

**INSTITUTIONAL FACTORS INFLUENCING PUPILS' PERFORMANCE
AT KENYA CERTIFICATE OF PRIMARY EDUCATION LEVEL IN
MATUNGU SUB COUNTY, KAKAMEGA COUNTY**

ONGATOH PHANUEL MARUNGA

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Award of the Degree of Master of Education in Educational Administration**

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DECLARATION

This research project is my original work and has not been presented for a degree in this or any other university.

.....
Ongatoh Phanael Marunga
Reg. No.E55/78845/2015

This research project has been submitted for examination with our approval as university supervisors.

.....
Dr. Mari E. Nelson
Lecturer
Department of Educational Administration and Planning
University of Nairobi

.....
Sr. Petronilla Kingi
Lecturer
Department of Educational Administration and Planning
University of Nairobi

DEDICATION

I dedicate this work to the Almighty God, my late father mzee James Marunga Mutola, my lovely mother Roselidah Mukhwana Marunga and all my children.

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LIST OF ABBREVIATIONS

ASAL	Arid and Semi-Arid Lands
DFID	Department for International Development
EFA	Education for All
FDSSE	Free Day Secondary School Education
KCPE	Kenya Certificate of Primary Education
KESSP	Kenya Education Sector Support Programme
LDC	Less Developed Countries
MOE	Ministry Of Education
PTR	Pupil Teacher Ratio
SAPs	Structural Adjustment Programmes
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
TPAD	Teachers Appraisal Document
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's' Fund
UPE	Universal Primary Education
USA	United States of America

ABSTRACT

Kenya Certificate of Primary Education Examinations are important to primary school pupils since they determine their entry into secondary schools. According to Kakamega County Examination Department analyzed report (2017) Matungu Sub County has not been performing well for the last four years as compared to other sub counties. The purpose of the study was to investigate institutional factors influencing KCPE performance. The objectives were to determine the influence of head teachers' professional support on pupils' performance, determine the influence of teachers' professional development on pupils' performance, assess the influence of physical facilities on pupils performance, establish the influence of teaching and learning resources on pupils' performance and determine the influence of leadership factors on KCPE examination performance. The study was based on Systems Theory by Ludwig Von Bertalanffy. The study adopted correlation design. The study used both census and simple random sampling designs. The target population was 60 head teachers and 700 teachers. The sample size was composed of 19 head teachers and 210 teachers. The study used questionnaires for head teachers and teachers. Content validity was ascertained. Piloting was done in two schools. Test-retest technique was used to test the reliability of the instrument. Data were analyzed by descriptive statistics, correlation and Chi-square. The findings were presented in tables using frequencies, means, standard deviation and grand means. The study findings indicated that there was a statistical significant relationship between teachers' professional support, professional development, physical facilities, teaching and learning resources and leadership factors and pupils' performance on national examination. The study recommended that the government through the Teachers Service Commission (TSC) should strength supervisory activities in primary school. Head teachers should offer professional support to all the teachers in order to boost student performance in examinations. The study also recommends that parents and government avail funds in time in order to procure physical facilities and material resources to facilitate students' performance through proper teacher and pupil use of the material.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Worldwide formal education is a recognized pillar to alleviate poverty and liberate humanity from the bondage of ignorance. Offering education in developing countries is normally hampered with institutional factors which influence the learners' performance in examinations. According to UNESCO (2007) basic education strengthens individual capacity, families and communities to access higher education, health, economic and social-cultural opportunities and services. According to Global Monitoring Report (2010) on preparation of globally competent teachers, it is argued that in order to improve education outcomes, there should be enough teachers, manageable enrolment, well trained and qualified tutors to provide quality tuition. The report reveals that many countries employ teachers without proper qualifications. Some countries have lowered their minimum entry points into the carrier due to scarcity of teachers.

In Europe, health problems affecting school going children leads to lower attendance, comfort, performance and increased rates of absenteeism. Huebler (2008) found that countries with low PTR were Sam Marino (6:3) and Bermuda (8:3). He further noted that in Eastern Europe most developed countries had PTR ranging from ten to nineteen pupils per teacher.

Beynon (2007) observed that sound physical environment in schools in Canada and the USA reflected in schools amenities, and immediate environment have a positive advantage to pupil's progress and performance. He stated that schools with better and adequate facilities stand better chances of having better results. According to America's K-12 Facilities Report (2016) many American students learned in dilapidated and unhealthy facilities. Larger and growing evidence demonstrates that school facilities have a direct impact on students' learning outcome. The report further states that staff capacity and competence are needed to deliver services to learners in schools.

In Asia, Pupil –Teacher ratio (PTR) was between 20 to 29 pupils per teacher. It was noted that in classes with high enrolment performed poorly, for instance in countries such as Bangladesh. Alam (2013) from the Department of Education in Bangladesh noted that 70% of primary school learners were unable to read write and do simple arithmetic. This was worse in the rural schools where teachers of English language were few, religious Madrasas were embraced predominantly. The report further notes that institutions lacked workable frameworks. The report further notes that teachers were few and unconcerned with their duty. Lack of enough classes also resulted into shift learning and low teachers pupil ratio reduced teacher- pupil contact hours.

The report further notes that due to cultural festivals in the calendar such as Ramadan, summer and Eid most learning contact hours were greatly lost. This negatively influenced pupil's performance as evidence in their schooling outcomes. Lowe (2009) states that lack of relevant teaching material caused dismal pupils performance in South Africa. According to the EFA global monitoring report (2006) in Ghana, the number of primary school tutors increased by 60% and reduced the pupil-teacher ratio to below 40:1 for over the last 20years. Between 1999 and 2013 the number of trained teachers dropped from 72% to 53% in Ghana. This ratio is worrying as it negatively influenced pupil's performance in examinations.

The report finally revealed that employing untrained teachers may keep the pupil-teacher ratio balanced but may hinder academic achievements. According to the World Bank Report (2010) on EFA, in Rwanda for instance, says that the pupil-teacher ratio (PTR) remained high at 59:1 in 2012 and the number of qualified teachers increased from 49% in 1999 to 96 % in 2010. Poor academic performance of the Kenya education system as well as other developing countries is due to weak managerial capabilities in those systems (Government of Kenya, 2012). Education Act (2013) asserts that it is the duty of head teachers to ensure that staff is enough; teachers attend to seminars and workshops to enable them to acquire new skills and teaching methodologies which would help to improve education performance.

In 2012 a policy document on education and its implementation called The Kenya Education Sector Support Programme (KESSP) indicates that the government focused on promotion of access, equity, relevance and quality basic education. The programme supported building of infrastructure in schools across the country. These were aimed at ensuring equity, access and quality learning and achievement in basic education in Kenya. These and many other government efforts cannot materialize if some parts of the country continue to lag behind and record poor performance in KCPE (Republic of Kenya, 2012).

Although the Kenya government has a marked progress towards realization of FPE through the governments budgetary allocation annually, the education sector still faces many challenges among them, high pupil teacher ratio, weakness in school management, teacher recruitment and training, shortage of trained teachers and inadequate provision of infrastructure especially in the Arid and Semi-Arid Land (ASAL) areas (Task Force Report -February, 2012).

These and many other challenges may contribute to poor academic achievement in primary schools in the country. Since these factors are not synonymous in the whole country, there is need to carry out studies in every region to ascertain the causes of poor KCPE performance in specific regions (Morumbwa, 2006). The Teachers Service Commission (2016) employs and deploys teachers on demand driven policy.

The Ministry of Education Kenya (2006) research identified understaffing, untrained personnel, lack of commitment and positive approach as hindrance to academic achievement in Kenya. A study by Nyandiko (2008) agrees that head teachers are experiencing staff shortages which hinder realization of curriculum demands.

Dryden-Edward and Roxanne (2010) note that another factor that influences pupils' academic performance is physical facilities in school. He added that school physical facilities also hold the interest of both teachers and learners. Wekhuyi (2014) says most programmers of instruction and pupils' services need some physical facilities which include grounds, buildings like classrooms, libraries, laboratories and dormitories. According to Wangari (2013) in a research on school based factors influencing academic performance in Gatundu, she emphasized that physical facilities such as desks, chalkboards, clipboards are ingredients for effective teaching and learning.

Asikhia (2010) asserts that supply of enough and professionally prepared learning materials determine the quality of education in schools. School instructors employ tuition materials to reinforce teaching. At independence, Kenya desired to have education for all her citizens. Evaluation of education is taken seriously by many players in the country according to Matoke (2015).

According to Juma (2011) the significance of evaluation has made educationists invent ways of improving academic results.

Table 1. 1 Shows KCPE Performance for Kakamega County for the past 4 years

Sub-county	2013	2014	2015	2016
Mumias West	284.68	277.13	285.59	281.34
Kakamega S	273.65	273.86	272.44	271.49
Likuyani	273.12	267.07	273.73	268.45
Kakamega C	269.77	262.35	267.56	270.99
Butere	263.03	254.55	248.37	253.71
Kakamega East	262.77	260.01	269.08	260.80
Matungu	262.12	256.42	255.95	258.13
Khwisero	262.10	258.14	246.04	260.50
Nabakholo	256.51	253.66	251.78	256.77
Lugari	252.28	252.52	249.85	251.53
Matete	250.02	250.08	252.32	237.24
Kakamega N	248.74	243.79	251.59	254.61
Mumias East	- - - - -	- - - - -	- - - - -	293.77

Source: Kakamega County Director of Education – (Examination Department)- 2016.

As indicated in Table 1:1 the performance of pupils in Matungu Sub-county is slightly above average even though it is beyond some sub-counties in the county.

There has been a steady drop in KCPE performance over the last four years. This poor performance is an indicator of school based variables which affect learners’ performance in KCPE in Matungu sub-county. Despite this revelation, minimum studies have provided empirical support for the argument on poor teaching and low academic achievement.

1.2 Statement of the Problem

The World Bank (2011) report on Global Education policy over twenty years, shows that the funding and policies for developing countries has gone up. The report further notes that in the education sector, the World Bank has continued to review its input in what is known as Structural Adjustment Programmes (SAPs). The Kenya government, education agencies and international partners such as the USAID and UKAID have put together concerted efforts over the years to improve the quality of education by financing tuition, building of classrooms, employment of teachers and offering in service and capacity building for teachers. National examinations are used as a realistic indicator for gauging the education system and making important decisions concerning both teachers and learners.

The academics has been going down in Matungu Sub-County due to issues such as drug and substance abuse, indiscipline, teacher absence, strikes among others. There is an agency of this research to look at this problem. The study therefore sought to investigate the problem of poor academic achievement in scholars' KCPE examination in Matungu Sub-County, Kakamega County.

1.3 Purpose of the Study

The study purposed to unearth institutional issues affecting pupils' performance at KCPE level examinations in Matungu.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i) To determine the influence of Head teachers' professional support on pupils' performance in KCPE.
- ii) To assess the effect of teachers' professional development on pupils' performance KCPE.
- iii) To assess influence of physical facilities on pupils' performance in KCPE.
- iv) To establish influence of teaching and learning resources on pupils' performance in Kenya Certificate of Primary Education.
- v) To determine influence of leadership factors on national Examinations.

1.5 Hypothesis

The study was guided by the following research hypotheses:

- i) There is no significant relationship between head teachers' professional support and pupils' performance in Kenya Certificate of Primary Education
- ii) There is no significant relationship between professional development and pupils' performance in Kenya Certificate of Primary Education.
- iii) There is no significant relationship between the availability of teaching and learning resources and pupils' performance in Kenya Certificate of Primary Education.

- iv) There is no significant relationship between physical facilities and pupils' performance in Kenya Certificate of Primary Education.
- v) There is no significant relationship between school leadership and pupils' performance in the Kenya Certificate of Primary Education.

1.6 Significance of the Study

The findings of the study would be of importance in the following ways: the findings would provide information needed by education practitioners and other stakeholders on the institutional factors influencing pupil's performance in KCPE in schools hence seek solutions to the problem. Policy makers would also find the study useful as they attempt to formulate educational policies on course of action to enhance learners' academic achievements national examinations. The study findings would also form a base for further research on better performance in KCPE examinations in private primary schools in Matungu.

1.7 Limitations of the Study

It was anticipated that the respondents would take too long to respond to instruments given to them by seeking information regarding the study. This was taken care of by issuing the questionnaire and collecting them on the same day. Respondents would not give reliable data due to fear and biasness; however the researcher assured them of the intent of the study and a high level of anonymity.

1.8 Delimitation of the Study

The study was conducted only in sampled schools in Matungu; this was due to the fact that public schools were not doing well in KCPE examinations. The primary schools in Matungu sub-county made up a small proportion of the public centres in the country. Therefore these findings would not be generalized to the whole country. The study only targeted the heads of schools and tutors as the respondents since they would be able to express their views concerning the study.

1.9 Basic Assumptions of the Study

The basic assumptions below guided the study:

- i. that the school head teachers and teachers were aware of the factors that influence pupils' performance;
- ii. that the sampled schools had adequate teaching and learning resources; and
- iii. that teachers in the sampled schools were well trained to carry out their professional duties as expected.

1.10 Definition of Significant Terms

Academic Performance refers to low or high learning outcomes of learners.

Head Teacher refers to a government appointed person as an administrative head of a school.

Institutional Factors refers to physical things and circumstances used in a school to promote learning.

Mean Score refers to the total scores divided by the number of participants

Physical facilities refers to school buildings, playgrounds, classrooms which make teaching and learning effective

Professional qualification refers to skills acquired during training by teachers

Professional support refers to assistance given by head teachers.

Public School refers to an institution of learning where the school is owned and run by the government.

Pupil's performance refers to an achievement realized by learners after evaluation of instruction.

Teachers support refers to any assistance offered professionally to a teacher

Teaching Learning Resources refers to materials which aid in teaching and learning process.

1.11 Organization of the Study

The study was organized into five chapters. The first one has background of the study, statement of the problem, purpose of the study, limitations and delimitations of the study, assumptions, definition of significant terms and organization. The second chapter presents institutional factors influencing pupils' performance in KCPE in Matungu Sub-county and review of related literature which explored findings of similar studies, theoretical and conceptual framework.

Chapter three covered the design of the study, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. The fourth chapter discussed presentation of analysis, interpretation of data and discussion of results. The fifth chapter consists of summary of findings, conclusions, recommendations of the findings and proposals for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on reviewing related literature with emphasis at school based factors influencing achievement of learners in KCPE examinations. The chapter is organized into specific areas including influence of head teachers' professional support and learners achievement, influence of tutors' professional development and pupils' academic performance, physical facilities and pupils' performance, teaching and learning resources and pupils' performance and the staffing levels of teachers and pupils' academic performance. The chapter also summarizes the literature review, theoretical and conceptual frameworks.

2.2 The Concept of Institution Factors

Funding education lies at major global changes (World Bank 2015). The report notes that the World Bank financial power and influence have helped shape economic and social policies including education. The World Bank report further affirms that funding has determined many policies including education programme worldwide to ensure EFA is achieved. UNESCO (2015) describes primary education as a major foundation for social economic and political development of a nation.

It is therefore important that the quality of education given to children should be of adequate quality, knowledge, skills and attitudes needed in the society. The World Bank Report (2015), notes that instilling education in the people of a nation through learning, constitutes one of the pre- requisites of national development. Indeed education should make one an asset of national development. Ester (2009) opines that learning is a complex activity that puts students' motivation and physical condition to the test. It has always been assumed that curriculum and teaching have an impact on learning. She further notes that availability of physical facilities influence learners achievement.

Juma (2011) asserts that the emphasis put on examinations has made educationists innovate ways to scale up pupils' performance in exams. Therefore school performance is pegged at examination results. Matoke (2015) affirms that evaluation has been adopted by players in education sector. He further states that enough and relevant physical facilities and competent manpower leads to good performance in schools.

2.3 Head teachers' Professional Support and Pupils' Performance

MoE (2013) notes that a school administrator is in charge of all the programmes in a school in order to realize good results. The head teacher should check the professional records and conduct of teachers and other workers in school. Good school managers give priority to the needs of learners.

According to Datuk (2015), proper management of institutions leads to better performance in schools. Teachers' service commission (2017) states the need for all teachers and head teachers of schools to be available in school at all times to undertake the assigned teaching and administrative duties. TSC (2015) agrees with Ministry of Education (2015) that in an institution of learning, administration is an important factor for achievement of set goals.

Clinton (2017) of the University of Wales asserts that school heads have an obligation of day to day running of schools. He further notes that due to their experience, they provide vision and leadership to a school and are responsible for keeping the school running uninterrupted. According to Schneider (2012), studies show that effective head teachers improve student performance of their schools. One of the important areas head teachers impact their schools is through their manpower recruitment.

Muchiri (2012) agrees that majority of head teachers did not observe teaching and checking teachers and pupils' work Musungu and Nasongo (2008) in a study of the head teacher's instructional role in a school found that head teachers supervise teachers work by checking on the lesson notes, schemes of work, records of work covered, teachers' attendance registers and class attendance registers.

They also found out that head teachers in good performing schools checked the professional records of teachers regularly as opposed to those in average and low performing schools. Gamage (2009) views leadership as a relationship between an individual and other members of the group in an environment. He further asserts that leadership is working with and through others to achieve organizational goals; therefore head teachers need to work with other players in school in order to achieve the mission and objectives. Gamage (2009) further asserts that the principal's behavior have a significant impact on student achievement.. Schneider (2012) agrees that head teachers are also charged with the responsibility of controlling teacher turnover rate as this lowers their academic performance in schools.

Radulescu (2012) opines that effective head teachers are firm and purposeful He further notes that such head teachers, point effective teachers and creates consensus and unity of purpose in schools. This enables the schools to run smoothly. Republic of Kenya (2015) through the ministry of education stresses the role of head teachers by stating that organization and staff control are all part of the head teachers' duty as a supervisor of curriculum. The head teacher as a professional should schedule, assign work, co-ordinate and oversee performance and ensure work is done as expected, (Ministry of Education 2015). Adamson (2008) describe proper management by school managers is important as it ensures learners achieve in education.

Wangari (2013) in her study on the role of head teachers in curriculum supervision asserts that in any institution, management is important for the success of the school. She further says that head teachers should set an enabling environment, a climate of high expectations for staff and collaborative leadership. Head teachers are mandated by the Ministry of Education (MOE) and their employer Teachers Service Commission (TSC) with the responsibility of treating teachers as professionals in discharging pedagogical skills (MOE 2015). Musyoka (2014) in a study on factors influencing pupils' performance in KCPE in Kangundo, Machakos asserts that management of human resource is a formal functional area of management. This involves organizing, directing and controlling both the staff and learners.

In the same study Musyoka found out that head teachers' leadership and management determines the effectiveness of a school. Kamindo (2008) notes that supervision is what school personnel have to do with adults and duties to maintain or change the schools' programme of operation.

Mbatia (2007) identified aspects of the head teachers' curriculum supervision techniques that could ensure successful curriculum implementation and therefore improve performance. One significant area is supervision of personnel. Teaching and non-teaching staff form part of a school human resource. Discipline in administration is key in curriculum matters and should be maintained.

Mbiti (2007) notes that in order for schools to perform, head teachers have a responsibility of ensuring that the right personnel are selected to responsible positions. This will ensure that curriculum policies are implemented. He further adds that the head teachers should ensure that personnel are regularly exposed to in-service training in order to keep them equipped.

Another aspect of curriculum supervision that can influence pupils' performance in schools is the provision of relevant curriculum support materials, equipment and money. Mbiti (2007) asserts that it is through effective curriculum supervision that teachers and pupils may make use of current books. Teachers cannot be expected to teach well no matter how qualified without supplies.

2.4 Teachers Professional Development and Pupils' Performance

According to UNESCO (2012) teachers are important in imparting knowledge and skills in children to change their behavior. The report further added that teachers should be properly trained in the ongoing professional developments to attain international standards. On the contrary in Nigeria, a study conducted by Asikhia (2010) on factors influencing student performance, revealed that teachers' do not take responsibility for students' failure.

TSC (2015) and MOE (2015) have partnered to train teachers on emerging issues and trends in education to engage them with necessary pedagogical skills.

For instance, the MOE has initiated early literacy and arithmetic training for teachers in lower primary schools in the entire country. The MOE has also embarked on training teachers on ICT and new curriculum which was piloted on 29th May 2017. These trainings help teachers deliver the relevant content hence improving on pupils' performance in examinations. Other in-service training by the MOE are management courses for head teachers and Teacher Proficiency Courses (TPC) for teachers.

According to UNESCO (2013) in Uganda, 63.9 percent of primary teachers had attained a qualification of grade III, which is the minimum level of primary teacher qualification. The report further reveals that over 90 percent of teachers were qualified to the acceptable standards. However, the report notes that over 3.7 percent of teachers' qualification status was not reported. The report further revealed that one strategy illustrated in teacher reforms is the development of digital literacy skills in teachers. This will ensure teachers are well equipped to deal with emerging globalization challenges. Quality of teachers in terms of their qualifications and dedication, determines to a larger extent the quality of education and performance (Republic of Kenya, 2011).

Thus, teachers' academic and professional qualifications contribute to performance. Awuonda (2011) says that the quality of teachers in a school is the main determining factor in student achievement in examinations in Kenya.

TSC Kenya (2015) describes globalization, technological change and modern competitiveness as a need for teachers to enhance their skills to tackle the students increased needs in education.

TCS further notes that rapid education reforms call for more training of teachers to cope with new trends in curriculum change and implementation. TSC Kenya (2017) circular number MOE/HQS/3/16 states that all zonal education units in Kenya were scheduled to have teachers training in Tusome and PRIEDE, this was an effort aimed at equipping teachers with pedagogical skills as per the MOE and TSC requirements.

The Kenya National Examinations Council (KNEC 2014) Report says poor examination results in National Exams has led to the government initiating teacher proficiency courses in areas of concern such as Mathematics and Science subjects. It was noted that teachers are better equipped with pedagogical skills, knowledge and attitudes upon completing proficiency courses. The Teachers Service Commission trains teachers who are later rewarded with promotions when they attend proficiency courses to improve on their professional qualifications hence good academic performance in schools. (TCS 2015) and the MOE (2015) initiated a pilot programme in 2011- 2014 which revealed that pilot school pupils were able to read in early years of their schooling.

The Ministry of Education has partnered with USAID and the United Kingdom Department for International Development (DFID). The courses have been noted to add value to teaching and learning skills hence improved pupils' academic performance.

In 2015 the Tusome programme was launched targeting all public primary schools in Kenya. The programme has a technical approach to train teachers on learning materials, proven teaching methods and cutting edge tablet – based feedback and a monitoring system implanted by the MOEST officials, (Republic of Kenya 2015). This generally helps to improve teaching process and leads to good examination results.

The MOE (2014) in its programme aims at ensuring pupils in early grades learn how to read and speak in English and Kiswahili. The ministry has also initiated mathematics training programme for early grade children in all primary schools in Kenya. The programme seeks to equip teachers with practical methodologies which can help improve the pupils' academic performance in arithmetics. The entry requirements for teaching course have also been scaled up from D plus in 2002 to C plain at KCSE level. This bar was raised in order to have teachers who are highly qualified to teach for better results, (KNEC, 2017).

2.5 Physical Facilities and Pupils' Performance

According to the Center for Evaluation and Education Policy Analysis, College of Education in Penn State-USA (2015), school facilities affect teacher employment, maintenance, selflessness and hard work. To learners, school facilities affect health, behavior and growth in achievement.

Government of Kenya (2015) introduced Free Primary Education (FPE) by providing classes, desks and other physical facilities for teaching and learning, though due to the policy on FPE the enrolment rose and the facilities failed to serve a large number of pupils in schools. Today due to high enrolment in public primary schools, there lacks facilities to cater for proper teaching and learning hence impacting negatively on academic performance in K.C.P.E examinations.

Alexander and Lewis (2014) note that inadequate school facilities impact negatively on educational achievements. They further noted that students learning in well ventilated classes performed better than those in poorly ventilated classrooms. It follows therefore that while designing school facilities, administrators should comply with government regulations on construction, Government of Kenya (2013) Public Health Act.

In a study conducted on the effects of physical facilities and academic achievement, Alexander and Lewis (2014) affirm that the design of facilities affect learning. They further noted that school planners should consider the security of schools without interfering with learning.

A study in India which was conducted in 59 sampled schools revealed that only 49 had buildings and of these, 25 had toilets, 20 had power, 10 had libraries and 4 had television sets. It was observed that schools with sufficient facilities performed better than those which were not equipped. It was concluded in the study that learning environment is strongly related with pupils' achievement (Mwangi, 2012) describes a library as an essential facility in schools. The presence of school library influenced learning in Brazil, China and parts of Africa. Kafui (2005) in his study of the standard class size and how it affects teaching and learning in Ghana, found that class size of above 40 is too big to achieve educational objectives. Similarly a survey carried out by KNEC (2010) in the Standard on 22nd June, established that pupils in smaller classes tended to perform better in numeracy than pupils in larger classes, this shows that adequate classes in a school enhances quality teaching hence good academic performance.

Alam (2013) states that it is important that schools accommodate teachers and students properly to enable teaching and learning in schools. The importance of physical facilities cannot be relegated.

Olateju (2008) found out that the level of available resources is a boost to the teachers and goes to show the level of commitment of the teachers towards effective delivery of their services.. Akinfolarin (2008) identified facilities as a major factor contributing to academic performance in the school.

Lumuli (2009) opines that schools should provide adequate learning facilities and competent human resource to improve productivity. Republic of Kenya (2015) identified textbook ratio and school facilities as some of the parameters to be used to gauge quality of education. Mayama (2012) and Lumuli (2009) agree that practical lessons need to be practically taught to enhance learners' acquisition of the intended skills which will make them competitive in the job market. The government of Kenya (2015) considering the Koech Report (1999) noted that high enrolment in schools affect the teaching and learning. It is important to note that schools with enough resources may not always make use of them efficiently to at most benefit of raising the students level of performance while those with limited resources may make proper utilization to raise their academic performance.

Adeyemi (2008) opined that performance is a measure of educational output. Academic performance can be viewed as the extent to which an individual learner acts or does a piece of work, how well or poor she/he does the work or the activities within a learning process.

Physical facilities play a major role in teaching and learning in schools. Mwangi (2012) in her study on factors influencing KCPE performance found that lack of learning materials in mathematics in TTCs had negative impact on students' achievement in national examinations.

2.6 Teaching and Learning Resources and Pupils' Performance

According to Takahiro Fukada (2010), the Japanese Ministry of Education planned to increase elementary textbooks from 2011 in order to address declining academic results. Katana (2007) recognizes that the evaluation done on instructional materials in Philippines which was introduced to improve the level of education in Philippine and mathematics. The programme improved textbook ratio from 10:1 to 2:1 and the results were amazing. There was a marked improvement in class outcomes. According to Asikhia (2010) adequate and well prepared instructional materials influences learning. Quality material can motivate interest and improve on pedagogical skills of teachers.

According to Nebraska Synode (2009), the Tanzania Text book project sought to equip Tanzania classrooms with enough and necessary current books to contribute towards improved learning outcomes. Lowe (2009) found out that lack of teaching resources caused low pupils performance. According to the MOE (2013) the government promised to give laptops to all primary school class one children.

The laptop project has since seen close to 12,000 public primary schools connected to electricity grid. Phase one of the project kicked off in 2016. The laptop as teaching and learning resources have increased retention and quality of teaching in schools.

In 2015 (Tusome Kenya 2015) there was the introduction of early grade literacy in all primary schools. In 2016 the teaching of mathematics in early grade also got a rebrand from the ministry of education. The two Programmes are aimed at ensuring every pupil has access to his/her own text book. This has motivated learners and their teachers. School attendance has greatly improved and rate of retention has gone up.

According to the Ministry of Education (2013) in Kenya, the Ministry disburses Free Primary and Secondary money which is divided into various vote heads, such as textbooks, exercise books, stationary, exams among others. Unfortunately in Kenya, due to high enrolment each vote head has a deficit. For instance, the ratio of text books to pupils in primary schools is very low and this forces pupils to share text books at an average ration of five pupils per text book. This has tended to reduce access to learning materials in class hence poor academic performance.

Lumuli (2009) noted that schools should initiate income generating activities to enable them to raise more cash for acquisition of teaching and learning resources like textbooks and human resources. These facilities enhance teaching and learning activities. Kitheu and Maiyo (2009) agree with Selina (2012) in her study on the influence of income activities in schools in Vihiga district. The study indicates that institutions with Income Generating Activities (IGAs) earned income that was used in promoting motivation for teachers. Such schools ended up performing better than schools without. Selina indicates that income generating activities include animal husbandry, gardening, insect keeping, bus and field hiring among others which help to generate extra income for schools.

Khaemba (2009) in a study of learning resources found that there was high dropout rates and forced repetition of students which led to poor performance. The Ministry of Education (2013) reported that a big number of school leavers did not have adequate skills to further their education. This may derail efforts in the achievement of Kenya's vision 2030. The text book programme has been implemented in Kenya primary schools but this not with-standing, learners lack mastery of linguistic skills as Muindi (2010) and Uwezo (2010) observed.

2.7 Leadership and Pupils' Performance

Moe (2013) notes that the head teacher is mandated to guide and direct officers under him in order to attain set goals. The head teacher should check the

professional records and conduct of teachers and other workers in school. Good school managers give priority to the needs of the learners. According to Datuk (2015) effective management is key to providing high standards of pupils' achievement, school improvement and ultimately improves performance and setting role models to be emulated by others. Clinton (2017) of the University of Wales asserts that head teachers motivate and lead their teaching staffs in order to evaluate their outcomes. He further notes that teachers provide leadership at their work place.

A report by New Leaders for New Schools (2009) in the USA noted that more than a half of the schools influence student academic gains. The report further notes that, schools with good performance are headed by head teachers whose roles are defined. The school head teacher is expected to create a conducive atmosphere for hard work and success in the school. According to Michael Fullan, (2013), school leadership must endeavour to change schools positively.

A report by researchers from the University of Minnesota and the University of Toronto (2013) stated that leadership in schools should be objectively focused and directed. The report further says that school leadership plays an important role in identifying and supporting learning .Good leadership styles leads to good school performance. Head teachers should employ leadership styles that promote learning in pupils.

Mbatia (2007) identified aspects of the head teachers' curriculum supervision techniques that could ensure successful curriculum implementation and improvement in performance.

2.8 Summary of Literature Review

MoE (2014) agrees with Datuk (2015) on the effective management of schools. Mbatia (2007) and Mbiti (2007) also agree that head teachers have the responsibility to manage schools effectively for them to perform. TSC (2015) and MOE (2015) also concur that in-service training for teachers is a stimulation of good performance in schools. Mwangi (2012) and Olejetu (2008) agree that provision of physical facilities enhance pupils learning.

Low (2009) agrees with MOE (2014) that effective teaching and learning resources enhance pupils learning. The studies reviewed show how institutional factors influence pupils learning. Moreover none of the studies has addressed whether the factors mentioned influence KCPE performance in primary schools. The study intends to fill the gap and investigate institutional factors influencing pupil's performance in KCPE in Matungu Sub County, Kakamega County.

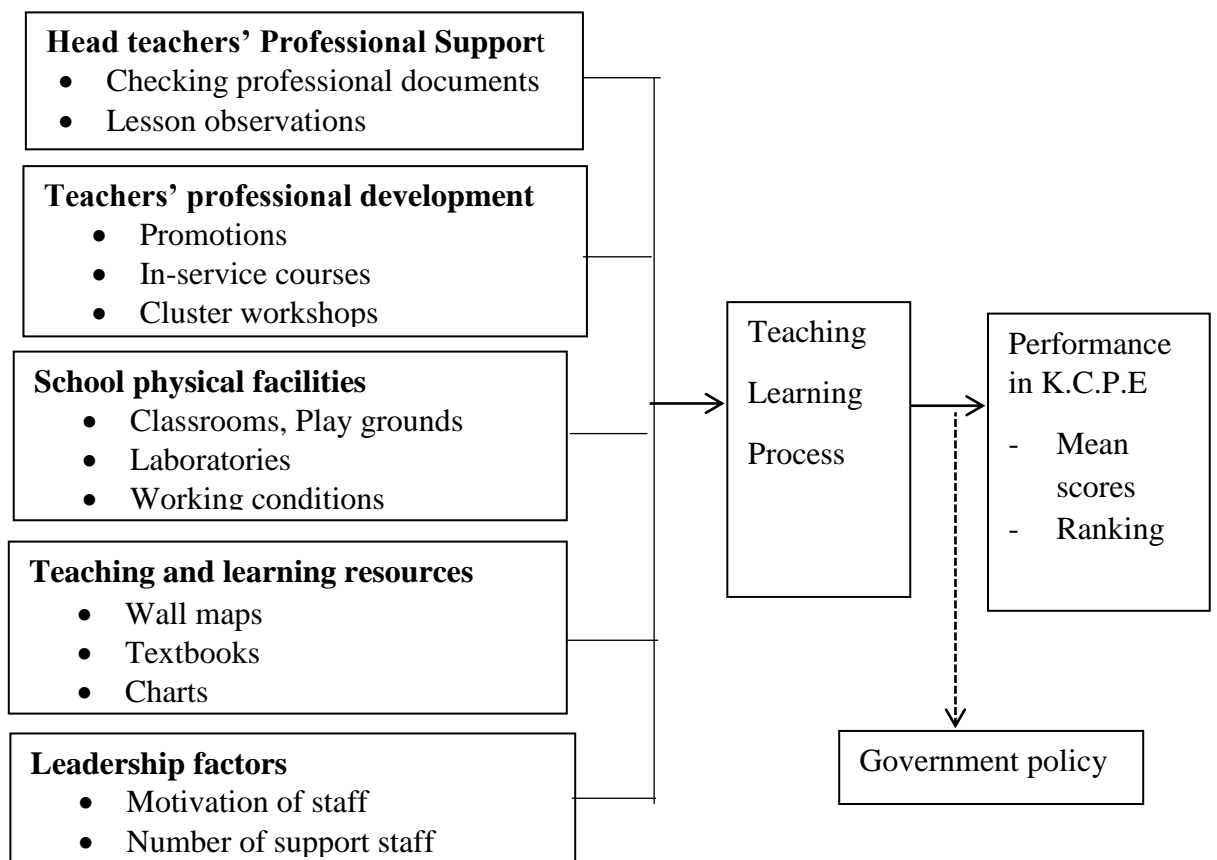
2.9 Theoretical Framework

The study used Systems Theory proposed by a biologist Ludwig Von Bertalanffy in the 1940s.

Systems theory emphasize that systems are open, goal directed and engages in feedback with the environment in order to meet the goals. Systems theory states that there is a relationship between education input and output and the interrelationship with school environment. The school exists as an open system and receives its input from the society. The head teachers perform instructional supervision tasks such as checking teachers’ professional records, supervising teaching in class, checking pupils’ notes. They also ensure there is adequate provision of physical facilities and teaching learning resources. Well qualified teachers ensure teaching is up to date and learners perform well in exams.

2.10 Conceptual Framework

Figure 2.1: Relationship between Institutional Factors and Pupils performance



The above framework is based on the concept of pupil's performance in KCPE exams as being a function of institutional based factors. These factors are assumed to be directly related such that a change in the independent variables which are institutional factors causes a change in the dependent variable which is performance in KCPE. The independent variables are the input into the teaching and learning process. They influence the teaching process which in turn influences the outcome that is pupil's performance on KCPE exams.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter will cover the research design and methodology, including the target population, sample size, sampling procedure, research instruments, validity and reliability of the instruments, data collection procedures and data analysis techniques.

3.2 Research Design

Correlation design was used in the study. Correlation was used to establish the relationship between the variables. This study focused on the institutional factors which influenced pupils' academic performance in summative examinations in Matungu sub-county, Kakamega County. The study employed correlation design since it enabled the researcher to have a predictable relationship that would be exploited in practice.

3.3 Target Population

Burns and Groove (2003) describes population as the characters which meet the threshold for inclusion in any study. Therefore, the researcher targeted a total population of 760 respondents who comprised of 60 head teachers and 700 teachers.

3.4 Sample Size and Sampling Procedure

Mugenda and Mugenda (2003) define sample size as a smaller group or sub-group obtained from the accessible population. A sample between 10 percent and 30 percent is adequate sample for the study.

Table 3.1: Sampling Frame

Educational Zones	Total no. of schools	Sample Respondents			
		Head teachers	Percentage	Teachers	Percentage
Matungu East	17	5	26	60	28
Matungu South	13	4	22	50	24
Matungu North	15	5	26	50	24
Matungu West	15	5	26	50	24
Total	60	19	100	210	100

The study used stratified sampling to select 30% of the schools which participated in the study based on the four educational zones within the sub-county to make a total of 19 schools. Census sampling was adopted to select head teachers in sampled schools as respondents. Simple random sampling was used to sample 30% of teachers in the four educational zones for equal representation of the sample population. Therefore, the total number of sampled respondents who participated in this study comprised of 19 head teachers, and 210 teachers in public primary schools in Matungu sub-County.

3.5 Research Instruments

Kombo & Tromp (2006) define an instrument as a tool designed to measure knowledge, attitudes and skills. This study employed a questionnaire instrument to obtain relevant data from the respondents. In this study questionnaires were issued to gather primary quantitative data. Questionnaires have the following advantages; they offer a sense of confidentiality, it is well used to large numbers of respondents, it is objective as no bias will result from personal characteristics as in interviews (Owen 2002). Each category of the respondents was given one set of the questionnaire that is head teachers and teachers' questionnaire sections.

The questionnaire was divided into six sections. Section A contained questionnaires for demographic information, section B had a questionnaire for head teachers professional support, section C was on teachers professional development, section D had a questionnaire on school physical facilities, section E was on teaching and learning resources and section F was based on the staffing levels.

3.7 Instrument Validity

Validity refers to the measure of how well a test measures that which it is meant to measure (Kombo & Tromp, 2006). Content validity was determined by the use of expert judgment where the results obtained were generalized to the whole or similar population.

The instrument was scrutinized by supervisors to determine if they addressed all areas under investigation. According to Mugenda and Mugenda (2003) validity is the accuracy and meaningfulness of inferences, which are based on the research results. Face validity was used in pilot study in two schools that were not part of the main study. The pilot study ensured accuracy, clarity, and suitability of the items in the research tools.

3.8 Reliability of the Instruments

According to Connaway and Powell (2010) reliability is concerned with consistency, dependability or stability of a test. Reliability is the ability of an instrument of research to consistently measure characteristics of interest over time. If a researcher administers a test to a subject more than once and gets the same results, then there is reliability of the instrument. The test-retest technique was used to determine the degree at which the same outcomes could be realized with a repeated measure of accurateness. For this study the researcher administered the same instrument to the respondents in two piloted schools twice within a time lapse of two weeks to check the consistency of the results. The scores on the two tests were co-related using the Pearson product moments correlation coefficients where

$$r = \frac{\Sigma(x-\bar{x})(y-\bar{y})}{\sqrt{[\Sigma(x-\bar{x})^2][\Sigma(y-\bar{y})^2]}}$$

Key:

x = the score for independent variable

y = the score for dependent variable

\bar{x} = the mean scorer for independent variable

\bar{y} = the mean score for dependent variable

According to Mugenda and Mugenda (2003) a coefficient of 0.7 or more shows that there is high level of reliability of the instruments used.

3.9 Data Collection Procedures

The researcher first sought an introductory letter from the University, then a permit from National Commission for Science and Technology (NACOST) which is charged with the responsibility of issuing permits for research in Kenya. The researcher then proceeded to seek clearance from County Education office and the office of the county commissioner. Thereafter the researcher wrote letters to the school head teachers to be allowed to carry out the study. The selected schools were visited to book appointments and logistics of visitation. Questionnaires were administered and collected on the same day.

3.10 Data Analysis Technique

The completed questionnaires were checked for proper completeness. The data was coded and entered into statistical package for social sciences (SPSS) version

22 to tabulate the tallies. Descriptive statistics was used to analyze data qualitatively and quantitatively. According to Kothari (2008) descriptive statistics enable the researcher to meaningfully describe a distribution of scores or measurements using few statistics. Quantitative data was presented in frequency tables. Qualitative data from open ended questions was organized into discussion themes, categories and patterns based on the study objectives to be analyzed descriptively. Analyzed data was presented in line with the study objectives.

3.11 Ethical Considerations

Ethical consideration relates to moral standards that should be considered by the researcher in all the research methods, stages of the research, conclusion and recommendations. According to Polit *et al* (2001) as cited from Belmont Report, the researcher in this study will follow the three principles, namely beneficence (above all do no harm) respect for human dignity as well as justice. The researcher made it clear to the respondents the intent of the research. The participants were made aware of voluntary participation and they were free to decline or withdraw at any time during the research period. The participants were guaranteed their privacy and strict anonymity standards were also observed.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter covers data presentation which was collected from 19 government primary schools in Matungu sub-county, analysis and presentation. Results are presented based on the objectives of the study which were aimed at investigating institutional factors influencing learners' outcomes in KCPE in Matungu –Sub County, Kakamega County. The chapter begins with the questionnaire return rate, demographic information, presentation and discussion of research findings based on the research questions. The objectives under discussion were; to determine the influence of head teachers professional support on pupils performance, to determine the influence of professional development on pupils performance, to assess the influence of physical facilities on pupils performance, to establish the influence of teaching and learning materials on pupils' performance and to determine the influence of leadership factors on pupils KCPE performance.

4.2 Questionnaire Return Rate

Questionnaire return rate is the speed at which the questionnaires are returned after they have been issued to the respondents. For this study, all the 19 head teachers sampled, returned the questionnaire marking 100% return rate. Out of the 210 sampled teachers, 190 returned the questionnaire.

4.3 Demographic Information of Head teachers and Teachers

The information focused on gender, age, teaching experience and professional qualification of the respondents. This was sought in order to establish whether the views sought by the study on the institutional factors influencing pupils' performance at Kenya Certificate of Primary Education in Matungu sub county Kakamega county were age, gender and teaching experience of the teacher representative. The head teachers and teachers were requested to tick on their respective gender. The data was represented in Table 4.1.

Table 4. 1: Gender of Head teachers and Teachers

Gender	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	16	84	53	28
Females	3	16	137	72
Total	19	100	190	100

Data on gender of head teachers showed that there were more male headteachers 16 (84%) than female head teachers 3(16%). It was observed that female teachers had not been promoted to headship. The data also shows that there were more female teachers 137 (72%) than their male counter parts 53 (28%). This implies that the view on institutional factors influencing pupils' performance at Kenya Certificate of Primary Education in Matungu Sub County Kakamega county were from all gender.

The age of both head teachers and teachers was considered an important factor in this study. The responses are presented in Table 4.2.

Table 4. 2: Age Distribution of both Head teachers and Teachers

Age (years)	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
30-40	3	16	100	53
41-50	10	53	50	26
51-60	4	21	40	21
Total	19	100	190	100

Table 4.2 shows that the majority of head teachers were aged between 41 and 50 represented by 10 (53%). This data implies the importance of age as a factor for promotion to headship. Many teachers were between the ages of 30 and 40 representing 100 (53%). Both head teachers and teachers in this age are energetic, active and this could add value to KCPE results. This is in line with a study by Wamahiu (1995) who opined that age of teachers in most schools formed a significant input variable which could have an impact on school outcomes. The study also sought to establish the years of service of both head teachers and teachers. The responses are as presented in Table 4.3.

Table 4. 3: Teaching experience of head teachers and teachers

Teaching experience (years)	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
0-10	-	-	40	21
11-20	4	21	50	26
21-30	10	53	45	24
Above 30	5	26	55	29
Total	19	100	190	100

The data above shows that majority of head teachers 10(53%) and a few teachers 55 (29%) had a teaching experience of between 21 and above 30 years of experience. This was good for the schools with such experienced teachers as they could understand issues which might contribute to good performance. Years of teaching experience could be a good indicator of students' academic performance because the years of teaching gives a teacher adequate teaching experience through seminars, symposiums, and in-service training experiences which enhances their teaching experiences hence good performance. A chi quire test was run to establish whether there is a relationship between teachers'/head teachers and years of teaching. This is as shown in Table 4.4.

Table 4. 4: Chi-square test on the relationship between teachers'/head teachers on teaching experience and students' performance

	Value	Df	Asymp. Sig.(2-sided)
Pearson Chi-Square	168.321 ^a	15	.000
Likelihood Ratio	199.512	15	.000
Linear-by-Linear Association	15.158	1	.000
N of Valid Cases	209		

Table 4.4 shows there is a statistical significant relationship between teachers'/head teachers years of teaching and the pupils' performance ($p < 0.05$). This implies that teachers who have long years of teaching have a higher probability of producing good students' results compared to those who are new in the profession. This can be attributed to teachers' exposure through symposiums, in-service training, seminars and clinics that teachers attend hence boosting their teaching skills. The study sought to establish whether teachers' and head teachers level of education influence pupils' performance. Table 4.5 displays the findings.

Table 4. 5: Opinions on Head teachers' and Teachers' Qualifications

Qualification	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
PhD	-	-	-	-
Masters	1	5	-	-
B.Ed. (Arts)	9	47	60	32
Diploma	5	26	70	36
P1 Certificate	4	21	60	32
Total	19	100	190	100

The findings indicated that majority of head teachers 9(47%) had a bachelor's degree in education while 5 (26%) had diplomas in Education. This implies that majority of the heads of schools were aware of the importance of high professional qualifications as key players in curriculum implementation in schools. The study further sought to establish whether there is statistical relationship between the level of teacher's education qualification and students' performance. This is as presented in Table 4.6.

Table 4. 6: Chi-squire test on the relationship between teachers'/head teachers' education qualifications and pupils' performance

	Value	Df	Asymp. Sig.(2-sided)
Pearson Chi-Square	143.088 ^a	9	.000
Likelihood Ratio	161.889	9	.000
Linear-by-Linear Association	65.427	1	.000
N of Valid Cases	209		

Table 4.6 shows that there is a statistical significant relationship between teacher's/ heads of institutions' education qualification and pupils' academic results ($p < 0.05$). The results imply that schools headed by graduate teachers performed better in KCPE examinations than those not. This is in agreement with Nannyonjo (2007) who asserts that teachers' qualification and experience affect pupils' performance. The teachers' data indicated that 83 percent had a minimum qualification of diploma certificate and above. Quality of teachers could influence pupils' performance in KCPE examinations.

Ochanda (1978) cited in Awuonda (2011) notes that the type of teachers in a school determines pupils' achievement in examinations. Chinelo (2010) observed that teachers with university education performed better than those without.

4.4 Head teachers' professional support on pupils' performance in Kenya

Certificate of Primary Education

The study sought to determine whether head teachers' professional support influenced pupils' academic performance. In this case the head teachers and teachers were asked to authenticate the degree to which they agree or disagree with statements related to head teachers' professional support. This is as displayed in Table 4.7 and 4.8.

Table 4. 7: Head Teachers' Responses on Professional Support

Statement	SA		A		UD		D		SD		MEAN	STD.DEV
	n	%	n	%	n	%	n	%	n	%		
The head teacher has been supervising teaching in class	10	52	3	16	-	-	3	16	3	16	2.26	1.62
Head teacher checks professional record regularly	5	26	10	52	-	-	4	21	-	-	2.15	1.06
I'm provided with current information on the profession	12	64	5	26	1	5	1	5	-	-	1.26	.45
Teachers are engaged in subject panel meetings	5	26	4	21	5	26	4	21	1	5	2.5	1.26
My personal problems are dealt with in a positive manner	10	52	2	10	3	16	2	10	2	10	2.15	1.46
Supervision promotes pupils learning	8	42	5	26	4	21	1	5	1	5	2.05	1.17
The headteacher receives regular feedback from teachers	5	26	5	26	1	5	5	26	3	16	3.21	1.15
The head teacher motivates both teachers and pupils	10	52	4	21	3	16	1	5	1	5	1.52	0.77
Grand mean											2.52	1.12

1-Strongly Agree, 2- Agree, 3- Neutral, 4- Disagree and 5- Strongly Disagree

Table 4.7 shows that a big number of head teachers 13(68%) indicated that they supervised classroom teaching. Similarly, majority of head teachers 15(78%) indicated that they check professional records regularly while 4(21%) of head teachers did not agree with the assertion.

Concerning provision of current information on the teachers' profession, majority of head teachers 17(90%) said that they provide teachers with such information. On the statement of subject panel meetings, a few head teachers 9 (47%) said that they do engage teachers.

On the statement of solving of personal problems, majority of head teachers 12(62%) said that they do solve personal problem for the teachers. However, 3(16%) of head teachers were undecided and 4(20%) disagreed with the opinion. On the statement of supervision of teaching and learning 13(68%) of head teachers said they do so. However, 4(21%) of head teachers and 29(15%) of teachers were undecided while 2(10%) of head teachers disagreed that supervision of teaching improves pupils learning. The Ministry of Education (2015) insists on curriculum supervision as an integral element in teaching and learning in schools. The study established that there was laxity on curriculum supervision in schools and this could easily compromise service delivery.

On the statement of school managers receiving regular feedback from teachers 10(52%) of head teachers agreed with the assertion. Regarding motivation, 14(73%) of head teachers agreed that teachers and pupils are motivated in schools 3 (16%) of head teachers disagreed with the opinion. The researcher observed that motivation is important as schools which their teachers and pupils are motivated performed well in examinations.

Further analysis on the mean was done in order to get general views of the head teachers regarding all the statements related to head teachers professional support. In this case a mean, grand mean and standard was computed on responses of head teacher's views on professional support. The grand mean of head teachers was 2.43 and the standard mean was 1.12. This indicated that generally head teachers agreed to all statement regarding head teachers professional support an indication that majority of supervise teaching in class, check regularly professional records and engage teachers in subject panel meetings thus adding pedagogical skills to teachers and boosting good performance.

In order to compare teachers and head teachers' views, the teachers were asked to respond to certain statement regarding whether the head teachers gave professional support to the teachers. The results are as tabulated in Table 4.8.

Table 4. 8: Teachers’ responses on head teachers’ professional support

Statement	SA		A		UD		D		SD		MEAN	SD
	n	%	n	%	n	%	n	%	n	%		
The head teacher has been supervising teaching in class n class	140	74	30	15	-	-	10	5	10	5	1.50	1.05
Head teacher checks professional records regularly	50	26	50	26	20	11	40	21	30	16	2.73	1.45
I’m provided with current Information on the profession	120	63	60	32	-	-	10	-	-	-	1.64	1.08
Teachers are engaged in subject panel meetings	70	36	60	32	21	11	19	10	20	11	2.23	1.30
My personal problems are dealt with in a positive manner	130	68	60	32	-	-	-	-	-	-	1.32	0.47
Supervision promotes pupils learning	100	53	44	23	29	15	10	5	9	5	1.99	1.13
The head teacher receives- regular feedback from teachers	95	50	91	48	-	-	4	2	-	-	1.55	0.61
The head teacher motivates both teachers and pupils	80	42	61	32	43	22	6	3	-	-	1.42	0.66
Grand Mean											1.80	1.09

1- Strongly Agree, 2- Agree, 3- Neutral, 4- Disagree and 5- Strongly Disagree

Table 4.8 shows that the teachers agreed that 170 (89%) head teachers did supervise teaching in class this means that good performing schools were those whose head teachers supervised classroom teaching. Lack of supervision leads to laxity among teachers and pupils leading to poor performance in examination 100(52%) of teachers agreed that head teachers checked regularly on professional records while 70(37%) disagreed with this opinion. This suggests that some head teachers find it hard to go through teacher’s records because of overlapping

duties. This could also be attributed to a few teachers did not prepare therefore there was nothing to check on.

130(68 %) of teachers agreed that subject panel meetings are held in schools. Subject panel meetings are aimed at strengthening teachers' effectiveness in their areas of specialization. This helps to improve on teaching hence improving performance. 190(90%) of teachers agreed that their personal problems are dealt with in a positive manner. Schools whose teachers had their personal problems dealt with in appositive manner could do better than those whose teachers issues are not well attended to.144 (76%) of teachers agreed that teaching and learning promotes pupils learning. 100(53%) of teachers agreed that they access information and feedback regularly while 80(42%) agreed that head teachers motivate both teachers and students in school therefore, enhancing a good condition for good performance in their examination.

The mean, grand mean and standard deviation was calculated to establish the general views of the teachers on head teachers' professional support. The results indicate the grand mean was 1.80 and standard deviation 1.09. This implies that the teachers agreed that there was professional support in line head teachers supervising teaching in class. They engage teachers in professional record checking, access feedback regularly, head teachers motivate both teachers and students that contribute to high performance of students in their examinations.

A Pearson's correlation was done to establish the relationship between head teachers' professional support and students' performance in examinations. This is as shown in Table 4.9.

Table 4. 9: Pearson's correlation between head teachers' professional support and pupil's performance

		pupils' academic performance	Head teachers' professional support
pupils' academic performance	Pearson Correlation	1	.325**
	Sig. (2-tailed)		.000
	N	209	209

Table 4.9 evidences that there is a positive relationship between head teachers professional support which is statistically significant (n=209, r=.325** and p<0.05). This implies that when head teachers profession support in line with supervising teaching in class, checking professional records regularly, providing teachers with current information relating to their profession, engaging teachers in subject panel meetings, addressing teachers' personal problems and motivating both teachers and pupils, the academic performance is enhanced the students' academic performance improves. The findings agree with the MoE (2015) and TSC (2017) on the crucial administration role of head teachers in school performance.

Clinton (2017) and Schneider (2012) also agree on the fact that head teachers leadership plays a role in school performance. The checking of teachers professional documents is one of the duties of the head teachers as indicated in TSC Teachers appraisal document (2016). Nasongo and Musungu (2008) also emphasized the need for the head teachers to check professional document for the teachers in order to improve students' performance. Khaemba (2009) also noted that teachers work should be supervised in areas of professional documents in order that the mission and vision of the school be achieved. Similarly, Goldberry (2009) opined that supervision benefitted teachers in their duties and it helped them to improve on their performance. It was found that 180(95%) of teachers agreed that they are acquainted with professional information.

4.5 Teachers' professional development and pupils' performance

The study sought to determine whether teachers' professional development influenced pupils' performance in national examinations. The head teachers' views are as inscribed in Table 4.10.

Table 4. 10: Headteachers’ responses on teachers’ professional support

Statement	SA		A		UD		D		SD		Mean	Std. Dev
	n	%	n	%	n	%	n	%	n	%		
My school provides me with opportunity to improve my skills	7	36	3	16	3	16	2	11	2	11	2.35	1.46
I have opportunity to learn new things	5	26	4	21	5	26	3	16	3	16	2.63	1.34
The head teacher frequently arranges for training program’s	10	53	5	26	2	4	1	5	1	5	1.74	0.93
I have attended workshops on early grade literacy	19	100	-	-	-	-	-	-	-	-	1.00	
In service training increase teachers’ professionalism	7	37	7	37	1	5	2	11	2	11	2.21	1.36
Teachers receive in service training for professional development	10	53	4	21	2	11	2	11	1	5	1.94	1.30
There is professional development in this school	5	26	5	26	-	-	5	26	4	2	2.89	1.59
Grand Mean											2.11	1.14

1- Strongly Agree, 2- Agree, 3- Neutral, 4- Disagree and 5- Strongly Disagree

Table 4.10 indicates that 7(52%) of the head teachers indicates that schools provide them with opportunities to improve their skills while 4(22%) of the head teachers do not agree with that statement. This implies that head teachers in the sampled schools appreciate the opportunities schools offer them to improve their skills.

Majority of head teachers 15 (89%) agreed that head teachers arrange for training programs in their schools while 2(10%) of head teachers. However, 2(4%) of head teachers were undecided on the matter. This implies that poor performance in KCPE examinations in some schools could be due to lack of frequent training programs for both heads of schools and tutors.

All school heads 19 (100%) indicated that they attended workshops on early grade literacy. Majority of head teachers 14(74%) agreed that in service training increase teachers' professionalism while 4(22%) of head teachers disagreed with the opinion.

Majority of head teachers 14(84%) agreed that teachers receive in-service training for professional development. However, 3(16%) of head teachers disagreed. while 2(11%) of head teachers were undecided on the matter. On professional development benefits, 10 (52%) of head teachers agreed that their schools benefit them professionally. Table 4.10 also shows that the mean for all the statement related to professional development of the teachers was 2.13 which gives a mean of 2 which falls in the category of Agree. This implies that generally most of the teachers agreed with the statement that head teachers have opportunities to professionally develop themselves. The teachers were also asked to respond to similar statement regarding teachers' professional development. This is as presented in Table 4.11.

Table 4. 11: Teachers’ responses on their professional development and performance

Statement	SA		A		UD		D		SD		MEAN	STD DEV
	n	%	n	%	n	%	n	%	n	%		
My school provides me with opportunity to improve my skills	50	26	60	32	40	21	30	15	10	5	2.2579	1.014
I have opportunity to learn new things	40	21	30	15	10	5	70	36	40	21	1.449	3.2421
The head teacher frequently arranges for training program’s	80	42	60	32	10	5	12	6	28	15	1.393	2.1737
I have attended workshops on early grade literacy	93	49	45	24	-	-	30	15	22	12	1.493	2.2474
In service training increase teachers’ professionalism	101	53	47	25	-	-	23	12	19	10	1.387	2.0105
Teachers receive in service training for professional development	93	49	31	32	-	-	18	9	20	11	1.404	1.8895
There is professional development in this school	70	37	65	34	10	5	30	15	15	8	1.62	2.2579
Grand Mean											1.61	2.29

1- Strongly Agree, 2- Agree, 3- Neutral, 4- Disagree and 5- Strongly Disagree

Table 4.11 shows 110(58%) of the teachers alluded that schools provide them with opportunities to improve their skills and 40(20%) of teachers indicated that the school did not provide them with opportunities to improve their skills while 40(21%) of teachers were undecided on the matter. While 133(70%) of teachers agreed that they have an opportunity to learn new things.

138(73%) of teachers agreed to have attended the workshop while only 52(27%) of disagreed to have attended the workshop. It shows 148(78%) of teachers agreed that in-service training added value to the teachers’ professionalism and 43(22%) of teachers disagreed with the opinion.

The mean, grand mean and standard deviation was computed on teacher’s views on professional development. The grand mean was 2.2 which represent agreeing with statements Thus it implies that there was professional development in line with head teachers providing new training to teachers, in service enhance teachers’ professionalism, they arrange teachers training programs which results to good performance of the students in examination. A further statistical analysis was done to establish the relationship between head teacher and teacher’s views on professional development on student’s performance. This is indicated by Table 4.12.

Table 4. 12: Pearson’s correlation between professional development and pupil’s performance

		Pupils’ academic performance	Teachers professional development
Pupils’ academic performance	Pearson Correlation	1	.416**
	Sig. (2-tailed)		.000
	N	209	206

Table 4.12 shows presence of a positive relationship between teachers’ professional development and pupils’ academic outcomes. This is as shown by

($n=209$, $r=.416^{**}$ and $p<0.05$). This implies that there is association between teachers' professional development and students' academic performance. The findings concur with Awuonda (2011) and TSC (2015) on quality of teachers and pupils' achievement in schools.

4.6 Physical facilities and their influence on KCPE performance

The study intended to look at the influence of physical facilities on pupils' performance. This is as presented in Table 4.13.

Table 4. 13: Head teachers' responses on physical facilities and pupils' performance

Statement	SA		A		UD		D		SD		Mean	Std.Dev
	n	%	n	%	n	%	n	%	n	%		
Adequate physical facilities lead to effective teaching	15	79	4	21	-	-	-	-	-	-	1.21	0.42
Physical facilities contribute to pupils' academic performance	16	84	3	16	-	-	-	-	-	-	1.16	0.37
Physical facilities attract and retain teachers in school	13	68	6	32	-	-	-	-	-	-	1.32	0.477
Teachers work in good conditions	2	11	2	11	-	-	7	37	8	43	3.89	1.37
Lack of physical facilities affect pupils' performance	10	52	4	21	-	-	-	-	-	-	1.28	0.46
The head teacher faces challenges in management due to lack of physical facilities	11	58	8	42	-	-	-	-	-	-	1.42	0.51
Grand Mean											1.71	0.60

1- Strongly Agree, 2- Agree, 3- Neutral, 4- Disagree and 5-Strongly Disagree

In table 4.13 the researcher found that all the head teachers 19(100% in the sampled schools agreed that adequate physical facilities lead to effective teaching. Majority of both head teachers 19(100%) agreed that physical facilities contribute to pupils' academic performance. On attraction and retention of both teachers and pupils in schools, 19(100%) head teachers and teachers agreed that physical facilities attract and retain teachers and pupils.

On working conditions only 4(23%) of the head teachers agreed to be working in good conditions. Fourteen (80%) of the head teachers and 130(61%) disagreed to be working in good conditions. On lack of physical facilities and how they affect pupils' performance, 14(73%) of heads of schools agreed that lack of physical facilities affect pupils 'outcomes. On the statement of head teachers' management challenges, majority of head teachers 19(100%) and 179 (94%) of teachers agreed that head teachers face challenges in management of schools without facilities such as libraries, classes, desks among others. Table 4.12 shows that the grand mean was 1.71, an indication that head teachers agreed to the statement relating to availability of physical facilities and their influence on students' academic performance. In addition the table confirms that head teachers agreed that physical facilities influence pupils' academic performance where adequate facilities lead to good scores of pupils; that teachers work in better conditions and that lack of physical facilities affect pupils' performance, the findings demonstrate that head teachers face challenges in management of schools due to

lack of physical facilities in Matungu Sub County. The teachers also responded to the same statements on the influence of physical facilities on students' performance. The teachers' responses are as presented in Table 4.14.

Table 4. 14: Teachers' responses on influence of physical facilities on KCPE performance

Statement	SA		A		UD		D		SD		MEAN	STD. DEV
	n	%	n	%	n	%	n	%	n	%		
Adequate physical facilities leads to effective teaching	120	63	70	37	-	-	-	-	-	-	1.37	0.48
Physical facilities contribute to pupils' academic performance	140	74	50	26	-	-	-	-	-	-	1.26	0.44
Physical facilities attract and retain teachers in school	150	79	40	21	-	-	-	-	-	-	1.22	0.42
Teachers work in good conditions	40	21	20	10	-	-	100	53	30	16	2.54	1.46
Lack of physical facilities Affect pupils' performance	156	82	20	11	-	-	10	5	4	2	1.35	0.89
The head teacher faces challenges in management due to lack of physical facilities	168	88	12	-	-	-	4	2	6	3	1.25	0.84
Grand Mean											1.50	0.75

1- Strongly Agree, 2- Agree, 3- Neutral, 4- Disagree and 5- Strongly Disagree

Table 4.14 show that 190(100%) of the teachers in the sampled schools agreed that adequate physical facilities lead to effective teaching. This implies that schools which did not perform well in examinations could be lacking physical facilities. Teacher's 190(100%) also agreed that physical facilities contribute to pupils' academic performance. It indicates that 60(31%) of teachers agreed to be working in good conditions and 130(69%) of teachers disagreed to be working in good conditions.

It indicates that 176(92%) of teachers agreed that lack of physical facilities affect pupils' performance and 179(94%) of teachers agreed that head teachers face challenges in management of schools without facilities such as libraries, classes, desks among others.

Table 4.14 shows that grand mean score for teachers as 1.5. The standard deviation was 0.75, this indicates a small figure that means it is close to grand mean. Therefore, the findings show that both grand mean and standard deviation show that teachers agreed that physical facilities lead to effective teaching and physical facilities contribute to student performance. However, teachers agreed that lack of physical facilities has a negative impact on pupils' academics, therefore, management of school becomes challenging due to lack of adequate physical facilities in the schools in Matungu Sub County.

Further analysis was done to determine the relationship between the physical facilities and student's performance. In order to check for the relationship between the physical facilities and students' performance, Pearson correlation test was conducted. The outcome is as presented in Table 4.15.

Table 4. 15: Pearson's correlation test on the Relationship between physical facilities and pupils' performance.

			pupils' academic performance	Physical facilities
pupils' performance	academic	Pearson Correlation	1	.252**
		Sig. (2-tailed)		.000
		N	209	204

Table 4.15 shows prevalence of positive relationship between physical facilities and pupils' performance which is significant (n=209, r 252** and P<0.05). This implies that availability of physical facilities improves pupils' performance. The study findings of both head teachers and teachers concurred with Lewis (2014) on the importance of infrastructure on academic performance. Lumuli (2009) agrees with Akinfolarin (2008) on the importance of adequate facilities on the impact on academic performance. Kafui, (2005) opines that class size is a factor in effective classroom teaching.

4.7 Teaching and Learning Resources and their influence on KCPE

performance

The study sought to establish the influence of teaching and learning resources on pupils' performance. Learning and teaching resources include science equipment, computer laboratory equipment, textbooks, and mathematical instruments among others. The head teacher were tasked to rate the items on a five point scale. The results are tabulated in Table 4.16.

Table 4. 16: Head teachers' responses on availability of teaching and learning resources.

Statement	SA		A		UD		D		SD		Mean	Std.Dev
	n	%	n	%	n	%	n	%	n	%		
Adequate teaching and learning resources are linked to performance	13	68	4	21	-	-	1	5	1	5	1.77	1.26
Teaching and learning Resources are relevant	10	53	5	26	1	5	2	11	1	5	1.89	1.24
Teaching and learning resources enhance effective teaching	12	63	5	26	-	-	1	5	1	5	1.63	1.11
Teaching and learning resources motivate learners to learn	14	73	2	11	-	-	1	5	1	5	1.50	1.1
Teaching and resources are well utilized in schools	4	21	1	5	-	-	10	53	4	21	3.36	1.3
My school receives teaching and learning resources on time	1	5	2	11	-	-	8	42	8	42	4.05	1.17
Grand Mean											2.37	1.2

1- Strongly Agree, 2- Agree, 3- Neutral, 4- Disagree and 5- Strongly Disagree

The findings from the Table 4.16 show that majority of head teachers 17(89%) agreed that adequate teaching and learning resources are linked to performance. The findings also revealed that majority of head teachers 15(79%) agreed that their schools had relevant teaching and learning resources. This implies that good performing schools procured relevant teaching and learning resources which led to good performance. Few head teachers 3(16%) disagreed that the teaching and learning resources were relevant.

On effective teaching majority of head teachers 17(89%) agreed that teaching and learning resources enhance effective teaching. On motivation majority of head teachers 16(84%) agreed that teaching and learning material motivate learners to learn. The findings are in line with Ayoo (2002) in his study on the factors affecting students' performance in public secondary schools.

Grand mean and standard deviation was calculated on responses of head teachers on teaching and learning resources in Matungu Sub County. The results show that the mean was 2.37 rounded off to 2, an indication that most of the teachers agreed with all the statement regarding the influence of availability of teaching and learning resources on student performance. This is an indication that head teachers agreed that adequate teaching and learning resources are linked to student's performance, adequate teaching and learning resources are relevant to effective teaching of students, they also attested that adequate teaching and

learning resources motivates learners. The responses from the teachers were computed in order to draw a comparison between teachers' opinion and the head teachers' opinion. This is as presented in Table 4.17.

Table 4. 17: Teachers' responses on influence of teaching and learning resources on pupils' performance

Statement	SA		A		UD		D		SD		MEAN	STD DEV.
	n	%	n	%	N	%	n	%	n	%		
Adequate teaching and learning resources are linked to performance	122	64	42	22	-	-	20	11	6	3	1.64	1.08
Teaching and learning resources are relevant	89	47	47	25	-	-	34	18	20	11	2.24	1.45
Teaching and learning resources enhance effective teaching	94	49	76	41	10	5	10	5	-	-	1.65	0.77
Teaching and learning resources motivate learners to learn	76	41	92	48	-	-	12	6	10	5	1.79	1.09
Teaching and resources are well utilized in schools	72	38	79	42	-	-	15	8	24	13	2.15	1.35
My school receives teaching and learning resources on time	47	25	29	15	10	5	54	28	50	26	3.14	1.58
Grand Mean											2.10	1.22

1- Strongly Agree, 2- Agree, 3- Neutral, 4- Disagree and 5- Strongly Disagree

Table 4.17 show that 144 (86%) of the teachers agreed that adequate teaching and learning resources are linked to good academic performance. The majority of teachers 136 (72%) agreed that their schools had relevant teaching and learning resources. It shows teachers 170(90%) agreed that teaching and learning resources enhance effective teaching.

Schools with adequate teaching and learning resources perform well in examinations whereas schools without such resources perform poorly and 168(89%) of teachers agreed that teaching and learning material motivate learners to learn. and 22(11%) of teachers disagreed with the assertion. 151(80%) of teachers agreed to be utilizing teaching resources and 39(40 %) of teachers agreed that teaching resources are received on time. and 104(54%) of teachers disagreed that they received resources on time.

Further analysis to check the distribution of responses in regards to the statements on whether teaching and learning resources influence pupils' performance indicates most of the teachers agreed to the statement as attested by a mean of 2, which represents agree. The standard deviation of 1.22 implies that there is closeness of the responses. Therefore, this is an indication that teachers agreed that adequate teaching and learning resources are linked to performance of the students. They also indicated that adequate teaching and learning resources enhance student performance as well as adequate teaching and learning resources

motivates student's performance. A correlation test was done to establish the relationship between availability of teaching and learning materials and pupils' academic performance. The results are in Table 4.18.

Table 4. 18: Pearson's correlation between teaching and learning resources and pupils' performance

		pupils' academic performance	Availability of teaching learning resources
pupils' academic performance	Pearson Correlation	1	.435**
	Sig(2tailed)		.000
	N	209	207

Table 4.18 displayed presence of a statistically significant relationship between teaching and learning materials and pupils' performance (n=209, r= .435** and P<0.05). This implies that there is a positive relationship between teaching and learning material and good school outcomes of the pupils. The findings of the study agreed with Asikhia (2010) and Nebraska Synode (2009)that adequate and well prepared instructional material contribute to good learning outcomes.

4.8 Leadership and its influence on performance

The study sought to determine the influence of leadership factors on pupils KCPE performance. The head teachers' responses are indicated in Table 4.19

Table 4. 19: Head teachers’ responses on influence of leadership on pupils’ academic performance

	SA		A		UD		D		SD		MEAN	STD. DEV
	n	%	n	%	N	%	n	%	n	%		
I participate in school decision making	19	100	-	-	-	-	-	-	-	-	1.00	0.00
The head teacher uses democratic leadership	10	52	-	-	-	-	9	48	-	-	2.42	1.53
Teachers are free to give their suggestions	13	68	6	32	-	-	-	-	-	-	1.40	0.50
The head teacher consultations	7	37	9	47	-	-	2	11	1	5	2.00	1.18
Teachers deliberate school issues in Subject panels	2	11	2	11	4	21	10	52	1	5	3.22	1.06
Head teacher does not seek for Teachers opinions	2	11	4	21	-	-	13	68	-	-	3.26	1.14
Head teacher makes decision on his own	3	16	2	11	-	-	4	21	-	-	2.55	1.42
Grand Mean											2.26	0.98

1- Strongly Agree, 2- Agree, 3- Neutral, 4- Disagree and 5- Strongly Disagree

Table 4.19 shows that a lot of head teachers 19(100%) agreed that they participated in making decisions in schools. On the statement of democratic leadership of head teachers 109 (52 %) of head teachers agreed that head teachers are democratic in their leadership. On teacher’s freedom to give suggestions all the head teachers 19(100 %) agreed that teachers were free to give their opinions on school matters. 38(20%) of teachers disagreed with the assertion.

On the statement of head teachers encouraging consultation in schools, 16(84%) of head teachers agreed that head teachers allowed consultations in schools. However, 3(16%) of head teachers disagreed with the assertion. On the statement on subject panels, only a few head teachers 4(22%) and majority of teachers 96(50%) agreed that school issues are deliberated in subject panel meetings.

On the statement of head teachers seeking for teachers' opinion, 6(32%) of head teachers agreed that head teachers did not make any consultation on matters of the school. On the statement of the head teachers making decisions on their own, only 5(27%) on the issue. 14(74%) of the head teachers and 11(20%) of the teachers disagreed with the assertion.

The grand mean for all the statements regarding the influence of leadership on students' performance indicates on average all teachers agreed to the statements that leadership influences students' performance. This is as attested by a mean of 2.26 which falls in the category agreed. The views of the teachers on statements related to influence of leadership on pupils' performance is as tabled in Table 4.20.

Table 4. 20: Teachers’ responses on influence of leadership on pupils’

performance

Statement	SA		A		UD		D		SD		MEAN	STD.DE
	n	%	n	%	n	%	n	%	n	%		
I participate in school decision making	100	53	61	32	-	-	20	10	9	5	1.70	1.84
The head teacher uses democratic leadership	70	37	47	25	-	-	73	38	-	1.34	2.37	
Teachers are free to give their suggestions	101	53	51	27	-	-	30	16	8	4	1.22	1.89
The head teacher consultations	80	42	40	21	-	-	63	33	7	4	1.40	2.35
Teachers deliberate school issues in Subject panels	40	21	56	29	-	-	44	23	50	26	1.27	2.44
Head teacher does not seek for Teachers opinions	120	63	40	21	-	-	50	26	-	-	1.29	1.89
Head teacher makes decision on his own	140	73	30	16	-	-	11	6	9	5	1.08	1.52
Grand Mean											1.33	2.04

1- Strongly Agree, 2- Agree, 3- Neutral, 4- Disagree and 5- Strongly Disagree

Table 4.20 shows that 161 (85%) teachers agreed that they participated in making decisions in schools. Contrary 15(29%) of teachers disagreed with the opinion. This meant that a few schools with poor KCPE performance did not embrace participatory decision making. It indicates 117(62%) of teachers agreed that head teachers are democratic in their leadership and 152(80%) of teachers agreed that teachers were free to give their opinions on school matters.

120 (63%) of teachers agreed that head teachers allowed consultations in schools. The majority of teachers 96(50%) agreed that school issues are deliberated in subject panel meetings.

The majority of teachers 160 (84%) agreed that head teachers ignore them and their ideas. 169(80%) of teachers agreed that head teachers make their own decision. The researcher found out that this non-inclusion on decisions in school makes teachers unconcerned with what happens in school. Table 4.20 shows that the grand means for teachers was 2.5, this indicates that most of the teachers agreed with the statements on influence of leadership on students’ performance. Further analysis was computed to establish the relationship between leadership and the students’ academic performance. This is indicated by Table 4.21.

Table 4. 21: Relationship between leadership and pupils’ performance

		Pupils’ academic performance	Leadership
Pupils’ academic performance	Pearson	1	.577**
	Correlation		
	Sig. (2-tailed)		.000
	N	209	154

Table 4.21 brings out the fact that there is a statistically significant relationship between leadership and pupils’ performance (n=209, r= .577** and p<0.05). This implies leadership that involves consultation and wide participation of the teachers on school matters leads to good performance in examinations by

students. The study findings concurred with Datuk (2015) and Clinton (2017) on effective management of schools by head teachers. The researcher observed that teachers are important curriculum implementers and should be motivated by head teachers to contribute towards school programs as Clinton (2017) asserts.

4.9 Head teachers and teachers' responses on academic performance

The study intended to determine the academic performance of pupils in KCPE.

The head teachers' responses are presented below.

Table 4. 22: Views of head teachers on academic performance

Statement	SA		A		UD		D		SD		Mean	std. deviation
	n	%	n	%	n	%	n	%	n	%		
Teachers complete syllabus in good time	3	16	1	5	-	-	5	26	10	53	3.95	1.51
Pupils are motivated to learn with teachers support	4	21	3	16	-	-	10	53	2	11	3.16	1.42
The school performance in KCPE is the best in the sub county.	4	21	2	11	5	26	7	37	1	5	5.05	9.51
My performance is better than last year's performance	3	16	3	16	-	-	10	53	3	16	3.37	1.38
The school performance has attracted High enrolment.	4	21	1	5	-	-	10	53	4	21	3.47	1.47
The school received The best award for KCPE performance	-	-	-	-	-	-	15	79	4	21	4.21	0.42
The school participated in science Symposium at the region	-	-	-	-	-	-	16	84	3	16	4.16	0.37
Grand Mean											3.91	2.30

The data above indicates that a few head teachers 4(21%) agreed that teachers complete the syllabus on time. The researcher noted that the relationship between teachers and head teachers' opinions may be true to the fact that teachers do not complete their syllabus on time. However, 15(79 %) of head teachers said teachers do not complete the syllabus on time.

On motivation 7(37%) of the head teachers agreed that pupils are motivated by teachers to work. 12 (64%) of head teachers disagreed that pupils are motivated to learn. This shows that majority of head teachers do not motivate their pupils. Motivation is very important in a school setting as it re-energizes people to work even harder. Lack of motivation could be another reason for poor performance in KCPE examinations in Matungu sub-county. On the statement of school performance 6(32%) of head teachers agreed that they were the best in KCPE performance. On the statement of head teachers and teacher's performance being better than the previous years, a few head teachers 6(32%) agreed with the opinion.

On the statement of school performance attracting high enrolment, only 5(26%) of the head teachers saw schools enroll more pupils due to their performance. However 14 (74%) of head teachers disagreed with the opinion. This implies that poor performance in KCPE examinations did not attract pupils to school. This could mean schools with good performance had high enrolment. On the statement

of the school receiving the best award for KCPE performance there were no teachers who agreed to this opinion.

On the statement of the school participating in science symposium there was a nil response on this. However, 100 % of both head teachers disagreed with the opinion. This implied that the majority of schools either did not make it in science symposium to the region or they did not take part in science symposium. The standard grand mean was 2.29. This shows a small figure of standard deviation an indication that the standard mean and grand mean of head teachers are very close, therefore, the head teachers disagreed that the academic performance influence KCPE performance in line with the school participated in science symposium, teachers don't cover syllabus on time, school performance has attracted high enrolment, school KCPE performance is better than last year's performance and the school KCPE is the best in sub county. The view of the teachers on pupils' performance was also sought. The results are tabulated in Table 4.23.

Table 4. 23: Views of teachers on academic performance

Statement	SA		A		UD		D		SD		Mean	Std deviation
	n	%	n	%	n	%	n	%	n	%		
Teachers complete syllabus in good time	43	23	39	21	-	-	58	31	50	26	3.27	1.57
Pupils are motivated to learn with teachers support.	34	17	39	21	-	-	62	32	55	29	3.33	1.52
The school performance in KCPE is the best in the sub county.	79	42	11	6	-	-	60	32	40	21	2.85	1.69
My performance is better than last years performance	47	25	45	24	-	-	49	26	49	26	3.04	1.60
The school performance has attracted high enrolment.	27	14	46	24	10	5	41	22	66	35	3.2447	1.35778
The school received the best award for KCPE performance	-	-	-	-	-	-	141	74	49	26	3.06	1.45
The school participated in science Symposium at the region level	-	-	-	-	-	-	161	85	29	15	4.26	0.44
Grand Mean											3.29	1.37

The data shows that 82(44%) of teachers agreed that they complete the syllabus in good time. About motivation to pupils 76(38%) of teachers agreed that they motivate learners to learn. On school performance 90(48%) of teachers agreed that they were the best in performance in KCPE. On the statement of teachers performance being the better that the previous year, 92 (49%) agreed with the opinion. On the question of enrolment 73(38%) saw the enrolment go up due to

performance. Table 4.23 indicates that the grand mean of teachers was 3.29. During coding of responses 3 represented undecided. The standard deviation grand mean was 1.37. This shows small figures that mean both means are very close. This implies that the teacher's views on academic performance they remained neutral. This could be fear from their head teachers to display bad image of their schools. However, on single statements such as the school received the best award for KCPE performance, the school participated in science symposium at the regional levels teachers disagreed with the opinions. The findings concur with Datuk (2015) and Clinton (2017) on effective management of head teachers and how it improves school performance. Table 1 shows the grand mean of head teachers was 3.91. During coding of responses 4 represented disagree.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study aimed at investigating institutional factors that influenced pupils KCPE performance in Matungu sub county, Kakamega County. The chapter highlights the summary of the study, conclusions, recommendations and suggestions for further research studies.

5.2 Summary of the Study Findings

The study was guided by these objectives; to determine the influence of head teachers professional support on pupils' performance, to determine the influence of professional development on pupils' performance, to assess the influence of physical facilities on pupils' performance, to establish influence of teaching and learning resources on pupils' performance and to determine the influence of leadership factors and KCPE performance.

The significance of the study was that from the findings, information may be provided to educational practitioners and other stakeholders on institutional factors influencing pupils' performance in KCPE in schools hence seek solutions to the problem. Policy makers would also find the study useful as they attempt to formulate educational policies on course of action to enhance pupil's performance

in KCPE in public primary schools. The study would also form a base for further research on pupils' performance in KCPE examinations in public primary schools in Kenya. The study was based on Systems Theory which was proposed by Ludwig von Bertalanffy in the 1940s. The theory assembles interdependent elements which function together as an entity to yield a final unique product to the assemblage. The study used correlation research design which enabled the researcher to collect information concerning subjects under study. The target population consisted of 760 respondents in Matungu Sub County which had 60 head teachers and 700 teachers.

Stratified sampling procedure was used to select 30 percent of schools which participated in the study based on the four educational zones within Matungu Sub County which made 19 out of 60 head teachers and 210 out of 700 teachers. The research instrument used was a two set of self-administered questionnaires. The head teachers and teachers' questionnaires consisted of six parts which were geared towards institutional factors influencing pupils' KCPE performance. Data was analyzed by use of statistical package for social sciences version 22 in a computer software programme.

The findings of the research revealed that there were institutional factors influencing KCPE performance in Matungu sub county, Kakamega County. Data on head teachers gender revealed that majority of head teachers 10(84%) were

males and only 3(16%) were females. This numbers could affect the girl child's morale and performance which could also lead to poor KCPE performance. On the gender of teachers, majority of teachers 137(72%) were females whereas 53 (28%) were male teachers. This could cause much attention to the girls than boys and could eventually lead to poor performance in KCPE examinations.

On age distribution, findings revealed that 10(53%) of head teachers were aged between 40 and 50 years of age, while most teachers 100(53%) were aged between 30 and 40 years of age. This revelation means that the majority of both head teachers and teachers were young and energetic which could be a boast to good performance.

On teaching experience, the majority of head teachers 10 (53 %) and 55(29%) of teachers had an experience of between 21 to 30 years and above. This showed that most schools had experienced teachers who could handle school matters and the curriculum, and this could lead to good performance in examinations. On head teachers and teachers' professional qualifications, findings revealed that 10(52%) of head teachers had a bachelor's degree and above while majority of teachers 130(68%) had a diploma and above.

However, 4(21%) of head teachers and 60(32%) of teachers had the lowest qualifications. The quality and dedication of both head teachers and teachers have a direct impact on pupils' performance. These findings further showed that there is a significant relationship between teacher's years of teaching and pupils' performance as indicated by a ($p < 0.05$).

5.2.1 Head teachers' professional support and pupils' performance

Both descriptive and inferential analyses revealed that the head teachers offered professional support and that there is a significant relationship between professional support and pupils performance ($n=209$, $r=.325^{**}$ and $p < 0.05$). The findings also indicated that head teacher exercise their professional support through engaging teachers on subject panel meetings, checking records, syllabus coverage or academic materials thus this led to good professional support skills on teachers and also improving better performance of the pupils in their examination. Further results of mean, grand mean and standard deviation demonstrated that this objective was met. The grand mean of both head teachers and teachers 2.52 and 1.79 respectively affirms that there was professional support in line with supervising teaching in the class, engaging teachers in subject panel meetings and checking professional records thus leading to better performance of pupils in the KCPE examinations.

5.2.2 Teachers' professional development and pupils' performance

The findings implied there is a strong relationship between the teacher's professional development and the pupil's performance ($n=209$, $r=.416^{**}$ and $p<0.05$). This implies that the head teachers and teachers engage themselves by enabling platforms such as in-service trainings, workshops, seminars or benchmarking that add value on teacher's pedagogical skills that boost the good performance of the students. Further results indicate the grand mean of both head teachers and teachers 2.11 and 2.29 respectively indicates that there was professional development in line students' performance where schools provide opportunities for teachers to learn new skills, there are in-service training programs for teachers. Teachers access feedback regularly and getting new knowledge that adds value and pedagogical skills to teachers as well as boosting performance of pupils in their examinations.

5.2.3 Physical facilities and KCPE performance

The study revealed a statistical significance relationship between the physical facilities and students' performance ($n=209$, $r .252^{**}$ and $P<0.05$). The findings show that adequate physical facilities influence good performance of the students. Further results indicates that the grand mean for head teachers and teachers 1.7143 and 1.5000 respectively implies that teachers and head teachers all agreed that adequate physical facilities lead to good performance of pupils in KCPE examinations.

5.2.4 Teaching and learning resources on KCPE performance

The findings show that there is a positive relationship between teaching and learning resources and student performance ($n=209$, $r= .435^{**}$ and $P<0.05$). This indicates that head teachers and teachers are well equipped with instructional materials; receiving resources on time and government disbursing money for free primary educations thus these resources improve the performance on the students.

The findings of grand mean for head teachers and teachers 2.37 and 2.10 respectively both rounded off to 2 and standard deviation grand mean of head teachers and teachers 1.2220 and 1.2221 both rounded off to 1 respectively affirms that teaching and learning resources are linked to better performance of students in examination.

5.2.5 Leadership and its influence on KCPE performance

The study established a statistical significance relationship between the head teachers and teachers' leadership and the students' performance ($n=209$, $r= .577^{**}$ and $p<0.05$). These results indicate that head teachers and teachers are engaged in leaderships skills among teachers such as subject panel meetings, departmental roles or teachers' promotions that results to teachers' motivation that highly contribute to good performance on the students. The mean of 2.26 and 2.04 for heads of schools and teachers respectively and standard deviation of head teachers

and teachers 0.98 and 1.33 both these suggest that heads of schools did not apply good leadership in schools hence poor performance in K.C.P.E.

5.2.6 Academic performance

The majority of teachers 156(82%) and only4 (21%) of the head teachers agreed that they completed their syllabus on time. This means that if the head teachers were observing lessons, its true teachers did not complete their syllabus on time and could be the cause for poor performance in KCPE examinations. It was also observed that majority of teachers did not motivate learners in school which could also be a reason for poor performance in KCPE examinations.

5.3 Conclusions

Based on the research findings, it was finalized that there was a statistical significance relationship between teachers professional support, professional development, physical facilities, teaching and learning resources, leadership factors and pupils performance in national examination.

5.4 Recommendations

Based on the findings, the following were recommended:

- a) The government through Teachers Service Commission (TSC) should strengthen supervisory activities in primary schools;

- b) The study recommended that the head teachers should offer professional support to all the teachers in order to boost pupils' performance in examinations; and
- c) The study recommended that the education funds should be availed in time in order to procure physical facilities in schools hence facilitate pupils' learning and performance.

5.5 Suggestions for Further Study

The study found that many factors contribute to poor KCPE performance in Matungu Sub County. It is suggested that

- i. A study should be carried out in the entire country in order to establish whether there are other institutional factors influencing pupils' performance in Kenya Certificate of Primary Education level in Matungu Sub-County.
- ii. It is also suggested that another study be conducted to determine causes of poor performance in Kenya Certificate of Secondary Education level in Matungu sub-county.
- iii. Research to be conducted on the underlying factors for good KCPE performance in private primary schools in Matungu sub-county.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

Ongatoh Phaniel Marunga
Department of Educational Administration
University of Nairobi
P.O. Box 92
Kikuyu

The Head teacher,
_____ Primary School

Dear Sir/ Madam,

REF: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a Masters student at the University of Nairobi conducting a research to investigate Institutional factors influencing pupils' performance in Kenya Certificate of Primary Education in Matungu Sub-County, Kakamega County. Information obtained will be purely for research purpose.

Thank you for your cooperation and assistance.

Yours faithfully,

Ongatoh Phaniel Marunga

APPENDIX 2: HEAD TEACHER'S QUESTIONNAIRE

Introduction

Any information you give will be used for purposes of this research only. Please do not indicate your name or school anywhere in this questionnaire. Tick [✓] the appropriate answer in the bracket [] provided and fill in the spaces provided for questions requiring your opinion.

Do not write your name or that of your school for confidentiality purposes.

Section A: Demographic Information

1. What is your gender? Male [] Female []
2. What is your age bracket?
 30 years [] 41-50 years [] 51- 60 years []
3. What is your teaching experience?
 0-10 years [] 11-20 years []
 21- 30 years [] above 30 years []
4. What is your highest professional qualification?
 PhD [] Diploma []
 Masters [] Bachelor's Degree []

Section B: Institutional Factors

1. Tick according to your level of agreement. (Please indicate by using 1- Strongly agree (SA), 2-Agree (A), 3- Undecided (UD), 4- Disagree (D), 5- Strongly disagree (SD)

a) Head teachers professional support	SA	A	UD	D	SD
i. The head teacher has been supervising teaching in class					
ii. The head teacher checks on professional records regularly					
iii. I am provided with current information relating to my profession					
iv. Teachers are engaged in subject panel meetings					
v. My personal problems are dealt with in a positive manners					
vi. My supervision promotes pupils learning					
vii. The head teacher receive regular feedback from teachers					
viii. The head teacher motivates both teachers and pupils					
b) Teachers professional Development					
i. My school provides me with opportunity to improve my skills					
ii. I have opportunities to learn new things					
iii. The head teacher frequently arranges training programs					

iv. I have attended workshops on Early Grade Literacy					
v. In-service training increase teachers professionalism					
vi. Teachers receive in-service training for professional development					
vii. There are professional development benefits in this school					
c) Physical Facilities					
i. Adequate physical facilities leads to effective teaching					
ii. Physical facilities contribute to pupils academic performance					
iii. Physical facilities attract and retain teachers and pupils in school					
iv. Teachers work in good conditions					
v. Lack of physical facilities affect pupils performance					
vi. The head teacher faces challenges in management due to lack of adequate physical facilities					
d) Teaching and Learning Resources					
i. Adequate teaching and learning resources are linked to performance					
ii. The teaching/learning resources are relevant					
iii. Teaching/learning resources enhance effective teaching					
iv. Teaching/learning resources motivate learners to learn					
v. Teaching/learning resources are well utilized in school					
vi. My school receives teaching and learning materials on time					
e) Leadership and performance					
i. I participate in school decision making					
ii. The head teacher uses democratic leadership					
iii. Teachers are free to give their suggestions					
iv. The head teacher involves consultations in school					
v. Teachers deliberate school issues in subject panels					
vi. The head teacher does not seek for teachers opinions					

vii. The head teacher makes decisions on his own					
Section c: Academic performance					
i. Teachers complete the syllabus in good time					
ii. Pupils are motivated to learn with teachers support					
iii. The school performance in KCPE is best in the sub county					
iv. My performance is better than last years' KCPE performance					
v. The school registered an improvement in KCPE performance					
vi. The school performance has attracted high enrolment					
vii. The school received the best award for KCPE performance					
viii. The school participated in science symposium at the regional level					

Thank you for your cooperation and participation.

APPENDIX 3: TEACHER'S QUESTIONNAIRE.

Introduction

Tick [✓] the appropriate answer in the bracket [] provided and fill in the spaces provided for questions requiring your opinion. Do not write your name or that of your school for confidentiality purposes.

Section A: Demographic Information

1. What is your gender? Male [] Female []
2. What is your age?
 30-40 years [] 41-50 years [] 51- 60 years []
3. What is your teaching experience?
 0-10 years [] 11-20 years []
 21- 30 years [] above 30 years []
4. What is your highest professional qualification?
 PHD [] Masters []
 Bachelor's Degree [] Diploma []

Section B: Teachers professional support

2. Tick according to your level of agreement. (Please indicate by using 1- Strongly agree (SA), 2-Agree (A), 3- Undecided (UD), 4- Disagree (D), 5- Strongly disagree (SD))

b) Teachers professional support	SA	A	UD	D	SD
i. The head teacher has been supervising teaching in class					
ii. The head teacher checks on professional records regularly					
iii. I am provided with current information relating to my profession					
iv. Teachers are engaged in subject panel meetings					
v. My personal problems are dealt with in a positive manners					
vi. My supervision promotes pupils learning					
vii. The head teacher receive regular feedback from teachers					
viii. The head teacher motivates both teachers and pupils					
b)Teachers professional Development					
i. My school provides me with opportunity to improve my skills					
ii. I have opportunities to learn new things					
iii. The head teacher frequently arranges training programs					
iv. I have attended workshops on Early Grade Literacy					

v. In-service training increase teachers professionalism					
vi. Teachers receive in-service training for professional development					
vii. There are professional development benefits in this school					
c) Physical Facilities					
i. Adequate physical facilities leads to effective teaching					
ii. Physical facilities contribute to pupils academic performance					
iii. Physical facilities attract and retain teachers and pupils in school					
iv. Teachers work in good conditions					
v. Lack of physical facilities affect pupils performance					
vi. The head teacher faces challenges in management due to lack of adequate physical facilities					
d) Teaching and Learning Resources					
i. Adequate teaching and learning resources are linked to performance					
ii. The teaching/learning resources are relevant					
iii. Teaching/learning resources enhance effective teaching					
iv. Teaching/learning resources motivate learners to learn					
v. Teaching/learning resources are well utilized in school					
vi. My school receives teaching and learning materials on time					
e) Leadership and performance					
i. I participate in school decision making					
ii. The head teacher uses democratic leadership					
iii. Teachers are free to give their suggestions					
iv. The head teacher involves consultations in school					
v. Teachers deliberate school issues in subject panels					
vi. The head teacher does not seek for teachers opinions					

vii. The head teacher makes decisions on his own					
Section c: Academic performance					
i. Teachers complete the syllabus in good time					
ii. Pupils are motivated to learn with teachers support					
iii. The school performance in KCPE is best in the sub county					
iv. My performance is better than last years' KCPE performance					
v. The school registered an improvement in KCPE performance					
vi. The school performance has attracted high enrolment					
vii. The school received the best award for KCPE performance					
viii. The school participated in science symposium at the regional level					

Thank you for your cooperation and participation.

APPENDIX 4: AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/71897/17352**

Date: **24th May, 2017**

Phanuel Ongatoh Marunga
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Institutional factors influencing pupils’ performance at Kenya Certificate of Primary Education in Matungu Sub County Kakamega County,”* I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for the period ending **23rd May, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Kakamega County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

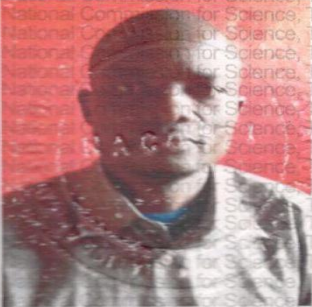
The County Commissioner
Kakamega County.

The County Director of Education
Kakamega County.

APPENDIX 5: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. PHANUEL ONGATOH MARUNGA
of UNIVERSITY OF NAIROBI, 55-50117
koyonzo, has been permitted to conduct
research in Kakamega County
on the topic: INSTITUTIONAL FACTORS
INFLUENCING PUPILS' PERFORMANCE
AT KENYA CERTIFICATE OF PRIMARY
EDUCATION IN MATUNGU SUB COUNTY
KAKAMEGA COUNTY
for the period ending:
23rd May, 2018


Permit No : NACOSTI/P/17/71897/17352
Date Of Issue : 24th May, 2017
Fee Received :Ksh 1000



[Signature]
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA
NACOSTI
National Commission for Science,
Technology and Innovation
RESEACH CLEARANCE
PERMIT
Serial No. A/14163
CONDITIONS: see back page