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South Sub County, Kenya**

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Abstract

Despite the Government of the Republic of Kenya commitment to provide high quality primary education, pupils' academic achievement remains a challenge in the public primary schools in Murang'a South Sub County, Kenya. The study sought to establish the school-based influencing academic performance of public primary schools in Murang'a South Sub County. The study adopted a descriptive survey design utilizing both quantitative and qualitative techniques. The study involved a sample of 21 deputy head teachers, 105 teachers and 210 pupils making a total of 336 participants. Data were collected using a pupils' questionnaire, focus group discussions for the deputy head teachers and teachers, and an observation checklist. Data were analyzed using descriptive statistics: quantitative data were analyzed using Statistical Package for Social Sciences version 17. The school-based factors that influence performance in public primary schools in Murang'a South Sub County include use of Mother tongue and sub-standard Kiswahili and English in school and more so during the teaching/learning process; ineffective monitoring of private studies and individual learners progress; inadequacies in assessment and feedback; lack of shared vision and focused mission; and inadequate and poorly maintained physical and material resources. Based on these findings, it was recommended that the Directorate of Quality Assurance and Standards of the Ministry of Education to build the capacity to improve the acquisition and mastery of the language of instruction, lay emphasis on formative evaluation as a key aspect of educational process, sensitize all stakeholders on the importance of provision of quality education, and plan and organize education management and administration courses for the school administrators so as to improve efficiency.

Keywords: *School-based factors, academic performance, public primary schools, Murang'a South Sub County, Kenya*

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1.0 Introduction

Primary Education is a major foundation for academic achievement (UNESCO, 2015). The main feature of an education system is academic performance. Therefore, if the quality of education is undermined, the educational performance is affected (Habibullah & Ashraf, 2013). The development of the skills and knowledge of the people of a nation through the education process constitutes one of the prerequisites of educational growth. The educational performance of a learning institution is crucial in the attaining educational goals. According to Ondieki and Orodho, (2015) education is a key component of human quality essential for generating high incomes and sustainable socio-economic development. It is characterized as an essential ingredient in poverty eradication.

Education was formally recognized as a human right since the adoption of the Universal Declaration of Human Rights in 1948 (UNESCO, 2015). The Dakar Framework for Action (2000) declared that access to quality education was the right of every child. The Dakar Framework for Action (2000) commits nations to the provision of primary education of good quality and improving all aspects of educational quality. The Vision 2030 of Kenya is also anchored on education to deliver the necessary skills, and build adequate human capital to achieve and sustain the country as a middle-income country (Mulwa, *et al.*, 2017). The fundamental aim of the Vision 2030 is to have a globally competitive and prosperous country, with high quality life by 2030 and transform the country into a newly industrialized middle level income country providing quality life to all its citizens in a clean and secure environment.

Since independence in 1963, the Government of the Republic of Kenya has placed considerable importance on education (Muthanje, 2015). The overall policy goal is to achieve Education For All (EFA) in order to give every Kenyan the right to education and training irrespective of his or her socio- economic status (Manduku & Makero, 2018). Through the provision of education, the government aims at enabling the its citizens play a more effective role in the life of the nation by imparting to them the necessary skills and knowledge and inculcating the right attitude (Muthanje, 2015). However, scholars and studies have revealed that there are multifarious factors within the home and school environment which influence pupil's achievement in learning institutions.

School based factors are those within the school that can affect the academic performance of students especially in public secondary schools (Magulod, 2017). These school based factors includes school administration which greatly impact on the academic performance of the students (Ngesu & Atieno, 2019). Other factors in school include student and teacher's attitude. Teachers play a very critical role in the academic performance of the student and therefore the way they carry themselves greatly impact on the academic performance of the student (Chemiati, 2020). More the student can affect their own performance, this is especially when and this leads to lack of balance in the subject thus performing poorly.

Edmonds (1982), cited in Rasberry *et al.* (2011) identified an effective school as one in which there is a strong leadership, an orderly and humane climate, frequent monitoring of student's progress, high expectations and requirement for all students. This clearly shows that the school characteristic plays a very crucial role as far as academic performance is concerned. These characteristics have been deepened and broadened. In his paper, Correlates of Effective Schools: The First and Second Generation, Lezotte (1991) as cited by Magulod (2017)

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identified seven characteristics of effective schools which he referred to as “Correlates of Effective School”. These include:-safe and orderly environment, climate of high expectations of success, instructional leadership, clear and focused mission, opportunity to learn and student time on the task, frequent monitoring of students’ progress and home- school relations. Magulod (2017) argued that the extent to which the correlates are in place in a school has a dramatic, positive effect on student achievement. Mulwa, Migosi and Kamau, (2017) established that poor performance at examinations is as a result of poor teaching, absenteeism among learners and teachers, irrelevance of the curriculum and the inadequacy of the examination system.

In spite of the Government of Kenya’s commitment to provision of primary education of high quality and several studies having been undertaken on factors affecting academic performance, it emerged that the public primary schools in Murang'a South Sub County have consistently registered appalling results in the national examination and decline in the standards (Murang'a South Sub County, 2019). Ngure, (2019 warns that when a region lags behind in the number of pupils who pass a national examination, its socio-economic development is likely to be retarded. This necessitated an extensive study on the influence of school based factors on academic performance in Murang'a South Sub County.

1.1 Statement of the Problem

National examinations play a significant role in education systems. In the 8-4-4 system of education, Kenya Certificate of Primary Education (K.C.P.E) examination is taken at the end of the eighth year of primary education (Njeri, 2014). Learners who perform well are perceived to have received high quality education essential for sustainable socio-economic development and poverty eradication as opposed to those who perform poorly (Mbogo, 2017). The performance in the national examination is used as a criterion for certification and as a base for selecting pupils to join secondary schools and post-primary technical institution.

Despite the Government of the Republic of Kenya commitment to provide high quality primary education, outstanding pupils’ academic achievement remains a challenge in the public primary schools in Murang'a South Sub County. The available statistics indicate that the sub county has not only consistently performed dismally in the national examination but also experienced observable decline in academic performance. The sub county’s mean standard score, for example, in 2005 was 237.24; 242.47 in 2006; 241.75 in 2007; 240.56 in 2008 and 236.21 in 2009 (Murang'a South Sub County Education Office, 2019). This poses a serious threat to the socio-economic development of the region and the country at large. There was therefore a dire need to establish the school-based factors influencing academic performance of the public primary schools in the region.

2.0 Theoretical literature

The theory that guided the study is the Effective Schools Model Theory by Edmonds (1979). According to the theory, the different approaches to the school effectiveness because researchers are always thinking new dimension. Edmonds (1979) developed five factors of school effectiveness high expectations for student achievement, continuous assessment of student progress, strength of leadership education, a safe climate and organizes and emphasizing basic skills. Stoll, Lewis, and Cob (1988) discusses some of the characteristics of school effectiveness namely positive climate, the involvement of parents, leadership, the

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work environment centered, leader involvement, teachers consistent, the involvement of teachers, maximizes communication between teachers and students.

According to Aggarwal-Gupta and Vohra (2010); Bredeson (1985); Reynolds and Teddlie (2000), school effectiveness is closely related to internal factors. Meanwhile, other researchers like Scheerens and Creemers (1989) describe the effectiveness of school-related inputs and outputs. Other researchers such as Brookover, Schweitzer, Schneider, Beady, Flood and Wisenbaker (1979); Rutter et al., (1979) in Ali (2017) said that the effective school is involved a process other than the input and output. There are various views described by scholars about the effectiveness of the school. But some of them said effective schools are often associated with internal factors, external, input, process, and output. These factors are perceived to influence learning in school. Thus, the effective schools model theory is useful in understanding school based factors that influence academic performance in schools.

2.1 Empirical literature

Mulwa, et al. (2017) conducted a study on school-based factors that influence educational wastage in in public secondary schools in in Machakos County, Kenya. A descriptive survey research design was use. The study was carried out in all 31 public secondary schools in Kathiani Sub-county, Machakos County. Data was collected using interview schedules for drop outs and questionnaires for form four class teachers, repeaters, Sub-county director of education and principals. The findings of the study show that there is a statistically significant association between school-based factors and educational wastage in public secondary schools in Kathiani Sub-county that include management support, staffing, availability of teaching and learning facilities and school fees. The current study looks at effect of school based factors on academic performance.

Chemiat (2020) explored the school based factors influencing academic performance in public secondary schools in Mt. Elgon Constituency, Bungoma County, Kenya. The study adopted a descriptive survey design. The target population comprised of 19 public secondary schools with a total population of 901 form four students, 240 teachers and 19 principals. Findings of the study revealed that the school –based factors which influence students' performance were inadequate instructional materials. Some of the schools in the constituency did not have adequate teachers. School based factors may differ from school to school and region to region hence warranting further study in the context of Murang'a South Sub County.

Employing descriptive survey design and then adopted mixed methods methodology, Manduku, and Makero, (2018) determined the effects of school based factors on academic performance in public primary schools in Njiru Sub-County, Nairobi Kenya. The research instruments used were questionnaires, interviews and observation. It was found that majority of the schools in Njiru do not have enough textbooks which affected their performance. Some of the schools in the constituency did not have adequate teachers. School based factors may differ from school to school and region to region hence warranting further study in the context of Murang'a South Sub County.

Home and school based factors influence pupils academic performance at Kenya Certificate of Primary Education in Makadar sub-County, Nairobi County (Ngesu & Atieno, 2019). The study adopted the ex-post facto design which involved the studies that investigate possible causes and effects by observing an existing condition and searching back in time for possible

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causal factors. Physical facilities and teaching and learning resources were also cited as factors that highly influence performances.

Magulod (2017) investigated the factors of school effectiveness and performance of selected public and private elementary schools in the Philippines. The study made use of mixed-method research. For quantitative, the descriptive correlational method was used to identify the relationship between school effectiveness and school performance. The findings of the study revealed that the level of school effectiveness of both private and public elementary schools was excellent. However, test of difference showed that public schools exhibited stronger home-school relations than the private schools. In terms of the level of school performance, public schools perform better than the private schools for the past three years.

Alufohai, (2016) studied school-based factors affecting senior secondary school students' achievement in English Language in Edo State, Nigerai. The study adopted a descriptive survey research design. The simple random sampling technique was used to select 40 English teachers and their 1504 SSS Class III students. Data collected were analyzed using Spearman Brown Rank Correlation technique and results revealed that teachers' qualification, instructional materials and text messaging significantly influence student's academic achievement in English Language. The study only focused at English language, the current study focuses at overall academic performance in primary school.

Class sizes have also been identified as a determinant of academic performance. Studies have indicated that schools with smaller sizes perform better academically than schools with larger class sizes. Kraft (1994, cited in Kafui, 2005) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that class sizes above 40 have negative effects on students achievements. Similarly, a recent survey carried by the KNEC established that pupils in smaller classes tended to perform better in numeracy than pupils in larger classes.

Instructional supervision is said to influence the quality of education and subsequently the student performance in national examination. Neagley and Evans (1960) were of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom. This onus has been put on the head teachers. According to Ministry of Education (1999) and Olembo, Wanga and Karagu (1992) the heads should be the front line inspectors of their own school. Olembo et al (1992) further assert that instructional supervision is mostly undertaken to help teachers maintain and improve effectiveness in the classroom. They point out that the activity aims at influencing teacher behaviour and pupil performance in the classrooms.

3.0 Research Methodology

The study adopted a descriptive survey design utilizing both quantitative and qualitative approaches. The rationale for adopting survey design was that it allows collection of data from a sample of participants from a target population in order to determine the current status of that population with respect to one or more variables (Gay, 1996 & Orodho, 2009). The locale of the study was Murang'a South Sub County where the researcher had been a teacher. There are 46 public primary schools in Murang'a South Sub County. The target population in the study was all the 46 public primary schools in Murang'a South Sub County, their deputy head teachers, teachers, and pupils. The study involved a sample of 21 deputy head teachers, 105 teachers and 210 pupils making a total of 336 participants. Data were collected using a

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pupils' questionnaire, focus group discussions for the deputy head teachers and teachers, and an observation checklist. Quantitative data were analyzed using descriptive statistics using Statistical Package for Social Sciences (SPSS) version 17. Qualitative data were analyzed using content analysis technique.

4.0 Results and Discussion

4.1 School-Based Factors Influencing Academic Performance

In this sub-section, various school-based factors which had bearing on academic performance are discussed. These include enrolment by age and sex, previous national examination results, medium of instruction, private studies, instructional evaluation, and physical and material resources.

4.1.1 Enrolment by Age and Sex

This study found that primary eight pupils in Murang'a South Sub County were of different range of ages as categorized in Table 1.

Table 1: Sampled pupils by Age and Sex (N =210)

Age group	Girls (%)	Boys (%)	Total both sex (%)
12-13	24.76	21.90	23.33
13-14	42.86	32.38	37.62
14-15	23.87	25.71	24.76
15-16	8.57	20.00	14.29

The findings indicated that the most popular age group was 13-14 (37.62%) and 15-16 (14.29%) as the least. It was found that 39.05% of the sampled learners were over-age as the primary education cycle in Kenya caters for learners of between 6-13 years-old and 14-17 years old for secondary education. This was attributed to the introduction of FPE in January, 2003 by the National Alliance Rainbow Coalition (NARC) Government which ensured that Kenyan children eligible for primary schooling have opportunity to enroll and remain in school to learn and acquire quality basic education and skills training. The number also suggested that there had been cases of repetition in schools which did not have major positive impact on performance as reflected by national examination results (K.C.P.E).The study also found that there were more boys than girls at schools in the advanced age groups a manifestation of the value parents/guardians attach to the education of the boy- child as opposed to the education of girl child.

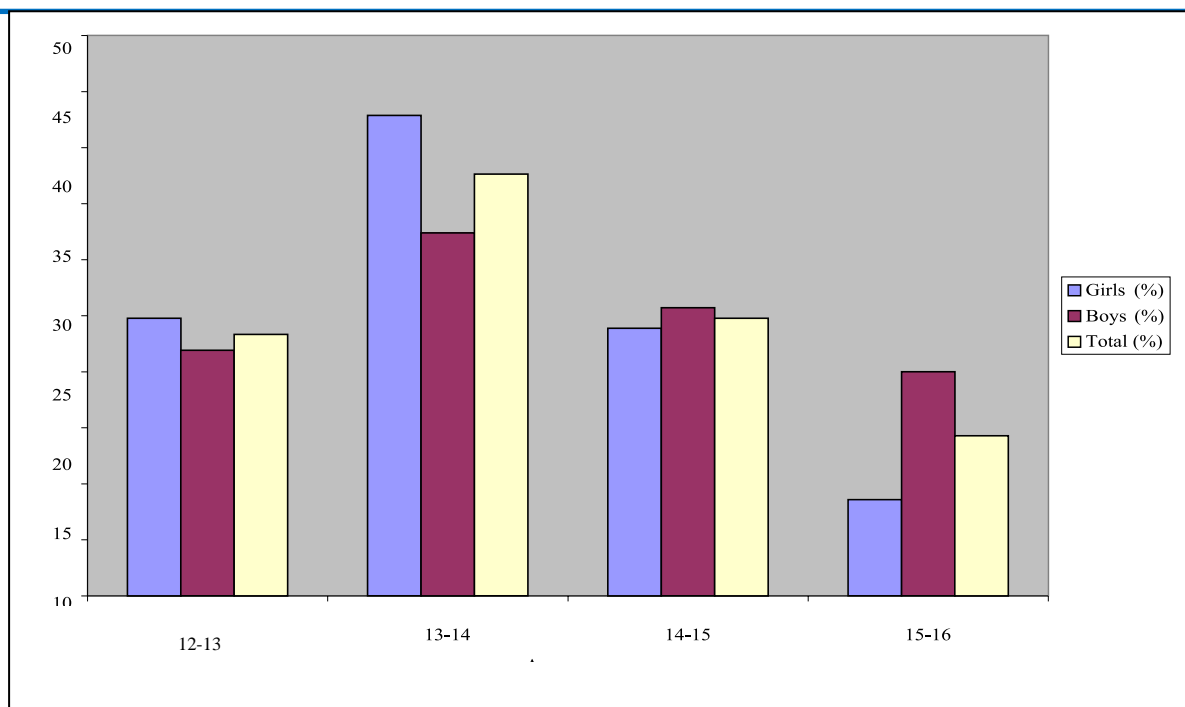


Figure 1: Age Distribution of Pupils (N=210).

4.1.2 Previous National Examination Results

All the sampled primary schools had presented candidates for the national examination (KCPE). Their results since 2006 to 2010 were analyzed in the Table 2.

Table 2: KCPE Results of the Sampled Schools since 2006-2010 (N =21)

M.S.S	2006(%)	2007(%)	2008 (%)	2009 (%)	2010 (%)	AVERAGE
250-299	23.81	9.52	9.52	9.42	9.52	3
200-249	66.67	76.19	71.43	85.71	85.71	16
150-199	9.52	14.29	19.05	4.76	4.76	2
100-149	-	-	-	-	-	

The study found that none of the schools attained a M.S.S. of 300 and above, and also below 150 in all the years. This was a manifestation that learners in the entire sub county were not adequately prepared for the KCPE examination. The results further showed that the learners were not provided with opportunity to become competent: hardly were they given tasks they were capable of performing so as to enhance self-concept and gain self-respect from the good feeling of performing in addition to, inflating ones ego. The national examination results also denoted that the learning environment was unattractive and un-stimulating: it could not allow

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and encourage pupils to develop a greater autonomy and assume greater responsibility for their own learning.

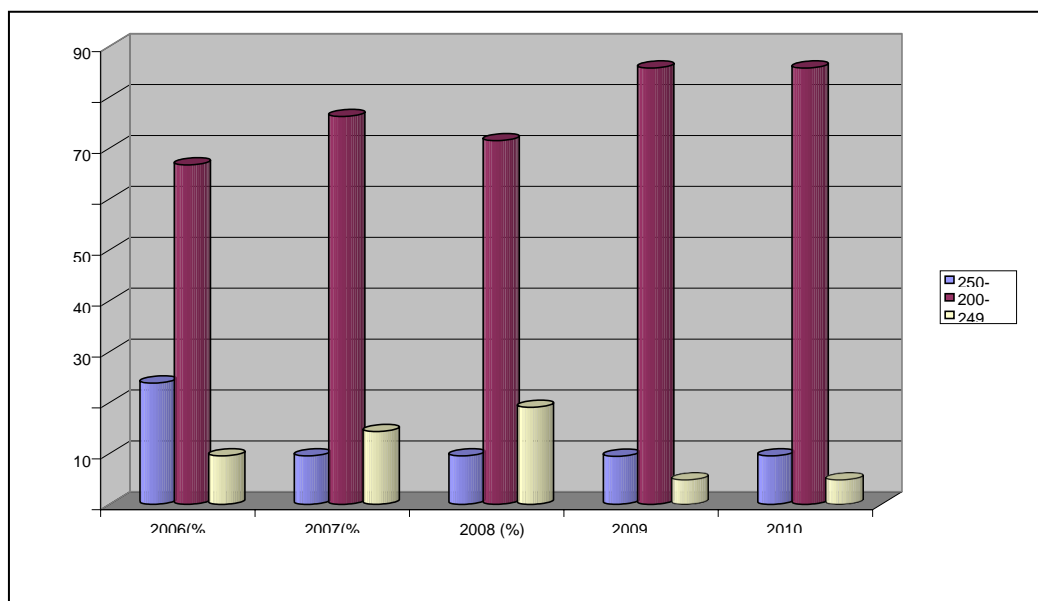


Figure 2: KCPE Analysis since 2006 – 2010

In addition, on average 3 (14.29%) schools attained a M.S.S. within the range of 250- 299; 16 (76.19%) were within the range of 200-249; and 2 (9.52%) 150-199. It was hence logically argued that 18 (85.71%) schools were below average mark and 3(14.29%) were slightly above. By perusing the results of individual schools, the researcher observed that in the year 2010, 16 (76.19%) schools recorded remarkable rise, 1 (4.76%) maintained while 4 (19.05%) registered a drop. This was attributed to the introduction of FPE in January 2003 whereby many children who had attained the school age and were locked out of the systems were given opportunity to access primary education. These learners were relatively mature, eager and willing to learn hence the notable rise in academic achievement. Other benefits accrued to FPE which had positive impact were the provision of teaching/learning resources which aroused learners’ interest in learning and increased scope of feeding program which reduced cases of learners who absented themselves from school due to lack of food.

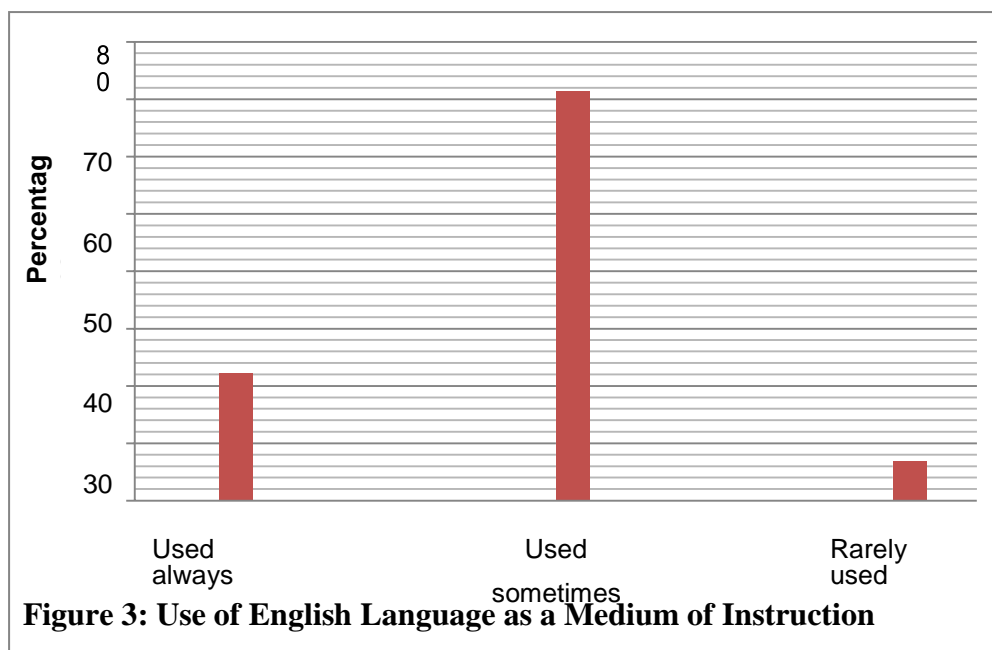
The study further established that the quality of education in the region was low. This was evidenced by the consistent poor performance in national examination and questionnaire findings as far as rating of KCPE performance since 2006 to 2010 was concerned. Majority of the participants did not candidly report the right performances of their individual school; 5 (2.38%) viewed it as very good, 139 (66.19%) as good / fair and 56 (26.67%) as dismal which did not agree (correspond) with exact performance. In a focus group discussion (FGD), a teacher lamented over the quality of education in his school when he stated that the school has not only been performing dismally academically but also in co-curricular activities. Drug and substance abuse, early sexual debut and lack of values such as respect, humility and

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cooperation discussed in sub-section 4.3 and 4.4 were manifestations of low quality of education.

4.1.3 Languages Used

This study found that languages used have direct bearing on student academic achievement. There were low incidences of usage of English language as a medium of instruction despite the Ministry of Education Policy, that in upper primary, English be used as the medium of instruction throughout the country. Through the questionnaire, the researcher established that English language was hardly used as medium of instruction as 47 (22.28%) participants claimed that it was used always, 150 (71.43%) sometimes and 13 (6.9%) indicated used rarely. This was confirmed by a participant in a FGD in one of the schools. “In some cases we use Kiswahili and Mother tongue to elaborate some concepts.” The use of Kiswahili and Mother tongue as an excuse to elaborate some concepts manifested lack of mastery of the medium of instruction. This in return affects second language acquisition due to lack of sound role models to be emulated hence presence of handicapped learners in the language. The high incidences of using any other language other than English during the instructional process denoted that the head teachers had somewhat neglected their role as front line inspectors of their schools which could help improve effectiveness as argued by Magulod (2017). It was logically argued that head teachers lagged in provision of instructional leadership through discussion of instructional issues, observing classroom teaching and giving feedback, practices which could improve performance. This supports Manduku, and Makero, (2018) who attributes poor results to arm chair’ head teachers, who do not know what goes on in the classroom.



Regarding the languages used by learners among themselves, the study established that Kiswahili and Mother tongue were the most widely used as indicated in Table 3.

Table 3: Languages Used by Pupils among Themselves (N=210)

Languages used	Boys (%)	Girls (%)	Both Sexes (%)
Mother tongue	38.10	31.43	34.76
English	12.38	12.38	12.38
Kiswahili	49.52	56.19	52.56

More boys (38.10%) than girls (31.43%) had higher preference in usage of Mother tongue. Contrastingly, more girls (56.19%) than boys (49.52%) had higher preferences in usage of Kiswahili which itself was sub- standard; nevertheless, it was the most preferred language. English language emerged as the least preferred medium of communication, even though it was reportedly well below the standard grammar.

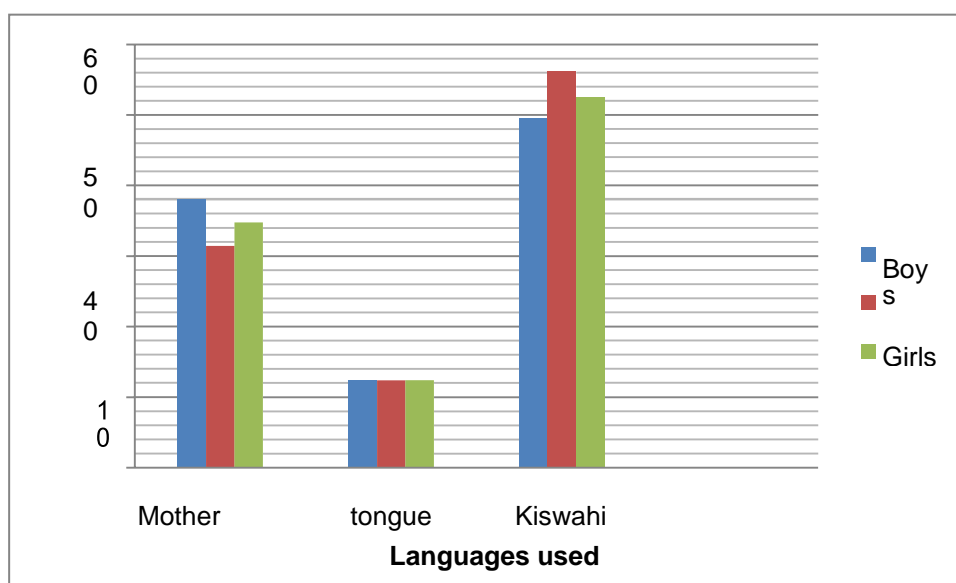


Figure 4: Languages Used by Pupils among Themselves

These high preferences on the first language and sub-standard Kiswahili grammar had adverse effect on concept formation and articulation hence serious difficulties in comprehension, analysis and synthesis, translating to poor academic performance as indicated in Table 4.2. In addition, they hindered second language (English) acquisition thus limiting vocabularies which were essential during the teaching / learning process. The impact of using Mother tongue was confirmed by a deputy head teacher in a FGD in one of the schools, “Because of using Mother tongue our pupils perform poorly especially in languages.” This sentiment was supported in another school by a participant, “They have difficulties in reading and comprehending texts.”

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The less usage of English language by the teachers and learners, and the high preferences of Kiswahili and Mother tongue implied lack of clear and focused mission of the schools which is a correlate of effective school according to Chemiat (2020). To confirm this implication the observation checklist showed that 14 (66.67%) and 7 (33.33%) schools have their mission and vision statements respectively displayed, denoting deficiency in common core values which help to guide the staff. The school administrators on whom the onus to articulate shared vision and mission is put on bore the blame.

4.1.4 Private Studies

It was found that learners carried out private studies early in the morning, after lunch- break and after classes before they go back to their homes. However, the study established that the studies were neither properly organized nor monitored hence poor utilization of valuable time. This was evidenced by the measures employed and the K.C.P.E. examination performance since 2006 to 2010.

Table 5: Measures Put to Ensure Proper Utilization of Private Studies (N=210)

Measures put in place	%
Monitored by teacher on duty	68.57
Monitored by class prefect Given	70.00
class assignments to do	82.86
Teachers check and mark the assignments	73.57

The study found that the most popular measure was giving class assignments (82.86%) even though the monitoring system was questionable as it was left to the teacher on duty (68.57%) and class prefects (70.0%). This indeed showed very clearly that private studies were mostly monitored by class prefects than by teachers denoting the latter’s inadequacies in real sense of commitment. This was contrary to the practices of effective schools whereby teachers’ possess a strong sense of responsibility for the student learning: teachers who organize and monitor students’ private studies as pointed out by Gamage (2006). This implied that pupils were less engaged due to lack of effective monitoring practice which culminated to poor results as Table 5 indicates. It indeed supports Ngesu and Atieno, (2019) assertion that when students are left to work privately and are not monitored by the teacher, they spend less time engaged in the activities for which they are responsible.

4.1.5 Instructional Evaluation

Instructional evaluation was embraced as an important aspect of educational process. Among the tests administered included end of term examination (100%), mid-term examination (96.43%), class exercises (87.14%) and continuous assessment tests (78.57%). However, there was a major concern over class exercises and continuous assessment tests. The 87.14% denoted some inadequacy in assessment hence the conclusion that learners were not fully

engaged during the instructional process. It was also evident that less emphasis was laid on continuous assessment tests, an indication that majority of the teachers and school administrators were somewhat ignorant of the crucial role played by formative evaluation. The poor performance in the national examination was hence attributed to the failure to determine achievement of the learners and assess suitability of teaching / learning resources and effectiveness of the teaching/learning strategies concurring with the Republic of Kenya (1999:91) who attributed poor performance at examinations to inadequacy of the examination system.

The study also observed inefficiency in recording and reporting pupils' progress. This was evidenced by the focus group discussion establishment that 16 (76%) schools had no report forms while 5 (14%) had but not among all the pupils. This suggested that recording, reporting and monitoring pupils' progress was not as important as sitting for examinations. It further indicated that head teachers who serve as the curriculum and instructional leaders do not effectively monitor the progress of individual learners which is a correlate of effective schools as argued by Edmonds (1982), cited in Rasberry *et al.* (2011). The unavailability of this crucial document robs the head an opportunity to get a feel of the whole school, class by class and spot things going wrong with the teaching when these would not have been brought to light in any other way as argued by Griffin (1994). The act of scanning through, commenting and signing of the pupils' report forms is motivating to the learners. However, it was lacking in the region culminating to the poor results. Lack of the pupils' report forms not only hindered teachers from monitoring the academic progress of individual learners but also communicating their academic expectations for achievements which is a characteristic of effective teachers as argued by Magulod (2017).

4.1.6 Physical and Material Resources

This study found through the observation checklist that in some schools, some physical and materials resources were inadequate and in deplorable conditions in others. These included classes, latrines and desks. Some classes (52.38%) had smooth floors while others (47.62%) had uneven. In most schools (57.14%), classes had lockable doors while windows had shutters. This implied that teaching and learning resources could be left in classes for the learners to review, linking with what they had previously learnt in class. However, the researcher found that this was not a common practice in some schools: wall charts were displayed in some and more so in lower primary. This depicted existence of a problem in development and utilization of teaching/learning resources especially the non-projected, for instance, charts, flash cards, maps, diagrams, posters, photographs and pictures which can help to increase learners' perception and develop their interest. These findings concurred with Republic of Kenya (1999) which revealed that quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials have a direct bearing on quality as they determine how effectively the curriculum is implemented

The inadequate latrines in some schools (61.90%) pose a problem in the teaching and learning process. Learners would queue desperately in the morning and at break time to use the facilities resulting to poor preparation for the in-coming lesson as well as loss of instructional time. It also create a fertile ground for indiscipline whereby the young and „weak' are harassed (bullied and teased) by their younger and stronger' peers. This often results to emotional imbalance which impedes learning/teaching process. The inadequate and poorly

maintained desks (33.33%) affect negatively teaching/learning process. Pupils were found uncomfortably seated. This adversely affects their listening, reading and writing skills since they have to be on high alert to avoid falling down and embarrassment. The sitting manner threatens co-operative learning since learners at times would be found quarreling over positions injuring the social need, specifically affiliation.

5.0 Conclusions

From the study, factors within the school and home environment which come into play and influence academic performance of the public primary schools in the sub county emerged. The school based factors included the use of Mother tongue and sub-standard Kiswahili and English in schools; ineffective monitoring of private studies and individual learners progress; inadequacies in assessment of the effectiveness of the teaching/learning strategies, suitability of the teaching/ learning resources and pupil achievement; inefficiency in recording and reporting pupils progress; lack of shared vision and focused mission of the schools; and inadequate and poorly maintained physical and material resources.

6.0 Recommendations

The Directorate of Quality Assurance and Standards of the Ministry of Education to build the capacity to improve the acquisition and mastery of the language of instruction, lay emphasis on formative evaluation as a key aspect of educational process, sensitize all stakeholders on the importance of provision of quality education, and plan and organize education management and administration courses for the school administrators so as to improve efficiency.

The Ministry of Education through the Kenya Institute of Education to embark on the task of reviewing, improving and strengthening of guidance and counseling in teacher education modules and planning, coordinating and organizing workshops for the practicing teachers in order to enhance acquisition of requisite knowledge and skills to handle emerging challenges.

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