Factor-Based Student Rating in Academic Performance in Southern Province of Rwanda

Ephrard Rulinda
University of Eastern Africa, Baraton, Kenya

Elizabeth Role
University of Eastern Africa, Baraton, Kenya

Lazarus Ndiku Makewa[*]
University of Eastern Africa, Baraton, Kenya

This study examined students' perception on academic performance using five-factor ratings namely, principal's instructional leadership, school climate, school facilities, teachers' effectiveness and family support. Data for this study were collected from selected Parent's Private Seventh - day Adventist Secondary Schools (PPSDASS) in Southern Province of Rwanda. Questionnaires were used to collect data from 240 students. The study was descriptive in nature. The findings indicate that the principals did not seem to involve students in the matters of decision making. However, students were satisfied with the kind of climate schools provided and the support they were getting from their families. Student involvement in decision making may be a new ground for intervention in future studies.

1. Introduction

Education is the best legacy a nation can give to her youth. This would suggest that the development of any nation or community depends largely on the quality of education of such a nation (Garner, 2004; Garfield & Brimley, 2002; Akanle, 2007). It is generally believed that the basis for any true development must commence with the development of human resources. Formal education remains the vehicle for social-economic development and social mobilization in any society (Checchi, 2006; World Bank Group, 2009).

Unfortunately, for years, this opportunity has not been distributed fairly due to lack of enough schools. In order to allow all children to benefit from that advantage, private initiatives were started across the world. This was in conformity with the declaration of the seventh conference of Ministers of education of Africa, held in South Africa, which stated that the member states were no longer in a position to finance all the education requirements of their populations (KITAEV, 1999). As a result, they decided to establish partnership with the communities and private sector in order to improve access to education.

As the problem of lack of enough schools was being resolved, there was an outcry to improve academic performance. Private schools in Rwanda have been in existence since 1900. These were established by different churches and parent associations (Rugengande, 2008). Between 1981-2005,

---

* Correspondence: Lazarus Ndiku Makewa, University of Eastern Africa, Baraton, P.O. Box 2500, Eldoret, Kenya, ndikul@gmail.com

some Adventist parents came together to form the Federation of Adventist Parents Associations for the Development of Education in Rwanda (FAPADER) and established 12 secondary schools with the aim of supporting the Government and the Adventist Church in promoting education and ensuring there was quality supervision in the Adventist Parents' schools, including nursery, primary, and secondary schools However, these schools continued to perform poorly academically. The purpose of this study therefore, was to investigate how students rated factors leading to poor academic performance in Parent's Private Seventh - day Adventist Secondary Schools (PPSDASS) in Southern Province of Rwanda.

Studies done by Khan and Malik (1999), and Gonzalez et al. (2002) reveal that a number of factors are responsible for scholastic failure of students, such as low socio-economic background, student's cognitive abilities, school related factors (climate and facilities), home environment, parental and community support. As observed by Eshiwani, (1993), the quality of education tends to be evaluated in terms of the number of students passing national examinations.

2. Literature Review

2.1 Principal's Instructional Leadership

Demands for greater accountability appeals for the use of more outcome-based measures, require the principal to be instruction oriented. Are the students learning? If the students are not learning, what are we going to do about it? The focus on results; the focus on student achievement; the focus on students learning at high levels, can only happen if teaching and learning become the central focus of the school and the central focus of the principal (Blankstein, 2010; Bulach, Lunenburg, & Potter, 2008).

How can principals help teachers to clarify instructional goals and work collaboratively to improve teaching and learning to meet those goals? Principals need to help teachers shift their focus from what they are teaching to what students are learning. We cannot continue to accept the premise that "I taught it; they just didn't learn it." The role of instructional leader is to help the school to maintain the focus on why the school exists, and that is to help all students learn (Blase, Blase, & Phillips, 2010; Smylie, 2010).

Shifting the focus of instruction from teaching to learning; forming collaborative structures and processes for teachers to work together to improve instruction; and ensuring that professional development is ongoing and focused toward school goals are among the key tasks that principals must perform to be effective instructional leaders in a professional learning community (Lunenburg & Irby, 2006). This will require wide leadership focused directly on learning. School principals can accomplish this by (1) focusing on learning, (2) encouraging collaboration, (3) using data to improve learning, (4) providing support, and (5) aligning curriculum, instruction, and assessment. Taken together, these five dimensions provide a compelling framework for accomplishing wide success for all children (Fullan, 2010; Lunenburg, 2003; Marzano & Waters, 2010).

2.2 Material Resources

Several studies have related school facilities and academic performance. According to Jaiyeoba and Atanda (2005), school facilities facilitate effective teaching and learning in schools. Lyons (2002) adds that learning is a complex activity that puts students' motivation and physical condition to the test while Cash (1993) found that when socio-economic factors were constant, facility condition had a significant correlation with student achievement. He also found that air conditioning, absence of graffiti, condition of science laboratories, locker accommodations, condition of classroom furniture, wall color and acoustic levels correlated with student achievement at a significant level when controlling for socio-economic status of students. Finally, Jaiyeoba and

Atanda (2005) also posited that educational facilities are those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided among the material resources.

2.3 School Climate

Schools show a lot of differences in terms of the feel, atmosphere or ideology, student behavior, academic performance, social and civic values, moral character, and interpersonal skills. The cumulative effect of these differences creates the 'ethos' or climate of the school. Many studies have been conducted linking a positive school climate to student performance (Bliss, Firestone, & Richards, 1991; Carter, 2000; Cruickshank, 1990; DuFour, 2000; Goddard, Tschannen – Moran, & Hoy 2001; Hoy & Feldman, 1987; Hoy & Hannum, 1997; Klinger, 2000; Lezotte, 1991, 1992, 2002; Makewa, et al, 2011). The overall conclusion of these studies suggest that a positive school climate exists as an essential element in successful schools. Freiberg (1998) asserts, "… school climate can have a favorable influence on the health of the learning environment or a significant barrier to learning" (p. 22).

Although there is not one commonly accepted definition of school climate, the vast majority of researchers and scholars suggest that school climate, essentially, reflects subjective experiences in a school (Cohen, 2006). Pioneering works of early researchers did attempt to define school climate in a variety of ways. Perry (1908) was the first educational leader to explicitly write about how school climate affects students and the process of learning. Halpin and Croft (1963) define school climate as the social atmosphere of a setting or a "learning environment" in which students have different experiences depending upon the protocols set up by the teachers and administrators. Maine Guidelines (2004) define school climate as the synthesis of policies, procedures, activities, programs and facilities both formal and informal within a school infrastructure that affect the attitudes and behavior of all people in the school, staff, students, parents and visitors. The concept of school climate is multi–dimensional and influences many individuals including students, parents, school personnel and the community. Haynes (1993) asserts that a positive school climate perception helps to supply high risk students with a supportive learning environment as well as preventing anti–social behavior. Such a climate is associated with fewer behavioral and emotional problems for students. Although these definitions are as 95 varied as the schools themselves, they have one common element that school climate affects members of a school either positively or negatively.

3. Methodology

3.1 Research Design

Leedy and Omrod (2001) state that a research design is a careful set of plans developed by a researcher that provides criteria and specifications for the study or research. This study was descriptive in nature. According to Gay et al (2006), a descriptive research determines and reports the way things are; it involves collecting numerical data to test hypothesis or answer questions about the current status of the subject of the study. This design fitted the present study, for it helped describe the way different factors such as teachers , families , schools and Instructional leadership affect academic performance.

3.2 Sampling Techniques

In order to choose respondents, the researchers received a list of all concerned students from the school office. After that, students were selected by coding their names and choosing one by one from a chalk box until a required number was reached. Simple random sampling method was used to determine the number of respondents.

Gay and Airasian (2003) defined purposive sampling as one which is used to select a sample based on experiences or knowledge of the group to be sampled. Thus, it was used to select three PPSDASS among 4 schools, all located in southern province.

In order to have target population, the following formula from (Zuluta, Nestor, & Costales, 2004) was used:

$$n = \frac{N}{1 + ne^2}$$

Where n= the size of the sample
N=the size of the population
e= the margin of error

From the above formula, 240 students were selected. For making such selection, the researchers used random sampling method, and students were selected by coding their names and choosing one by one from a small basket until a needed number was reached. On the whole, the total population of sampled schools was 773 (students), and the above formula was used to draw a sample of 240 students. In regard to every school's representativeness, school C was represented by 179 respondents taken from 525; school A was represented by 28 respondents chosen from 98 while school B was represented by 33 respondents chosen from 120.

3.3 Questionnaire

The questionnaire used in this study had 62 items divided into four parts based on four variables, which were: principal's instructional leadership, school related factors (school climate and school facilities), teacher effectiveness and family support. The questionnaire had statements that described each factor using a four-point scale: Agree (1), Tend to Agree (2), Tend to Disagree (3) and Disagree (4).

To determine reliability, a pilot study was done. The reliability was calculated and obtained the following results: *Student's questionnaire*: reliability on principal's instructional leadership was .843; reliability on teachers' satisfaction was .681 and reliability on School climate was .717. After analysis, the questionnaire was deemed reliable since all Cronbach's Alpha coefficients was higher than 0.60.

3.4 Data Gathering Procedures

After this step, the researchers made an appointment with principals in order to be introduced and work on sampling. After getting a list of students and having sampled a number and names of students needed, the researchers requested to meet with selected students in separate groups. During this time, all items were read and explained, then, respondents were given time to answer. After, responding, the questionnaire was retrieved, and another group was called, and so forth. In addition, during the administration of the questionnaire, the researchers were present to respond to any query or uncertainties that could be addressed by the respondents.

4. Results and Discussion

In this study, we intended to solicit for students' perception on academic performance using five-factor ratings as follows:
   a. Principal's instructional leadership
   b. School climate
   c. School facilities
   d. Teachers' effectiveness
   e. Family support

4.1 Student's Ratings of Principal's Instructional Leadership

The state of principal's instructional leadership in selected PPSDASS in Southern Province had an overall mean of 2.50, which was a good rating according to students.

Table 1: Mean Ratings on Instructional Leadership

Statement	Mean	Std. Deviation
Develops a focused set of annual school-wide goals	3.41	.99
Communicates the school's mission effectively to all members of the school	2.44	1.24
Organizes regular supervision , point out specific strengths and weaknesses in teacher instructional practices and sets good strategies for help	2.53	1.15
Ensures that all staff is aware of the most current theories and practices	2.70	1.15
Meets individually with students to discuss student academic progress	2.24	1.22
Limits the intrusion of any extra- and co-curricular activities on instructional time	2.80	1.19
Is knowledgeable and directly involved in the design and implementation of curriculum instruction and assessment practices.	2.88	1.10
Establishes a set of standards operating procedures and routines	2.68	1.10
Involves students in the design and implementation of important decisions and policies.	1.78	1.14
Inspires and leads new and challenging innovations.	1.93	1.12
Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems.	2.45	1.24
Adapts his/her leadership skills to the needs of the current situation and is comfortable with dissent.	2.23	1.21
Establishes strong lines of communication with and among teachers and students.	2.22	1.19
Has quality contact and interactions with students	2.22	1.19
Is an advocate and spokesperson of the school to all stakeholders	3.00	1.14
Provides teachers with materials and professional development necessary for the successful execution of their jobs.	2.40	1.11
Acknowledges, Reinforces, Compliments students for their performance	2.52	1.18
Principal's Instructional Leadership	2.50	.51

Table 1 suggests that students tended to agree that in their respective schools, their principal exercised instructional leadership with an average mean of 2.50. Therefore, based on the overall mean, there was no difference between poor performance and principal's instructional leadership, which unfortunately, is in contradiction with the research results from Konchar (as cited in Lydiah L.M.,& Nasongo J.W. 2009) who stated that schools do not become great because of magnificent buildings, but because of magnificent principals.

On the other hand, students tended to disagree that their principal involves them in the design and implementation of important decisions and policies, inspires and leads new and challenging innovations, has quality contact and interactions with students, establishes strong lines of communication with and among teachers and students, adapts his/her leadership skills to the needs of the current situation and is comfortable with dissent, provides teachers with materials and professional development necessary for the successful execution of their jobs, communicates the school's mission effectively to all members of the school, meets individually with students to discuss student academic progress, is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems. Bush (1995) states that involvement of students is one key for school success. He adds that when students are given full participation on issues pertaining to school, their morale to work hard will increase in terms of finishing assignment, attending classes appropriately and achieving their educational goals. These findings also reflect that there was minimal effective contact and interaction.

These bad practices are opposed by Rutter *et al.* (1979) and Wekesa (as cited in Lydiah and Nasongo, 2009) who advise that to improve students' performance, principals are first required to

improve the management of their schools. This can be done by setting a clear vision for the schools and communicating this vision to students, support its achievement by giving instructional leadership, provision of resources and being visible in every part of the institution. Based on these findings, it is indicative that students did not trust their principals as the ones who could lead them to reach their ultimate goal.

4.2 School Climate

The state of school climate in selected PPSDASS in Southern Province had an average mean of 2.56 as shown in table 2.

Table 2: Mean Ratings on School Climate

Statement	Mean	Std. Deviation
There is mutual respect, trust and obligation toward each other	2.55	1.13
Rules are well known and respected by each one and sanctions are applied to everyone in case of breaking rules	2.31	1.18
There is a mood of family and a professional collegiality between all levels	2.30	1.21
Students are motivated to study in this school	2.78	1.16
Students are well recruited based on the known standards	2.60	1.22
Teachers and administration create an environment of high expectation in academic performance among student	2.78	1.13
School climate	2.56	.58

It was gratifying to note that students tended to agree that in their schools there was mutual respect, trust and obligation toward each other, students were well recruited based on the known standards, teachers and administration created an environment of high expectation in academic performance among students, students were motivated to study in the school. This shows that the state of school climate was good according to the views of students. It also seemed to indicate that the school climate in schools mentioned above did not constitute a big threat to students' performance. These results are in harmony with Freiberg (1998) and Makewa, et al. (2011) who agree that a positive school climate can yield positive educational and psychological outcomes for students and school personnel; similarly, a negative climate can prevent optimal learning and development.

On the other hand, students tended to disagree with two items in relation to school climate. They stated that there was a mood of family and a professional collegiality between all levels and rules were well known and respected by each one and sanctions were applied to everyone in case of breaking rules. This indicates that even though the school climate was generally good, few weaknesses needed to be minimized.

4.3 School Facilities

Table 3: Mean Ratings on School Facilities

Statement	Mean	Std. Deviation
External physical of the school is in good condition	3.20	1.06
Internal physical is in good condition	2.59	1.13
Security and safety are well insured	3.31	.95
Ambient environmental health contributing to learning process is in place	2.15	1.13
Physical classroom are well insured and do not disrupt the learning process	2.14	1.21
The library and laboratory exist and are well equipped for students benefit	2.29	1.13
Utilities such as electricity and water are adequate and in case of interruption there is another alternative	2.34	1.15
Cafeteria /kitchen is attractive with sufficient space of seating/dinning, delivery, storage and food preparation	2.11	1.13
Administrative and academic personnel have adequate workspace.	2.94	1.11
Living Conditions in boarding are favorable	2.41	1.12
Systems controlling heating, ventilation and air conditioning are operational	1.47	.92

There is enough facilities for adequate physical education instruction	2.62	1.18
School facilities	2.46	.45

From table 3, students stated that security and safety are well insured, external physical of the school is in good condition, there are enough facilities for adequate physical education instruction and internal physical is in good condition. Apparently, that was good for students' performance. However, considering the overall mean of 2.46, the state of school facilities in PPSDASS in Southern Province, was below average. Students described the state of heating, ventilation and conditioning system as poor, scoring a mean of 1.47. This was a deep message indicating that the system was nonexistent or not operational in their schools. That becomes a serious issue, especially in summer, when students have to study under the hot sun.

In relation to the state of Cafeteria /kitchen, food, storage and food preparation, students did not appreciate it by a fair mean of 2.11. During the group discussion with students, they mentioned that space in cafeteria was limited, and sometimes they ate in turns. As a result, they spent more time in cafeteria instead of concentrating in their studies. They also indicated that food was not enough, in good quality and was not clean. A low mean of 2.14 was also given to the classrooms which were not well secured and disrupted the learning process. It was also noted that some schools were built near roads and others had construction going on while learning was taking place. Another low of 2.15 was given to ambient environmental health that contributes to the learning process. Some schools were built near water marshes and students were always subjected to mosquitoes. Another point to have received a fair mean was related to the state of library and laboratory. Students reacted by a below average mean of 2.29. As far as the laboratory is concerned, it is usually a place where practical subjects like Biology, Chemistry, and Physics are taught. Unfortunately, it was deplorable to notice that those two important learning resources were not up to-date. Mwiria (1991) observes that the quality of inputs to an educational institution determines the quality of outcomes.

Concerning adequacy of water and electricity, students gave a below average mean of 2.34. Apparently, water and electricity seemed to be a big issue in those schools. They indicated that they had always faced water and electricity shortages. They relied only on one source, and once it was cut, students had to suffer or use unclean water from marshes. Children will achieve more when both their health and learning needs are met. Ensuring access to water at all times and promoting a regular water intake is a vital role for schools in promoting health and providing a healthy learning environment. Regarding the state of life in dormitory, students showed their dissatisfaction by giving a mean of 2.41. Indeed, students indicated that they didn't have enough space in dormitories and ended up sharing beds.

School facilities in selected PPSDASS in Southern Province were generally in critical state and may have surely a negative impact on student performance.

4.4 Teachers' Effectiveness

Table 4: Mean Ratings on Teacher's effectiveness

Statement	Mean	Std. Deviation
Masters well the subject	2.89	.93
Has good relationships with students	3.10	.93
Pays extra attention to weak students	2.31	1.12
Is both academically and professionally qualified	2.21	.96
Covers all area of curriculum	2.11	1.01
Ensures discipline and control during class	3.43	2.63
Encourages and motivates students to learn	3.55	.74
Shares the objective with students in order to meet their expectation	3.00	1.09
Respects time	3.08	.93
Adapts the content to the classroom	3.13	.87
Makes enough evaluations	2.28	.98

Uses reinforcements	2.87	1.09
Emphasizes the use of teaching and learning materials	2.51	1.07
Responds adequately to student questions	2.48	.94
Teaches his/her subject with enthusiasm	2.51	1.07
Welcomes questions or expressions of students' opinions	2.93	.91
Is clear and understandable in his/her language and illustrations	2.15	1.02
Is able to relate his/her subject matter to other fields	2.60	1.76
Teachers' effectiveness	2.73	.44

This factor had an overall mean of 2.73, which indicated that the state of teachers' effectiveness was good according to students' view. These findings suggest that students appreciated their teachers' capacity of teaching. It was encouraging to notice that students tended to agree that their teachers emphasized the use of teaching and learning materials, were enthusiastic, were able to relate to subject matter to other fields, used reinforcement, mastered the subject they taught, welcomed questions from the students, shared lesson objective with students in order to meet their expectation, respected time management, adapted the content to the classroom, had good relationships with students, ensured discipline and control during class, encouraged and motivated students to learn. However, students ranked syllabus coverage low. This suggests that teachers were not able to cover content within the given time. This could affect the performance of students in their national examination.

Regarding use of language and illustrations used by teachers, students expressed, with a mean of 2.15, their concern about those two points. Apparently, the language was not adapted to their levels, but also the illustrations were not exploited enough. This weakness got justification from non-mastery of teaching language; given that teachers have not been trained enough in English. They have been requested to move from Francophone system to Anglophone system after only three months of training in English. Therefore, students' worry was justified. Even before getting books, teachers were asked to translate their notes into the language they had not mastered.

Regarding the academic qualification, students gave a weak or below average rate to the teacher's qualification with a mean of 2.21. In contrast, demographic information indicated that majority of teachers had at least a Bachelor's degree. Thus, in selected PPSDASS in Southern Province, the problem was not lack of qualified teachers, for 95.83% of teachers involved in this study had a Bachelor's degree and a low 4.27% was pursuing a Master's Degree. It would seem the problem was teachers' lack of experience and professional qualifications rather than their qualifications.

Students expressed dissatisfaction to the kind of evaluation they received from their teachers with a mean of 2.28. Other times that were rated low by the students are, paying attention to weak students, the manner teachers answered student's questions.

4.5 Family support

The state of family support in selected PPSDASS in Southern Province had an overall mean of 3.25 with students agreeing that their parents supported their education, by getting involved in school activities, and motivating them to perform better and maintaining discipline at home.

Table 5: Mean Ratings on Family Support

	Mean	Std. Deviation
Values education and stimulates /reinforces the student during the studies	3.78	.67
Is not stable because there is parents constant disagreement	2.27	1.33
Provides a sufficient students' psychological, emotional, social and economic support	3.27	1.07
Sets for student high expectations	3.35	.99
Expresses satisfaction or dissatisfaction with regard to the student performance	3.48	.98
Is involved in school activities (attending meetings...)	2.56	1.35
Insures discipline at home	3.75	.66
Is characterized by a good parents-student relations	3.79	.56
Ensures the regular monitoring of the student academic activities	2.59	1.22

Family support	3.25	.54

The positive results of parental involvement in their children's schooling include improved achievement, reduced absenteeism, improved behavior, and restored parental confidence in their children's schooling. Parent involvement in education at home and at school was positively related to young adolescents' academic outcomes (Shumow & Miller, 2001). Moreover, the earlier this involvement begins, the more profound the results and the longer lasting the effects. When families are involved in their children's education in positive ways, children achieve higher grades and test scores, complete more homework assignments, demonstrate more positive attitudes and behavior, graduate at higher rates, and have greater enrollment in higher education. Parental involvement with older children extends these benefits beyond schooling into later life and career decisions. This means that families can improve their children's achievement in school by making sure their children attend school regularly, encouraging their children to read at home regularly, and turning off the TV (Barton & Coley, 1992).

5. Conclusions and Recommendations

This study has shown that there were weaknesses in school leadership in selected Parent's Private Seventh - day Adventist Secondary Schools (PPSDASS) in Southern Province of Rwanda . For example, principals did not seem to involve students in the matters of decision making. One main cause may be due to some principals who were not qualified for their profession, because only one-third of principals had graduated from education school. Unfortunately, this problem may be extended even to all school staff, for there was lack of policy in terms of staff recruitment in general.

Teacher's effectiveness was rated satisfactorily. However, some elements of teachers in those schools lacked qualities of an effective teacher.

This study found out that students were satisfied with the kind of climate schools provided. This was motivating, for school climate is an integral and indispensable component of the teaching and learning process. Indeed, no meaningful teaching and learning can take place in an environment that is not conducive and safe to both learners and staff. It is, therefore, imperative that educational stakeholders foster safe and secure school environments to facilitate increased learner enrolment, retention and completion and hence attainment and quality education (UNESCO, 2006). Cash (1993) found that comfort factors appeared to have more effect on student achievement than did structural factors. High achievement was associated with schools that were air conditioned, enjoyed less noisy external environments, had less graffiti on walls and classroom furniture and students' lockers were in good state of repair.

Several researchers have delved into the aspect of the schools' social climate and the overall conclusion of these studies has been that the schools' social climate has the potential of yielding both positive educational and psychological outcomes and at the same time negative effects on both the students and the school personnel. Freiberg (1998) argues that aspects of school social climate including "...trust, respect, mutual obligation and concern for others' welfare can have powerful effects on educators and learners' interpersonal relationships as well as academic achievement and overall school progress..." (p. 44).

Students viewed their families as doing their best to support them. Studies have shown that when families are involved in their children's education, children earn higher grades and receive higher scores on tests, attend school more regularly, complete more homework, demonstrate more positive attitudes and behaviors (Henderson and Berla, 1994).

Student involvement in decision making may be a new ground for intervention in future studies.

References

Akanle, O. Basil (2007), *"Socio-Economic Factors Influencing Students Academic Performance in Nigeria Some Explanation from a Local Survey,"* Sociology and Social work community. Free online library.

Barton, P.E., & Coley, R.J. (1992). *America's smallest school: The family.* Princeton, NJ: Educational Testing Service.

Blankstein, A. M. (2010). Failure *is not an option: 6 principles for making student success the only option* (2nd ed.). Thousand Oaks, CA: Sage.

Blase, J., Blase, J., & Phillips, D. Y. (2010). *Handbook of school improvement: How high- performing principals create high-performing schools*. Thousand Oaks, CA: Corwin Press.

Bliss, J. R., Firestone, W. A., & Richards, C. E. (1991). Rethinking effective schools: Research and practice. Englewoodcliffs, NJ: Prentice Hall.

Bulach, C., Lunenburg, F. C., & Potter, L. (2008). *Creating a culture for high-performing schools: A comprehensive approach to school reform*. Lanham, MD: Rowman & Littlefield.

Bush, T. (1995). *Theories of Educational Management*. 2nd ed. London, Paul Chapman Publishing.

Cash, C. S. (1993). Building condition and student achievement and behavior (Unpublished doctoral dissertation). Virginia Polytechnic Institute and State University, Blacksburg, V.A.

Carter, S. C. (2000). No excuses: Lessons from high- performing, high-poverty schools. Washington, D C: The Heritage Foundation.

Checchi, D. (2006). *The economics of education. Human capital, family background and inequality*. New York: Cambridge University.

Cohen, L. (2006). Social, emotional, ethical and academic education: creating a climate for Learning, participation in democracy and well being. *Harvard Educational Review, 76*(2), 201-237.

Cruickshank, D. P. (1990). Research that informs teachers and teacher educators. Bloomington, IN: Phi Delta Kappa.

DuFour, R. (2000). The learning cantered principal. Educational Leadership, 59(8), 12-15.

Eshiwani, G.S.(1993). *Education in Kenya since Independence*. Nairobi: Government printer.

Freiberg, H. J. (1998). Measuring school climate: Let me count the ways. *Educational Leadership, 56*(1), 22-26.

Fullan, M. (2010). *All systems go: The change imperative for whole system reform*. Thousand Oaks, CA: Corwin Press.

Garfield, R. R., Brimley, V. J. R. (2002). *Financing education: In a climate of change*. Boston: A Pearson Education Company

Garner, C. W. (2004). *Education finance for school leaders: Strategic planning and administration*. Upper Saddle River, New Jersey, Columbus.

Gay, L. R., Airasian, P. (2003). *Educational research: Competencies for analysis and application* (7th ed.). Upper Saddle River, NJ: Pearson Education.

Gay, R. L, Mills, E., & Airasian, P. (2006). *Educational Research: Competencies for Analysis and Applications* (8th ed) New Jersey: Pearson Merrill Prentice Hall.

Goddard, R .D., Tschannen-Moran, M, & Hoy, W. K (2001). A multilevel examination of the distribution and effects of teacher trust in students and parents in urban schools. Elementary journal. 102 (1), 3-25.

Gonzalez-Pienda, J.A et al, (2002). A Structural Equation Model of Parental Involvement, Motivational and Aptitudinal Characteristics, and Academic Achievement. *TheJournal of Experimental Education*, 70(3), pp. 257-287. Retrieved from http://www.ue.edu.pk/jrre/c_vol/002.pdf

Halpin, A.W., & Croft, D. B. (1963). *The organizational climate of schools*. Chicago: Midwest Administration Centre of the University of Chicago.

Haynes, N. M., & Comer, J. P. (1993). The Yale school development program process: Out- comes, and policy implications. *Urban Education, 28*(2), 166-199.

Hoy, W. K., & Feldman, J. A. (1987). Middle school climate: An empirical assessment of organizational health and student achievement. *Educational Administration Quarterly, 33*(3), 290-311.

Henderson, A. T. & Berla, N. (1994*). A new generation of evidence: The family is critical to student achievement*. St Louis, MO: Danforth Foundation and Flint.

Jaiyeoba, A. O. and Atanda, A. I. (2005). *Quality sustenance in Nigerian educational system: challenges to government*. In G. O. Akpa, S. U. Udoh and E. O. Fagbamiye (eds) *Deregulating the provision and*

management of education in Nigeria. Jos: M. P. Ginac Concept Ltd. 98—103. Retrieved from http://ozelacademy.com.

Khan, R.M., Malik, K. (1999). Effectiveness of Parents' involvement in reading, child's overt behavior at home, mothers' educational level on children's reading comprehension. J*ournal of Elementary Education*. Institution of Education and Research, Punjab University, Lahore. Retrieved from http://www.ue.edu.

Kitaev, I., (1999). *Private education in sub-saharan Africa*. Paris: Unesco. HMI (1977) Ten Good Schools London: HMSO

Klinger, D. (2000). Hierarchical linear modelling of students and school effects on academic achievement. *Canadian Journal of Education, 25*(2), 41-57.

Leedy, P. D., Ormrood. J. R. (2001). *Practical research: Planning and design*. 7th ed. Prentice hall, upper saddle River, N.J.: Merill.

Leithwood, K. et al. (2004). *How leadership influences student learning* (Learning From Leadership Project Executive Summary). New York: The Wallace Foundation. Retrieved from http://leadershiplinc.illinoisstate.edu/downloads

Lezotte, L. (1991). Correlates of effective schools: The first and second generation. Okemos, MI: Effective Schools Products.

Lezotte, L. (1992). Principal insights from effective schools. *Educational Digest, 58* (3), 14-17.

Lezotte, L. (2002). *Revolutionary and evolutionary: The effective schools movement*. Okemos, MI: Effective Schools Products, Ltd.

Lunenburg, F. C., & Carr, C. S. (2003). *Shaping the future: Policy, partnerships, and perspectives*. Lanham, MD: Rowman & Littlefield.

Lunenburg, F. C., & Irby, B. J. (2006). *The principalship: Vision to action*. Belmont, CA: Wadsworth.

Lydiah, L.M., Nasongo, J.W. (2009). *Role of the Headteacher in Academic Achievement*. Retrieved from http://maxwellsci.com.

Maine Guidelines. (2004). Retrieved from http://www.mainecshp.com

Makewa, L. N., Role, E. Role, J., & Yegoh, E. (2011). School Climate and Academic Performance in High and Low Achieving Schools: Nandi Central District, Kenya. *International Journal of Scientific Research in Education, 4*(2), 93-104.

Marzano, R. J., & Waters, T. (2010). *District leadership that works: Striking the right balance*. Bloomington, IN: Solution Tree.

Mwiria, K. (1991).*University Education in East Africa: The quality Crisis*. Draft Nairobi: Bureau of Educational Research, Kenyatta University p. 1, 27

Perry, A. (1908). The management of a city school. New York : Mamillan. Rugengande, J. (2008*). Développement et diversification de l'Enseignement Privé au Rwanda.* Belgique, UCL Johnson, W. L., & Johnson, M. (1993). Validity of the quality of school life scale: A primary and second-order factor analysis. *Educational & Psychological Measurement*, *53*(1), 145-153. Retrieved from http://ozelacademy.com.

Rutter, M., B., Maugham, P., Mortimer., A. Smith, 1979. *Fifteen thousand hours in secondary schools and their effects on children*. Cambridge Havard University U.S.A. Retrieved from http://maxwellsci.com.

Shumow, L., & Miller, J. D. (2001). Parents' at-home and at-school academic involvement with young adolescents. *Journal of Early Adolescence, 21*(1), 68-91.

Smylie, M. A. (2010). *Continuous school improvement*. Thousand Oaks, CA: Corwin Press.

UNESCO (2006) Fact Book on Education For All (EFA)2006. Unesco , Nairobi. World Bank Group. (2009). *Economics of education*. Retrieved from http://worldbank.org.

Zuluta, F.M., Nestor, T. Costales , J.R (2004). *Methods of research thesis-writing and applied statistics*.Philippines: National Bookstor.