

**BENCHMARKING AND ITS EFFECTS ON SCHOOLS PERFORMANCE  
IN SELECTED PUBLIC SECONDARY SCHOOLS IN LUGARI  
SUB-COUNTY, KENYA**

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## ABSTRACT

The purpose of the study was to investigate the effects of benchmarking on public secondary schools performance in Lugari sub-county. The objectives of this study were to; investigate the effects of benchmarking on performance in school administration in Lugari sub-county, to determine the effects of benchmarking on performance in academic programmes, to establish the effects of benchmarking on performance in extra-curricular activities, find out the effects of benchmarking on performance in students council in Lugari sub-county. This study was guided by systems theory postulated by Trist and Bamforth (1951) and later improved by Rudolf (2011). The study employed a descriptive survey research design whereby mixed research method was utilized to collect both quantitative and qualitative data. The study targeted thirty (30) public secondary schools in Lugari sub-county where nine (09) schools were purposively selected. Purposive sampling techniques were used to select respondents from each sampled school. The total study sample had one hundred and sixty eight (168) respondents made up of school principals nine (09), Heads of departments nine (09), teachers ninety (90) and students sixty (60), from purposively sampled schools. Data was collected using questionnaire for Heads of departments and students, and interview schedules for the school principals. Focus group discussion was used to collect data from teachers. Quantitative data was analyzed descriptively while qualitative data was coded and analyzed thematically. The collected data was presented in frequency tables. The study also found that the staff meetings were frequently held in schools as a means of communications in order for teachers to air out their views hence feedback on school activities and programmes which led to improved school performance. The study found that various leadership styles were used to provide rapport between the school administration and the teachers which led to a conducive and supporting school environment for teachers and students hence improved school performance. The study found that group discussions, series of examinations were done, officially released and students and teachers motivated hence raised their moral to work extra hard hence improve school performance. The study found that participation of students in extra-curricular activities enabled them to train in moral and social skills, and instilled a sense of responsibility and leadership hence improved school performance. The study found that student's council communicated directly to the school administration about the affairs of other students which led to fairness in decisions made thus improved school performance. The study concluded that, staff meetings being held frequently as a means of communication led to improvement in school performance. The study also concluded that, group discussions, series of examinations being released officially and student and teachers motivated led to improve school performance. The study also concluded that participation in extra-curricular activities led to improvement of school performance. The study recommended that county government should organize for capacity building programmes consistently for teachers. The study also recommended that teachers should not only depend on extrinsic motivation but also depend on intrinsic type of motivation. This study will be of great importance to educational policy makers in the education sector.