

**INSTITUTIONAL FACTORS INFLUENCING PERFORMANCE OF
PUPILS IN KENYA CERTIFICATE OF PRIMARY EDUCATION
EXAMINATIONS IN PUBLIC PRIMARY SCHOOLS IN NYAHURURU
DISTRICT, LAIKIPIA COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfillment for the award of Master
of Education Degree in Educational Administration,**

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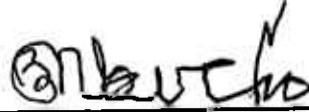
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DECLARATION

This project report is my original work and has never been presented for award of a degree in any other university.



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This project report has been submitted for examination with our approval as
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Dedication

I dedicate this work to my wife Lydia Muthoni, and our children Caleb Irungu, David Murage, Esther Wanjira, Faith Waniiri, Gabriel Maina and James Mwangi.

May it inspire them to pursue education.

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ABBREVIATIONS AND ACRONYMS

CDF	Constituency Development Fund
DEO	District Education Office/Officer
FPE	Free Primary Education
K C P E	Kenya Certificate of Primary Education Examination
K C S E	Kenya Certificate of Secondary Education Examination
KNEC	Kenya National Examination Council
M O E	Ministry of Education
NACADA	National Commission on Alcohol and Drug Abuse
T S C	Teachers Service Commission
U N E S C O	United Nations Educational Scientific and Cultural Organization
U O N	University of Nairobi

ABSTRACT

The purpose of this study was to investigate the institutional factors that influence performance of public primary schools in KCPE in Nyahururu District in Laikipia County, Kenya. This study was guided by the following objectives: to determine the influence of head teachers' administrative skills, availability of teaching and learning resources, pupils discipline and time management on academic performance of public primary schools in Nyahururu District.

The theoretical framework was based on the two factor theory by Fredrick Herzberg where the researcher highlighted the influence of job satisfiers and job dissatisfiers on academic performance by teachers and pupils. The researcher used descriptive survey research design; the sample population was 15 head teachers and 53 class teachers of standard 7 and 8 classes in public primary schools in Nyahururu District from a target population of 68 head teachers and 186 standard 7 and 8 class teachers . The research instruments were two types of questionnaires; one to be filled by class teachers, which had questions related to management of institutional factors that influence pupils' academic performance in primary schools.

On the data collection process, the researcher obtained a research permit from the National Council of Science and Technology, which was presented to Nyahururu District commissioner and the Nyahururu District Educational Officer to allow him to conduct the research in the primary schools of Nyahururu District.

Content validity was also checked by the supervisors while the reliability was determined through test-retest technique and both found to be acceptable.

The head teachers' questionnaire had a co-efficient of 0.7 while the teachers' questionnaire had 0.8 coefficient in reliability where Spearman's product coefficient formula was used. On data analysis, the responses on the questionnaires were analyzed using descriptive statistics such as frequencies and percentages and presented in tables, graphs and pie charts. On the influence of head teachers' administrative skills, the study reviewed that most head teachers discussed examination results with teachers in regular staff meetings, with a view to evaluate and improve on them. Class teachers also reviewed that head teachers motivated them on various ways to improve academic performance. Also all the head teachers were qualified and had a long teaching and administrative experience.

On the impact of availability of teaching and learning resources, the study reviewed that most schools were either poorly or fairly equipped with various teaching and learning resources such as textbooks and other teaching aids. However examination revision materials were found to be easily accessible, most teachers were also making and using academic records appropriately and most teachers were giving assignments to their pupils. However over enrolment of pupils in classes and overloading of teachers in most schools may be a hindrance to good academic performance in public primary schools.

Concerning the influence of pupils discipline on academic performance the study revealed that most headteachers indicated that indiscipline cases affected performance in their schools where learning was disrupted for individual pupils

who were either absent from school or were doing punishment. Some of the pupils even influenced the weaker pupils into indiscipline. Although many teachers did not acknowledge indiscipline to be a major problem in their classes, all stakeholders have to play their roles in upholding discipline for better academic performance.

Concerning the impact of time management on academic performance the study revealed lack of enough time for individual attention to pupils by teachers due to large class sizes and teaching loads, poor syllabi coverage in most schools and lack of time for revision and remedial work due to various causes which interfere with the teaching and learning programmes unduly. These problems may cause poor academic performance and therefore require urgent address.

Finally the researcher has given recommendations to the various stakeholders on their various roles in improving academic performance in the district. For instance; headteachers to ensure more focused teaching on syllabus coverage, parents to promote better discipline and facilities for their children, quality and assurance and standards officers to visit the schools and advice headteachers and teachers more regularly and Teachers' Service Commission to recruit more teachers and deploy them appropriately. These and other recommendations may help improve academic performance in the primary schools under study.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The present 8-4-4 system of education in Kenya was recommended by the Report of the Presidential Working Party on a Second University (Republic of Kenya, 1981) which proposed that at the end of eight years there should be a national examination the Kenya Certificate of Primary Education Examination (KCPE). Although the primary school education is dominated by the desire of parents and pupils to excel in the KCPE examination, pupils' performance in KCPE has been unsatisfactory nationwide. Results of KCPE indicate a big drop in the highest mark attained by the candidates. In 2008 the highest pupil scored 460 out of 500 marks, in 2009 the highest score was 438 marks and in 2010 the best pupils scored 434 marks. Among the top 100 out of 500 best National candidates only 26 candidates were from public primary schools in 2010. This showed that pupils from private primary schools had performed better than pupils from public primary schools. The candidates who scored less than 100 marks in 2010 were 8110, (Nation newspaper December, 29,2010).

Mulwa (2004) observed that high workload of teachers, unavailability of important resources and facilities, students' indiscipline among others' influenced poor performance in KCPE examination.

Lucy (2004) observed that: There were inadequate teaching/learning facilities, teachers were not adequately equipped in teaching for they rarely attended

in- service courses, head teachers were not consistent in checking teachers records and holding staff meetings, students failed to complete assignments given by teachers and, teachers were unable to complete syllabi in time, Lucy asserted those factors as contributing negatively towards performance of KCPE in Gatanga Division of Thika District.

The performance in KCPE also casts doubt on how well the goals of primary education are being met for those whom primary education is terminal. This is in terms of giving pupils functional literary skills, mathematical skills, science knowledge and functional skills regarding English and Kiswahili languages which are the two national languages in Kenya. The performance may be indicating that the national objectives of primary education are not being achieved adequately. This is additional to the other national long term objectives of primary education in Kenya.

The KCPE is a landmark examination which determines not only transition rate from primary to secondary school for pupils but also helps in accessing knowledge of relevant career information which will help them when they become adults. It has therefore become necessary to look into the problems leading to poor performance in KCPE in Kenya. The government has also made great efforts in uplifting academic performance by employing teachers in all public schools, buying tuition materials such as books, financing administration by paying workers and providing in-service training to head teachers and teachers and giving

many other services through the free primary education programme, constituency development programmes and many other programmes. However, results in many public schools are still poor.

1.2 Statement of the Problem

Nyahururu District public primary schools have been recording poor performance in KCPE for many years. In 2011, Nyahururu District did not produce a candidate among the top 100 students. The best candidate scored 416 over 500 marks. In many schools, the highest mark went below 300 marks; also 47 out of 95 public and private primary schools got below 250 marks out of which 45 of those schools were public schools. The poor performance is further illustrated in the Table 1.1 KCPE results from 2010 – 2012, derived from KCPE results analysis in the D.E.O.'S office Nyahururu.

Table 1.1 KCPE Summary Results of Nyahururu District Public Primary Schools from 2010-2012.

Year	Enrol.	Eng.	Kisw.	Maths	Sci.	S/ST.	PB/SC m/sc.	DT/SC m/sc.
2012	2940	45.91%	49.28%	45.21%	46.79%	46.72%	230.23	250.43
2011	2864	46.93%	46.32%	45.46%	46.46%	45.05%	230	242.9
2010	2562	47.79%	51.75%	44.90%	47.81%	45.98%	238.1	251.69

Key to table 1.1: -

DT – District Total	ENG. – English	Enrol.– Enrollment
KISW. –Kiswahili	Maths – Mathematics	M/SC.–MeanScore
m/sc.–Meanscore in%	SCH. - School	PB – public
sci – Science	S/ST. – Social Studies	

Many schools from districts in Nyandarua County which neighbours Nyahururu District have been performing better according to Ministry of Education (MOE) records during the same periods. Due to poor performance in KCPE by public primary schools in Nyahururu District there was need to study the factors affecting this performance with a view to generate solutions so that more pupils can proceed to secondary schools to complete their basic education.

Many people of Nyahururu district are curious to know why performance of pupils in KCPE examination is poor while the district is endowed with many resources in terms of wealth and human capital. The research proposal aimed at filling this gap where there is limited information.

The study was therefore on institutional factors influencing pupils' performance in the Kenya Certificate of Primary Education Examinations in public primary schools on Nyahururu district, Laikipia County, in Kenya.

1.3 Purpose of the Study

The purpose of this study was to investigate the institutional factors that influence performance in KCPE in Nyahururu District in Laikipia County, Kenya.

1.4 Objectives of the Study:

This study was guided by the following objectives:

- (i) To determine the extent to which administrative skills of head teachers influence performance of pupils in Kenya Certificate of Primary Education Examination.
- (ii) To determine the extent to which availability of teaching and learning resources influence performance of pupils in Kenya Certificate of Primary Education Examination.
- (iii) To determine influence of pupil discipline on academic performance.
- (iv) To determine the extent to which time management by pupils and teachers influences performance of pupils in Kenya Certificate of Primary Education Examination.

1.5 Research Questions

This study sought to answer the following questions.

- (i) To what extent does the head teachers' administrative skills influence performance of pupils in Kenya Certificate of Primary Education Examination?

- (ii) To what extent does availability of teaching /learning resources and facilities influence academic performance of pupils in Kenya Certificate of Primary Education Examination?
- (iii) To what extent does pupils' discipline affect the academic performance in Kenya Certificate of Primary Education Examination?
- (iv) To what extent does time management by pupils influence performance of pupils in Kenya Certificate of Primary Education Examination?

1.6 Significance of the Study

The findings of this study may help head teachers use effective leadership skills that are geared towards better academic performance; Findings may encourage government to provide adequate teaching and learning resources and facilities; encourage teachers to use effective methods of promoting easier learning in schools and encourage teachers and pupils to use appropriate time management principles for better academic performance, encourage pupil discipline to promote teaching and learning and lastly form a basis for further research on factors influencing academic performance.

1.7 Limitations of the Study

The study was limited to institutional factors as vied by the respondents - the head teachers and teachers of public primary schools in Nyahururu District. The researcher did not study pupils' vies and a wide range of other institutional factors that may be influencing academic performance of pupils. The research did not

apply to boarding and private primary schools which have special additional factors which might also affect performance in KCPE through their internal structures.

1.8 Delimitations of Study

The study was limited to public primary schools in Nyahururu District hence the study can only be generalized with caution. Financial constraints, teachers' strike and heavy rain allowed the visit of a small sample of the sixty eight public primary schools in the District.

1.9 Assumptions of the Study

The study was based on the following assumptions;

- (i) All pupils study the same curriculum and are examined on it, this is the 8 year primary school curriculum under the 8-4-4 system of education of Kenya.
- (ii) All teachers are academically and professionally qualified to teach primary schools.
- (iii) Public schools get the necessary assistance through government programmes such as Free Primary Education and Constituency Development Fund and education bursary fund, and also from parents and Non-Governmental Organizations.

1.10 Definition of Significant Terms

The following are the definition of significant terms as used in the study:

Academic performance refers to the level of achievement in terms of marks a student attains in the examination.

Administrative skills refer to training, diplomacy, academic background, diligence, competence and others.

Class size refers to the average number of students in each class.

Discipline refers to standards of behavior with reference towards other socially acceptable norms.

Performance indicators refer to measurable and observable outcomes of teaching and learning process.

Public school refers to an institution managed by government through ministry of education and Teachers Service Commission in which not less than 10 pupils receive regular instructions.

Teaching and learning resources refer to textbooks, teaching and learning aids such as wall charts, maps, models that facilitate teaching /learning process.

1.11 Organization of Study

The study is organized in five chapters. Chapter one is the introduction to the study which includes: -background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms, organization of the study. Chapter two is literature

review which discusses the variables affecting performance of the KCPE examination as reviewed by other researchers in education matters. The literature review looked at the impact on pupil's academic performance of the following variables: head teacher's administrative skills, availability of teaching and learning resources, pupil discipline and, time management. The theoretical framework is based on Fredrick Herzberg's "two factor theory". This is also a conceptual framework in form of a diagram. Chapter three comprises of research methodology. It has an introduction, research design, target population, sample size and sampling procedure, research instruments, instrument validity, instruments reliability and data analysis techniques. Chapter four is data analysis, interpretation and discussions. It begins with an introduction, followed by response rate, background information on respondents and data presentation and interpretation organized according to the objectives of the study. Chapter five finally comprises of summary of study, conclusions, recommendations to various stakeholders in education and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature related to the factors influencing academic performance. It particularly focuses on; skills of the head teacher on influencing performance influence of teaching and learning resources on performance, influence of discipline of pupils on KCPE performance and influence of time management on pupils performance in KCPE. A theoretical framework based on Herzberg's "Two-factor" theory shows influence of the various variables on performance in KCPE. There also is a conceptual framework of the variables and academic performance.

2.2 Head teacher's Administrative Skills and Pupil's Performance

Leadership is the ability of a person to influence the thoughts and behavior of others towards the accomplishment of goals. (Code, 1996).The head teacher is responsible for all matters pertaining to the smooth running of the school (Kimatat 1999).Various studies have been done to show the role of head teacher in academic performance. Kitaka (2004) in a study on factors that influence performance in Kenya Certificate of Secondary Education (KCSE) in private individual secondary schools observed that administrative style can contribute to poor performance. Olembo, Wanga & Karagu (1992) observed that qualities of a head teacher in school, matters in students' performance. The way the head

teacher structures and administers the school, his/her relationship with the teachers and students influence students' performance.

Duigan (1986) identified school leadership as a crucial factor in success of a school. Effective leadership by school principals include: - setting an atmosphere of order, creating a climate of high expectation for staff and students, encouraging collegial and collaborative relationship and building commitment among student and staff to the school goals. Mukundi (1999) found a direct relationship between head teachers attitude and performance of pupils. Muchira (1988) found that the principals' leadership style correlated positively with students' achievement.

Lucy (2004) on a study on factors influencing performance in KCSE in Gatanga Division found that head teachers who were inconsistent in checking teachers records and also in holding staff meetings, were faced with problems in their role as instructional leaders. Head teachers also play the role of motivating teachers and students. Okumbe (1998) contends that in order to enhance motivation for members, educational managers should exhibit a deliberate effort to improve the conditions within work environment. It is imperative that teachers should be provided with an enabling environment by the management so as to motivate them to learn different procedures on the job personal growth, and promotion through further training. The roles of head teachers in setting target, making follow ups on the performance of pupils, finding ways of motivating teachers and pupils, and ensuring effective use of resources are very important in improving academic

performance. Examples of administrative skills are: - communication, sociability, diligence, professional knowledge, diplomacy. These help the head teacher to deal with pupils and staff in running the school smoothly.

2.3 Teaching and Learning Resources and Pupils Academic Performance

Teaching is a process of transferring knowledge, ability, skills and attitudes to learners while learning is a process that leads to the acquisition of knowledge, skills, attitudes and the development of abilities by the learners. Teaching/learning resources refers to textbooks, teaching /learning aids such as models, walls charts, maps and other teaching /learning resources which play a significant role towards academic performance. Teachers are also an important human resource in academic performance. Resources are to be utilized well to achieve desired outcomes (Kimatat 1999). Various studies have shown the significance of teaching /learning resources in academic performance. Court and Guy (1986) observed that distribution of resources such as books and equipment as a major factor which accounts for scholastic differences among schools. Availability of classrooms, libraries and other physical facilities enhance learning and teaching environment which is reflected in the examination performance (Gakuru 1982)

Nyabuti (2005) in a study on factors influencing poor performance in KCPE found that understaffing had greatly contributed to poor performance and over enrolment in class affected the teaching /learning process negatively. Kitaka (2004) observed that lacking of physical resources contributed significantly to poor performance.

Lucy (2004) established that poor performance was attributed to inadequate teaching/learning facilities and resources. Mulwa (2004) observed that schools whose teachers had less workload performed better than those whose teachers had more workload (with all other factors constant). Unavailability of important resources and facilities such as library facilities, staff houses, revision materials and reference books hindered pupils' academic achievements.

Kyalo (1984) on a study on factors that affect teaching of science in Kyangwithya location established that lack of teaching equipment in most rural schools discouraged teachers from doing their best. However, Kyalo also noted that most teachers were not innovative enough and failed to utilize and improve from resources available in school environment to improve their teaching. Eshiwani (1983) indicated that most schools that register poor results spent less money on purchasing teaching materials. Availability of textbooks is important in teaching of mathematics and English especially during the private study. Other resources like libraries contribute a lot to good performance. Schools that do not have such facilities or have ill-equipped libraries tend to perform poorly in National examinations.

Teaching methods is also a major resource: Musili (2011) asserts that the method in which a lesson is presented to the learners determines their performance in subsequent tests. Teachers should be equipped with a variety of techniques in the various subjects taught in primary schools. Kimatat (1999), Someset (1997) and

Makau in Eshiwani(1983) found a positive correlation between teaching methods used and pupils' academic performance in KCPE. Pearson (1989) notes that in-service training is an important strategy of improving competence of teachers. In-service courses aim at improving teaching skills, updating teachers on curricular changes and other new developments affecting teaching and learning process and, teachers' use of available resources effectively and efficiently. Lucy (2004) found that most teachers never attended in-service courses after their basic training and were thus inadequately updated on new teaching methods and education trends.

2.4 Pupils' Discipline and Academic Performance

Discipline refers to standard of behavior with or towards others along socially acceptable norms. Good discipline should lead to obedience, self-control and the development of an attitude of co-operation and be accountable for ones behavior and action Okumbe (1998). The head teachers should provide an enabling environment in which the staff and pupils follow and obey school rules and regulations willingly.

Discipline may contribute to performance of pupils. Lane and Tinto (1987) in South Worth and LoftHouse (1990) noted that there is direct correlation between school climate characterized by rewards for academic excellence. Good discipline being valued by teachers and students has an influence on students performing well in schools.

Kitaka (2004) on factors that influence performance in KCSE observed that indiscipline is the major contributory factor to poor performance. According to Mulwa (2004) indiscipline among pupils made them become unruly and uncooperative resulting to poor performance. Onyuka-the then acting co-ordinator of NACADA (Daily Nation June 22,2004) observes that drug abused, poverty and AIDS were some of the causes of school indiscipline hence poor performance. Drug induced violent behavior led to poor academic performance and poor health. Discipline is a collective responsibility for all teachers and parents. According to Okumbe (1998) parents want to be convinced that schools are meeting their objectives by maintaining discipline and high academic standards.

2.5 Time Management and Pupils Academic Performance

Time management is the process of improving an individual's or group's ability and productivity through more efficient use of time. It is ability to accomplish given tasks and goals within a time frame. Time management contributes significantly towards academic performance. KNEC (2010) report cited lack of adequate revision time as factor in KCPE performance. Comber and Keeves (1973) have observed that within limits the more hours allowed for a subject the higher the achievements. Mulwa (2004) observed that poor utilization by both teachers and pupils led to non-coverage of the syllabus and inadequate revision. Lack of revision limits the students' ability to remember facts, especially those taught early in the programme thus negatively affecting their performance in examinations. (Lucy, 2004).

A survey carried out by Abugi and Odibo (1997) on the efficiency of primary education in Kenya established that stipulated teaching and learning time in schools is not utilized efficiently leading to need for extra tuition in order for pupils to attain better examination results. They cited various non-teaching activities that pupils are engaged in. These include morning assemblies and daily cleaning which take up some of teaching time, over and above the loss of time during the first (or more) weeks of the term. Time is also wasted at the beginning of every first lesson in the morning, after break and after lunch.

2.6 Summary of Literature Review

From the literature review the researcher has identified the following factors which can influence academic performance negatively: - Poor leadership skills of head teachers; pupil's, indiscipline, unavailability of enough teaching and learning resources, time wastage and inappropriate teaching methods. These studies have been done in various regions but not the area in the study, Nyahururu District. Based on the knowledge revealed from literature review, the researcher was prompted to investigate institutional factors affecting academic performance in KCPE in Nyahururu district which has not been done by other researchers with the aim of improving academic performance in the district.

2.7 Theoretical Framework

The theoretical framework is based on the “Two-factor Theory” developed by Fredrick Herzberg on motivation in 1959 as presented in Okumbe (1998). The “Two –factor- theory” also referred to as “Motivation-Hygiene Theory” or “Dual-Factor Theory” is based on the assumption that dissatisfaction leading to the avoidance of work, and satisfaction leading to attraction to work do not represent the end points of a single continuum. Herzberg interviewed 200 accountants and engineers in Pittsburgh, Pennsylvania, seeking to know the time they enjoyed their work most, the time they least enjoyed their work, showing the major reasons for their feelings and how it affected their performance, socialization and esteem. Content analysis showed that factors which are associated with the job itself (intrinsic factors, job content or psychological factors) tend to lead to job satisfaction. These factors include achievement, recognition, work type, responsibility and advancement. They are therefore called job satisfiers.

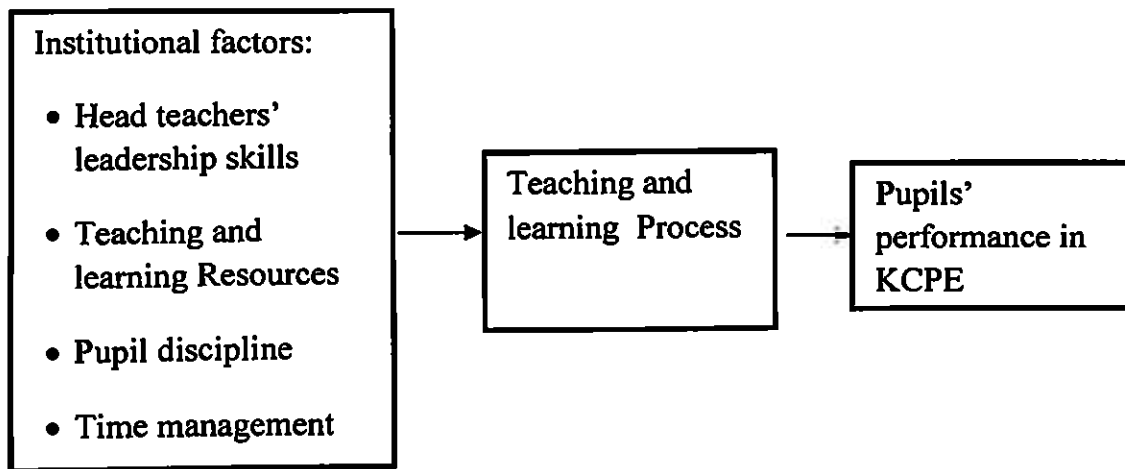
The second set of factors associated with the environment surrounding the job (extrinsic, job-content, physical, environmental or maintenance factors) did not lead to job satisfaction. These factors include company policy and administration, supervision, salary, interpersonal relations and working conditions hence they are dissatisfiers. Job satisfiers are generally determinants of long-term changes of attitudes, while job dissatisfiers are generally determinants of short-term positive changes of attitudes. Job satisfiers are called motivators because they fulfill an individual’s need for psychological growth. Job dissatisfiers are called hygiene because they merely help an individual from “feeling bad” about work.

Good performance of KCPE is a satisfier to both teachers and pupils in that it meets their psychological needs such as: - achievement, recognition, responsibility, self esteem and advancement or self actualization. The teachers feel that they have earned their pay fairly and they have helped their pupils' progress further in their education hence producing the future political, economic and social work force needed for future nation building. The pupils also find a great sense of fulfillment after doing well in KCPE for by going to secondary school, the way is open for their future development to major careers which will give them further self esteem and self actualization. The institutional factors discussed are work content factors which if addressed adequately will motivate both teachers and pupils by meeting their intrinsic or psychological needs above, hence lead to better performance in KCPE. Dissatisfiers compliment the motivators in improving academic performance. These are things like salaries, interpersonal relations and holidays, which merely compliment the institutional factors being discussed in relation to Nyahururu public primary school and their academic performance.

2.8 Conceptual Framework

Conceptual frame work of this study shows interaction of various variables that influence academic performance of pupils in KCPE. These factors include, head teachers' administrative skill, teaching /learning resources, pupils' discipline and time management. Conceptual framework is shown in Figure 2.1

Figure 2.1: Relationship Between Institutional Factors and Pupils' Academic Performance



The conceptual framework seeks the relationship between the institutional factors which are the independent variables and pupils' academic performance which is the dependent variable. The institutional factors are: Head teachers' administrative skills, availability of learning and teaching resources, discipline of pupils and, management of teaching and learning time. If a head teacher uses his or her administrative skills well, the head teacher is able to instill order in school and motivate the teachers and learners which may produce an outcome of good academic performance. If teaching and learning resources are adequately availed in schools, the teachers and pupils will be motivated to use them in making the teaching and learning process to run more smoothly; this may produce an outcome which may be of better academic performance. If high pupils' discipline is maintained it may lead to better cooperation between the teachers and the learners during teaching and learning periods which may lead to better academic performance. Finally better time management by teachers and pupils may enable

better syllabus coverage and revision which may also lead to better performance in examination including the KCPE.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter comprises research methodology under the following headings; research design, target population, sample size and sampling procedure, data collection instruments, validity of instrument, reliability of the instruments, data collection procedures and data analysis technique.

3.2. Research Design

This study was conducted on a descriptive research survey design. The study was used to describe and access the major institutional factors that influence the performance of pupils in KCPE in public primary schools of Nyahururu District. Descriptive survey design is concerned with conditions or relationships that exist; processes that prevail; beliefs, points of view that are ongoing ; effects that are being felt or trends that are developing (best, 1977). Descriptive surveys are used for decision making. They are efficient methods of collecting descriptive data regarding characteristics of the population, current practices, conditions or needs. The method is often used because many of the causes and effect relationships that the study undertakes do not permit experimental manipulation (Mugenda & Mugenda, 1999).

It is from the above characteristics that the study employed the design in its investigation. The design was selected because it appeared able to meet the goals of the study and provided a means to contextualize, interpret and understand

perceptions about institutional factors affecting academic performance of pupils in primary schools in Kenya Certificate of Primary Education (KCPE) Examination.

3.3.Target Population

The population of study was all head teachers and teachers of public primary schools of Nyahururu district. The target population of study was all the 68 head teachers of public primary schools, all the class teachers of Std 7 and all the class teachers of Std 8 in public primary schools in the district. Most public schools have one class teacher in Std 7 and one class teacher in STD 8 because the classes have less than 50 pupils. Class teachers are appointed by individual head teachers to take care of pupils in each class as the situation demands from one school to another. On average most head teachers appoint two class teachers if the number of pupils is above 50 pupils in Std 7 and 8 separately. Going by the Std 8 records of last year 5 schools had 90 candidates and above which qualifies them for 3 class teachers. 15 schools had between 51 and 89 pupils qualifying them for 2 class teachers. The remaining 48 Std 8 classes had below 50 candidates qualifying them for one class teacher. Using the formula to find the number of class teachers the target population in the 68 schools is 93 Std 8 class teachers and 93 Std 7 class teachers totaling to 186 class teachers. The target population is 68 head teachers and 186 class teachers of Std 7 and 8. Head teacher and class teachers do not only teach and prepare the pupils for KCPE, but also coordinate other subject teachers in those classes, and other relevant class programmes.

3.4. Sample Size and Sampling Technique

Wierman (2005) observed that due to limitation in time, funds and energy, a study could be carried out from a carefully selected sample to represent the entire population. Gay (1992) postulated that at least 20 percent of the population is a good representation.

Table 3.1

Study Sample size

Target Population of head teachers and class teachers			Sampled head teachers and class teachers	
	frequency	%	frequency	%
Head teachers	68	100	15	22.1
Class teachers	186	100	53	28.5

The 15 head teachers randomly selected from 3 out of 6 education zones represented 22.1 percent of the target population, while the 53 standard 7 & 8 class teachers selected represented 28.5 percent of the Std 7 and 8 class teachers, both of which are slightly more than 20%.

3.5 Data collection Instruments

A questionnaire is a data collection tool that collects a lot of information over a short period of time. It has a collection of items to which a respondent is expected to react to in writing. The questionnaires were used since the study is concerned with variables that the respondents could react to in writing. The sample size is quite large and given time constraints, a questionnaire is the ideal tool for collecting data. The target population is literate and is unlikely to have difficulties responding to questionnaire items. The study used two different questionnaires for the two different categories; a questionnaire for head teachers, and another questionnaire for class teachers, (Appendices ii and iii respectively).

3.6 Validity of Instruments

Validity is the extent to which researcher's results can be accurately interpreted and generalized to other populations. It's the extent to which research instruments measures what they are intended to measure (Oso & Owen 2005). Orodho (2004) contends that validity concerns the accuracy, with which the items generated measures what it's supposed to measure. This is concerned with establishing whether the questionnaires measured what they were supposed to measure. The instruments were pre-tested on a pilot group similar to the sample to which the questionnaires were given. The pilot run provided a check on the feasibility of the proposed procedure for coding data and show up flaws and ambiguities. Piloting elicited comments from respondents which helped in the improvement of the

questionnaires by modifying and making clear the instructions given in order to avoid misinterpretation during actual data collection.

3.7 Reliability of Instruments

Reliability refers to consistency of a research instrument. Items in the instrument consistently measure the variables in the study and produce reliable results, that is ensures that the instrument yield same results on repeated trials. O. Mugenda and A. Mugenda (1999) contend that the test and retest procedure helps to ascertain that the instrument of collecting data are free from any pitfalls and mistakes that would have surfaced in the main data collection process if the pre-testing of the instruments had not been done. To determine the reliability of the study the instruments were piloted on a small representative sample identical to, but not included in the group that was involved in the actual study. According to Mugenda & Mugenda (1999), a test retest technique that gives a correlation co-efficient of between 0.5 and 1.0 is considered reliable. The head teachers' questionnaire had 0.7 and the teachers' questionnaire had 0.8 correlation co-efficient according to the Pearson's Product Moment formula.

3.8 Data Collection Procedure

The researcher sought a research permit from the national council for research and science to do the study in Nyahururu District. I, the researcher also sought permission from the District Commissioner and the District Education Officer Nyahururu District to conduct research in the District. I also introduced myself to

the respondents in writing as shown in appendix I. I assured the respondents that the information they gave would only be used for the purpose of the research and with confidentiality. I visited the selected schools to establish rapport and later administered the questionnaires to the respondents on agreed date. They were given enough time to fill the questionnaires after which I collected them for analysis. Although 25 schools were given questionnaires, only 15 schools were able to complete and return the questionnaires in good time.

3.9 Data Analysis Techniques

After field work the researcher edited and counterchecked completion of the questionnaire in order to identify items which might not have been responded to in order to ensure their completion. Quantitative data were then coded manually and analyzed using descriptive statistics such as of frequencies and percentages then presented as tables, bar graphs and pie charts as guided by the American Psychological Association publication manual (4th Edition).

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis, interpretation and discussions. The study was on institutional factors that influence pupils' KCPE performance. The chapter consists of response rate, background information on the respondents, presentation and analysis of data based on the objectives; influence of head teachers' administrative skills, availability of teaching-learning resources, discipline and time management on pupils' KCPE performance in Nyahururu district.

4.2 Response Rate

Twenty five out of the sixty eight primary schools were given questionnaires directed to the 25 head teachers and 90 class teachers of standard 7 and 8. However 15 of the head teachers and 53 class teachers of standard 7 and 8 filled and returned the questionnaires to the researcher. The data was collected from 15 out of 68 head teachers (22.1%), and 53 class teachers of standard 7 and 8 representing 28.5%. The sample is above the minimum 20% of the target population recommended in research.

4.3 Background Information on Respondents

4.3.1 Gender and age

Gender and age are important variables in management. They determine level of acceptance in some cultures. The respondents were asked to give information on

gender and age. On the question of gender, four head teachers were female while eleven head teachers were male. The results showed there were more male teachers than female. However, for class teachers, 25 class teachers were female while 28 class teachers were male. It showed though female teachers were almost the same as male class teachers; few females were promoted to head schools in Nyahururu district.

On the question of age, two head teachers stated they were between 30 and 40 years old, 4 were between 40 and 50years old and 9, (the majority), were above 50 years. The results show that teachers are promoted to head teacher level after many years of experience

4.3.2 Professional Qualification of Head teachers and teachers

The sampled head teachers and class teachers were asked to indicate their professional qualifications and the responses were as indicated in Table 4.1

Table 4.1

Professional Qualifications of Head teachers

Professional grades	P1	S1	ATS	Total
Frequency	1	1	13	15
Percent (%)	6.70	6.70	86.60	100

The Table 4.1 shows the professional qualifications of the head teachers. The majorities were very qualified where 86.6% of them are Approved Teachers Scale grade holders and the remaining 13.4% are S1 and P1 holders. This grades are awarded by Teachers Service Commission after long distinguished service as teachers.

Teachers were asked to indicate their professional qualifications and responses are shown in Table 4.2.

Table 4.2

Professional Qualification of Std 7 & 8 Class teachers

	P1	S1	ATS	Total
Frequency	19	3	31	53
Percent %	35.80	5.70	58.50	100

Table 4.2 indicates that 58.5 percent of teachers were in Approved Teacher Scale after a long distinguished service as teachers, where some have acquired university education. The remaining 41.5 percent are in S1 and P1 grade which are also professional grades. Therefore quality of teachers may present a positive bearing on KCPE performance in public primary schools.

4.3.3 Length of Service in years

The experience teachers have acquired over the years on the job helps in solving problems due to previous exposure. The head teachers were asked for how long they had served in school administration as heads. The teachers, however, were asked for how long they had been teaching.

On the length of service of head teachers in administration Table 4.3 has the results.

Table 4.3

Head Teachers 4 Years of Service in Administration

	4-6yrs	7 to10	10-above	Total
Frequency	1	4	10	15
Percent %	6.70	26.70	66.60	100

Table 4.3 shows that 66% of the head teachers have been head teachers for 10 years and above the remaining have been head teachers for between 4-9years therefore the sampled head teachers are capable of offering leadership for good academic performance including the KCPE. Therefore, the schools are capable of performing well if the experience gained over the years can be of help.

Table 4.4 shows the teachers' responses on teaching experience.

Table 4.4

Length of Service for Teachers in Years

	Below 4	4 to 6	7 to 10	Above 10	Total
Frequency	2	2	2	17	53
Percent %	3.80	3.80	3.80	88.70	100

Table 4.4 shows that 88.7 percent of the class teachers of standard seven and eight classes have more than ten years teaching experience so they can help in guiding other teachers who have less experience and are teaching those classes. This can also influence academic performance positively in primary schools of Nyahururu district. Only 11.3 percent have less than ten years of experience.

4.3.4 Working Conditions

a) Attendance of In-service Courses

Class teachers were asked to show their approximate frequency of attending in service courses after their basic training as teachers. Their responses are shown in Table 4.5.

Table 4.5**In-Service Training Attendance by Teachers**

	Once in 2yrs	Once in 3yrs	Once in 4yrs	Once in over yrs	Never	Total
Frequency	24	6	3	12	8	53
Percent %	45.40	11.30	5.7	22.60	15	100

Table 4.5 shows that the highest proportion, 45.5 percent, attends in-service courses at least once in two years, 22.6 percent go at least once in five years while 15 percent have never attended in-service courses. Attending in-service course once in every two years to be updated on new trends in education on new methods, syllabus changes, and new ways in dealing with problems in education such as discipline, guidance and others is necessary. Rare attendance and non-attendance of in-service training can impact negatively on KCPE performance. Pearson (1989) adds that in-service training is an important strategy for improving competence of teachers. Teachers should be encouraged to attend in-service courses frequently. Lucy (2004) found that most teachers never attended in-service courses and thus they were inadequately updated on new teaching methods and education trends.

b) Teaching Load

Teaching load refers to the number of lessons per week. The head teachers and teachers were asked about their teaching load and the results are given next in Table 4.7.

Table 4.6

Teaching Lessons for Head Teachers per Week

Head teachers	15 and below	16-24	25 and above	Total
Frequency	3	10	2	15
Percent (%)	20	66.70	13.30	100

Table 4.6 shows most of the head teachers had between 16-24 lessons (66.6%) while 20% had below 15 lessons, only 15.3% had 25 lessons and above. This means that work load may not be a hindrance to the performance in academic improvement in the schools as most had reasonable number of lessons.

The teachers' responses are shown next, Table 4.7

Table 4.7

Teaching Lessons for Teachers per Week

Teachers	21-30	Above 30	Total
Frequency	22	31	53
Percent %	41.50	58.50	100

Table 4.7 shows that 58.5% of the teachers have above 30 lessons which can be an overload given that most classes have above 40 pupils. Overloading can be a hindrance to good academic performances in primary schools of Nyahururu district classes. Only 41.5% of the class teachers indicated an average of 30 lessons and below per week.

4.4 Administrative Skills and Academic Performance

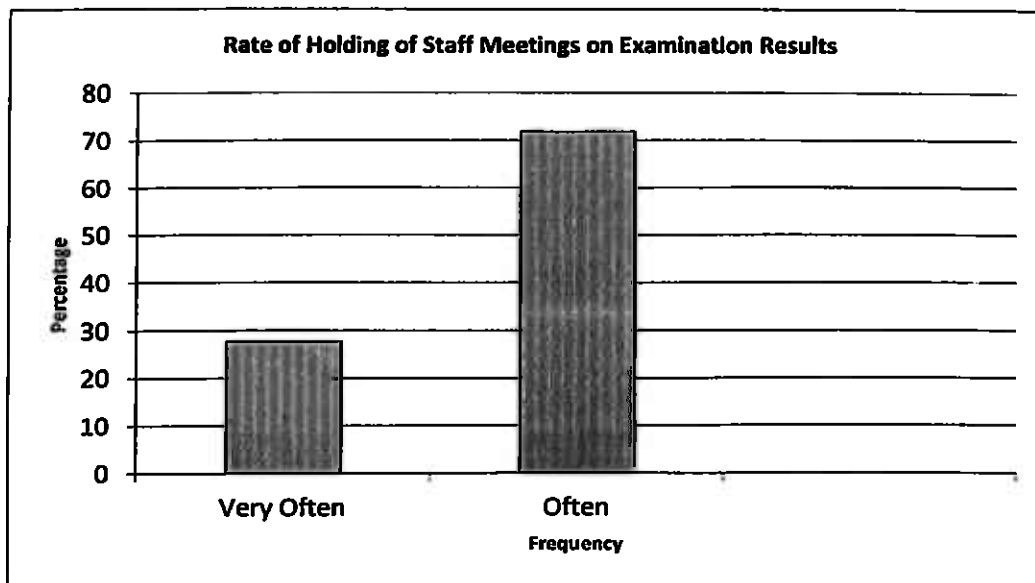
Administrative skills in this study refer to staff meetings, and checking of exercise books and motivation of teachers which are instructional leadership roles that help teaching and learning process.

4.4.1 Holding staff meetings

Head teachers were asked to indicate the number of times of holding staff meetings to discuss results of examination. The responses are indicated in figure 4.1

Figure 4.1

Frequency of Staff Meeting on Examination Results



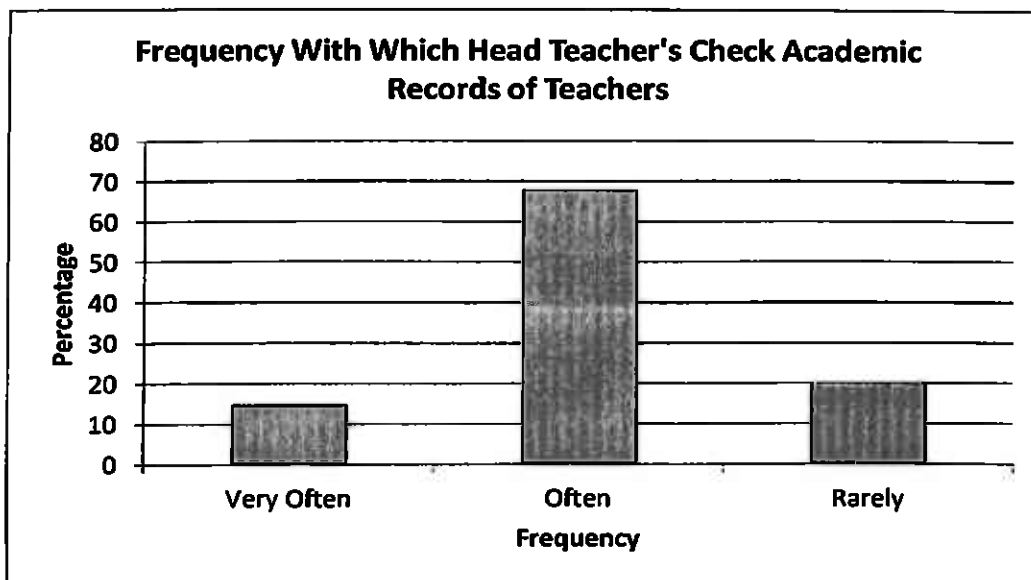
When head teachers were asked how often they held staff meetings to discuss result of examination, most of them 72%, said they often hold staff meetings to discuss result while about 28% said, very often. The results are discussed with teachers after every major examination including KCPE Therefore, analysis and interpretation of KCPE results was done by majority to facilitate better results in examinations.

4.4.2 Checking of Teaching and Learning Records

Head teachers were asked how often they checked academic records of teachers such as schemes of work and work coverage records. Their responses are shown in figure 4.2.

Figure 4.2

Frequency with Which Head Teachers Checks Academic Records



The responses indicate that majority of head teachers (68%) often checked records, followed by rarely at 20%. Only a small proportion (12%) checked records kept by teachers very often. When the head teachers checked the records, they were expected to give the necessary advice and make follow up of those records where it was necessary.

c) 4.4.3. Motivation of Teachers

Okumbe (1998) observed in order to enhance motivation for members; educational managers should make deliberate efforts to improve conditions within the work environment. Teachers should be provided with an enabling environment so as to motivate them to learn new procedures on the job for personal growth through promotion and further training. Teachers may be motivated by practices such as rewarding outstanding performance, inviting relevant guest speakers,

recognition by commendation and many other forms due to the head teachers' administrative skills.

When class teachers were asked to state ways in which the head teacher motivated them they all agreed that the head teachers motivated them in various ways. Therefore the result show that most head teachers used the administrative skills, to boost academic performance.

Dwigan (1987) identified school leadership as a crucial fact in the success of a school by setting an atmosphere of order, creating a climate of high expectation for staff and pupils, encouraging collegial and collaborative relation, and building commitments among staff and pupils to achieve the school objectives.

4.5 Influence of Teaching and Learning Resources on Academic Performance

The following is data on availability of learning resources which includes text and reference books, maps, models, charts and other visual aids. Head teachers were asked how sufficient resources were for standard eight class and they responded as shown in Table 4.9.

Table 4.8**Sufficiency of Teaching and Learning Resources in Std. 8 last year (2012)**

	Yes	No	Total
Frequency	8	7	15
Percent %	53.30	46.70	100

More than half the head teachers, 53.3 percent, admitted resources were enough while the remainder said they were not enough. This shows that just about half of the schools had resources such as books, charts, maps and other teaching aids. The remaining percentage without resources would have contributed to the performance in the KCPE negatively.

Head teachers and class teachers were asked to indicate how well the 2013 standard 7 and standard 8 classes were equipped with teaching and learning resources. Their responses are shown in Table 4.9

Table 4.9**Sufficiency of Resources in STD 7 & 8 (2013)**

	Very well	Fairly	Poorly	Not equipped	Total
Frequency	10	50	6	2	68
Percent %	14.70	73.50	8.80	2.90	100

From Table 4.19 only 14.7 percent indicated their schools were well equipped with the resources while 73.5 percent said they were fairly equipped and, 11.7 percent were poorly equipped. This shows that shortage of teaching and learning resources might have negative effects on pupils' performance in KCPE. Gakuru (1982) agrees that availability of adequate class rooms, libraries, other physical facilities and teaching aids enhance the learning and teaching environment which is reflected in KCPE performance

Head teachers were asked to state the text book distribution ratios in their standard 7 and standard 8 classes, their responses are shown in Table 4.10

Table 4.10

Text Book Ratio in Std 7& 8

	1:1	1:2	1:3	1:4	Total
Frequency	1	11	1	2	15
Percent %	6.70	73.30	6.70	13.30	100

Table 4.10 shows that 6.7 percent of the classes had a 1:1 ratio. In 73.3 percent of the classes the book ratio is 1:2 and 13.3 percent had a 1:4 ratio. Textbooks are examples of teaching and learning resources and the ratio given in Table 4.10 might not be very encouraging for good performance in examination for primary schools in Nyahururu district. Cort and Ghai (1986) observed that distribution of

teaching and learning resources was a major factor which accounts for scholastic differences among schools.

Class teachers were asked to indicate the average sizes of their classes in terms of numbers of pupils per class in their schools. Table 4.11 shows the results.

Table 4.11

Average Class Size in Std 7 & 8 - 2013

	21-30	31-40	41-50	Above 50	Total
Frequency	4	21	18	10	53
Percent %	7.50	39.60	34	18.90	100

Table 4.11 shows that 18.9 percent of the class teachers said that their classes had fifty pupils and above, while 34 percent said that their classes had between 41-49 pupils therefore 52.9 percent of the classes are over enrolled. This might have a negative bearing on academic performance in the district. 39.6 percent had a reasonable number of pupils between 31 and 40 pupils per class while the remaining 7.6 percent were under enrolled.

Head teachers were asked to indicate how well their schools were staffed with teachers. Their responses is shown in Table 4.12

Table 4.12

Staffing of Schools with Teachers

	Yes	No	Total
Frequency	13	2	15
Percent %	86.7	13.30	100

Table 4.12 shows that standard seven and eight classes had enough teachers, 86.7 percent according to the head teachers who filled the questionnaires, therefore staffing is not a major problem on these classes. The understaffed schools are 13.3 percent of standard 7 and 8 classes. However the problem of understaffing is still there because the teachers have large class sizes according to Table 4.12 discussed earlier. The class sizes require reduction and the subsequent recruitment of more teachers to work in the newly divided classes with fewer pupils. Nyabuti (2005) States that understaffing greatly contributes to poor performance in KCPE.

Class teachers were asked how available examination revision papers were for their classes. Their response are shown in Table 4.13

Table 4.13**Availability of External Revision Examination Papers**

	Very often	Often	Total
Frequency	18	35	53
Percent %	34	66	100

Table 4.13 shows that all of them indicated that those examination revision materials are easily accessible which is very encouraging because they can go a long way in improving academic performance in Nyahururu district primary schools.

Head teachers were asked how well teachers used the available teaching and learning facilities in their schools. Their responses are shown in Table 4.14

Table 4.14**How Well Teachers Use the Available Resources**

	Very well	Well	Poorly	Total
Frequency	1	12	2	15
Percent %	6.70	80	13.30	100

Table 4.14 shows 86.7 percent of the teachers were using the resources properly while only 13.3 percent require more guidance on those teaching and learning

resources. This is also very encouraging towards the improvement of academic performance of primary schools in Nyahururu district.

The head teachers were asked how well their teachers made and used academic records such as schemes of work, work coverage records, and mark books. Their responses are shown in Table 4.15.

Table 4.15

How Well Teachers Make and Use Schemes of Work and Other teaching Records

	Well	Poorly	Total
Frequency	13	2	15
Percent %	86.10	13.30	100

Table 4.15 shows that 86.7 percent of the head teachers said that teachers make and use those records properly while only 13.3 percent require special follow-up. This is encouraging towards improvement of academic performance in primary schools of Nyahururu district.

Class teachers were asked to indicate how often they gave and marked pupils' assignments. Their responses are shown in Table 4.16

Table 4.16

Frequency of Giving and Marking Assignments for Standard Seven and Eight Pupils by Teachers

	V. often	Often	Rarely	Total
Frequency	14	37	2	53
Percent %	26.40	69.80	3.8	100

Table 4.16 shows that 96.2 percent of the teachers give assignment and mark them frequently and only 3.15 percent require special follow up. This is good practice for good KCPE results as the methodology is child centered particularly if it involves discussions. Musili (2011) asserts that the method in which a lesson is presented determines performance in subsequent tests. Teachers should be equipped with variety of techniques in various subjects taught in primary schools.

4.6. Pupil Discipline and Academic Performance

Discipline in school creates order and facilitates high performance and achievement. There are many approaches to instilling discipline such as guidance and counseling; constant supervision of pupils by teachers, avoiding idleness among the pupils, giving applied religious instructions to pupils to make them God fearing, and providing reinforcement to disciplined pupils. According to Okumbe (1998) other methods include enhancing peer counseling among pupils with guidance from the teachers, advising parents to ensure pupils personal needs are met to discourage them from stealing from others, role modeling by teachers,

and minimizing drug use in schools. Head teachers can use other disciplinary measures to ensure that all pupils learn their duties and responsibilities. Where punishment is applied to deter indiscipline then teachers must be fair, consistent, prompt and the form be of measurable in intensity. Parents should also be involved in discipline cases of their children, where teachers find it appropriate. Corporal punishment is banned in in Kenya Education Law. Schools that have high discipline also perform well (Okumbe, 1998)

Head teachers were asked how well their pupils followed school routines in their schools as an indicator of order and harmony in their schools. Their responses are shown in figure 4.3

Figure 4.3

Pupils' Level of Following School Routine

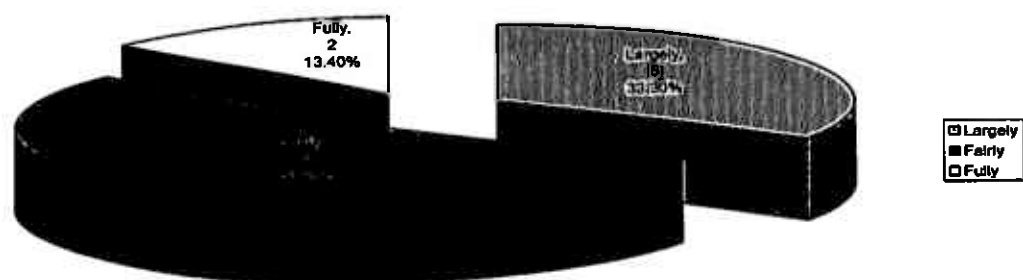


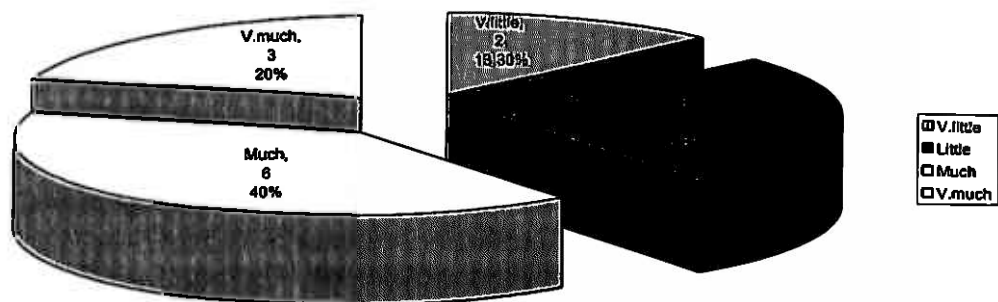
Figure 4.3 show that 13.4 percent or 2 head teachers indicated that their pupils were able to follow the school routine fully. 33.3 percent (5 head teachers) said their pupils followed the school routine largely while 53. 3 percent of the head

teachers (8 head teachers) said their pupils only followed the school routines fairly. This shows that following the school routine was a challenge in more than half the schools which may affect academic performance negatively by interfering with the teaching and learning environment hence poor syllabus coverage.

Head teachers were asked to indicate how indiscipline among standard 7 and standard 8 pupils is likely to affect academic performance. The responses are shown in figure 4.4

Figure 4.4

Extent to Which Indiscipline Affects Academic Performance



Three (20%) of the head teachers admitted indiscipline can affect performance in those classes very much, Six (40%) said it can affect performance much while the remaining 4 (26.7%) of head teachers showed little and lastly 2 (13.3%) showed very little effect of indiscipline on pupils' into KCPE performance.

Class teachers were asked to indicate the levels of discipline in their standard 7 and standard 8 classes. Their responses are shown in figure 4.5

Figure 4.5

Level of Discipline in Public Primary Schools

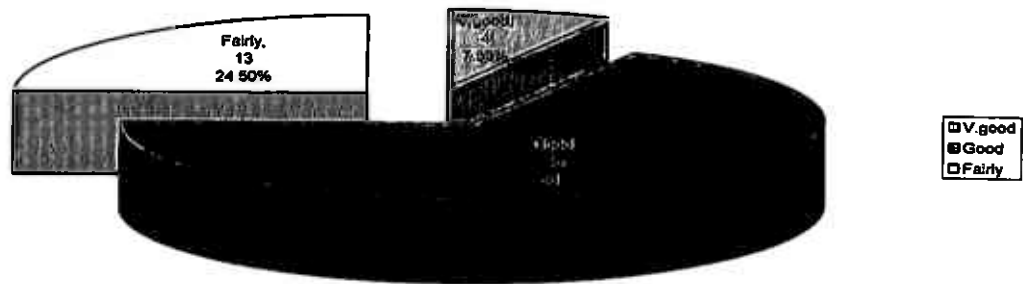


Figure 4.5 shows that 7.5% or four class teachers said that discipline was very good in their classes, 68 percent or 36 teachers indicated that discipline was good in their classes while 24.5 percent or 13 class teachers said that discipline was fair in their classes. Figure 4.3 and 4.4 results contradict with the results of figure 4.5 from the teachers. Figure 4.3 shows that 53.3% of head teachers said that school routine was followed only fairly, also figure 4.4 shows that 60% of the head teachers said that indiscipline affected academic performances substantially therefore indiscipline remains a problem in public primary schools of Nyahururu district.

According to Lane and Tinto (1987) in Southworth and loftHouse (1990) good discipline is valued by teachers and students as it influences pupils' into

performing well in examinations. Mulwa (2004) found that indiscipline among students made them unruly and uncooperative resulting to poor performance.

4.7. Effects of Time Management on Academic Performance

Time management is an important aspect in academic performance. Head teachers and teachers were asked questions relating to use of school time in teaching and revision of content in Std 7 & 8 syllabus.

Class teachers were asked how well the teaching time table making process promotes good academic performance. Their responses are shown in Table 4.17

Table 4.17

How well Time Table Making Promote Academic Performance

	V. Well	Well	Fairly Well	Poorly	Total
Frequency	18	25	9	1	53
Percent %	34	47.20	17	18	100

Table 4.17 indicates that 81.2% of the class teachers felt that the organization of the timetable favors good academic performance where the remaining 18.8% felt that their timetable was not organized to favor academic performances. Therefore timetabling does not seem to be a major hindrance to good academic performance in primary schools of Nyahururu District.

In order to assess the level of revision time, head teachers and class teachers were asked to indicate the month that syllabus coverage was completed on average.

Their responses are shown in table 4.18

Table 4.18

Months of Syllabi Coverage in Std 7& 8

	July	Sept	Oct	Total
Frequency	25	27	16	68
Percent %	36.80	39.70	23.50	100

Table 4.18 shows that 36.8% of teachers indicated July as the average month for most subjects. This gives them four months for revision which is commendable time for revision. But the remaining 63.2% finished the syllabi in September and October thus lacking enough time for revision therefore syllabus coverage is a problem in Nyahururu District primary school affecting academic performance negatively.

As further follow up on revision time availability class teachers were asked how much time they had for revision and remedial work with their pupils during and after syllabi coverage. Their responses are shown in Table 4.19.

Table 4.19**Availability of Time for Revision and Remedial Work**

	V. much	Much	Little	V. little	Non	Total
Frequency	4	22	14	11	32	53
Percent %	7.50	41.50	26.40	20.80	3.80	100

In Table 4.19 36.8% indicated they would finish their syllabus in July this one makes a large percentage of 49%. In table 4.18 some teachers who will finish their syllabus in September felt that they have enough time while others felt they did not have enough time. Therefore the question of the availability of revision time seems to be a problem to some teachers depending on the subject they teach. Where there is little revision time, performance might not be very good in those schools.

According to Lucy (2004) inadequate revision or lack of revision limits the students' ability to remember facts especially those taught earlier in the program thus negatively affecting their performance in examinations. Teaching and learning time is lost through various non-academic school activities, such as personal and school emergencies and negligence by teachers and pupils.

Head teachers and class teachers were asked their frequency of recovering lost time, and their responses are shown in table 4.20

Table 4.20

Recovery of Lost Teaching Time

	V. often	Often	Rarely	Never	Total
Frequency	14	34	13	7	68
Percent %	20.60	50	19.60	10.30	100

Table 4.20 indicates 70.6% have ways of recovering lost time. Where 29.4% indicated they rarely or never recovered the lost teaching time. The remaining 29.4% can be given little more follow-ups. Failure to make up for lost time can pose a challenge where recovery of such time might be difficult. Government directive has banned holiday tuition as a remedial and revision programme hence can only be done during normal school time.

Class teachers were asked how well they thought their pupil's used preparation and remedial time. Their responses are shown in Table 4.21.

Table 4.21

How Well Prep and Remedial Time is used by Pupils

	V. well	Well	Fairly well	poorly	V. poorly	Total
Frequency	5	13	26	7	2	53
Percent %	9.40	24.50	49.10	13.20	3.80	100

Table 4.21 indicates that the highest proportion of teachers, 49.1% said that the pupils used their time fairly well, 24.5% used time well, 13.2% of the class teachers stated that their pupils were poor in using of prep time, while only 9.4% very well and lastly 3.8% were very poor. The pupils' poor use of time could be when making noise and doing other things not related to high academic performance.

Head teachers were asked how well their teachers followed the school time table and the responses are shown in Table 4.22.

Table 4.22

Following of School Time Table by Teachers

	Fully	Largely	Fairly	Total
Frequency	6	6	3	15
Percent %	40	40	20	100

Table 4.22 indicates that majority, 80% of the head teachers said that teachers follow the time table fully while only 20% followed it fairly. Therefore, proper use of the time table may not be a major hindrance to high KCPE performance.

Head teachers were also asked whether there were special revision programmes aimed at improving KCPE results in their schools. The programmes include

District and other external examinations particularly for Std. 7 and 8 classes. The responses are shown in Table 4.23

Table 4.23

Availability of Special Revision Programmes to enhance KCPE Performance

	Yes	No	Total
Frequency	13	2	15
Percent %	86.70	13.30	100

Table 4.23 shows that the majority, 86.7% of the head teachers, indicated that they had revision programmes while 13.3% did not have revision programs to enhance KCPE performance. The revision programmes include zonal, district and constituency examinations which were done by pupils in most schools hence commendable for improvement of academic performance for primary schools in Nyahururu district. All the head teachers stated that the revision programmes are done before 8.00 am and after 3.30pm in Standard Seven and Eight. The head teachers also indicated wide use of external examinations from various publishers where pupils revise examination questions assisted by the teacher. These programmes can go a long way in improving pupils' KCPE performance.

Table 4.24 shows the summary of 2012 pupils' KCPE performance in grouped mean scores in the sampled schools.

Table 4.24

Summary of Pupils' KCPE Mean Scores last year(2012) in the sampled schools.

Number of pupils	350 and over	300-349	250-299	200-249	Below 200	Total
Frequency	55	203	315	392	230	1190
Percent %	4.60	17.10	26.50	32.90	19.30	100

Table 4.24 shows the mean scores out of a possible 500 marks. Only 4.6% of pupils that is 55 pupils scored 350 and above marks. The highest proportion was 392 pupils (32.9%) who scored between 200-249 marks, followed by 305 pupils (26.5%) who scored between 250-299 marks, 230 pupils (19.3%) scored below 200 marks, and 203 pupils (17.1%) that scored 300-349 marks. The performance in the sampled school was not good enough as a total of 622 pupils (53.2 percent) scored below 250 marks which is half the total possible marks.

The head teachers were asked to show the level of syllabus coverage. Table 4.25 shows the level of syllabi coverage in various subjects.

Table 4.25**Level of Syllabus Coverage in Std 8 in 2012**

Subject	V. Good		Good		Fair	
	Frequency	Percent %	Frequency	Percent %	Frequency	Percent %
Maths	2	13.30	7	46.7	6	40.0
English	2	13.30	9	60	4	26.70
Kiswahili	1	6.70	8	53.30	6	40
Science	1	6.70	9	60	5	33.30
Social Studies	3	20	7	46.7	5	33.3

Table 4.25 shows that in 2012, Std. 8 class covered the syllabi of various subjects to some extent. According to the head teachers only between 1 and 3 schools (6.7 to 20%) covered the syllabi of various subjects very well. However given the importance of syllabi coverage the percentage which is not covered well might have reflected negatively in the KCPE performance. Only two schools out of the 15 (13.3%) covered the mathematics syllabus very well, two schools (13.3%) covered the English syllabus very well, one school covered Kiswahili syllabus very well, one school covered the science syllabus very well and three schools covered the social studies syllabi very well. The rest of the schools had problems in syllabi coverage of one form or the other for majority of head teachers indicated

either good or fair coverage. Inadequate syllabus coverage is a major problem in Nyahururu District primary schools.

Kenya National Examinations Council report (2010) cited lack of adequate revision time as a negative factor in KCPE performance. Mulwa (2004) found that poor utilization of time by both teachers and pupils led to non-coverage of syllabi and in adequate revision time. According to Lucy (2004) lack of revision limits the students' ability to remember facts especially those taught early in the programme thus negatively affecting performance in KCPE Examinations. Abugi and Odibo (1997) established that teaching and learning time in schools is not utilized efficiently, leading to extra tuition for instance ;during school holidays, in order for pupils to attain better examination results. Holiday teaching is now outlawed in Kenya by the ministry of education. The various activities that pupils are engaged in include: extended morning assemblies, extended cleaning time, loss of time during the first one or more weeks before the time table is completed, time that is lost before pupils settle in class, during the first morning lesson and after the tea and lunch breaks.

In conclusion, the data presented, interpreted and discussed in this chapter reviewed successes and failures in using the skills of head teachers availing and use of teaching and learning resources, maintaining pupils discipline, and managing school time in order to improve academic performance in examinations such as KCPE by pupils of public primary schools of Nyahururu District.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE STUDY

5.1 Introduction

This chapter gives a summary of the study whereby the purpose, objectives, methodology and conclusion are summarized. The chapter also gives recommendations to be implemented by: Ministry of Education, head teachers, teachers, school management committees, parents, Teachers Service Commission, Kenya National Examinations Council, Guidance and Counseling Department and other concerned in the academic achievement of pupils in public primary schools of Nyahururu district. Suggestions for further studies are also provided.

5.2 Summary of the Study

The purpose of this study was to investigate the institutional factors that influence performance of public primary schools in KCPE in Nyahururu District in Laikipia County, Kenya. This study was guided by the following objectives; to determine the influence of head teachers' administrative skills, availability of teaching and learning resources, pupil's discipline, and time management on academic performance of public primary schools in Nyahururu District. The theoretical framework was based on the "Two Factor Theory" by Fredrick Herzberg whereby the researcher highlighted the influence of job satisfiers and job dissatisfiers on academic performance by teachers and pupils.

The researcher used descriptive research survey design; the sample population was 15 primary schools, 15 head teachers and 53 class teachers of standard 7 and 8 classes in public primary schools in Nyahururu District from a target population of 68 head teachers and 186 standard 7 and 8 class teachers. The research instruments were two types of questionnaires: one to be filled by head teachers and the other to be filled by class teachers, which had questions items, related to management of institutional factors that influence pupils' academic performance in primary schools.

On the data collection process, the researcher obtained a research permit from the National Council of Science and technology, which was presented to the Nyahururu District Commissioner and the Nyahururu District Education Officer to allow him to conduct the research in the public primary schools. The researcher administered the questionnaires to two primary schools for piloting to check on their effectiveness. Content validity was also checked by the supervisors while reliability was determined through test retest technique and both found to be acceptable. On data analysis, the responses on the questionnaires were analyzed using descriptive statistics such as frequencies and percentages and presented in tables, graphs and pie charts.

5.3. Findings of the Study

The following were the findings of the study;

5.3.1. Working Conditions

Most of the class teachers and head teachers observed that most teachers are overloaded with 30 lessons and above per week, coupled with the over enrolment in most schools with 41 pupils and above per class the class size might not be conducive to effective teaching and learning, hence poor results can be expected.

There is an urgent need to build more classes to ease the congestion on pupils so that teachers can attend to the pupils to a near individual level. Subjects like English and Mathematics require smaller number of pupils per class if academic results are to improve in Nyahururu District primary schools.

5.3.2. Administrative skills and effect on KCPE performance

When head teachers were asked how often they held staff meetings to discuss result of examination, most of them 72%, said they often hold staff meetings to discuss result while about 28% said, very often. The results are discussed with teachers after every major examination including KCPE. When class teachers were asked to state ways in which the head teacher motivated them they all agreed that the head teachers motivated them in various ways.

5.3.3 Learning and Teaching Resources and Influence on KCPE performance

Most class teachers indicated that schools were either poorly or fairly equipped with teaching and learning resources in their classes. Most head teachers stated that the text book ratio of standard seven and eight classes was 1:2 but some

schools still had inadequate numbers. Class teachers indicated they access revision materials easily, which is encouraging because teachers can use them to improve KCPE results in primary schools of Nyahururu district.

Most teachers indicated that they were making use of academic records. Additional routine checking of the records by head teachers can minimize laxity among teachers. Most teachers gave assignments to pupils and marked them regularly. They can be encouraged to continue doing so to uplift high KCPE performance.

5.3.4. Influence of Standard of Pupil Discipline on Academic Performance

Most head teachers indicated that indiscipline cases affected performance in their schools where learning was disrupted for individual pupils who were either absent from school or were doing punishment. Some of the pupils even influenced weaker pupils into indiscipline. Many teachers indicated that discipline was good in their classes hence academic performance may not be affected much in those classes. Other teachers reported that indiscipline was rampant enough to affect other pupils adversely. Contemporary disciplinary actions such as guidance and counseling should be emphasized in order to boost KCPE performance.

5.3.5. Effect of Time Management on Academic Performance

The researcher found most teachers are overloaded with over 30 lessons per week given that many classes have more than 40 pupils; teachers have less time for more individual pupil attention and remedial lessons for weaker pupils.

Overloading could be a hindrance for good academic performance in the district because of teachers' shortage. Few teachers seem to be able to cover the syllabus by the end of second term hence unable to leave third term for revision work. The teachers who cover the syllabi by the end of July can advise their colleagues on how to do it. Syllabus coverage seems to be a major problem affecting academic performance in the district. Many teachers felt that they do not have enough revision time. This is probably due to the late coverage of the syllabus. If the issues of syllabus coverage are addressed then more revision time would be available.

Most teachers indicated that they recover lost teaching time during prep time and organized sessions but those who do not recover lost teaching time should be encouraged to do so through counseling and other methods. Loopholes for losing teaching time should be sought and minimized. The few teachers who lose time deliberately should be discouraged through all means including disciplinary action.

5.4 Conclusions

The study has investigated the institutional factors influencing performance of pupils in KCPE in Nyahururu District public primary schools in Laikipia County. It was done with the aim of improving academic performance for higher transition rate to secondary schools.

I. Administrative skills such as motivation of teachers and checking of records and staff meetings to discuss results were to some extent achieved by head teachers. The schools have been found to have qualified and experienced head teachers and teachers who should be able to produce better results. Most of the teachers and head teachers have a long teaching experience of at least ten years and above while the head teachers have a long experience in school administration.

II. Most schools were found not to have adequate teaching and learning resources such as text books, charts, maps and other teaching aids. The resources would enhance KCPE performance positively if provided adequately.

III. Pupil discipline was also found to require attention in order to promote good teaching and learning environment for both teachers and pupils. Indiscipline, such as truancy, and not doing assignments given by teachers, demoralizes the teachers, and reduces learning for pupils.

IV. Time management ensures syllabus coverage that improves examination results. Time management was also found to require improvement whereby teaching time was unnecessarily reduced by co-curricular activities, absence of teachers and pupils from classes and misuse of prep and remedial time by pupils.

5.5 Recommendations of the Study to stakeholders

The study directs its recommendations to education stakeholders which include the Ministry of Education, head teachers, teachers, the school management committees, parents, Teachers Service Commission, KNEC, Guidance and Counselling Department, and parents who wish to see academic improvement of public primary schools of Nyahururu District.

5.5.1 Ministry of Education

The Ministry of Education through Quality Assurance and Standards Directorate should increase contact with head teachers by conducting frequent inspections and supervision on how the head teachers are carrying out their instructional supervisory duties. Although the head teachers check work coverage, records and schemes of work, the Ministry of education should ensure that head teachers follow up the weaknesses of the teachers in the management of the records. This may ensure that the records are not just being stamped and signed as a formality. The Ministry of Education can advise the head teachers more regularly on new education trends and organize regular in-service courses.

The Ministry of Education has disbursed money to buy teaching and learning resources from programmes like the Free Primary Education program. However, it can increase the funds given the ever increasing cost of the resources. The Ministry of Education can also promote e-learning in the classrooms which can help more children to revise through the computers where possible. The school

laptop program to be introduced in 2014 by the government should be a starting point for e-learning to reach pupils who do not have enough resources.

5.5.2 Headteachers

Head teachers on the other hand should be more diligent in their work of motivating the pupils and teachers more. Head teachers can solicit for more teaching resources and start income generating programs which can enable the purchase of more resources and improve infrastructure such as classrooms to ease the congestion in some public primary schools. It is encouraging to learn that most schools have special revision programs like zonal or constituency examinations. However, the programs should be spread to all primary schools.

Head teachers should also make rules which can be well understood and owned by the pupils so that the pupils can follow them more easily to maintain discipline. Head teachers should also plan and monitor school activities in a way that they do not reduce the teaching and learning time and follow up teachers who abscond their duties and report them to the relevant authorities. Head teachers should also investigate poor coverage of syllabi in their schools and look for remedies with the help of the teachers. They should also ensure the timetable is ready for use by the time pupils reopen at the beginning of the school term.

5.5.3 Teachers

Teachers should also be more diligent in their work to make the work of the head teachers easier. They should also advise the head teachers from time to time on issues that they observe as affecting academic performance which head teachers might not have noticed easily. Teachers can help make some of the teaching and learning resources with help from their pupils if they are supplied with basic materials by the head teachers. Examples are the drawing of maps and flip charts and models. Many teachers indicated that some pupils did not use prep time and revision time properly. Teachers should supervise pupils during prep and remedial time given their tender age. Unsupervised prep can be a great source of indiscipline among pupils leading to poor academic performance. Teachers should keep pupils busy with work which can be marked to assess the pupil's achievements in learning.

5.5.4 School Management Committees (Now Board of Management)

The School Management Committee should advise head teachers where they think they can fail in their supervisory duties of ensuring good academic performance and support the head teachers in their policies of administering discipline and allocating school resources. The School Management Committees can also encourage parents to pay more money to buy more teaching and learning resources. The committee members can be used to give advice to pupils prone to indiscipline and look for ways of minimizing pupil indiscipline. School

Management Committees should also address the problem of time wastage in schools adequately.

5.5.5 Parents

Parents should support head teachers when asked to contribute money to buy teaching and learning resources or bring them when asked to do so. They should also cooperate in ensuring the discipline of their children is good and encourage them to obey rules and routine procedures and not to blame the head teachers when pupils are punished or reprimanded for indiscipline. The community around the school should help head teachers uphold discipline by reporting pupils' conduct that might affect KCPE performance in schools. Parents should ensure their children go to school punctually to avoid time wastage and discipline problems like truancy which affect teaching time.

5.5.6. The Kenya Institute of Curriculum Development (Formerly KIE)

It should reorganize the syllabus for effective coverage in about two terms by reducing supplementary content.

5.5.7. Teachers Service Commission (TSC)

The Teachers Service Commission should continue deploying qualified head teachers to schools, however, TSC should follow up quickly cases of laxity of head teachers forwarded by Ministry officials. The Teachers Service Commission should ask for funds to recruit more teachers for the district to ease teacher: pupil

ratio in the classes and teaching loads to make the teachers more effective. The TSC should also deploy the teachers in the district more equitably. Transfer of teachers should be effected during school holidays to avoid disruption of teaching programmes in the terms.

5.5.8. Kenya National Examination Council (KNEC)

The Kenya National Examination Council should disseminate their annual reports to the primary schools so that the teachers and pupils can be updated on various problems in examinations and how to deal with them.

5.5.9. Guidance/Counseling Departments

Guidance and Counseling programs should be enhanced in schools to maintain pupils' discipline and also make them and their parents/guardians willing to attend disciplinary cases when called upon by head teachers. The department can guide and counsel pupils and parents on matters pertaining to academic performance with a view to improve it through various methods and programmes.

5.5.10 Pupils

Students should be trained at school to be disciplined by obeying school rules. They should learn to use their time well. Interschool contests in various subjects can be organized and the pupils can have exchange programmes since a visit to better performing school can provide the benchmark required to stimulate hard work. Most of the pupils from the sampled schools got below 250 marks. A lot of

improvement needs to be done with much more effort being put by pupils to ensure that at least half the pupils get 250 marks and above. This will facilitate better performance in secondary schools for the pupils will have grasped the basic academic skills reasonably in various subjects which are advanced in secondary schools.

5.5.11 Educational Researchers

There are other institutional factors such as teaching pedagogy which have not been discussed by the researcher because they are not within the scope of this study but have also far reaching consequences on academic performance. Research is therefore needed to compliment the study on institutional factors if academic performance is to be improved in primary schools

If these recommendations are observed, the head teachers would use the administrative skills for optimum improvement of academic performance, there would be sufficient teaching and learning resources in terms of facilities which can translate to better pupils' KCPE performance. There would be sound discipline in schools which promote a good learning environment. Lastly, time wastage can be minimized thus allowing for optimum teaching and learning time. Improvement of academic performance in Nyahururu District Primary schools in examinations including KCPE would require all the stake holders mentioned in the study to play their roles efficiently and effectively.

5.6. Suggestions for Areas of Further Studies

The researcher recommends studies on the following issues;

- i) Extra-institutional factors affecting academic performance of public primary schools of Nyahururu district this is because the public primary schools have been able to manage some of the institutional factors well enough such as the use of head teachers' administrative skills but the results are still poor.
- ii) Why private primary schools are doing better than public primary schools in KCPE yet the private primary schools are in the same catchment area with the public primary schools.
- iii) The extent to which pupils' academic achievement in classes below class seven affects performance of KCPE. The KCPE examinations test skills which are taught in the lower levels of primary and pre-primary schools.

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APPENDICES

APPENDIX I INTRODUCTION LETTER

Bartholomew K. N. Mbuco
P.O. Box 1914-20300
Nyahururu.
Date: 3/5/2013

The Headteacher
_____ Primary School

Dear Sir/Madam

REF: PARTICIPATION IN EDUCATION RESEARCH

I am a post graduate student at the University of Nairobi pursuing Masters Degree in Educational Administration.

I am carrying out a research on **Institutional Factors Influencing Performance of Pupils in KCPE in Public Primary Schools**. Therefore I humbly request you to assist me to conduct the study in your school, which also involves standard 7 and 8 class teachers.

The information is only for the purpose of study and your identity and that of other participants will be kept confidential. Your assistance will be highly appreciated.

Thank you in advance.

Yours faithfully,



Bartholomew K. N. Mbuco

APPENDIX II

QUESTIONNAIRE FOR CLASS TEACHER

This questionnaire is designed to gather information on institutional factors influencing performance in KCPE. As a class teacher your resourcefulness will be significant. Please answer all the questions in this questionnaire in the spaces provided. Tick where appropriate.

Part A: General Information

1. a) Please indicate your gender

Male () Female ()

b) What is your teaching experience?

(i) Below 4years ()

(ii) 4years — 6 years ()

(iii) 7years — 10 years ()

(iv) Above 10 years ()

2. What are your professional qualifications?

P2 () P1 () S1 () ATS ()

3. What is the average number of pupils in your class?

Below20 () 21—30 () 31—40 () 41—50 () Above50 ()

4. How many lessons do you teach per week?

Below20 () 21-30 () Above30 ()

5 What subject do you teach in your class?

Part B: Head teacher's Administrative skills

6. Identify two major ways in which your head teachers uses his administrative skills to motivate the performance of your pupils

7. What more would you recommend the head teacher to do for your class to motivate the pupils.

Part C: Teaching and Learning Resources

8. How equipped is your class with teaching and learning materials? Very (), fairly (), poorly (), very poorly (), not equipped ()

9. How often do you attend in-service programmes?

(i) once per 2 years () (ii) Once per 3 years () (iii) once per 4 years ()
(iv) once per 5 years and above ()

10. How available are exam revision papers to your pupils?

very often () Often () rarely () very rarely() unavailable ()

Part D: Pupils' Discipline

11. How is discipline in your class?

v. good () Good () Fair () Poor () V. poor ()

12. Identify two discipline problems that have affected academic performance of your class

13 Suggest two ways in which discipline in your class can be improved

Part E: Time Management

14. a) How well does your class time table promote academic performance?

V. well () Well () Fairly well () Poorly () V. poorly ()

b) How can it be improved?

15 In which months will the syllabus be covered in the subject you teach in your class ?

English

Mathematics

Kiswahili

Science

S/Studies

CRE/IRE

16. How much time is available for revision and remedial work for your class?
V. much () Much () Little () V. Little () None ()

17. How well is the prep and remedial time used by pupils in your class?
V. well () Well () Fairly well () Poorly () V. poorly ()

18. How often is lost lesson time recovered by teachers in your class?
V. often () Often () Rarely () V..rarely () Never ()

b) If rarely how can this be remedied?

19. How often are pupils' assignments given and marked in your class?
V. often () Often () Rarely () V..rarely () Never ()
If rarely why?

APPENDIX III

QUESTIONNAIRE FOR HEAD TEACHERS

The Questionnaire is designed to gather information on institutional factors influencing performance in KCPE Your positive response will be very important.

Please tick all the questions in the spaces provided. Tick or underline where appropriate.

Part A: General Information

1. What is your gender?

Male ()

Female ()

2. How many years have you been a head teacher?

(i) Below 4 years () (ii) Between 4-6 years () (iii) Between 7-10 years ()

(iv) above 10 years ()

3. How many lessons do you teach per week?

(i) Below 15 lessons () (ii) Between 15-25 lessons ()

(iii) Above 25 lessons ()

4. What are your professional qualifications?

(i) P2 () P1 () S1 () ATS ()

(ii)

5. What is your age?

(i) Below 30 ()

(ii) 30-40 years ()

(iii) 40-50 years ()

(iv) above 50 years ()

Part B: Head teacher's Administrative skills

6. Identify two ways by which you motivate pupil performance using your administrative skills.

7. (a) How often do you hold staff meetings to discuss academic performance?

(i) Never () (ii) V. rarely () (iii) Rarely () (iv) Often () (v) V. Often ()

b) If rarely why?

8. Indicate the number of pupils who scored marks in last year as follows: -

Above 350 marks ()

300 – 349 ()

250 – 299 ()

200 – 249 ()

Below 200 marks ()

Part C: Teaching and Learning Resources

9. Were there enough teaching and learning resources for last year's KCPE candidates in your school? Yes () No ()

b. To what extent did the state of the resources above contribute to improvement of their performance in KCPE?

Very great () Great () Fair () little () very little ()

10. How well are standard seven and eight classes equipped with teaching and learning resources?

(i) V. well () (ii) Well () (iii) Poorly () (iv) V. Poorly () (v) unequipped ()

11. What is the textbook ratio in standard seven and eight on average?

(i) 1 to 1 () (ii) 1 to 2 () (iii) 1 to 3 () (iv) 1 to 4 () (v) 1 to 5 ()

12. What is the average number of pupils per class in standard seven and eight?

(i) Below 20 () (ii) between 20-29 () (iii) 30 to 39 () (iv) 40-49 ()
(v) 50 and above ()

13. To what extent did pupils discipline of last year's KCPE candidates contribute to improvement of their performance in KCPE?

Very great () Great () Fair () little () very little ()

14. a) Do you have enough teachers for standard seven and eight subjects in your school? Yes () No ()

b) If no which subjects have the shortage?

15. How well do teachers use the available teaching and learning aids?

(i) V. well () (ii) Well () (iii) Poorly () (iv) V. Poorly () (v) Not used ()

16. How well do teachers make and use schemes and work records?

(i) V. well () (ii) Well () (iii) Poorly () (iv) V. Poorly () (v) Not made ()

Part D: Pupils' Discipline

17. To what extent was syllabus coverage and revision done in the various subjects below in standard 8 last year? Underline the appropriate entry for each subject?

English: Very great () Great () Fair () little () very little ()

Kiswahili: Very great () Great () Fair () little () very little ()

Mathematics: Very great () Great () Fair () little () very little ()

Science: Very great () Great () Fair () little () very little ()

Social studies: Very great () Great () Fair () little () very little ()

18. How much are pupils able to follow the school routine?

(i) Largely () (ii) Satisfactorily () (iii) Fairly ()

(iv) Poorly () (v) V. poorly ()

19. How far do the indiscipline students affect academic performance of std seven and eight?

(i) V. Little () (ii) Little () (iii) Fairly () (iv) Much () (v) V. Much ()

Part E: Time Management

20. How far is the school timetable being followed by the teachers?

(i) Fully () (ii) Largely () (iii) satisfactorily () (iv) Poorly ()

(v) V. poorly ()

21. a) Is lesson time lost recovered adequately?

Yes ()

No ()

b) If No what can be done about it?

22. In which months do teachers cover the syllabi of various subjects on average in standard seven and eight?

English	_____	Mathematics	_____
Kiswahili	_____	Science	_____
S/Studies	_____	CRE/IRE	_____

23. How often do you check teaching academic records of teachers?

(i) V. Often () (ii) Often () (iii) Rarely () (iv) V. rarely () (v) Never ()

24. a) Is there a special programme of revising external exams in preparation for in standard seven and eight?

Yes () No ()

b) If yes describe it showing when and how it works.



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/741**

Date: **21st May 2013**

Bartholomew .K. Ngiriri Mbuco
University of Nairobi
P.O Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 7th May, 2013 for authority to carry out research on "*Institutional factors influencing performance of pupils in Kenya Certificate of Primary Education Examinations in public primary schools of Nyahururu District, Laikipia County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Nyahururu District for a period ending 15th May, 2014.

You are advised to report to the **District Commissioner and District Education Officer, Nyahururu District** 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.


DR. M. K. RUGUTT, PHD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Nyahururu District

CONDITIONS

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
- 2. Government Officers 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)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

CPK605513mt10/2011



REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

(CONDITIONS - see back page)

THIS IS TO CERTIFY THAT

Prof. Dr. J. K. Mwangi
P.O. Box 30197-00100, Nairobi.
has been permitted to conduct research in

Location:
District:
Province:

Nyanjeru
Rift Valley

Location:
District:
Province

on the topic: Institutional factors influencing
performance of pupils in Kenya Certificate
of Primary Education Examinations in
public primary schools of Nyanjeru
District, Laikipia County, Kenya.

for a period ending: 15th May, 2014.

Research Permit No. NCST/RCD/14/013/14
Date of issue: 21st May, 2013
Fee received: KSh. 1,000



Applicant's
Signature

[Handwritten Signature]
Secretary
National Council for
Science & Technology