

**SCHOOL IMPROVEMENT AND ACADEMIC  
PERFORMANCE OF PUBLIC SECONDARY SCHOOLS OF  
NYAMIRA COUNTY, KENYA**

**JOHN MOMANYI ONGUBO**

**ASIA e UNIVERSITY**

**2020**

**SCHOOL IMPROVEMENT AND ACADEMIC PERFORMANCE OF PUBLIC  
SECONDARY SCHOOLS OF NYAMIRA COUNTY, KENYA**

**JOHN MOMANYI ONGUBO**

**PHD  
2020**

SCHOOL IMPROVEMENT AND ACADEMIC  
PERFORMANCE OF PUBLIC SECONDARY SCHOOLS OF  
NYAMIRA COUNTY, KENYA

JOHN MOMANYI ONGUBO

A Thesis Submitted to Asia e University in Fulfilment of the  
Requirements for the Degree of Doctor of Philosophy

February 2020

## ABSTRACT

Kenya conducts the Kenya Secondary Certificate of Education (KCSE) managed by the Kenya National Examinations Council (KNEC) and standardized for all secondary schools in the country. This study is about school improvement and academic performance of public secondary schools of Nyamira County, Kenya. The study aimed at evaluating the influence of parental involvement in education financing and student discipline as improvement variables towards academic performance in public secondary schools. The study was anchored on the KCSE performance results. Nyamira County among others has recorded low scores over the years as indicated in the KCSE results thus rendering public secondary schools' performance in Nyamira County questionable. This study was based on the theory of performance as espoused by Elger and acknowledges the significance of descriptive research design. A total of 127 public secondary schools were sampled from the target population of 189 public secondary schools using the Krecjie and Morgan table of sample size determination. Sample respondents were 889 comprising of teachers. The researcher used a questionnaire as a primary data collection instrument. Data analysis was done using statistical package for the social sciences (SPSS) software. Based on the findings of this study, the study concluded that parental involvement is critical in the students' academic performance among public secondary schools in Nyamira County. There exist a strong positive correlation between adequate education financing support and student's performance in KCSE. The study also revealed that student discipline influences the academic performance of public secondary schools in Nyamira County. Disciplined pupils are likely to remain focused on their educational goals and aspirations; manage their time well, work harder in academics and show high levels of determination to succeed academically. Different lifestyle, societal norms and culture were some of the prime challenges facing the process of maintaining high discipline levels in Nyamira County. Although most secondary schools in Nyamira have got a disciplinary policy showing school rules and expected behaviour, the consequences for breaking these guidelines and the level of policy implementation in these public secondary schools in Nyamira County is wanting. From the ANOVA results, the value for F calculated is 501.176 while for F critical is 3.85. Since F calculated (501.176) is greater than F critical (3.85) and the P value is less than 0.05, this leads to the rejection of null hypotheses and adoption of the alternative hypothesis; this shows a positive significance and therefore there is need to formulate strategies that encourage parental engagement in academic improvement strategy. This is based on the revelation that lack of proper engagement procedures impeded participatory levels of parents in academic improvement strategy and therefore negatively affecting student's academic performance. From the ANOVA test, The F calculated value is 9.956 while for F critical is 3.85. Since F calculated (9.956) is greater than F critical (3.85) and the P value is less than 0.05, this led to the rejection of null hypotheses and adoption of the alternative hypothesis revealing a positive significant relationship between levels of school financing and academic Performance of public secondary schools Nyamira County. The state policymakers should implement education reforms designed to improve resource allocation and boost student's academic performance. The government should consider increasing the level of funding to secondary school since in some cases where social economic factors were unfavorable since it enables the affected students to academically performance preferably low. On the other hand, the ANOVA test, The F calculated value is 98.160 while for F critical is 3.85. Since F calculated (98.160) is greater than

F critical (3.85) and the P value is less than 0.05, led to the rejection of null hypotheses and thus adoption of the alternative hypothesis. The implication is that, student discipline is a significant predictor of student academic performance at national standardized examinations among public secondary schools in Nyamira County. Hence there is need to improve on Parent's involvement in student discipline. This will help to curb some of the challenges in instilling discipline like lack of cooperation from parents, different lifestyle and societal norms the hinder disciplinary measures. The study recommends that other stakeholders like NGOs and Faith Based Organisations should be engaged in policy development as to foster smooth implementation of all programmes towards improved academic performance in the public secondary schools within the study area. In conclusion, parental involvement, school financing and student discipline components are significant towards improvement and academic performance of public secondary schools of Nyamira County, Kenya.

## APPROVAL PAGE

I certify that I have supervised /read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in quality and scope, as a thesis for the fulfilment of the requirements for the degree of Doctor of Philosophy.



.....  
Dr. Zakayo Onyiego  
Laikipia University  
Supervisor

### Examination Committee:

.....  
Assoc Prof Dr Mohammad Faizal A. Ghani  
Faculty of Education  
University of Malaya  
Examiner

.....  
Assoc Prof Dr Yahya Don  
School of Education and Modern Language  
University Utara Malaysia  
Examiner

.....  
Prof Dr Juhary bin Ali  
Dean, School of Management  
Asia e University  
Examiner

.....  
Prof Dr Siow Heng Loke  
Dean, School of Graduate Studies  
Asia e University  
Chairman, Examination Committee

This thesis is submitted to Asia e University and is accepted as fulfilment of the requirements for the degree of Doctor of Philosophy.

.....  
Prof Dr Juhary bin Ali  
Dean, School of Management  
Asia e University

.....  
Prof Dr Siow Heng Loke  
Dean, School of Graduate Studies  
Asia e University

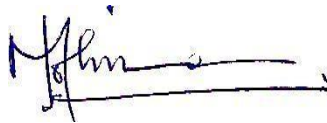
## DECLARATION

I hereby declare that the thesis submitted in fulfilment of the Degree of Doctor of Philosophy is my own work and that all contributions from any other persons or sources are properly and duly cited. I further declare that the material has not been submitted either in whole or in part, for a degree at this or any other university. In making this declaration, I understand and acknowledge any breaches in this declaration constitute academic misconduct, which may result in my expulsion from the programme and/or exclusion from the award of the degree.

Name of Candidate: John Momanyi Ongubo

Metric Number: M70105120041

Signature of Candidate:

A handwritten signature in blue ink, appearing to read 'John Momanyi Ongubo', written over a horizontal line.

Date: 19-02-2020



## **ACKNOWLEDGEMENTS**

I would like to express my gratitude to Dr. Zakayo Onyiego, Senior Lecturer – Laikipia University, for being an outstanding supervisor in the entire proposal process. My gratitude goes to beloved wife Mary and Daughters; Eliana & Edylin, for their love and support throughout the process. In loving memory of my late parents Samuel Ongubo and Magret Kemunto, I thank them for their unwavering care and support that shapes the person in me. And not forgetting my brothers and entire family for their love, support and encouragement throughout my proposal development period.

Also my sincere thanks go to my learned friends; Ass. Professor/Dr. Juda L. Msaki of MUCCOBS, Moshi – Tanzania and my in-laws, Dr. Andrew Nyangau (MKU) and Dr. B. Omboi (USIU), Dr. Samuel M. Nyandemo (UoN), Prof. Nyamache (MKU), Dr. M. Onsiro (MKU), Dr. Walter O. Bichanga (JKUAT), Hon. Alfayo Otuke (CEO KTA), John Nyakwagwa Ondari, Lazaro Ondari and Mr. Elizaphan Nuguti (Ekon Publishers) for their morale and academic support and worthy mentioning as well is Mogadishu University for the career growth opportunity granted to me. My role models and icons of progress Mr. & Mrs. Onsomu, I salute you. Finally I would like to acknowledge the Mogadishu University administration and Postgraduate Office for their continued support and encouragement.



## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	<b>iii</b>
<b>APPROVAL PAGE</b> .....	<b>v</b>
<b>DECLARATION</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>viii</b>
<b>LIST OF TABLES</b> .....	<b>xi</b>
<b>LIST OF FIGURES</b> .....	<b>xiii</b>
<b>ABBREVIATIONS AND ACRONYMS USED IN THE STUDY</b> .....	<b>xi</b>
<b>CHAPTER ONE: INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the Study .....	1
1.1.1 Performance Of Schools In KCSE Exams For The Last Six Years.....	9
1.2 Statement of The Problem.....	9
1.3 Objectives of the Study .....	12
1.3.1 General Objective .....	12
1.3.2 Specific Objectives .....	13
1.5 Hypotheses of the Study.....	13
1.6 Justification of the Study.....	14
1.7 Scope of the Study.....	16
1.8 Study Limitations .....	16
1.9 Operational Definition of Terms .....	17
<b>CHAPTER TWO: LITERATURE REVIEW</b> .....	<b>19</b>
2.1 Theoretical Framework .....	19
2.1.1 Components of Performance and Performance Improvement under Theory of performance (ToP).....	20
2.2 Nature of Academic Performance in Kenya.....	22
2.3 Empirical Literature Review .....	24
2.3.1 Parental Involvement in the Academic Performance of Secondary Schools.....	24
2.3.2 Monitoring and Evaluation Role of Parents.....	46
2.3.3 Models of Parent Involvement.....	49
2.3.4. Consultative Decision Making and academic Performance.....	89
2.3.5 Students' Discipline and Academic Performance in Nyamira County.....	140
2.4 Conceptual Framework .....	188
2.4.1 Measurement of the Variables .....	189

2.5 Research Gaps .....	190
2.6 Ethical Considerations.....	194
<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>	<b>195</b>
3.1 Research Design.....	195
3.2 Target Population .....	196
3.3 Sample Size and Sampling Procedure.....	197
3.4 Data Collection Instruments.....	199
3.4.1 Validity of the Instrument.....	200
3.4.2 Reliability of the Instrument.....	201
3.5 Data Collection Procedures .....	202
3.6 Data Analysis and Presentation.....	203
<b>CHAPTER FOUR: RESULTS .....</b>	<b>209</b>
4.1 Instrument Return Rate .....	209
4.2 Pilot Results.....	210
4.2.1 Reliability Results .....	210
4.2.2 Homoscedasticity.....	210
4.2.3 Normality test .....	211
4.2.4 Sampling Adequacy .....	212
4.2.5 CUSUM Test for Parameter Stability .....	213
4.2.6 Multi Co-linearity Test .....	214
4.3 Factor Analysis.....	215
4.4 Background Information .....	218
4.4.1 Teachers Background Information.....	218
4.4.2 Parents Bio Data .....	222
4.4.3 Bio Data for Disciplinary Masters .....	224
4.4.4 Bio data for Public Secondary School principals in Nyamira.....	226
4.5 Parental Involvement School Management Affairs .....	229
4.6 School Financing.....	242
4.7 Students Discipline and Academic Performance .....	243
4.8 Cross Tabulation Results.....	246
4.9 Correlation Tests .....	248
4.9.1 Correlation between parental involvement in school administration process and Students Performance in KCSE.....	248

4.9.2 Correlation between parental participation in school management process and performance.....	248
4.9.3 Correlation between School Financial Support and Students Performance in KCSE .....	249
4.9.4 Correlation between Students Discipline and KCSE students' Performance .....	250
4.10 Hypothesis Tests .....	251
4.11 Summary of the Regression Analysis .....	257
4.12 Discussion of the Findings .....	260
<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND IMPLICATIONS.....</b>	<b>269</b>
5.1 Introduction .....	269
5.2 Summary of Findings .....	269
5.2.1 Parental Involvement and Students Performance in KCSE.....	269
5.2.2 Education Financing and Students Performance in KCSE .....	270
5.2.3 Student Discipline and Academic Performance in KCSE of Public Secondary Schools.....	272
5.3 Optimal Framework .....	274
5.4 Conclusions .....	275
5.5 Implications .....	277
5.6 Suggestion for Further Research .....	278
<b>REFERENCES.....</b>	<b>279</b>
<b>APPENDICES .....</b>	<b>353</b>
APPENDIX I: TRANSMITTAL LETTER.....	353
APPENDIX II: QUESTIONNAIRE .....	354
APPENDIX III: CAPABILITY OF RESEARCHER .....	359
APPENDIX IV: NYAMIRA COUNTY MAP <sup>7</sup> .....	360
APPENDIX V: TABLE FOR DETERMINING SAMPLE SIZE .....	361
APPENDIX VI: UNIVERSITY PHD DATA COLLECTION APPROVAL LETTER ..	362
APPENDIX VII: PERMISSION TO COLLECT DATA IN KENYA BY THE NATIONAL COMMISSION FOR SCIENCE TECHNOLOGY & INNOVATION .....	363
APPENDIX VIII: RESEARCH CLEARANCE PERMIT (CARD TO CARRY DURING FIELD VISITS).....	364

## LIST OF TABLES

Page

Table 1.1: Performance of Schools in Nyamira County in KCSE for the last 6 years.....	9
Table 1.2: Comparison of Masaba North District MSS in KCSE in relation to the neighboring Districts in Kisii and Nyamira Counties (2008-2010).....	11
Table 2.3: Sources of financing public secondary education in Kenya.....	115
Table 2.4: Free Day Secondary Education cost per Child.....	115
Table 2. 5: Government Subsidy for Secondary Allocation per Tranche.....	116
Table 2. 6: Schools that experienced insecurity by province in the year 2000/2001.....	141
Table 3.7: Details on Divisions, Teachers and Students in Public Secondary .....	196
Table 3.8: Sampling of Schools .....	197
Table 3.9: Sampling Matrix of the Respondents .....	198
Table 3.10: Cronbach's Alpha reliability coefficient table.....	202
Table 3.11: Statistical Approach for testing the hypotheses of the study .....	207
Table 4.12 Response Rate.....	209
Table 4.13 Test Reliability Results .....	210
Table 4.14 Test of Homogeneity of Variances .....	211
Table 4.15 Tests of Normality .....	211
Table 4.16 Kaiser-Meyer-Olkin (KMO) and Bartlett's Test.....	213
Table 4.17 Summaries of Collinearity Statistics.....	215
Table 4.18 Communalities .....	216
Table 4.19: Distribution of Teachers by gender .....	219
Table 4.20: Period the respondent had been teaching in Nyamira County.....	219
Table 4.21: Highest Academic Qualification.....	220
Table 4.22 Cross Tabulation Results .....	221
Table 4.23: Teacher Designation .....	222
Table 4.24 Distribution of parents in terms of their gender.....	222
Table 4.25 Period which the respondents had been a PA member.....	223
Table 4.26 Level of Education.....	223
Table 4.27 Gender Distribution .....	224
Table 4.28 Period served as Discipline master in the school.....	224
Table 4.29 Highest academic qualifications .....	225
Table 4.30 Distribution Of Public Secondary School By Category .....	226

Table 4.31 Types of public Secondary Schools.....	226
Table 4.32 Principal’s Distribution by Gender .....	227
Table 4.33 Highest level of education .....	227
Table 4.34 Period served as head teacher .....	228
Table 4.35 Parental involvement and student academic performance.....	229
Table 4.36 Parental involvement in school management affairs .....	230
Table 4.37 Parental Involvement in school activities .....	232
Table 4.38 Parental involvement in School Financing .....	234
Table 4.39 Parental involvement in School Voluntary activities .....	235
Table 4.40 Parental involvement in School Strategy improvement .....	237
Table 4.41 Academic clinics day .....	238
Table 4.42 Frequency of parents attend academics clinic day.....	238
Table 4.43 Period at which parents communicated with student teachers.....	239
Table 4.44 Teachers call parents at school to discuss academic performance .....	239
Table 4.45 The focus of class teacher parent discussion .....	240
Table 4.46 Parental involvement in strategic planning.....	240
Table 4.47 Parental involvement Financials.....	241
Table 4.48 Average Amount Received By School for Financing .....	243
Table 4.49 Influence of learners’ discipline on academic performance .....	243
Table 4.50 Student discipline in secondary schools in Nyamira County .....	244
Table 4.51 involvement of Parental in Students discipline.....	246
Table 4.52 Cross Tabulation Results .....	247
Table 4.53 Correlation between parental involvement in school administration process and Students Performance in KCSE .....	249
Table 4.54 Correlation amid school financial support and Students Performance .....	250
Table 4.55 Relationship between Students Discipline and KCSE students’ Academic Performance .....	250
Table 4.56 Parental Involvement in School Management and Students .....	252
Table 4.57 Level of financial support and Students Performance in KCSE.....	254
Table 4.58: Students Discipline and students Performance in KCSE.....	256
Table 4.59 Model ummary.....	257
Table 4.60 ANOVA .....	258
Table 4.61 Coefficients of Determination .....	259

## LIST OF FIGURES

<b>Figure</b>	<b>Page No</b>
Figure 2.1: Theoretical Framework (Researcher, 2015).....	21
Figure 2.2: Conceptual Framework Showing Relationship among variables subsumed in the study.....	189
Figure 5. 1: Revised Optimal Model.....	275

## **ABBREVIATIONS AND ACRONYMS USED IN THE STUDY**

BOG	Board of Governors
CATs	Competence Assessment Tests
CEB	County Education Board
ECDE	Early Childhood Development and Education
EPRC	Education Policy Review Commission
ESQAC	Education Standards and Quality Assurance Commission
FDSE	Free Day Secondary Education
KANU	Kenya African National Union
KJSEC	Kenya Junior Secondary Education Certificate
KNEC	Kenya National Examination Council
KPEC	Kenya Primary Education Certificate
KSCE	Kenya secondary certificate of education
MoE	Ministry of Education
MSS	Mean Standard Scores
NACONEK	National Council for Nomadic Education in Kenya
NCDC	National Curriculum Development Centre
NQA	National Qualification Authority
NQF	National Qualification Framework
PAs	Parents Associations
SSE	Subsidized Secondary Education
ST&I	Science, Technology and Innovation
MoEST	Ministry of Education Science and Technology
MDGs	Millennium Development Goals
MSS	Mean Standard Scores
PA	Parents Association
ToP	Theory of Performance
TSC	Teachers Service Commission
VIF	Variance Inflation factor
SPSS	Statistical Package for Social Sciences

## CHAPTER ONE: INTRODUCTION

The current study is about school improvement and academic performance of public secondary schools. The study targets Nyamira county since it has recorded low academic performances indicated by the mean score results of KSCE over the years. This chapter presents the background of the study, statement of the problem, objectives of the study, research question, hypotheses, justification and scope of the study. Towards the end the chapter also sheds light on imperative aspects like significance, limitations and operational definitions of research terminologies in the context of this research study.

### 1.1 Background of the Study

A critical question in research on education has been to answer the questions of *"why do learners in some schools perform successfully in standardized examinations and some fail or do not achieve minimum passing grades as measured by mean scores?"* and *"what are the learning processes that allow learners to perform successfully in standardized examinations?"* There exists a paucity of research into learning processes of the Kenyan education sector, especially on school improvement and influence academic performance among students in public secondary schools. Therefore, this research aims to explore the school improvement variables that affect educational performance in Kenya Public Secondary Schools, more specifically, Nyamira County and to explore these two questions.

With promulgation of the new constitution, (2010) Kenya has 47 counties among them includes Nyamira County. The County is located in the previously region called Nyanza Province. This county has an estimated population of 598,252 (Census,



2009). It's the capital and the biggest town is Nyamira, with an estimated urban population that consist of 41,668 (Census, 2009). Therein are four sub-counties (constituencies) namely: Borabu Constituency, Kitutu Masaba, North Mugirango and West Mugirango Constituency with 154 public secondary schools<sup>1</sup>.

Secondary education (high school) is one of the most important education levels in any country as it prepares its products to take an active role in the economic and social development aspects of the society. Undeniably, according to the World Bank report, this level of education is recognised as a critical driver for ending destitution and boosting shared prosperity, moving forward in improving quality in health, respect for gender, peace, and steadiness (World bank, 2013). The government of Kenya further declared secondary education as part of basic education (Republic of Kenya, 2007). It is therefore important that the products from this level of education be of quality if they have to make a positive contribution to society.

One of the ways of judging the quality of an educational product that is commonly used in education circles is academic achievement. This means that for one to be productive in the society, he/she must have acquired sufficient knowledge and ~~skills to be able to function~~ effectively in the society. On this vein, the World Bank education strategy group in 2011 opined that economic growth, social development, and poverty reduction depend on the knowledge and technical skills that young people acquire from school and not just the number of years they sit in a classroom (World Bank, 2012). It has however been found that in low-wage nations, numerous

<sup>1</sup><https://www.scribd.com/doc/36672705/Kenya-Census-2009> (retrieved on 14/08/2015) (see the map on appendix. iv).

youngsters finish primary training without attaining crucial education and numeracy skill.

In most cases especially in developing countries, majority of students fail to acquire the primary skills that employers expect for a job seeker to secure employment (Romilly & Ali, 2013). Within the school parlance, the amount of knowledge and skill one acquires is evaluated on the basis of their performance in national, regional and school examinations and other evaluation portfolios. When all factors are held constant, it is assumed that a good performer can be able to contribute positively in the society by finding solutions that affect that particular society. So when performance of the students is perennially poor, it becomes a source of worry to both parents, teachers, the government and other stakeholders since it leads to wastage of precious resources which could have been spent elsewhere considering the element of opportunity cost.

Performance of students in national examination both at the primary and secondary level is of significance considering the level of anxiety on the students, parents and teachers caused especially when exam results are being released. This is because; these exams play a critical role in defining the destiny of the learner in terms of placing them in the social mobility ladder. A lot of importance is therefore attached to these examinations. It is against this backdrop that education stakeholders take stock of the performance of a child, school, divisions and even counties to find out if things are done right. Over the years, performance of students from the county has tended to plummet despite government interventions of providing free secondary education and ensuring that teachers are posted to the county schools to teach (Nyamongo Sang, Nyaoga, & Matoke, 2014). This poor performance implies that few students qualify to

join universities and tertiary institutions. With low grades students were not guaranteed admission to lucrative courses offered by universities both locally and overseas (Mukundi,1999) and this then becomes a cause of worry among the education stakeholders.

Previous research has shown that home and school environmental factors influence the performance of students at KCSE examinations (Eshiwani, 1983 & Ayo0, 2002). Student and teacher characteristics, parental care, level of education of parents, social-economic state and availability of physical and human resources in schools are some of the factors identified also as influencing student examination outcomes (Eshiwani 1983; & Wamahiu, 1998). Similarly, Parental involvement, community financial support, school structural issues, and school management competencies have been linked to level of performance in schools (Omolo, 2009; Kariuki, 2012; Onyoni, 2013). However the extent to which these factors are at play to influence performance of students in Nyamira County is yet to be known. This leads one to ponder then as to how the interplay of improvement factors viz parental involvement, school education financing and student discipline could be interacting to influence performance of secondary learning institutions in Nyamira County.

A research study on Performance determinants among secondary learning institutions in Nyamira county found that short of professionalism amongst teaching staff, poor management in school, low level of parental involvement, failure to prepare for lessons, inefficiency and insufficient funding to cater for schools rehabilitation and renovations of buildings, supplying books and teachings aids as well as poor teacher - student relationships were major causes of performance in the county (Onderi & Makori, 2013). According to Ward, Stoker, and Murray- ward (1996), factors that influence academic performance range from individual, social, economic,

and environmental factors. Mirera (2012) conducted a research that sought to reveal the factors influencing academic performance of learners in Nyamira District in Kenya. Similarly, other researchers globally and within have highlighted factors such as parents' socio-economic characteristics, family structure, parents' academic level, teachers' academic qualification, learning environment, and school administration (Njuguna, 2014), (Kitavi, 2005) and (Kivuva, 2006). Both teachers and Parents have an important role to play in ensuring that a school child becomes a high academic achiever. Studies do identify Parental influence as critical factor influencing student academic achievement. Results also indicate that parent level of education and encouragement as key drivers on improved student academic achievement (Odhiambo, 2005).

Implementation of the human right to primary education entails little except schooling that leads to learning for young children (World Bank, 2013). In the year 2011 the World Bank education strategy group opined that growth, development, and poverty decline depend on the knowledge and technical skills that young generation acquire. But not just the period of years they spend in classrooms (World Bank, 2011). In developing countries, countless number of young generation completes primary education without even acquiring basic literacy and numeracy knowledge. According to Ali, (2013) Secondary schools educational performance is vital for the Secondary school students to fully realize and exploit their intrinsic potentials.

All over the world, it is the responsibility of the sitting government to ensure provision of basic education. Even though the planning and supervision of education remains largely as government's role, Adongo (2007) argues that, during mid-1970s,

The chief economists in European colleges in partnership with donor organizations have highly criticized African governments in delivery of this basic human right. However, world statistics estimate that more than 250 million children all over the world at present cannot competently read and write clearly, even after spending three or more years in school (Ali *et al.*, 2013).

The criticalness of moving forward the quality of education and quickening learning in the whole world hasn't been prioritised. Improving quality in education requires vital changes and intercessions at all levels of the educational framework. There exist major challenges in getting a relevant education system for implementation by many developing nations like Kenya; therefore it is paramount to close these system gaps in order improve the educational quality, especially by providing better policies and more grounded institutions is paramount.

In Kenya, education is widely acknowledged as key to national development. Increasing access to quality education is key to socio-economic development, productivity, increased individual earnings and reduced income inequalities (Republic of Kenya, 2012). Since the attainment of political independence, the Government of Kenya, through its various policy frameworks, has placed emphasis on the importance of education in its socio-economic development programmes.

The Kenyan Government offers administration and governance courses for the improvement of the state's education system. These courses are offered through the Ministry of Education (MoE). Nevertheless, schools whether supported by the government or private, have other shareholders who undertake other various deeds. School management is therefore done via a couple of various stakeholders, each performing certain complementary function in order to achieve school objectives and

aims. Primary and secondary educations have both been decentralized in order to ensure community involvement and provision of excellence quality education. At every secondary level, whether government supported or private, these schools depend heavily on parents' monetary support and managerial input, business actors, churches, and civil societies to supplement school administration efforts for enhanced academic performance.

Community participation policy is one of the policies government has adopted to improve academic performance and standards. School communities, parents, teachers, churches, business actors and Non-governmental organisations have been encouraged to work together for the development and maintenance of physical facilities in secondary schools. Kamunge (2004) observes that their contribution was important as one of the means of expanding and maintaining the quality and relevance of secondary education. Oduro (2009) maintains that venture access to must go hand in hand with investment quality advancement. However, the obligation of guardian's involvement in day to day administration of schools is deeply entrenched in the Education Policy Review (EPRC, 1999) reports. Their duty always revolves mostly on monetary mobilization, students discipline restoration and checking the on schools' performance (Catterall, 2018).

Churches are one of the key stakeholders in the education sector have sponsored most of the learning institutions in this nation have a well characterized goals and approaches. These goals incorporate arrangement of sound instruction materials in conjunction with the government for all subjects in the educational programs open to Kenyan schools, consideration of collaboration and co-operation with all interested parties to guarantee that instruction is accessible to all children in

Kenya, working together in organization with the Government / Ministry of Instruction to execute instruction policies. According to African Inland Church of Kenya (2009) different Churches have proceeded to be included in the advancement of instruction through dynamic interest in exercises such as school instruction days, fortifying the confidence of understudies in expansion to guaranteeing that schools accomplish a tall level of scholarly benchmarks and evangelizing.

NGOs on other hand have played a very pivotal role in supplying education in underserved regions and communities where government has failed to reach. According Adams, (2003) non-governmental organizations supply communities and their leaders with assets in the frame of authority, administration, and administration aptitudes for moving forward instruction, and supply materials and hardware for school foundation and upkeep. They offer assistance to set up school administration committees and construct their capacity so that communities can pick up control of their possess schools. Non-governmental organizations back school instructors by giving learning materials and pre-service and in-service training which indeed helps in improving academic performance in schools.

Despite all these heavy investments in education by the government and various key players discussed above, the corresponding educational indicators in school improvement and academic performance have been on the decline. This signifies limited returns on investment of the stakeholder efforts and resources. Nyamira County is one of the counties where this decline has been witnessed. An Analysis of KCSE examination results in Nyamira County, formerly a district, indicated that academic performance of public secondary schools was low compared to counterparts in other counties. As a result, the researcher seeks to carry out research

on the school improvement and academic performance of public secondary schools of Nyamira County, Kenya.

### 1.1.1 Performance of Schools in KCSE Exams for the last six years

The study sought to find out the schools' performance for the last six years.

Table 1.1 presents the study findings.

**Table 1.1:** Performance of Schools in Nyamira County in KCSE for the last 6 years

<b>Years</b>	<b>Average Mean score</b>	<i>Analysis compared to the previous performance</i>
2010	5.62	
2011	5.21	Low by 0.41
2012	5.84	Up by 0.63
2013	6.12	Up by 0.28
2014	6.02	Low by 0.1
2015	6.28	Up by 0.26

**Source: County Education Office – Nyamira 2014**

The study sought to determine the school performance in the previous six years, results obtained show that there has been positive improvement in school Kenya certificate of secondary school education performance in the last six years. Reports given by head teachers showed that better performance has been achieved via high levels of collaboration between stakeholders including government teachers and students themselves.

### 1.2 Statement of The Problem

County schools in Nyamira have over the year's registered relatively low performance in national examinations compared to other counties in the same region. Nyamweya (2013) conducted a study on the aspects influencing girl's academic performance of in mixed day public secondary learning institutions in Nyamira district,