversity. To overcome this, the researcher collected data from a cross – section of all teachers disregarding age and experience.

1.8 Delimitation of the study

This study was carried out in public secondary schools in Kibwezi sub County. The study only focused on the teacher related factors influencing the academic

performance of students in the secondary schools. The factors considered included teacher job satisfaction, teacher motivation, professional training and professional experience of the teachers. The study involved the principals and the students in the secondary school in Kibwezi Sub County only because of the limitation of time and finances.

1.9 Assumptions of the study

The study was based on the following assumptions;-

- i. That all schools have enough well trained teachers
- ii. That all schools motivate their teachers.
- iii. That the respondents would be truthful and give accurate and honest opinions.

1.10 Operational definition of terms

Teacher:	Refers to a person who provides education for pupils (children) learners and students (adults)
Students:	Refers to a learner, or someone who attends an educational institution to acquire knowledge, skills and petition.
Performance:	Refers to academic achievement in a school as measured by the mean mark or grade attained in KCSE, which is a national examination for completion of secondary education in Kenya.

Motivation:	Refers to the process whereby goal-directed activity is instigated and sustained.
Management:	Refers to the process of directing the school through planning, organizing, coordination and controlling of its material and human resources towards the achievement of predetermined goals
Learning:	Refers to the process by which a pupil acquires or attempts to acquire knowledge or ability to do something.
Headteacher:	Refers to the person in charge of secondary schools and he has overall administrative responsibilities over the school also called Principal

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature under the following subheadings; global and regional perspective of teacher factors influencing students performance, teacher related factors affecting performance in Kenya, influence of teacher job satisfaction on students performance, influence of teacher motivation on students performance, influence of teacher professional training on students performance, influence of teacher professional experience on students performance in KCSE, Identification of the research gap, theoretical framework and lastly the conceptual framework.

2.2 Global and regional perspective of teacher factors influencing students performance.

According to data obtained from students in North Carolina by Jackson (2010) teacher effectiveness is higher after a transfer to a different school and teacher-school matching can explain a non- negligible part of teacher quality. Boyd Lankford, Loeb, Ronfeldt and Wyckoff (2010) found that teachers whose students demonstrate higher achievement growth are less likely to transfer to another school. These results suggests that one reason teachers may desire to move is that they are a poor fit for their present schools. Thus a

better school job matching may potentially increase productivity and student achievement in their former and new school.

According to Fenech 2006, satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnovers rates, and intention to quit, and finally employees' including qualified educational staff according to Fenech (2006) deed, educator's well being has serious implications for the quality of the education they provide. Satisfied teachers are expected to hold their jobs longer, to be able to engage in more responsive, positive and consistent interaction with students, and to positively influence students' performance (Marlach & Leiter1999).

Extrinsic incentives, such as merit pay or effectiveness among Nigerian teachers (Ubom, 2001). The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teachers higher level needs. The issues of motivation of teachers in education and the impact on academic performance are considered as an important aspect of effective learning. However, a learner's reaction to education determines the extent to which he or she will go in education.

A study of teacher absenteeism carried out in 2004 in Uganda found an average rate of teacher absenteeism of 27 percent considerably high than most countries. The government conducted impromptu visits to 160 government/ non government schools in

Uganda in 2006. The schools were randomly selected across three regions (Western, Eastern, Central) six districts the rate of teacher absenteeism was found to be 23% (Habyarimana, 2007)

According to a report based on three countries, Zambia, Papua & New Guinea on valuing of teachers there is a potential crisis in the teaching profession that threatens the ability of national government to reach internationally agreed targets to expand and improve education. In many developing countries the teaching force is demoralized and fractured. The report focuses on factors in four areas conditions of the level of teachers, the situation as educators, the relationship with their local community and their voice in educational policy. This report concludes that teachers poor payment adversely affects their status in the society hence poor performance. Eisy (2005) study in Ghana found that the teacher factors which significantly contributed to low academic achievement were incidences of lateness to school, absenteeism and in ability to complete the syllabus thus affecting students performance in national examinations.

2.3 Teachers factors influencing students performance in KCSE in Kenya

Odhiambo (2010) contends that there is a growing demand from the Kenyan government and the public for teacher accountability in students performance. Schools are commonly evaluated using students and teachers cannot be disassociated from the schools they teach and academic results of the students. Teachers celebrate and are rewarded when their schools and subjects are highly ranked. According to Yala and Wanjohi (2011) Kenyan teachers who excel in their subjects are rewarded during open days. The study focused on teachers job satisfaction, teachers motivation, teachers profession professional training and teachers professional experience, influence on students performance in KCSE.

2.3.1 Influence of teacher satisfaction on students performance in KCSE

Dissatisfied teachers who want to transfer to another school may be poor performers both because of general motivational factors (Rockoff 2004, Hanushek, Kain&Rivkin 2005), and also because they are simply waiting to move on to a different location, putting low effort into their current work duties and disregarding any longer term plans for their students. Teachers' motivation is likely to be a relevant factor affecting students' learning.

Motivated teachers are typically those who have chosen to be in a given school, while teachers just waiting to move to another school may be rather unmotivated. Using data of students in North Carolina, Jackson (2010) shows that teacher effectiveness is higher

after a transfer to a different school and teacher-school matching can explain a non-negligible part of teacher quality. Boyd, Lankford, Loeb, Ronfeldt and Wyckoff (2010) find that teachers whose students demonstrate higher achievement growth are less likely to transfer to another school. These results suggest that one reason teachers may desire to move is that they are a poor fit for their present schools and thus a better school job matching job may potentially increase the teacher productivity and greatly influence students performance.

According to Baron, 1986 it is believed that satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnovers rates, and intention to quit, and finally employees' well-being. This premise holds for a variety of employees, including qualified educational staff. Indeed, educators' well-being has serious implications for the quality of the education they provide (Fenech, 2006). Satisfied teachers are expected to hold their jobs longer, to be able to engage in more responsive, positive and consistent interaction with students, and to positively influence students' performance (Maslach & Leiter, 1999).

Given the importance of job satisfaction, special attention should be dedicated to determine why some teachers express dissatisfaction in their jobs. Some researchers argue that teachers who do not feel supported in their work may be less motivated to do their best in the classroom (Ostroff, 1992 & Ashton and Webb, 1986). In addition, highly satisfied teachers are less likely to change schools or to leave the teaching profession

altogether than those who are dissatisfied with many areas of their work life (Choy, 1993). These actions disrupt the school environment and result in the shift of valuable educational resources away from actual instruction towards costly staff replacement efforts.

Research on teachers' job satisfaction suggests that educators are most satisfied with teaching itself and their supervision and dissatisfied with their salary and promotional opportunities (Dinham & Scott, 2000). These findings seem to be robust across several different countries and cultural contexts (Koustelios, 2001). As far as early educators are concerned, Fenech (2006) reported poor work conditions, low salaries, heavy workloads, unrealistic expectations from managers, low professional status, organizational conflict, and reduced autonomy as important factors that contribute to teacher dissatisfaction. For teachers, satisfaction with their career may have strong implications for student learning. The hypothesized outcomes of job satisfaction include the use of new techniques in class for better performance which, in turn, may be conducive to students' better achievement.

While the study of job satisfaction is immense among organizational behavior researchers, it is interesting to note that factors influencing job satisfaction similarly influence job performance, which in turn creates the context for the job. As such, the behaviors exhibited by employees that contribute to organizational effectiveness are said to be variables that have effects on "the psychological, social, and organizational context" of an employee's work (Reio & Kidd, 2007).

This kind of contextual performance includes employee's doing such things as volunteering for additional assignments, persisting in completing difficult tasks, assisting colleagues in the completion of their tasks, and supporting organizational policies and goals despite disagreement with them (Reio& Kidd, 2007). In relation to school organizations, studies on effective schools indicate no single variable accounts for school effectiveness; instead, schools with higher student achievement exhibit climates wherein teachers reflect a strong commitment to student achievement (Ashton & Webb, 1986).

2.3.2 Influence of teacher Motivation on students performance in KCSE.

Work motivation refers to the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks. However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment. (Bennell & Akyeampong, 2007).

A major conclusion of the above study on school effectiveness in developed countries is that achieving better learning outcomes depends fundamentally on improvements in teaching. Although there are many other factors that affect learning outcomes, teaching is the main school-level determinant of school performance. Thus, ways to increase teacher motivation and capabilities are central to any systematic attempt to improve learning outcomes. A considerable amount of research has been conducted on what makes the

‘effective’ teacher. And yet, the focus to date of policy reform in most countries has been on improving learning outcomes through a better allocation of resources, more accountability, curriculum reforms and refined assessment systems, and better and in-service teacher training (Bennel & Akyeampong, 2007).

The literature on teacher motivation and incentives in developed countries has many common or similar themes with the very much more limited literature on this subject in low-income developing countries. In particular, it is widely contented that the status of teachers in most organization for Economic cooperation and development OECD countries has declined appreciably during the last fifty years, teacher autonomy and creativity have been curtailed by more control and regulation, and that teachers are being asked to do more with less. Teachers also complain about the lack of variety and role differentiation in their careers, the limited incentives for them to improve their practice and develop as professionals, and the limited linkages between their performance, teacher compensation and teacher development. International Institute for Education Planning (IIEP, 2004).

In the United Kingdom, a comprehensive literature Spear et al (2000) highlights the wide range of factors that influence teacher job satisfaction and motivation in the United Kingdom. The main factor found to contribute to job satisfaction of teachers is working with children whereas job dissatisfaction was primarily attributed to work overload, poor pay, and perceptions of how teachers are viewed by society. The author concludes that in

order to experience high job satisfaction, teachers need an intellectual challenge, a high level of professional autonomy, to feel that they are benefiting society, to enjoy good relations with their colleagues, and to spend a sufficient proportion of their time working with children. Enhanced pay, improved status, a less demanding workload and fewer administrative responsibilities do not necessarily bring about higher levels of job satisfaction.

Another important finding of the review is that studies have consistently identified the same variations in the job satisfaction levels of teachers depending on certain individual and school characteristics. In particular, with regard to gender differences, female teachers tend to have higher levels of job satisfaction than their male colleagues, but male teachers are generally more satisfied over their level of influence over school policies and practices. Teachers in rural areas report higher levels of job satisfaction than those in urban areas. In developed countries, pay incentives have been found to be generally ineffective in increasing teacher motivation. Teacher motivation is based on intrinsic and that true job satisfaction is based on higher order needs (Sylvia & Hutchinson, 1994) offering additional extrinsic rewards have ever been found to undermine the intrinsic motivation of teachers.

2.3.3 Influence of teacher training on students performance in KCSE

Hanushek's (1989) analysis of 113 studies found that teachers who hold advanced degrees did not predict higher levels of student achievement in 100 out of 113 studies. Of

the 13 studies where teacher advanced degrees were a significant predictor variable, the results were split between positive and negative relationships. In other words, teachers with an advanced degree had a negative impact on student achievement in 6 of the 13 studies. Greenwald, Hedges & Laine (1996) found that in 15 percent of the 60 studies they reviewed, teachers who had a master's degree produced students who achieved better than teachers without a master's degree, but in 13 percent of the studies teachers with master's degrees had a negative effect on student achievement. A third study by Ferguson and Ladd (1996) found no student achievement advantage in either reading or math for students who were taught by teachers with master's degrees. The results from 174 studies demonstrate that teachers who hold advanced degrees do not produce better performing students.

Many studies have established that inexperienced teachers (those with less than two years of experience) are typically less effective than more senior teachers. However, the benefits of experience appear to level off after about five years (Darling-Hammond, 1999). Hanushek's (1999) review of 140 studies found that in only 30 percent of the studies teacher experience was correlated with student achievement. Hanushek, however, claims that the positive correlation may result from senior teachers being permitted to select schools and classrooms with higher achieving students and less discipline problems. Of the 60 studies Greenwald, Hedges and Laine (1996) reviewed, 30 percent showed a positive and statistically significant relationship between teacher experience and student achievement. Rubenstein (2000) in his analyses of teachers' years experience

in Massachusetts, Texas, Virginia, Florida, and Georgia found that elementary teachers with more than 25 years experience produced students with significantly lower National Assessment of Educational Progress scores than teachers with between 6–10 years experience. Further, gains for student achievement were nonexistent for teachers teaching between 11–24 years.

A report released by the Charles Dana Center (1999) used data from Texas' 250,000 public school teachers to determine the achievement effect that certified versus non certified elementary instructors had on the state's third-grade student population. Using Texas' third-grade performance tests, the data showed that 75 percent of third graders taught by teachers with a teaching credential passed all sections of the tests. The figure dropped to 64 percent when fewer than 85 percent of third grade teachers were certified. In Evertson, Hawley & Zlotnik's (1985) review of the research compared regularly certified teachers to provisionally or emergency certified teachers, 11 of the 13 studies showed that regularly certified teachers were ranked higher in effectiveness in terms of both student achievement and teaching performance judged by administrators. Ferguson and Womack (1993) found that the amount of education coursework completed by regularly certified teachers explained more than 4 times the variance in teacher performance than did measures of teacher content knowledge.

Teacher's self-efficacy has been found to be associated with enhanced student's motivation, increased self-esteem, strong self-direction, ease in managing school

transitions, and more positive attitudes toward school (Miskel, McDonald, & Bloom, 1983). Teacher's self-efficacy may also contribute to promote student's sense of efficacy, fostering their involvement in class activities and their efforts in facing difficulties (Ross, Hogaboam-Gray, & Hannay, 2001). In addition, other findings suggest a reciprocal effect between a teacher's perceived self efficacy and a student's achievement, showing that teacher's perceived self-efficacy is particularly high in schools with high-achieving and well-behaved students (Ross, 1998). As teachers of talented and disciplined students are more likely to be successful in their activities and tasks than teachers of students who present learning or disciplinary problems, the repeated experiences of success with students may enrich their experience and contribute to their robust sense of efficacy.

Research has also found that teachers' sense of efficacy is related to their satisfaction with their choice of profession and their competence as rated by school superintendents (Trentham, Silvern, & Brogdon, 1985). Recent findings have shown that teachers' self-efficacy beliefs have a crucial role in affecting and sustaining their commitment to school and their job satisfaction (Caprara, Barbaranelli, Borgogni, & Steca, 2003). It is likely that job satisfaction accompanies teachers' sense of efficacy and contributes to sustain their efforts towards pursuing children's optimal scholastic attainments. As recently demonstrated by a study on over six thousand American teachers, pay satisfaction is positively related to academic performance measured at the school district-level (Currall, Towler, Judge, & Kohn, 2005).

Guyton and Farokhi (1987) demonstrated consistent, strong, and positive relationships between teacher education coursework completed and teacher performance in the classroom. In their research of 2,101 high school math teachers and 1,380 high school science teachers, Goldhaber and Brewer (1999) found that teachers who have a standard certification in the subject they teach have a statistically significant positive impact on student test scores relative to teachers who either are not certified or are certified out of the subject. Although these results demonstrate that regularly certified teachers outperform non-certified or provisionally certified teachers in terms of student achievement and observations by administrators and others, this research, should be viewed with some skepticism. First, only a small portion of the studies conducted relates to a number of studies have pointed to the influence of teacher's self-efficacy beliefs on children's cognitive achievements and success at school (Muijs & Rejnolds, 2001).

2.3.4 Influence of teacher experience on students performance in KCSE

Teachers experience influences students achievements in several ways. Teachers with long experience use better classroom management approaches and adequate teaching methods that encourage students. autonomy and reduce custodial control (Guskey 1988) thus taking responsibility for students learning needs, managing classroom problems and keeping students on task (Chacon, 2005)

Studies have established that in experienced teachers (those with less than two years) are with less than two years) are typically less effective than more senior teacher.

However the benefits of experience appear to level after five years (Darling- Hammond, 1999) There has been a growing concern in the performance of secondary schools in Kenya. The poor performance of students is a concern for all stakeholders. Poor performance in most secondary schools has been attributed to a number of factors which range from school factors, student related factors and government related factors, status of teaching force; availability and adequacy of physical resources; efficiency in utilization of the specified teaching period; student performance in key subjects; instructional materials crucial to students' learning (RoK,2007). This study will focus on the teacher based factors affecting the performance in the public secondary schools in Kibwezi sub County.

2.5 Identification of the research gap

The above reviewed literature presents studies carried out in different parts of the globe, on matters pertaining to the teacher factors affecting the performance of learners. These studies have been carried out in other countries, but only a few studies have been carried out in Kenya which are addressing factors affecting students performance such as school environment, instructional materials, efficiency in utilization of the specified teaching period but none has addressed the teacher related factors in Kibwezi Sub County. This study aimed to fill the missing knowledge gap on the teacher factors affecting the performance in Kenya, with the information and data obtained from public secondary schools in Kibwezi Sub County.

2.6 Theoretical framework

This study was guided by Affective Events Theory developed by organizational psychologists Howard Weiss and Russell Cropanzano (1996). The theory explains how emotions and moods influence job performance and job satisfaction in workers. The model explains the linkages between employees' internal influences (for example, cognitions, emotions, mental states) and their reactions to incidents that occur in their work environment that affect their performance, organizational commitment, and job satisfaction. The theory proposes that affective work behaviors are explained by employee mood and emotions, while cognitive-based behaviors are the best predictors of job satisfaction. The theory proposes that positive-inducing e.g., uplifts as well as negative-inducing e.g., hassles emotional incidents at work are distinguishable and have a significant psychological impact upon workers' job satisfaction. This results in lasting internal e.g., cognition, emotions, mental states and external affective reactions exhibited through job performance, job satisfaction, and organizational commitment.

Alternatively, some research suggests that job satisfaction mediates the relationship between various antecedent variables such as dispositions, workplace events, job characteristics, job opportunities, and employee behavior exhibited while on the job e.g., organizational citizenship behaviors, counter-productive work behaviors, and job withdrawal. To that end, when workers experience uplifts e.g., completing a goal, receiving an award or hassles for example, dealing with a difficult client, reacting to an

updated deadline, their intention to continue or quit depends upon the emotions, moods, and thoughts associated with the satisfaction they derive from their jobs.

Research has demonstrated that the relationship between job satisfaction and turnover is fully mediated by intention to quit; workers who report low job satisfaction are likely to engage in planned quitting. The weaknesses of this theory is that it does not account for employees who report high job satisfaction but quit unexpectedly. It does not also consider extrinsic rewards, such as better job offers outside their current organization that may influence their decisions, employees personality factors may also impact their decisions to exit early from otherwise ideal jobs under ideal working conditions while the theory emphasize on emotions/moods. This are subject variables which cannot be measured objectively because teachers are times influenced by emotions/moods which they carry alone to the school. This emotions/moods may interfere with the performance of teaching duties and therefore, this theory is relevant to the study in that the teacher factors such as motivation, job satisfaction, knowledge, experience, training and teacher efficacy, which have affected the productivity of the teachers also affects the outcome of the students in KCSE performance in public secondary schools in Kibwezi Sub county. However , the theory was found to be suitable for this study.

2.7 Conceptual framework

A conceptual framework showing the relationship of the variables for the study is shown below.

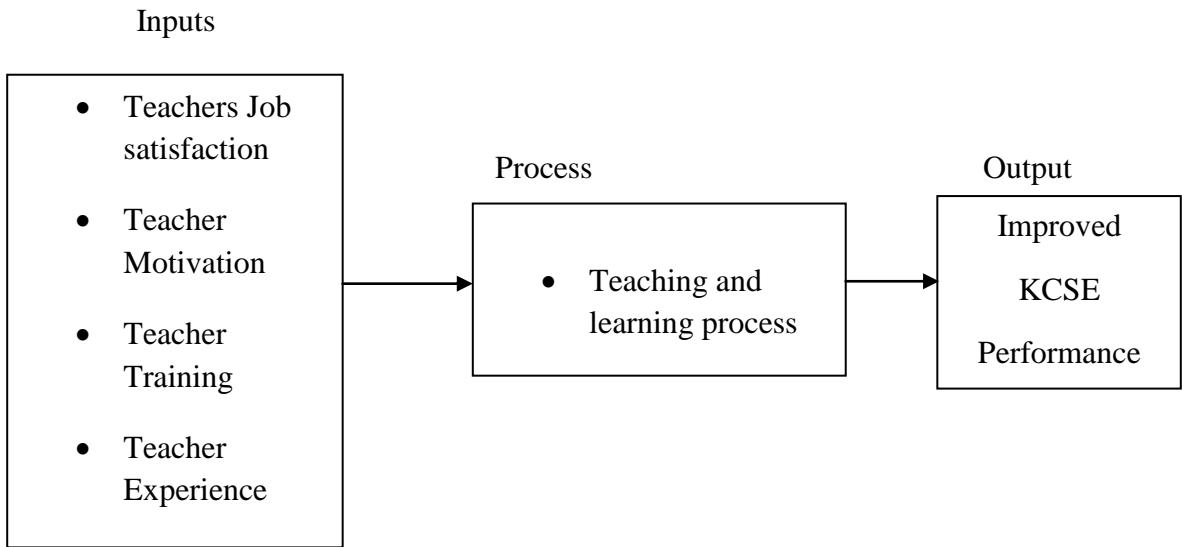


Figure 2.1: Conceptual Framework showing teacher factors affecting the KCSE performance

A conceptual framework showing the relationship of the variables for the study is shown on the Figure 2.1. In the framework, the independent variables teacher factors that include; motivation, job satisfaction/dissatisfaction, teachers efficacy, teacher training and teacher experience. The intervening variables include; type of school, government policy and students cognitive ability, while the dependent variable is the academic performance of the students. This indicates that, teacher jobs satisfaction, motivation, training and experience once exposed to the teaching and learning process influences students' performance in KCSE.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section discusses how the research will be carried out to obtain information necessary to cover specific objectives. This chapter is organized into the following subtopics: research design, target population, sample sampling procedure research instruments, piloting data collection and analysis procedure.

3.2 Research design

The design for this study was descriptive survey design. This type of design usually seeks to find answers to the questions generated from the statement of the problem. According to Jackson, (2009) descriptive survey design is used on preliminary and exploratory studies to allow the researcher to gather the information, summarize, present and interpret data. Using this design the researcher attempted to find answers to questions by analyzing the variables that relate to the teacher factors affecting the academic performance of students in secondary schools in Kibwezi sub county.

3.3 Target population

A population is a group of individuals objects or items from which samples are for measurements. It's the entire group or elements that have at least one thing in common (Kombo, 2006). The target population is the larger group to which the researcher hopes to generate the findings. The target population for the student was all the 3000 form three

and form four students, 480 teachers and 60 principals in the secondary schools in Kibwezi Sub County. (Kibwezi sub county DEO'S office 2014)

3.4 Sample size and sampling procedures

Sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representatives of characteristics found in the entire group (Orodho, 2001). Mugenda and Mugenda (2003) recommend a representative sample of 10-30% for descriptive survey research. A sample of 18 schools were stratified sampled to participate in the study.

The schools were divided into three strata, as per the divisions proportionate samples of 10% were randomly picked from each stratum. From the sampled schools, the head teacher was purposively sampled, 5 students from form 3 and 5 from form 4 were randomly sampled, to participate in the study. How teachers were selected to participate in the study. The teachers to participate in the study included the two class teachers in charge of Form 3 and Form 4, the deputy head teacher, a subject teacher and the curriculum coordinators (examinations office) in the school.

Table 3.1 Sampling matrix

Category of population	Total population	Sampling procedure	Sample
Principals	60	Purposive	18
Teachers	300	Purposive	90
Students	600	Simple Sampling	180
Total	960		288

3.5 Research instruments

The study used questionnaires for principals, teachers and students. The questionnaires were structured and contained open and closed ended items. This gave respondents freedom to express their views or opinion and also facilitate consistency of certain data across the respondents.

3.6. Validity of the research instruments

According to Neuman (2000) validity is the degree to which a test measures, what it purports to measure. The content validity of the instrument was ascertained in by discussing the relationship with the university supervisors. Their corrections were incorporated. The instruments further piloted in two schools from the sub county which had not been included in the study. Items found to be ambiguous or not necessary were discarded and others were restructured to gather the right information as per the study objectives.

3.7 Reliability of the research instrument

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda 2003). The researcher used the test-re-rest method in which the same test was given to the same people after a period of time. The reliability of the test was estimated by examining the consistency of the response between the two tests. Reliability was measured using the Pearson moment correlation coefficient .The results for the questionnaires for principal was 0.86, the results for the questionnaires for teachers was 0.82, the results for the questionnaires for students was 0.80. This gave instrument cores of 0.827. According to Mugenda 2003 reliability ranges between a value of 0.827 and 0.87 meant that the instrument was reliable for use in the study.

3.8 Data collection procedures

The researcher got an introduction letter from SEKU after which she sought and obtain permission from National Commission of Science Technology and Innovation (NACOSTI) Then from the director of Education. Makueni County then the sub county director of education Kibwezi sub county (D.E.O). The researcher visited all the Schools to administer the questionnaires. The respondents were given one week to respond to all items adequately. Raw data was collected using questionnaires distributed to respondents.

3.9 Data analysis techniques

Burns (2000) defines data analysis as categorizing, manipulating and summarizing of data in order to obtain answers to research questions. This study employed descriptive

statistics to analyze the data obtained. Gay (1992) asserts that descriptive survey data is commonly represented through use of frequency, graphs, pie-charts and frequency tables. Data from the field was collected, cleaned, coded and recorded. Data collected by use of the questionnaire, were coded, and analyzed, using Statistical Package for Social Scientists (SPSS version 17).

Quantitative analysis entailed analyzing values about a situation by choosing specific aspects of that situation. Descriptive statistics was used to analyze the quantitative data obtained. This specifically included percentages and frequency counts. The qualitative data obtained in this study was analyzed by organizing them into similar themes and tallying the number of similar responses. The results of data analysis were presented using frequency distribution tables, bar graphs and pie charts.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION.

4.1 Introduction

This study investigated the influence of teacher related factors on KCSE performance of students in public secondary schools in Kibwezi sub County. The study specifically investigated the influence of teachers' job satisfaction, teacher motivation, teacher professional qualification and teacher professional experience on students' performance in KCSE examinations. This chapter presents the data analysis and interpretation of the findings. The chapter presents the questionnaire return rate, demographic data and the analysis according to the research objectives.

4.2 Questionnaire return rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Out of 18 principals, 90 teachers and 180 students sampled by the study, 18 principals, 86(100%) teachers and 170(94.4%) students filled and returned the questionnaires. These return rates were above 80% and hence deemed adequate for data analysis as recommended by Mugenda 2003.

4.3 Demographic information of respondents

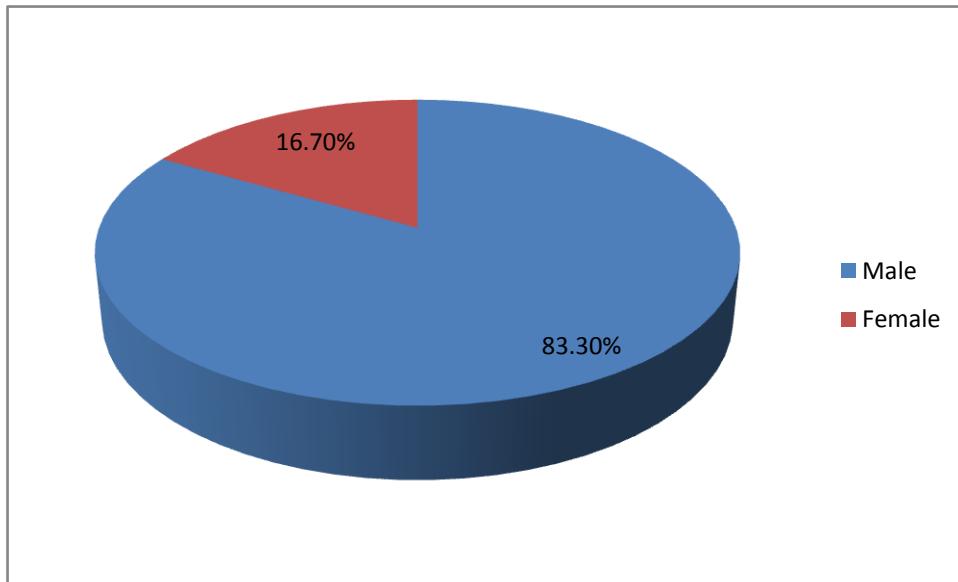
This section presents the demographic information of the principals, teachers and students.

4.3.1 Demographic information of principals

The demographic information of principals was based on gender, age, highest educational level and duration they had served in the current school. Data is presented in the following section:

The researcher sought to establish the distribution of principals according age. Their responses were as shown in figure 4.1

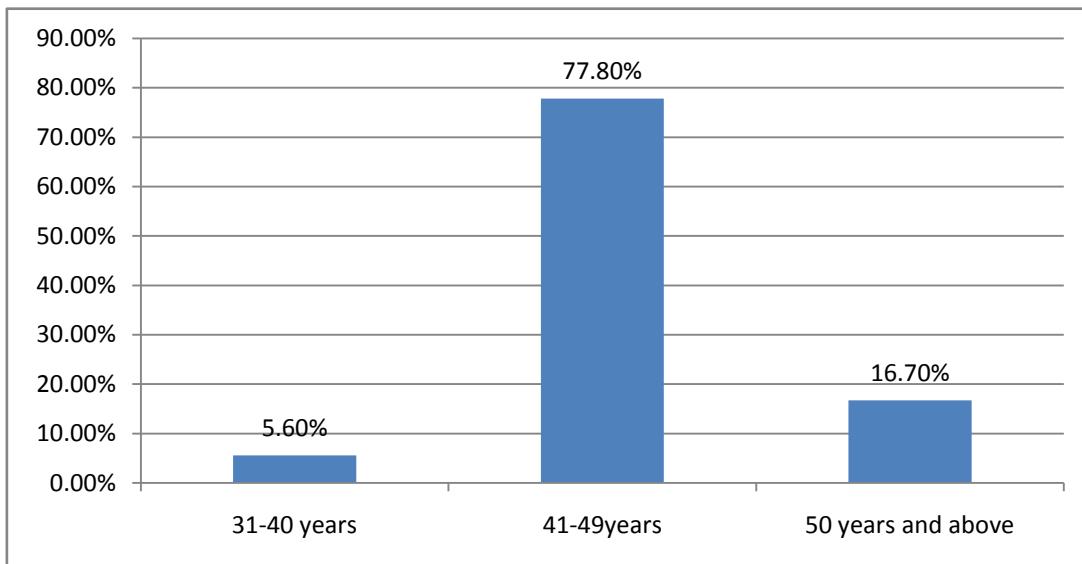
Figure 4.1 Distribution of principals according to gender



Majority of the principals' (83.3%) were males while (16.7%) of principals' were females. This therefore indicates that, more male principals were able to understand the influence of teacher related factors on students performance on KCSE.

The principals' were requested to indicate their age . Their responses were as shown in figure 4.2

Figure 4.2 Distribution of principals according to age

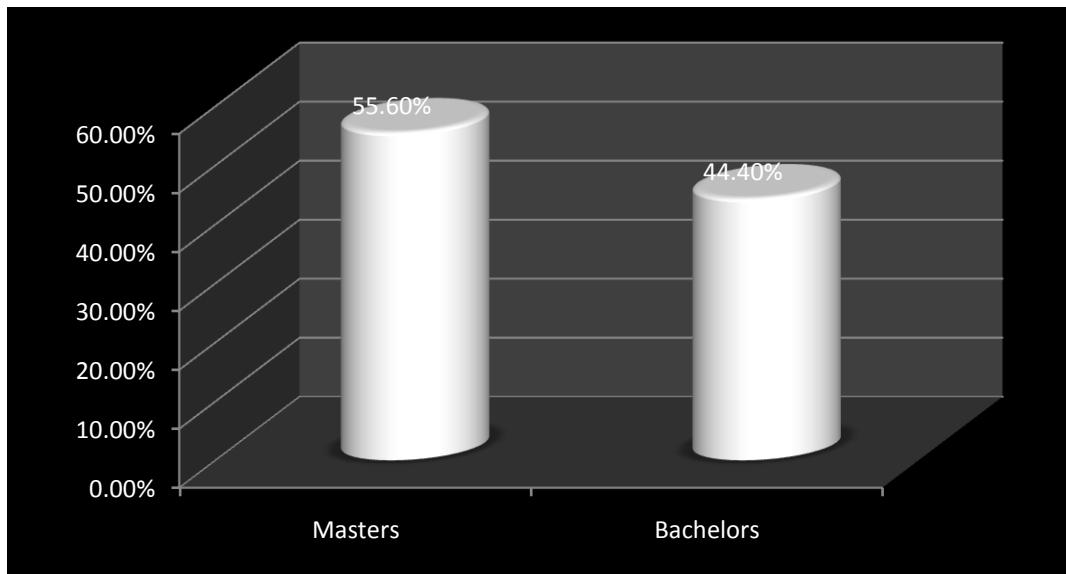


Majority of principals (77.8%) were aged between 41 and 49 years, 1(5.6%) were aged between 31 and 40 years while 3(16.7%) were aged above 50 years. This indicates that principals were relatively old thus more experienced to understand teacher related factors influencing students performance.

The researcher further sought to know the educational level of principals.

The findings are as shown in figure 4.3.

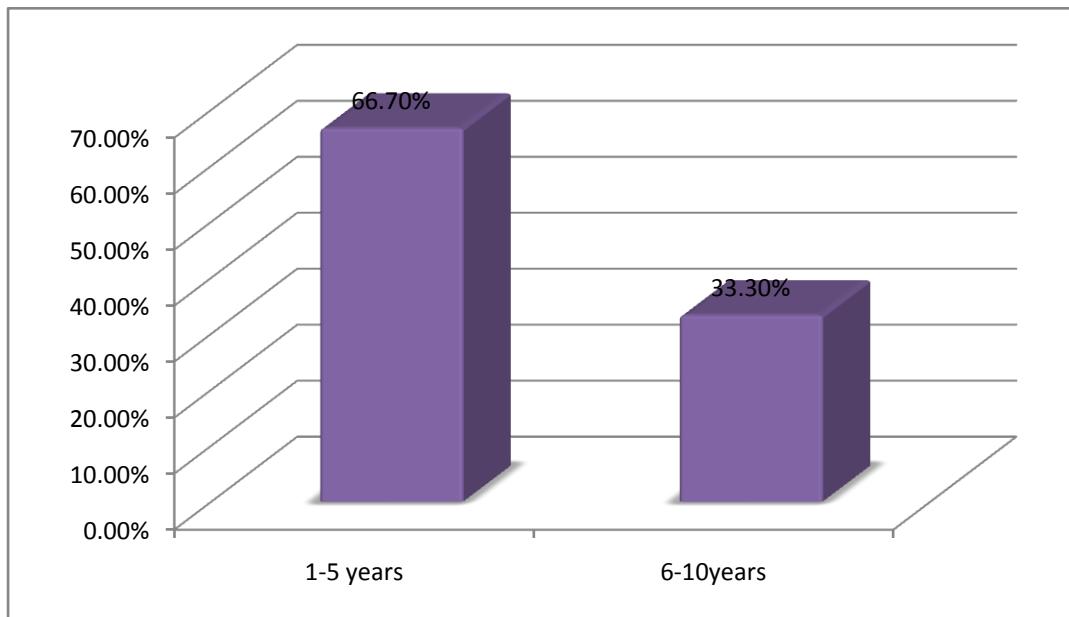
Figure 4.3 Distribution of principals according to highest education level



Majority of principals 10(55.6%) had masters education while 8(44.4%) had bachelors education. This means principals with high educational qualifications are able to understand teacher factors that affect students' performance. They are also likely to take care of teachers needs at school level hence making them work better for improved performance. The data also shows that majority had masters' degree which implies that they have knowledge from their course on how to handle teachers which ultimately influence students' performance.

The researcher sought to know the duration the principals had been in their schools. Their responses are as shown in figure 4.4.

Figure 4.4 Distribution of principals according to duration in the school



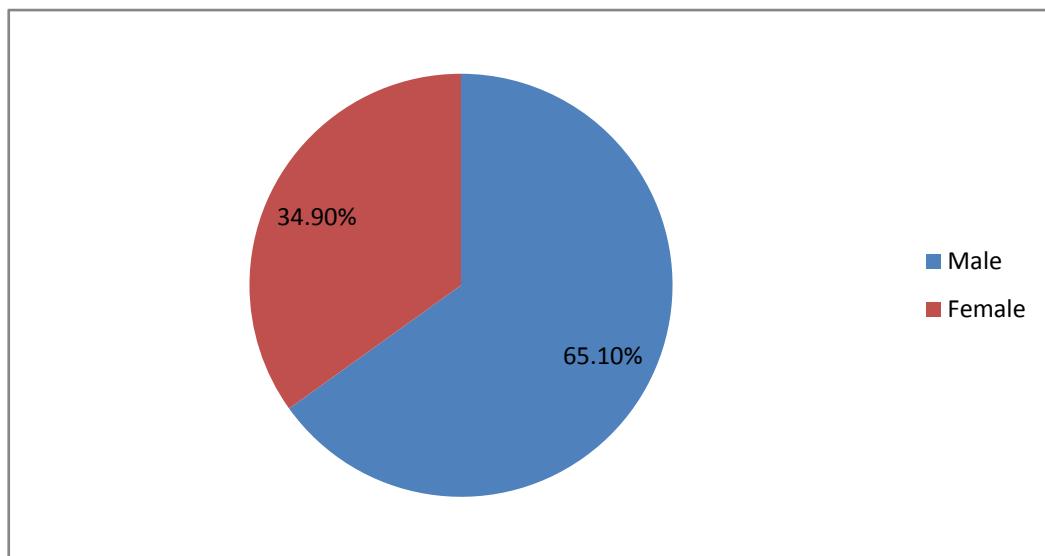
Majority of principals 12(66.7%) had been in the current school for between 1 and 5 years while 6(33.3%) had served the current school for between 6 and 10 years. These findings imply that the principals had a considerable number of years in secondary school and hence the professional experience. The professional experience of the principals is important since they are able to understand teachers related factors that influence student performance.

4.3.2 Demographic information of teachers

The demographic information of teachers was based on gender, age, highest education level and duration they had served in the current school.

The researcher sought to know the teachers' gender distribution in the schools sampled schools. The findings were as shown in the figure 4.5.

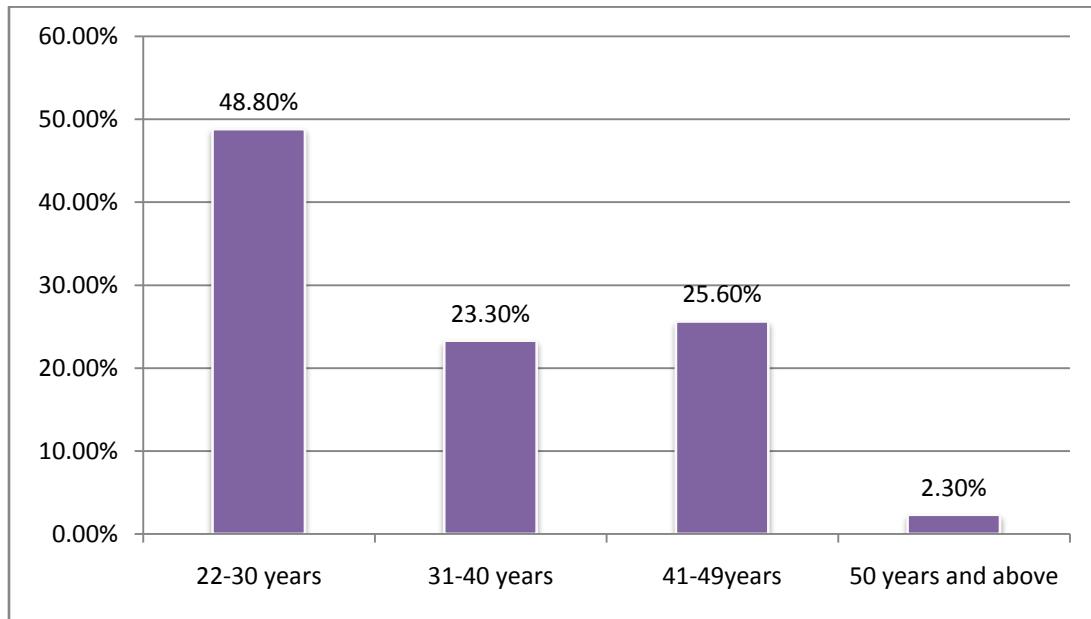
Figure 4.5 Distribution of teachers according to gender



Majority of teachers 56(65.1%) were male while 30(34.9%) were female. This shows that more male teachers were able to understand the influence of teacher related factors on students performance.

The teachers were asked to indicate their age according to the given age group sets. Figure 4.6 shows their responses.

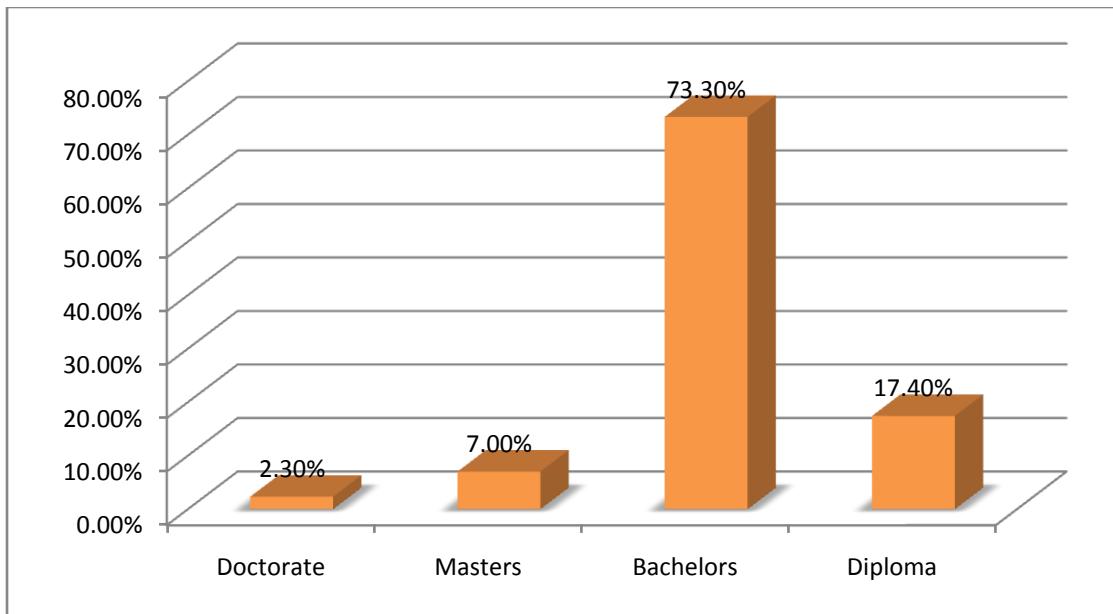
Figure 4.6 Distribution of teachers according to age



Most of teachers 42 (48.8%) were aged between 22 and 30 years, 20(23.3%) of teachers were aged between 31 and 40 years. Data further shows that 22(25.6%) were aged between 41 and 49 years while 2(2.3%) were above 50 years old. This indicates that, a good number of teachers were old enough thus experienced to be able to understand teacher related factors influencing students performance.

The study sought to establish the educational level of the teachers. Their responses are as shown in figure 4.7.

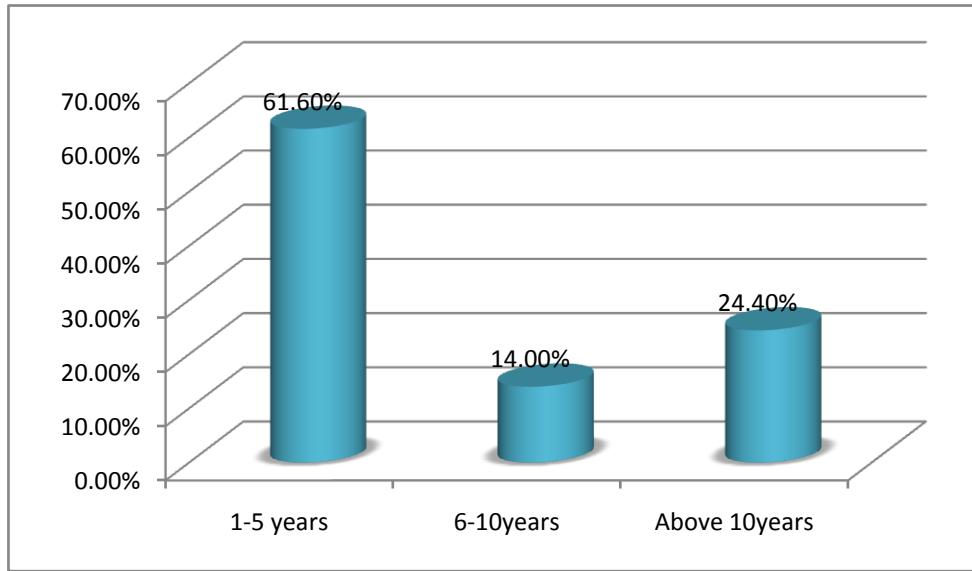
Figure 4.7 Distribution of teachers according to highest educational level



Majority of teachers 63(73.3%) had bachelors education level, 15(17.4%) had diploma education level, 6(7.0%) had masters education while 2(2.3%) had doctorate education level. The professional experience on the teachers is very important since they are able to understand teacher factors that influence students performance.

The researcher further sought to establish the duration the teachers had served in their current station. The findings were as shown in figure 4.8

Figure 4.8 Distribution of teachers according to duration in the school

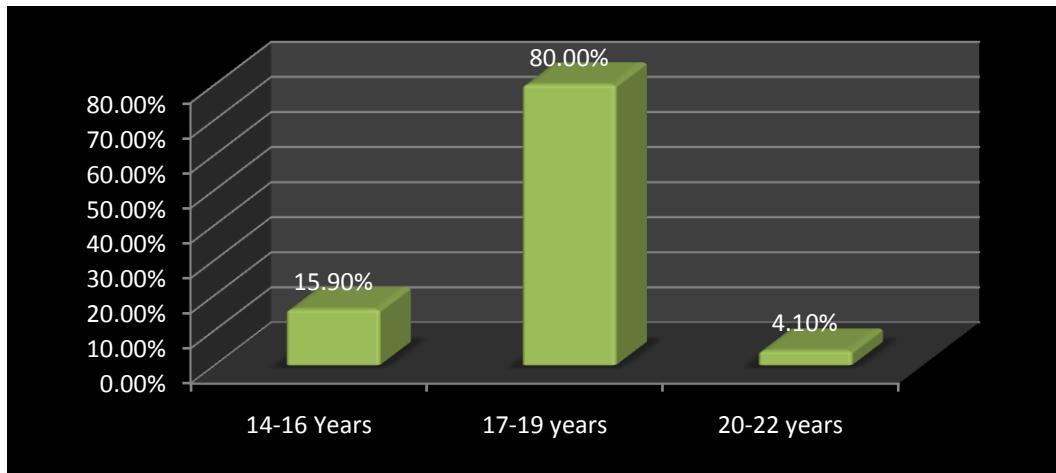


Majority of teachers 53(61.6%) had been in the current school for between 1 and 5 years, 12(14.0%) had been in the current school for between 6 and 10 years while 21(24.4%) had been in the school for above 10 years. This findings implies that there were more young teachers in secondary schools and thus they influenced students performance more than the old teachers.

4.3.3 Demographic information of students

The students were required to indicate their ages. Their responses were as shown in figure 4.9.

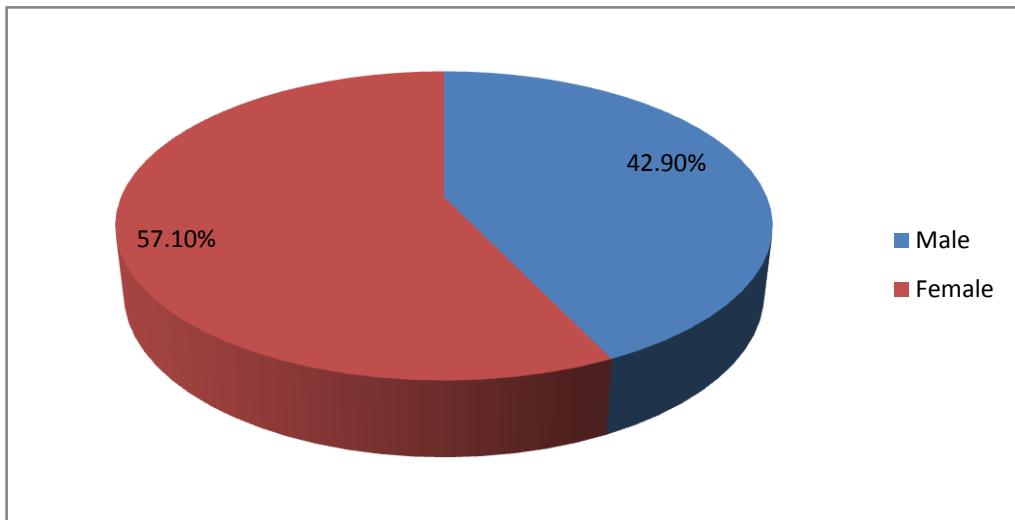
Figure 4.9 Students' age



Majority of the students 136(80.0%) were aged between 17 and 19 years, 27(15.9%) of students were aged between 14 and 16 years while 7(4.1%) of students were aged between 20 and 22 years. This implies that, majority of the students could explain how their performance was influenced by the stated teacher related factors.

The researcher sought to establish the gender of the students . The findings are as shown in the figure 4.10

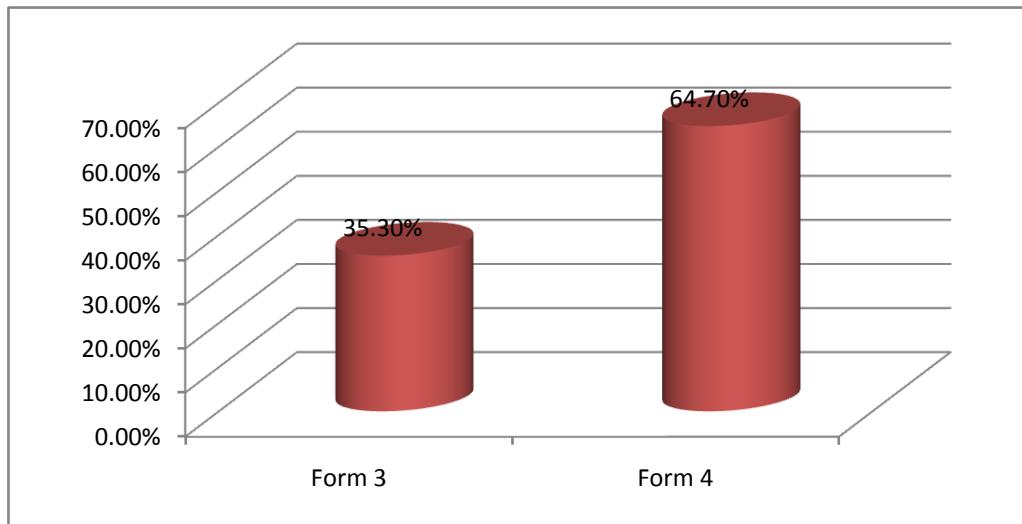
Figure 4.10 Students' gender



Majority of students shows that 97(57.1%) were female while 73(42.9%) of students were male. This implies that teacher related factors influenced the performance of more female than male students.

The study further sought to find out the students classes or forms. The findings were as shown in figure 4.11.

Figure 4.11 Students' class



Data shows that 60(35.3%) of students were from form three while majority 110(64.7%) were from form four. This implies that majority of the students had been in secondary school for considerable number of years and hence they were in a position to understand the influence of teachers on their performance

4.4 Teachers job satisfaction on students' performance in KCSE

One of the objectives of this study was to establish how teachers job satisfaction influence students' performance in KCSE. The researcher posed items to the principals, teachers and students to establish the same.

The study sought to find out principals responses on whether they gave incentives to teachers for good academic performance. Their responses were as shown in table 4.1

Table 4.1 Principals responses on whether they gave incentives to teachers for good academic performance

Response	F	%
Strongly Agree	13	72.2
Agree	5	27.8
Total	18	100.0

Majority of the principals' 13(72.2%) strongly agreed that they gave incentives to their teachers for good academic performance while 5(27.8%) of principals agreed that they gave incentives to their teachers for good academic performance. This shows that teacher incentives, either individual or collective, may improve student achievement if they succeed in aligning the public or social goals with the goals of the teacher. This means that when teachers are motivated they commit more of their time towards goal achievement thus classroom instruction improved performance.

The researcher sought to find out from the teachers whether they were given incentives for good academic performance. Their responses are as shown in table 4.2

Table 4. 2 Teachers responses on whether they were given incentives for good academic performance

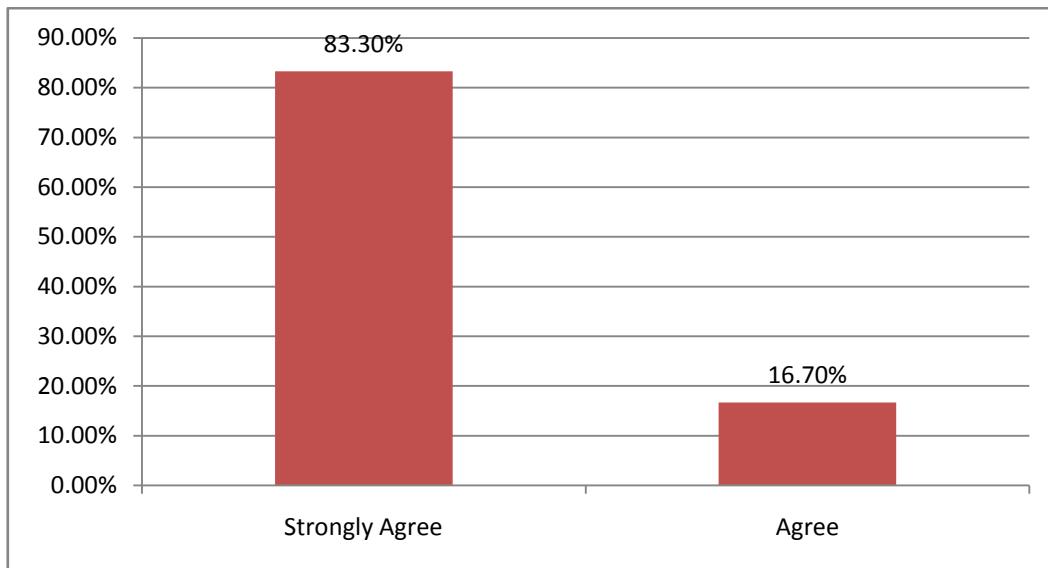
Response	F	%
Strongly Agree	15	17.4
Agree	41	47.7
Undecided	10	11.6
Disagree	13	15.1
Strongly Disagree	7	8.1
Total	86	100.00

Table 4.2 shows that 15(17.4%) of teachers strongly agreed that they were given incentives by their principals for good academic performance, 41(47.7%) of teachers agreed with the statement, 10(11.6%) of teachers were undecided on the statement. Data further shows that 13(15.1%) of teachers disagreed that they were given incentives for good academic performance while 7(8.1%) of teachers strongly disagreed with the statement. This shows that 59.3 % agreed that students performance was influenced by being rewarded because the incentives encouraged teachers self drive commitment and they worked hard to ensure better performance for more recognition in form of rewards. This agrees with Lazear, 2003) who indicated that combination of incentive and composition effects will increase student performance

The study further sought to establish whether principals provided meals for the teachers.

Figure 4.12 presents principals responses

Figure 4.12 Principals responses on whether they provided meals for the teachers



Majority of principals 15(83.3%) strongly agreed that they provided meals for their teachers while 3(16.7%) agreed with the statement. Provision of meals to teachers increases productivity because the teachers basic needs are met enhancing teacher job satisfaction and therefore more of their free time is used to help students in academic work and thus improvement of their performance.

The researcher sought to find out from the principals whether their teachers were willing to take part in remedial teaching. Their responses are as tabulated in table 4.3

Table 4.3 Principals' responses on teachers were willingly take part in remedial teaching

Response	F	%	Major
Strongly Agree	9	50.0	ity of
Agree	6	33.3	princi
Undecided	1	5.6	pals
Disagree	2	11.1	9(50.0
Total	18	100.0	%)

strongly agreed that their teachers were willingly to take part in remedial teaching, 9(33.3%) agreed with the statement. Data further shows that 1(5.6%) were undecided while 2(11.1%) disagreed that teachers were willingly to take part in remedial teaching. This implies that, 83.3% of the teachers were willing to take part in remedial teaching which indicates teacher job satisfaction and thus commitment which leads to early syllabus coverage then improved student performance.

Teachers were requested to indicate whether the purpose of teaching made them work hard. Their responses are as shown in table 4.4

Table 4.4 Teachers responses on whether the purpose of teaching makes them work hard

Response	F	%
Strongly Agree	31	36.0
Agree	46	53.5
Undecided	5	5.8
Disagree	4	4.7
Total	86	100.0

Majority of teachers 46(53.5%) agreed that the purpose of teaching makes them work hard, 31(36.0%) strongly agreed with the statement. It was further indicated that 5(5.8%) were undecided with the statement while 4(4.7%) disagreed that purpose of teaching makes them work hard. This agrees with (Dinham and Scott, 2000) who indicated that job satisfaction suggests that educators are most satisfied with teaching, supervision but are dissatisfied with their salaries. This implies that 77(89.5%) of the teachers supported the purpose of teaching which made them work hard, this commitment give more time to teaching hence improved performance.

The researcher further sought to establish teachers' workload. Their responses were as shown in table 4.5

Table 4.5 Principals responses on whether teachers' workload was high

Response	F	%
Strongly Agree	12	66.7
Agree	3	16.7
Undecided	2	11.1
Disagree	1	5.6
Total	18	100.0

Majority of principals 12(66.7%) strongly agreed that teachers' workload was high, 3(16.7%) agreed with the statement, 2(11.1%) were undecided on the statement while 1(5.6%) disagreed that teachers' workload was high. This implies that 15(83.4%) of the principals agreed that teachers workload was high and this would cause teacher dissatisfaction hence influence negatively on students performance.

The researcher sought to find out from the teachers responses on whether they had a lot of work which was burdening. Their responses were as tabulated in table 4.6

Table 4.6 Teachers responses on whether they felt that their work was burdensome.

Response	F	%
Strongly Agree	8	9.3
Agree	27	31.4
Undecided	1	1.2
Disagree	37	43.0
Strongly Disagree	13	15.1
Total	86	100.0

Data shows that 8(9.3%) of teachers strongly agreed that they had a lot of work which was burdening, 27(31.4%) agreed with the statement and 1(1.2%) were undecided with the statement. Data further shows that 37(43.0%) disagreed that they had a lot of work which was burdening while 13(15.1%) strongly disagreed that they had a lot of work which was burdening. This implies that teachers workload was average according to the data provided thus it could not influence performance negatively.

The researcher sought to find out principals responses on teachers job satisfaction on students' performance in KCSE. Their responses are as shown in table 4.7

Table 4.7 Principals responses on teachers job satisfaction on students' performance in KCSE

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
	11	61.12	1	11.1	4	22.2	0	0.0	1	5.6
Teachers are satisfied with physical conditions staff offices										
Teachers are satisfied with their relationships with the administrators	4	22.2	14	77.8	0	0.0	0	0.0	0	0.0
Teachers are satisfied with the availability of teaching and learning resources	4	22.2	11	61.1	0	0.0	3	16.	0	0.0
								7		

Majority of principals 11(61.12%) strongly agreed that teachers were satisfied with physical conditions staff offices, the same number of principals agreed that teachers were satisfied with the availability of teaching and learning resources. Data further shows that majority 14(77.8%) agreed that teachers were satisfied with their relationships with the administrators. This implies that for teachers, satisfaction with their career was affected by physical conditions staff offices, relationships with the administrators and the availability of resources and this had strong implications on student learning.

The study sought to find out teachers responses on teachers job satisfaction on students' performance in KCSE. Their responses are as tabulated in table 4.8

Table 4.8 Teachers responses on teachers job satisfaction on students' performance in KCSE

Statement	Strongly		Agree		Undecided		Disagree		Strongly	
	agree								disagree	
	F	%	F	%	F	%	F	%	F	%
I know what results are expected from me	44	51.2	35	40.7	5	5.8	2	2.3	0	0.0
I regularly receive recognition or praise for good work	25	29.1	46	53.5	2	2.3	10	11.6	3	3.5
I Feel very happy when my students perform better	70	81.4	16	18.6	0	0.0	0	0.0	0	0.0
I am satisfied with the availability of teaching and learning resources	9	10.5	43	50.0	2	2.3	21	24.4	11	12.8

Majority of teachers 44(51.2%) strongly agreed that they knew the results expected from them, majority 46(53.5%) of teachers agree that they regularly received recognition or praise for good work. Majority 70(81.4%) of teachers strongly agreed that they felt happy when their students perform better while majority 43(50.0%) of teachers agreed that they were satisfied with the availability of teaching and learning resources. This agrees with Reio and Kidd, (2007) who indicated that contextual performance includes employee's doing such things as volunteering for additional assignments, persisting in completing difficult tasks, assisting colleagues in the completion of their tasks, and supporting organizational policies and goals despite disagreement with them.

The researcher sought to find out principals and teachers overall level of their work. Their responses are as tabulated in table 4.9

Table 4.9 Overall level of satisfaction with the work

Table shows that majority of principals 13(72.2%) and majority of teachers 57(66.3%)

Respondents	Highly satisfied		Moderately satisfied		Slightly satisfied		Moderately dissatisfied		Highly dissatisfied	
	F	%	F	%	F	%	F	%	F	%
Principals	4	22.2	13	72.2	1	5.6	0	0.0	0	0.0
Teachers	17	19.8	57	66.3	9	10.5	2	2.3	1	1.2

were moderately satisfied with their work. The study further shows that 4(22.2%) of principals and 17(19.8%) of teachers were highly satisfied with their work. This disagrees

with Bennell & Akyeampong, (2007) who indicated that measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment.

The study sought to find out students' responses on teachers' job satisfaction on students' performance in KCSE. Their responses are shown in table 4.10

Table 4.10 Students responses on teachers' job satisfaction on students performance.

Statement	Very true		True		Somehow true		Somehow true		Not true at all	
	F	%	F	%	F	%	F	%	F	%
I feel free to ask any questions to my teachers	91	53.5	46	27.1	29	17.1	4	2.4		
My teachers are friendly	72	42.4	49	28.8	35	20.6	8	4.7	6	3.5
My teachers teach very well	108	63.5	46	27.1	14	8.2	1	0.6	1	0.6
My teachers create extra time for remedial teaching	113	66.5	31	18.2	19	11.2	2	1.2	5	2.9
New teachers teach better than old teachers	12	7.1	10	5.9	60	35.3	54	31.8	34	20.0
I perform better in subjects taught by much older teachers than newly employed	35	20.6	23	13.5	26	15.3	47	27.6	39	22.9
My teachers use varied teaching methods	90	52.9	58	34.1	4	2.4	13	7.6	5	3.0
My teachers are very committed to their work	85	50.0	39	22.9	13	7.6	18	10.6	15	8.8

Majority of students 91(53.5%) indicated that it was very true that they feel free to ask any questions to their teachers, 72(42.4%) of students indicated that it was very true that

their teachers were friendly. majority of students' 108(63.5%) indicated that it was very true that their teachers taught very well, majority of students' 113(66.5%) indicated that their teachers created extra time for remedial teaching. Data further shows that majority of students 60(35.3%) indicated that it was somehow true that new teachers taught better than old teachers. Majority of students 90(52.9%) indicated that their teachers used varied teaching methods while majority of students 85(50.0%) indicated that their teachers were very committed to their work. This therefore implies teachers gave student more time in their academic work and thus improvement in KCSE.

4.5 Motivation of teachers on students' performance in KCSE

To establish the influence of motivation of teachers on students' performance in KCSE, the researcher posed items to principals, teachers and students that sought the same.

The researcher sought to find out responses on whether teachers' motivation influence students performance in KCSE. Their responses were as tabulated in table 4.11

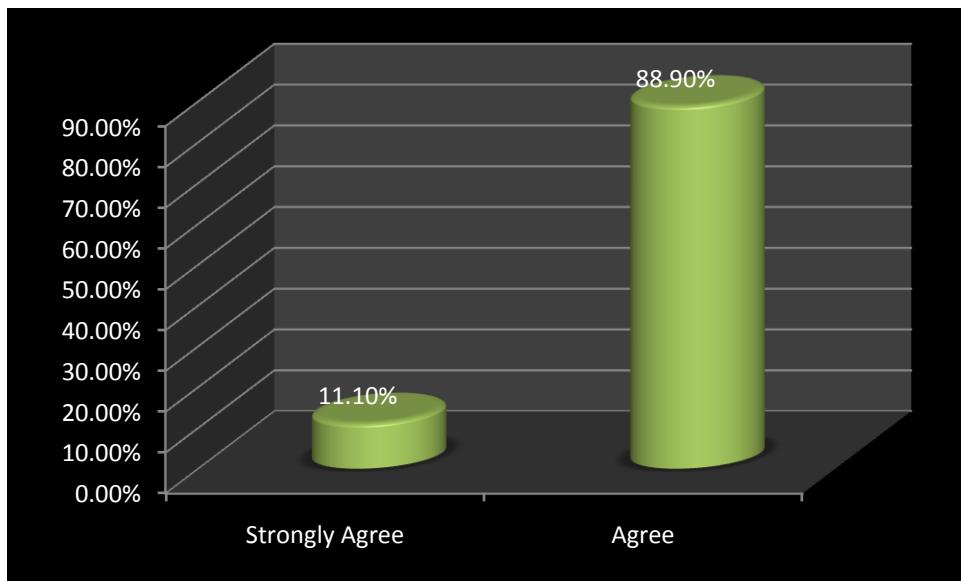
Table 4.11Principals responses on whether teachers' motivation influence students performance in KCSE

Respondents	Yes		No	
	F	%	F	%
Principals	17	94.4	1	5.6
Teachers	83	96.5	3	3.5

Majority of principals 17(94.4%) and majority of teachers' 83(96.5%) indicated that teachers' motivation influence students performance in KCSE. This shows that teacher motivation was central to any systematic attempt to improve learning outcomes. This is because when a teacher feels motivated he commits his time to class room instruction and remedial teaching. This ensures early syllabus coverage which is a key factor in the improvement of students' performance in KCSE.

The researcher sought to establish the principals' response on whether they took meals together with teachers when discussing academic issues. Their responses were as shown in figure 4.13

Figure 4.13 Principals responses on whether they took meals together when discussing academic issues



Majority of principals 16(88.9%) agreed that they took meals together with teachers when discussing academic issues while 2(11.1%) of principals strongly agreed with the statement. Sharing meals with teachers was a motivating factor because it created team work and was also a sign of unity. This would highly boost teacher commitment and self drive towards better students performance in KCSE.

The study sought to find out principals' responses whether they took their teachers for motivational trips and retreats. Their responses were as tabulated in table 4.12

Table 4.12 Principals responses on whether they took their teachers for motivational trips and retreats

Response	F	%
Strongly Agree	5	27.8
Agree	8	44.4
Undecided	1	5.6
Disagree	2	11.1
Strongly Disagree	2	11.1
Total	18	100.0

5(27.8%) of the principals strongly agreed that they took their teachers for motivational trips and retreats, 8(44.4%) of principals agreed with the statement. Data further shows that 2(11.1%) of principals disagreed that they took their teachers for motivational trips and retreats while the same number of principals strongly disagreed with the statement. This implies that motivational trips and retreats was generally effective in increasing teacher motivation hence improved students performance.

The researcher sought to find out teachers' responses on whether their performance was discussed often to check on progress. Their responses were as tabulated in table 4.13

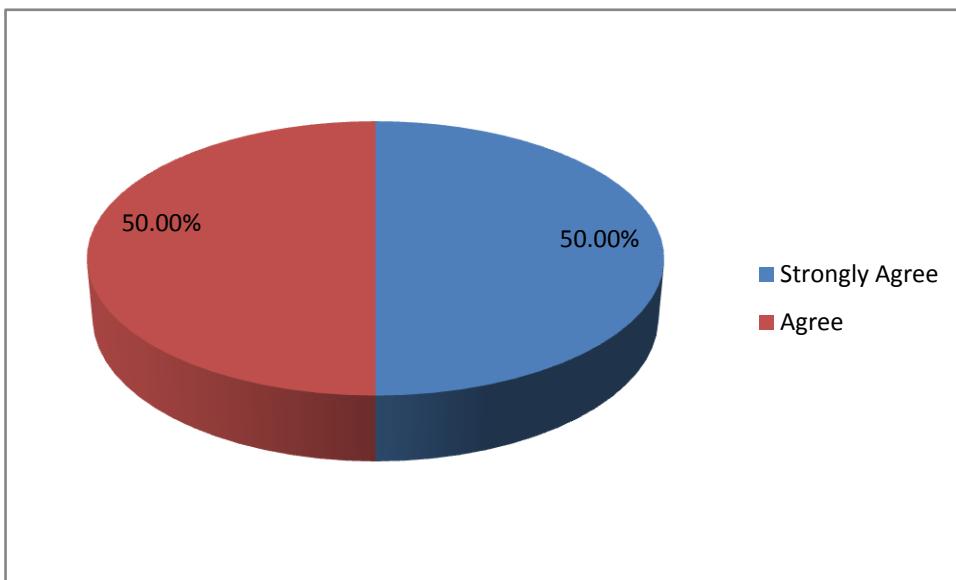
Table 4.13 Teachers' responses on whether their performance was discussed often to check on progress

Response	F	%
Strongly Agree	21	24.4
Agree	47	54.7
Undecided	6	7.0
Disagree	10	11.6
Strongly Disagree	2	2.3
Total	86	100.0

Majority of teachers 47(54.7%) agreed that their performance was discussed often to check on progress, 21(24.4%) of teachers strongly agreed with the statement. Data further shows that majority of teachers' 10(11.6%) disagreed while 2(2.3%) of teachers strongly disagreed that their performance was discussed often to check on progress. Frequent meetings to discuss performance bring about higher levels of job satisfaction. These discussions helped to encourage teacher commitment and also identify students weakness in particular areas and hence chart the way forward for improved students' performance in KCSE

The study sought to establish whether principals attended their teachers social functions for example pre-weddings, weddings and funerals. Their responses are shown in figure 4.14.

Figure 4.14 Principals responses on whether they attended their teachers' social functions



Majority of principals 9(50.0%) strongly agreed that they attended their teachers social functions e.g. pre-weddings, weddings and funerals. while the same number of principals agreed with the statement. This shows that through social functions, teachers felt sense of belonging to school community which increases their satisfaction hence students' performance in KCSE.

The researcher sought to find out principals' responses on the influence of motivation of teachers' on students' performance in KCSE. Their responses were as tabulated in table 4.14

Table 4.14 Principals responses on influence of motivation of teachers on students' performance in KCSE

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
I have discipline panels with the BOM for my teachers	2	11.1	4	22.2	0	0.0	7	38.9	5	27.8
I am concerned about teachers' social welfare	13	72.2	5	27.8	0	0.0	0	0.0	0	0.0
My teaching staff usually has motivation trips and retreats at least once annually	2	27.8	6	33.3	0	0.0	5	27.8	2	11.1

Table 4.15 shows that 7(38.9%) of principals disagreed that they had discipline panels with the BOM for their teachers, majority of principals' 13(72.2%) strongly agreed that they were concerned about teachers' social welfare while 6(33.3%) agreed that their teaching staff usually has motivation trips and retreats at least once annually. This shows that principals employed various motivating techniques like motivation trips and retreats annually thus creating a sense of unity and team work among the teachers. This boosts teacher job satisfaction students performance in KCSE.

The study sought to find out teachers responses on influence of motivation of teachers' on students' performance in KCSE. Their responses are shown in table 4.15.

Table 4.15 Teachers responses on influence of motivation of teachers on students' performance in KCSE

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
The school provides meals for its teachers	22	25.6	41	47.0	0	0.0	23	26.7	0	0.0
The school has housing facilities for teachers	13	15.1	19	22.1	0	0.0	33	38.4	21	24.4
The principal is concerned about my social welfare	20	23.3	46	53.5	6	7.0	8	9.3	6	7.0
My fellow teachers attend my social functions	12	14.0	41	47.7	6	7.0	24	27.9	3	3.5
The teaching staff usually has motivation trips and retreats at least once annually	15	17.4	15	17.4	1	1.2	36	41.9	19	22.1

Majority of teachers' 41(47.0%) agreed that the school provides meals for its teachers, 33(38.4%) disagreed that the school had housing facilities for teachers. Majority of teachers 46(53.5%) agreed that the principal was concerned about their social welfare, 41(47.7%) of teachers agreed that their fellow teachers attended their social functions

while 36(41.9%) of teachers disagreed that the teaching staff usually has motivation trips and retreats at least once annually. This implies that productivity and efficiency of teachers was equally affected by their work environment such as housing facilities hence teacher job satisfaction which leads to improved performance.

The study sought to find out students' responses on influence of motivation of teachers' on students' performance in KCSE. Their responses are shown in table 4.16

Table 4.16 Students responses on influence of motivation of teachers on students' performance in KCSE

Statement	Very true		True		Somehow true		Somehow true		Not true at all	
	F	%	F	%	F	%	F	%	F	%
Teachers rarely miss lesson	59	34.7	50	29.4	18	10.6	25	14.7	18	10.6
Missed lessons are usually recovered	77	45.3	38	22.4	32	18.8	17	10.0	6	3.5
Subject teachers give an opportunity to actively participate in class by answering questions	105	61.8	39	22.9	16	9.4	8	4.7	2	1.2
Remedial teaching is offered to me when I have problem in a given topic	72	42.4	57	33.5	18	10.6	10	5.9	13	7.6
I feel I can perform very well KSCE if I continue getting the support of teachers	159	93.5	11	6.5	0	0.0	0	0.0	0	0.0

Data shows that 50(29.4%) of students indicated that it was true that their teachers rarely missed lessons, 77(45.3%) of students indicated that missed lessons were usually recovered. Majority of students 105(61.8%) indicated that subject teachers gave an opportunity to actively participate in class by answering questions, 72(42.4%) of students

indicated that remedial teaching were offered to them when they had problem in a given topic while majority of students 159(93.5%) felt that they perform very well KSCE if they continue getting the support of teachers. This implies that teachers were very committed in their job and students were encouraged to participate actively in classroom instruction hence improved performance.

4.6 Teacher professional qualification on students' performance in KCSE examinations

To establish the influence teachers professional qualification on students' performance in KCSE, the researcher posed items to principals, teachers and students that sought the same.

The researcher sought to find out responses on whether professional qualification influence students performance in KCSE. Their responses were shown in table 4.17

Table 4.17 Responses on whether professional qualification influence students performance in KCSE

Respondents	Yes		No	
	F	%	F	%
Principals	17	94.4	1	5.6
Teachers	74	86.0	12	14.0

Majority of principals' 17(94.4%) and majority of teachers 74(86.0%) indicated that professional qualification influence students performance in KCSE while 12(14.0%) of teachers revealed that professional qualification had no influence on students performance in KCSE. This implies that long experienced teachers influenced students performance positively because of being able to use better class management, better teaching methods and innovation.

The researcher sought to find out principals' responses on the influence of teachers' professional qualification on students' performance in KCSE. Their responses were as tabulated in table 4.18

Table 4.18 Principals' responses on the influence teachers professional qualification on students' performance in KCSE

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
I facilitate my teachers to attend subject workshops, training and seminars	13	72.2	5	27.8	0	0.0	0	0.0	0	0.0
I recommend my teachers for higher education i.e. Degree, Masters PhD	11	61.1	7	38.9	0	0.0	0	0.0	0	0.0
Opportunities available to teachers for useful in-service to help them handle the challenges they face	8	44.4	10	55.6	0	0.0	0	0.0	0	0.0
Teachers have opportunities to advance learn and develop	14	77.8	4	22.2	0	0.0	0	0.0	0	0.0
Teachers professional qualification affects student achievement	6	33.3	8	44.4	0	0.0	3	16.7	1	5.6

Majority of principals 13(72.2%) strongly agreed that they facilitate their teachers to attend subject workshops, training and seminars, majority of principals 11(61.1%) strongly agreed that they recommend their teachers for higher education i.e. Degree, Masters and PhD. Data further shows that 10(55.6%) of principals agreed that opportunities available to teachers for useful in-service to helped them handle the

challenges they face, majority of principals 14(77.8%) strongly agreed that teachers had opportunities to advance learn and develop while 8(44.4%) of principals agree that teachers professional qualification affects student achievement. Opportunities for teachers to further training and development empowered them to achieve educational objectives thus use the acquired knowledge better for improved results.

The researcher sought to find out teacher's responses on the influence of teachers professional qualification on students' performance in KCSE. Their responses were as tabulated in table 4.19

Table 4.19 Teachers' responses on the influence teachers professional qualification on students' performance in KCSE.

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
I have opportunities to advance learn and develop	27	31.4	48	55.8	2	2.3	7	8.1	2	2.3
I have opportunities for useful in-service to help me handle the challenges I face	9	10.5	55	64.0	3	3.5	15	17.4	4	4.7
My school facilitate to attend subject workshops, training and seminars	17	19.8	54	62.8	3	3.5	12	14.0	0	0.0
Teachers professional qualification affects student achievement	29	33.7	49	57.0	4	4.7	3	3.5	1	1.2

Majority of teachers 48(55.8%) agreed that they had opportunities to further training, majority of teachers' 55(64.0%) agreed that they had opportunities for useful in-service to help them handle the challenges they face. Majority of teachers 54(62.8%) agreed that their school facilitate to attend subject workshops, training and seminars, while majority of teachers' 49(57.0%) agreed that teachers professional qualification affects student achievement. Opportunities to advanced learning and development helped teachers to learn new skills and acquire knowledge which had an effect on students' performance.

The study sought to find out students' responses on the influence of teachers' professional qualification on student's performance in KCSE. Their responses were as tabulated in table 4.20

Table 4.20 Students responses on the influence teachers professional qualification on students' performance in KCSE

Statement	Fully Agree		Agree		Somehow Agree		Disagree		Fully Disagree	
	F	%	F	%	F	%	F	%	F	%
They consider teaching as an opportunity of service for students	98	57.6	49	28.8	14	8.2	8	4.7	1	0.6
They try to develop self confidence in the students	82	48.2	53	31.2	11	6.5	17	10.0	7	4.1
They treat students fairly and honestly	58	34.1	18	10.6	61	35.9	19	11.2	14	8.2
They are courteous and respectful to their students	61	35.9	31	18.2	51	30.0	11	6.5	16	9.4
They provide guidance in their spare time to their students in their academic/non academic	98	57.6	46	27.1	16	9.4	6	3.5	4	2.4
They pay important role to improve the character of their students	99	58.2	37	21.8	27	15.9	3	1.8	4	2.4
They have adequate knowledge of subject matter in the subjects they teach	79	46.5	60	35.3	22	12.9	7	4.1	2	1.2

Majority of students' 99(57.6%) fully agreed that teachers consider teaching as an opportunity of service for students and that they provided guidance in their free time to

their students in their academic/non academic areas. 82(48.2%) of students fully agreed that teachers tried to develop self confidence in the students. Data further shows that 61(35.9%) of students fully agreed that teachers were courteous and respectful to their students. Majority of students 99(58.2%) fully agreed that teachers played an important role to improve the character of their students while 79(46.5%) of students fully agreed that they had adequate knowledge of subject matter in the subjects they teach. This shows that when teachers are motivated they have good relationships with their students hence fostering good performance in KCSE.

4.7 Teacher professional experience on students' performance in KCSE examinations

To establish the influence teachers' professional experience on students' performance in KCSE, the researcher posed items to principals, teachers and students that sought the same.

The study sought to find out responses on whether professional experience influenced students performance in KCSE. Their responses were shown in table 4.21

Table 4.21Principals responses on whether teacher professional experience influence students performance in KCSE

Respondents	Yes		No	
	F	%	F	%
Principals	14	77.8	4	22.2
Teachers	71	82.6	15	17.4

Majority of principals 14(77.8%) and majority of teachers 71(82.6%) indicated that professional experience influence students performance in KCSE while 15(17.4%) of teachers indicated that professional experience does not influence students performance in KCSE. This shows that experienced teachers were more satisfied when they have challenging opportunities at work and were better placed to handle them and commit their time to teaching their students for improved performance.

The researcher sought to find out principals' responses on whether experienced teachers' are effective. Their responses were as tabulated in table 4.23

Table 4.22 tabulates principals and teachers responses on the same

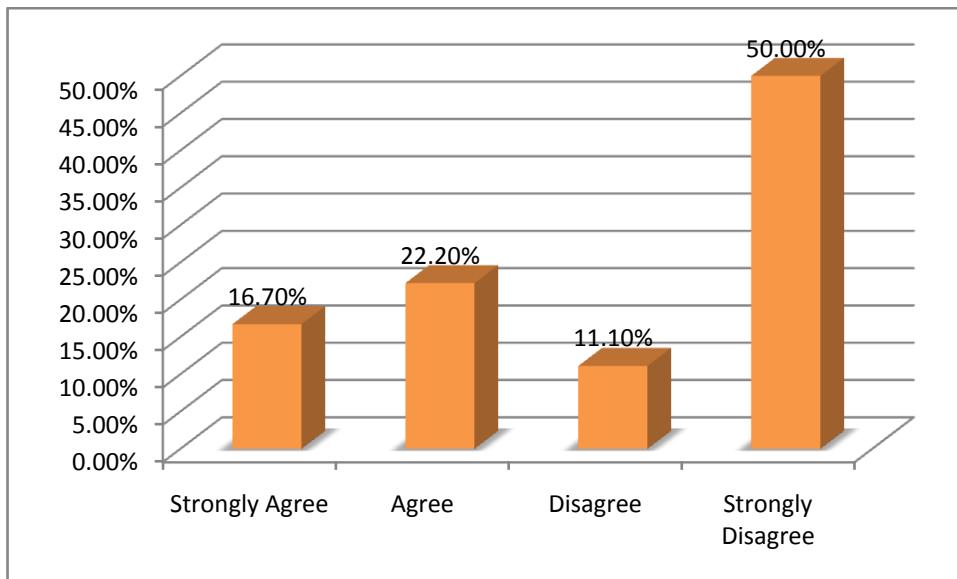
Table 4.22 Principals responses on whether experienced teachers are effective

Respondents	Strongly Agree		Agree		Disagree		Undecided	
	F	%	F	%	F	%	F	%
Principals	11	61.1	3	16.7	4	22.2	0	0.0
Teachers	23	26.7	38	44.2	3	3.5	22	25.6

Majority of principals 11(61.1%) strongly agreed that experienced teachers were effective while 38(44.2%) of teachers agreed that experienced teachers were effective. This shows that experienced teachers found their jobs to be more enjoyable, meaningful and performed their jobs effectively thus improved students performance. Because the teachers would commit more of their time in teaching rather than looking for transfers to other schools.

The study sought to establish principals' responses on whether they receive transfer request forms from teacher. Their responses were shown in figure 4.15.

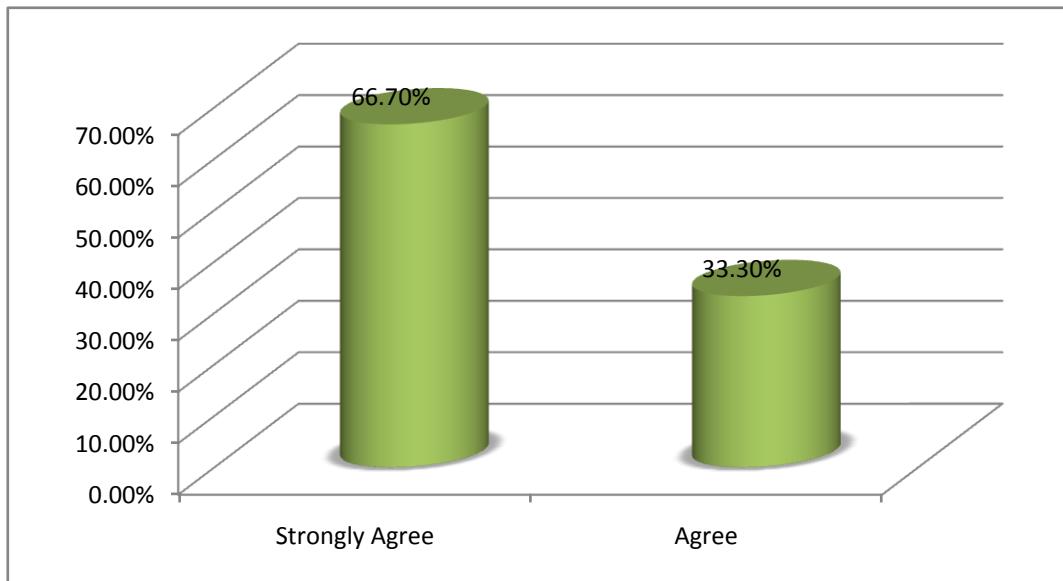
Figure 4.15 Principals responses on whether they receive transfer request forms from teacher



Majority of principals 9(50.0%) strongly disagreed that they receive transfer request forms from teacher, 3(16.7%) of principals strongly agreed with the statement, 4(22.2%) of principals agreed with the statement while 2(11.1%) of principals disagreed that they receive transfer request forms from teacher. This shows that teachers were satisfied in their present stations and this will lead to improved student performance because the teachers would commit more of their time in teaching rather than looking for transfers to other schools.

The study sought to establish principals' responses on whether teachers had opportunity to utilize their skills and talents. Their responses were shown in figure 4.16.

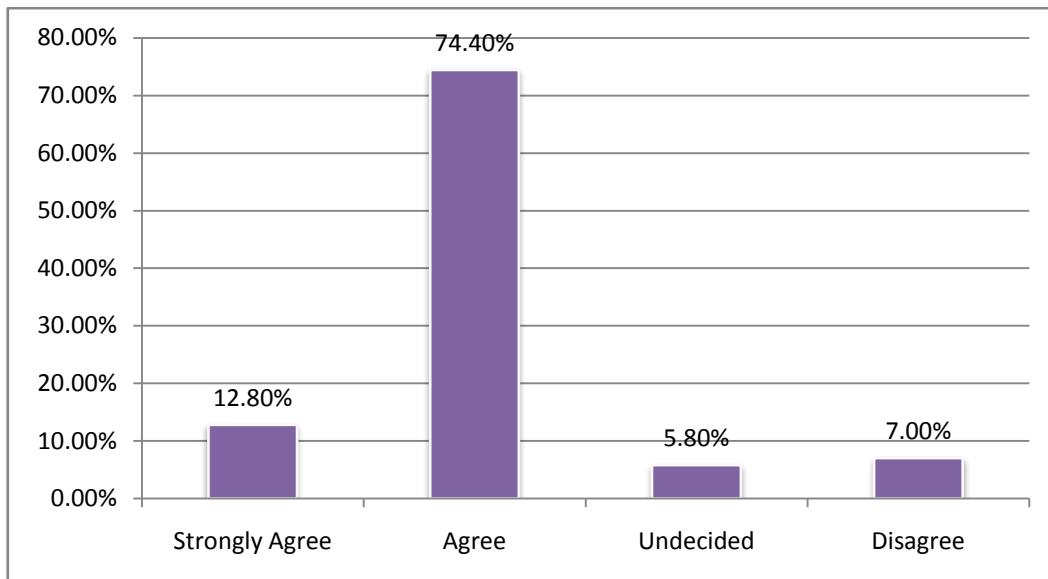
Figure 4.16 Principals responses on whether teachers had opportunity to utilize their skills and talents



Majority of principals 12(66.7%) strongly agreed that teachers had opportunity to utilize their skills and talents while 6(33.3%) of principals agreed with the statement. With the opportunity to grow as a professional and be recognized for their efforts, teachers will become more empowered and willing to explore future experiences leading to continued growth hence improved students performance.

The study sought to establish teachers responses on whether they had opportunity to utilize their skills and talents, Their responses are shown in figure 4.17.

Figure 4.17 Teachers responses on whether they had opportunity to utilize their skills and talents



Majority of teachers 64(74.4%) agreed that they had opportunity to utilize their skills and talents, 11(12.8%) of teachers strongly agreed with the statement while 6(7.0%) of teachers disagreed that they had opportunity to utilize their skills and talents. When teachers have opportunity to utilize their skills and talents, they feel competent and their abilities and classroom instruction will improve hence improved students performance.

The researcher sought to establish teachers responses on whether students with experienced teachers perform well in KCSE. Their responses were shown in table 4.23.

Table 4.23 Teachers responses on whether students with experienced teachers perform well in KCSE.

Response	F	%
Strongly Agree	22	25.6
Agree	42	48.8
Disagree	20	23.3
Strongly Disagree	2	2.3
Total	86	100.0

22 (25.6%) of the teachers strongly agreed that students with experienced teachers perform well in KCSE, 42(48.8%) of teachers agreed with the statement. Data further shows that 20(23.3%) of teachers disagreed that students with experienced teachers perform well in KCSE while 2(2.3%) of teachers strongly disagreed with the statement. This shows that 64(74.4%) of the teachers supported that experienced teachers influenced performance in a positive way.

The study sought to find out responses on whether professional development helps teachers to become empowered to work harder. Their responses were shown in table 4.24

Table 4.24 Responses on whether professional development helps teachers to become empowered to work hard

Respondents	Strongly Agree		Agree		Disagree		Undecided	
	F	%	F	%	F	%	F	%
Principals	12	66.7	5	27.8	1	5.6	0	0.0
Teachers	30	34.9	51	59.3	2	2.3	3	3.5

Majority of principals 12(66.7%) strongly agreed that professional development help teachers to become empowered to work harder, majority of teachers 51(59.3%) agreed with the statement while 2(2.3%) of teachers disagreed that professional development help teachers to become empowered to work harder. To enhance these experiences, principals need to recognize teachers and their accomplishments evident in improved students performance in KCSE.

The study sought to establish whether principals attended their teachers social functions e.g. pre-weddings, weddings and funerals. Their responses were shown in table 4.25

Table 4.25 Responses on whether professional development is a form of teacher performance,

Respondents	Strongly Agree		Agree		Disagree		Undecided	
	F	%	F	%	F	%	F	%
Principals	10	55.6	5	27.8	3	16.7	0	0.0
Teachers	25	29.1	53	61.1	5	5.8	3	3.5

Majority of principals 10(55.6%) strongly agreed that professional development is a form of teacher performance, majority of teachers 53(61.1%) agreed that professional development is a form of teacher performance while 5(5.8%) of teachers disagreed that professional development is a form of teacher performance.

The study sought to establish students responses on teacher professional experience on student's performance in KCSE examinations. Their responses were shown in figure 4.26

Table 4.26 Students responses on teacher professional experience on students' performance in KCSE examinations

Statement	Fully Agree		Agree		Somehow Agree		Disagree		Fully Disagree	
	F	%	F	%	F	%	F	%	F	%
They make their subjects matter interesting exciting and absorbing	93	54.7	51	30.0	18	10.6	4	2.4	4	2.4
They use modern audio – visual aids to teach their subjects	37	21.8	29	17.1	26	15.3	36	21.2	42	24.7
Satisfy students when ask questions	89	52.4	54	31.8	15	8.8	9	5.3	3	1.8
Their teaching methodology is good	77	45.3	68	40.0	17	10.0	4	2.4	4	2.4
Encourage class discussion during every stage of learning	73	42.9	37	21.8	39	22.9	18	10.6	3	1.8

Majority of students 93(54.7%) fully agreed that teachers made their subjects matter interesting exciting and absorbing, 42(24.7%) of students fully disagreed that teachers used modern audio – visual aids to teach their subjects. Majority of students 89(52.4%) fully agreed that teachers satisfied their students when asked questions. Data further

shows that 77(45.3%) of students fully agreed that teachers' teaching methodology was good while 73(42.9%) of students fully agreed that teachers encouraged class discussion during every stage of learning. This implies that well trained teachers use better teaching methods thus greatly influencing their students performance in KCSE. This agrees with Farokhi (1997) who revealed that by providing experiences for teachers to grow, teachers become more committed to the school's mission. When given the opportunity to advance, teachers are interested in students performance hence they will work more to improve performance in KCSE.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study conclusions and recommendations. It also presents suggestions for further study.

5.2 Summary of the study findings

The purpose of the study was to investigate the influence of teacher factors on KCSE performance of students in public secondary schools in Kibwezi sub County. The objectives of the study were; to establish the influence of teachers job satisfaction on students performance in KCSE, to determine the influence of teacher motivation on students performance in KCSE, to assess the influence of teacher professional qualification on students' performance in KCSE and to establish the influence of teacher professional experience on students' performance in KCSE examinations in Kibwezi sub county. The sample consisted of 18 principals, 90 teachers and 180 students.

The study revealed that teacher job satisfaction influenced students performance as indicated by responses from 17(94.4%) of the principals, 74 (86.0%) of the teachers. It also revealed that teachers motivation is a key factor influencing students performance as indicated by response from 14 (77.8%) of the teachers. The study established that teacher professional training influenced students performance because of such teachers utilize their acquired skills and talents better. This was agreed upon by 12 (667%) of the

principals, 93 (54.7%) of the teachers and 89(52.4%) of the students. Teacher professional experience was also found to have a great influence on students' performance. Experienced teachers found their jobs more enjoyable, meaningful and performed then jobs move effectively. This was indicated by 11 (61.1%) of the principals and 71 (82.6%) of the teachers.

5.3 Conclusions

Based on the findings the study concluded that professional qualification influence student's performance in KCSE. Principals facilitated their teachers to attend subject workshops, training and seminars. It was also concluded that principals recommend their teachers for higher education.

The study also concluded that opportunities available to teachers for useful in-service to helped them handle the challenges they face and that opportunities for teachers to advance learn and develop empowered them to achieve educational objectives. It was concluded that school facilitated subject workshops, training and seminars. The study concluded that that teacher's professional qualification affects student achievement and that teachers consider teaching as an opportunity of service for students and that they provided guidance in their free time to their students in their academic/non academic areas. It was concluded that , professional experience has an influence on students' performance in KCSE.

The researcher also concluded that principals were not involved in transfers of their teachers. When teachers have opportunity to utilize their skills and talents, they feel competent and their abilities and classroom instruction will improve. It was also concluded that professional development help teachers to become empowered to work harder. The researcher further concluded that teachers encouraged class discussion during every stage of learning and that to enhance teachers experiences, principals need to recognize teachers and their accomplishments.

5.4 Recommendations of the study

Based on the findings, the study recommends that;-

- i. School principals should motivate teachers more to enhance hence improved students performance.
- ii. Principals should enhance teachers job satisfaction so as discourage high teacher turn out caused by transfers for improved students performance.
- iii. The Ministry of Education should offer an opportunity for further teacher professional training through workshops, seminars and short courses. The study further recommended that principals should provide on the job training for newly employed teachers for improved performance.

5.5 Suggestions for further research

The researcher suggests the following areas for further studies. Since the study focused on teacher factors only in Kibwezi Sub County, another study should be carried out on a wider area for comparison purposes. The researcher also suggests other studies to be carried out focusing on other studies to be carried out focusing on other factors influencing students performance in KCSE for example the family background and school climate.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

South Eastern Kenya University,
Mtito Andei Campus,
Department of Educational
Administration and Planning,
P.O Box 170-90200,
Mtito Andei.

Dear Respondents,

RE: REQUEST FOR DATA COLLECTION.

I am a student from the South Eastern Kenya University undertaking a research study to investigate **the Influence of Teacher related focus on students performance in Kenya certificate of secondary Education in Public secondary school in Kibwezi sub-county.** The information you give will be held in total confidence and used only for the purpose of the study. I would appreciate if you consider spending sometime answering all the questions on the questionnaire provided as honestly as possible.

Thank you for your co-operation.

Yours faithfully,

Anastasia M. Musili

APPENDIX B

QUESTIONNAIRE FOR PRINCIPAL

The purpose of the questionnaire is to solicit information on the influence of teacher factors on KCSE performance of students in public secondary schools in Kibwezi sub County. You are asked to participate in this study by responding to this questionnaire. Be honest in giving your responses. Confidentiality will be also assured in your identities. Please respond to all the items

A: Background information

1. Sex Male [] Female []
2. Age bracket 22-30 years [] 31-40 years [] 41-49 years []
50 years and above []
3. Highest educational level Doctorate [] Masters []
Bachelors [] Diploma []
4. How long have you been in this school?
1-5 years [] 6-10 years [] Above 10 years []

Section B Teachers job satisfaction on students' performance in KCSE

5. In the following statements indicate the extent to which you agree with the statements

Key

SA Strongly Agree =5points A Agree =2points

U Undecided =4points D Disagree =1point

SD Strongly Disagree =3points

Statement	SA	A	U	D	SD
I give incentives to my teachers for good academic performance					
I provide meals for the teachers					
My teachers willingly take part in remedial teaching					
Teachers workload is high					
Teachers are satisfied with physical conditions staff offices					
Teachers are satisfied with their relationships with the administrators					
Teachers are satisfied with the availability of teaching and learning resources					

6. Your overall level of satisfaction with your work

Highly satisfied [] =5points

Moderately satisfied [] =4points

Slightly satisfied [] =3points

Moderately dissatisfied [] =2points

Highly dissatisfied [] =1point

Section C Motivation on students. performance in KCSE

7. Does teachers' motivation influence students performance in KCSE?

Yes () No ()

8. In the following statements indicate the extent to which you agree with the statements

Key

SA Strongly Agree =5points A Agree =2points

U Undecided =4points D Disagree =1point

SD Strongly Disagree =3points

Statement	SA	A	U	D	SD
I and the teachers take meals together and discuss academic issues					
I take my teachers for motivational trips and retreats					
I attend my teachers social functions e.g. pre-weddings, weddings and funerals					
I have discipline panels with the BOM for my teachers					
I am concerned about teachers' social welfare					
My teaching staff usually has motivation trips and retreats at least once annually					

Section D Teacher professional qualification on students' performance in KCSE examinations

9. Does teachers' professional qualification influence students performance in KCSE?

Yes () No ()

10. In the following statements indicate the extent to which you agree with the statements

11. Key

SA Strongly Agree =5points A Agree =2points

U Undecided =4points D Disagree =1point

SD Strongly Disagree =3points

Statement	SA	A	U	D	SD
I facilitate my teachers to attend subject workshops, training and seminars					
I recommend my teachers for higher education i.e. Degree, Masters PHD					
Opportunities available to teachers for useful in-service to help them handle the challenges they face					
Teachers have opportunities to advance learn and develop					
Teachers professional qualification affects student achievement					

Section E Teacher professional experience on students performance in KCSE examinations

12. Does professional experience of the teachers affect academic performance?

Yes [.] No [.]

13. In the following statements indicate the extent to which you agree with the statements

Key

SA Strongly Agree =5points A Agree =2points

U Undecided =4points D Disagree =1point

SD Strongly Disagree =3points

Statement	SA	A	U	D	SD
I receive transfer request forms from teachers					
Experienced teachers are effective					
My teachers have opportunity to utilize their skills and talents					
Professional development help teachers to become empowered to work harder					
Professional development is a form of teacher performance					

APPENDIX C

QUESTIONNAIRE FOR TEACHERS

The purpose of the questionnaire is to solicit information on the influence of teacher factors on KCSE performance of students in public secondary schools in Kibwezi sub County. You are asked to participate in this study by responding to this questionnaire. Be honest in giving your responses. Confidentiality will be also assured in your identities. Please respond to all the items

A: Background information

1. Sex Male [] Female []
2. Age bracket 22-30 years [] 31-40 years []
41-49years [] 50 years and above []
3. Highest education level Doctorate [] Masters []
Bachelors [] Diploma []
4. How long have you been in this school?
1-5 years [] 6-10years [] Above 10years []

Section B Teachers job satisfaction on students' performance in KCSE

5. In the following statements indicate the extent to which you agree with the statements

Key

SA	Strongly Agree	=5points	A Agree	=2points
U	Undecided	=4points	D Disagree	=1point
SD	Strongly Disagree	=3points		

Statement	SA	A	U	D	SD
I am given incentives for good academic performance					
The purpose of teaching makes me work hard					
I know what results are expected from me					
I have a lot of work which is burdening					
I regularly receive recognition or praise for good work					
I Feel very happy when my students perform better					
I am satisfied with the availability of teaching and learning resources					

6. Your overall level of satisfaction with your work

Highly satisfied [] =5points

Moderately satisfied [] =4points

Slightly satisfied [] =3points

Moderately dissatisfied [] =2points

Highly dissatisfied [] =1point

Section C Motivation on students. performance in KCSE

7. Does teachers' motivation influence students performance in KCSE?

Yes () No ()

8. In the following statements indicate the extent to which you agree with the statements

Key

SA Strongly Agree =5points A Agree =2points

U Undecided =4points D Disagree =1point

SD Strongly Disagree =3points

Statement	SA	A	U	D	SD
My performance is discussed often to check on progress					
The school provides meals for its teachers					
The school has housing facilities for teachers					
The principal is concerned about my social welfare					
My fellow teachers attend my social functions					
The teaching staff usually has motivation trips and retreats at least once annually.					

Section D Teacher professional qualification on students' performance in KCSE examinations

9. Does teachers' professional qualification influence students performance in KCSE?

Yes () No ()

10. In the following statements indicate the extent to which you agree with the statements

Key

SA Strongly Agree =5points A Agree =2points

U Undecided =4points D Disagree =1point

SD Strongly Disagree =3points

Statement	SA	A	U	D	SD
I have opportunities to advance learn and develop					
I have opportunities for useful in-service to help me handle the challenges I face					
My school facilitate to attend subject workshops, training and seminars					
Teachers professional qualification affects student achievement					

Section E Teacher professional experience on students performance in KCSE examinations

11. Does professional experience of the teachers affect academic performance?

Yes [.] No [.]

12. In the following statements indicate the extent to which you agree with the statements

Key

SA Strongly Agree =5points A Agree =2points

U Undecided =4points D Disagree =1point

SD Strongly Disagree =3points

Statement	SA	A	U	D	SD
Students with experienced teachers perform well in KCSE					
Experienced teachers are effective					
I have opportunity to utilize their skills and talents					
Professional development help me to become empowered to work harder					
Professional development is a form of teacher performance					

APPENDIX D

QUESTIONNAIRE FOR STUDENTS

The questionnaire is designed for the purpose of collecting data on the teacher factors influencing student's performance in KCSE in Kibwezi Sub county. Information in this questionnaire will be used for academic purposes only.

Please do not write your name.

Please tick or fill in the blank spaces as appropriate.

Section A: Demographic information

1. State your age
2. State your gender Male [] Female []
3. State your class Form 1[] Form [] Form [] form 4 []

Section B: Perceived Supportiveness of the learning environment

This questionnaire requires you to indicate your feeling on the learning environment in your school. You are advised to tick the answer that suites your judgment. There are no wrong or right answers. Please choose from the choices indicated;

Very true	(VT)	= 5 points
True	(T)	= 4 points
Somehow true	(ST)	= 3 points
Not true	(NT)	= 2 points
Not true at all	(NTA)	= 1 point

No	QUESTIONS	VT	T	ST	NT	NTA
1.	I feel free to ask any questions to my teachers					
2.	My teachers are friendly					
3.	My teachers teach very well					
4.	My teachers create extra time for remedial teaching					
5.	New teachers teach better than old teachers					
6.	I perform better in subjects taught by much older teachers than newly employed					
7.	My teachers use varied teaching methods					
8.	My teachers are very committed to their work					
9.	Teachers rarely miss lesson					
10.	Missed lessons are usually recovered					
11.	Subject teachers give an opportunity to actively participate in class by answering questions					
12.	Remedial teaching is offered to me when I have problem in a given topic					
13.	I feel I can perform very well KSCE if I continue getting the support of teachers					

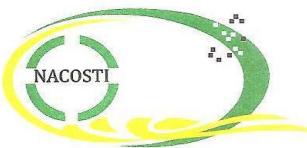
SECTION C:

All the response will be treated with confidentiality and only for research purposes.

Please feel free to give your honest opinion about the performance of your teachers. The choices given are;

Fully Agree	(FA)	=	5 points
Agree	(A)	=	4 points
Somehow Agree	(SA)	=	3 points
Disagree	(D)	=	2 points
fully Disagree	(FD)	=	1 point

No	QUESTIONS	VT	T	ST	NT	NTA
1.	I feel free to ask any questions to my teachers					
2.	My teachers are friendly					
3.	My teachers teach very well					
4.	My teachers create extra time for remedial teaching					
5.	New teachers teach better than old teachers					
6.	I perform better in subjects taught by much older teachers than newly employed					
7.	My teachers use varied teaching methods					
8.	My teachers are very committed to their work					
9.	Teachers rarely miss lesson					
10.	Missed lessons are usually recovered					
11.	Subject teachers give an opportunity to actively participate in class by answering questions					
12.	Remedial teaching is offered to me when I have problem in a given topic					
13.	I feel I can perform very well KSCE if I continue getting the support of teachers					



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

10th February, 2015

NACOSTI/P/15/5717/4957

Anastasia Muthoki Musili
South Eastern Kenya University
P.O. Box 170-90200
KITUI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of teacher related factors on students performance in Kenya Certificate of Secondary Education in public secondary schools in Kibwezi Sub county Kenya*," I am pleased to inform you that you have been authorized to undertake research in Makueni County for a period ending 30th April, 2015.

You are advised to report to the **County Commissioner and the County Director of Education, Makueni County** before embarking on the research project.

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

[Handwritten signature]
DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

THIS IS TO CERTIFY THAT:
MS. ANASTASIA MUTHOKI MUSILI
of SOUTH EASTERN KENYA UNIVERSITY,
0-90200 kitui, has been permitted to
conduct research in Makueni County

on the topic: *INFLUENCE OF TEACHER RELATED FACTORS ON STUDENTS PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN PUBLIC SECONDARY SCHOOLS IN KIBWEZI SUBCOUNTY KENYA.*

for the period ending:
30th April, 2015

Permit No : NACOSTI/P/15/5717/4957
Date Of Issue : 10th February, 2015
Fee Recieved :Ksh 1000



M. M. Musili
for Secretary
**National Commission for Science,
Technology & Innovation**

**Applicant's
Signature**

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



National Commission for Science,
Technology and Innovation

**RESEARCH CLEARANCE
PERMIT**

Serial No. A **4223**

CONDITIONS: see back page