

THE KENYA NATIONAL EXAMINATIONS COUNCIL

THE NATIONAL ASSESSMENT CENTRE

NASMLA CLASS 3 RECOMMENDATIONS TO HEAD TEACHERS AND BOARDS OF MANAGEMENT



OBJECTIVES OF NATIONAL ASSESSMENT SYSTEM FOR MONITORING LEARNER ACHIEVEMENT (NASMLA) IN KENYA

NASMLA specifically seeks to achieve the following strategic objectives:

- a) Provide baseline against which changes in Educational Standards can be judged;
- b) Help to identify strengths and weaknesses in learner achievements so that curriculum and teaching interventions may be targeted for maximum effect;
- c) Institutionalize a monitoring system in basic education cycle in order to ensure acquisition of basic learning competencies by all learners in each subject at every level;
- d) Provide reliable and valid data to inform policy-making processes; and
- e) Through such assessments, identify learners with special learning needs early enough and inform decisions on what intervention measures to put in place.

The aforementioned policy-based objectives are useful in guiding education planners and policy makers in the utilisation of the NASMLA research findings, as well as informing appropriate interventions in relevant areas of education policy.

MESSAGE TO THE HEADTEACHERS



1.0 Equity in School Leadership

The study found out that three quarters (3/4) of the Head teachers were male. They accounted for 75.8%, while female Head teachers were only 24.2%. This indicates that fewer female teachers have access to school management than their male counterparts. This falls short of the recommended government gender policy of one-third (1/3) representation.

Recommendation

There is need for affirmative action on equity in school headship. This will enable more female teachers to access school leadership positions.

2.0 Age of the Head teachers

The study established that majority of Head teachers (82.3%) were over

40 years, with those between 41-50 years being 45.6% and those over 50 years being 36.7%. Given that two thirds (2/3) of Kenyans are below 30 years, it is notable that many of them have been left out of top management positions in schools.

Recommendation

There is need for Head teachers to ensure that there is succession management by exposing younger teachers to leadership positions.

3.0 Training on ICT Skills

The study established that only a small percentage of Head teachers (14.1%) had benefited to a large extent from ICT in-service training. Other than being a medium for teaching and learning, ICT is also a tool for organization and management of schools. As such, ICT skills enhance record-keeping and easy access to school documents.

Recommendations

Given the role of ICT in effective school management, Head teachers should make deliberate efforts to undertake in-service training so as to equip them with relevant skills in ICT.

Given the importance of ICT skills in the realization of Vision 2030, Head teachers should make efforts to scale up the provision of ICT infrastructure in their schools so as to benefit both pupils and teachers.

4.0 Teacher Establishment

From the study, it is notable that nationally, the overall teacher's shortage was 27.7%. In terms of county, the highest shortfall was registered in West Pokot (75.0%). Other counties that reported over 70% shortfall were Narok (73.8%), Mandera (73.0%), TaitaTaveta (72.6%), Kajiado (71.0%) and Kitui (70.1%)

Recommendation

Head teachers should liaise with Teacher Service Commission(TSC) to ensure that there is proper teacher establishment with even distribution of teachers across all counties.

5.0 Familiarity with Performance Appraisal System (PAS)

A large percentage of Head teachers in the sampled schools (73.3%) were not sufficiently familiar with the Performance Appraisal System initiated by TSC. Only 24.2% of the Head teachers confirmed familiarity with the Performance Appraisal System to a large extent, while 2.5% indicated that they were not familiar with it all. Performance Appraisal System (PAS) provides the Head teacher with an effective tool to evaluate their teachers' performance, as well as their own performance.

Recommendation

The ability of a Head teacher to evaluate performance of teachers working under him/her rests upon his or her grounding on the Performance Appraisal System (PAS). Hence there is need for Head teachers to undertake in-service training so as to equip themselves with relevant skills in the PAS.



6.0 Accounting Documents

The study established that over 60% of Head teachers were able to keep vital accounting records such as cash books, audit reports, text books inventory, payment voucher files and receipt books. However, those who were able to keep the fixed asset register were less than 50%

Recommendation

Head teachers ought to maintain fixed asset registers for accountability purposes.

7.0 Teaching of Life Skills

The teaching of Life Skills as a subject in school has largely been neglected. This was demonstrated by the small percentage (14.9%) of pupils reporting to have Life Skills text books.

Recommendation

Provision of Life Skills Education is one of the performance indicators related to SDG Number 4. Therefore, there is need for Head teachers to ensure that Life Skills is taught, and that schools acquire relevant text books to facilitate its teaching.

8.0 Pupil Text Book Ratio

From the study, it was observed that majority of the pupils shared textbooks with more than 1 pupil in English (53.4%), Mathematics (53.6) and Kiswahili (54.1%). This shows that the pupil-textbook ratio is still low. The recommended pupil-textbook ratio of 1:1 has not been realized in any of the counties.

Recommendation

Head teachers should work together with the Ministry of Education to achieve 1:1 pupil text book ratio in their schools.

Head teachers should also establish and enforce a School Instructional Material Management policy. This will ensure timely purchase, repair and replacement of instructional materials such as textbooks.

9.0 Assistance in Doing Homework

The study established that 36.5% of the pupils were assisted in doing homework by their brothers and sisters. It is was also noted that mothers assisted more in homework compared to fathers at 20.1% and 9.5% respectively.

Recommendations

Head teachers should keep educating parents on the need to get more involved in their children's learning by assisting them with home work.

MESSAGE TO THE BOARDS OF MANAGEMENT (BoM)

1.0 School Entry Age

The study established that a large percentage (40.5%) of Class 3 pupils were over age, with the highest percentages being registered in ASAL areas such as Garissa, Turkana and Kwale.

Recommendation

Boards of Management should work together with the parents and the communities at large to ensure the school entry age policy is adhered to. Particular focus should be on ASAL areas, pockets of poverty and marginalized groups.

2.0 Indiscipline

Concerning indiscipline, the study found out that almost all schools (98.4%) had indiscipline cases. The most common forms of indiscipline in school were absenteeism, noisemaking and truancy. Indiscipline was also found to be a major cause (72.4%) of poor academic performance.

Recommendation

To stem out cases of indiscipline, Boards of Management and the Head teachers should diversify guidance and counseling services in schools to include peer counseling since pupils identify more with their peers. Boards of Management should also involve Children's Government in decisions that affect their fellow pupils.

3.0 Availability of libraries

The study established that a significant percentage of schools (26.1%) had no libraries//book corners/ book boxes.

Recommendation

Given the role of reading in enhancing achievement levels in Literacy and Numeracy, it is important for Boards of Management to liaise with other education stakeholders on the ground to ensure schools have well equipped libraries/book corners/book boxes so as to inculcate a reading culture in pupils.

4.0 Provision of regular meals

The study found out that pupils who had regular meals (two and three) registered better performance in all the three subjects than those who had a single meal in a day.

Recommendation

Provision of regular meals, especially in schools with pupils from lower socio-economic backgrounds, is important not only in enhancing learning outcomes but also in the retention of pupils. Boards of Management in liaison with the government and parents should ensure pupils are provided with meals while they are in school.

5.0 Availability and adequacy of Resources and Facilities

The study found out that there are schools which lack basic facilities such as black boards, desks, text books and stationery. Further, some facilities such as toilets, water, First Aid Kits, fire extinguishers, ramps, guardrails, pavements as well as guidance and counseling services were inadequate. It is important to note that SDG 4 commits countries to ensure that every institution is secure and has water, electricity, gender-segregated toilets that work and are accessible and adequate, safe classrooms, and appropriate learning materials and technology.

Recommendation

Boards of Management in liaison with the Ministry of Education should put measures in place to ensure that essential facilities and services are adequate in schools. In particular, the provision of fire extinguishers and ramps deserves special attention as they are crucial in ensuring safety in schools and inclusion of pupils with special needs and disabilities respectively.

6.0 The Use of the Class 3 Monitoring of Learner Achievement Results

The findings will hopefully shape the scope and depth of the envisaged targeted interventions to improve the teaching and learning processes.

At the school level, Head teachers should ensure the appropriate utilization of the results so as to:

- (a) Enable their schools trace learner achievement, plan, assess and report effectively.
- (b) Provide a database of quality indicators, and establish greater sharing of effective teaching/learning practices between and within schools.
- (c) Address performance and learner achievement challenges identified in the study focus on school specific interventions.
- (d) Enable their respective schools to document and disseminate the study findings to their Boards of Management.
- (e) Embrace best practices in curriculum delivery.

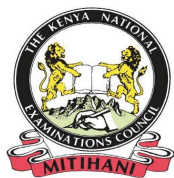
Boards of Management should make deliberate efforts to:

- (a) Hold annual learning outcomes forum to share expertise, reinforce the links between curriculum, teaching and learning outcomes.

- (b) Develop the capacity of school managers and aspiring managers to enable them:
 - i) Monitor Curriculum Implementation;
 - ii) Ensure that school and classroom cultures are in line with the MoE guidelines.
- (c) Develop a communication strategy such as a school newsletter for teachers, parents and stakeholders to:
 - (i) Exchange views thus increase community understanding,
 - (ii) Provide constructive information about, the robust and integrated nature of teaching, learning processes and capabilities.
- (d) Audit school work plans and reviews; a planning process that demonstrates a renewed focus on improved learning outcomes and informed by learner achievement data.

7.0 Conclusion

It is envisaged that the recommendations made in this publication will help the Head teachers and Board of Management to note and provide guidance and leadership to their teachers and community at large so as to improve pupils learning outcomes.



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DECEMBER 2016