

FACTORS AFFECTING PERFORMANCE IN K.C.P.E. IN MAGARINI DIVISION OF
MALINDI DISTRICT

BY

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ABSTRACT

This was an investigation into the factors affecting performance in Kenya Certificate of Primary Education in public primary schools in Magarini division, Malindi district. The study aimed at determining the school based factors that influence KCPE performance of the division, establishing pupils' socio-economic background and their bearing on KCPE performance, establishing whether community involvement in school matters influence pupil's KCPE performance, find out teachers' characteristics which have a bearing on the KCPE performance and finally come up with strategies aimed at improve K.C.P.E performance within Magarini division.

The study adopted a descriptive cross-sectional survey design. The target population was the public primary school head teachers, teachers, pupils and education officers. A simple random sampling design was used to sample the schools and the respondents.

Questionnaires for the head teachers, teachers and pupils and an interview schedule for the education officers were used to provide quantitative and qualitative data. The collected data was then coded and analyzed using descriptive statistics such as frequencies, percentages, means and standard deviation with the help of SPSS (Statistical Package for Social Sciences), and subsequently were presented in form of tables, charts and graphs.

From the study findings, it emerged that poor performance in the division was due to understaffing of teachers, teacher and pupil demotivation, poor time management, poor discipline standards in schools, negative impacts of the community, lack of adequate teaching and learning materials, poor syllabus coverage, poor foundation in lower primary, among others.

The findings of this study will help all the stakeholders to identify those factors affecting performance and may be rectified in advance for the realization of good results to benefit the whole country. Once K.C.P.E results are improved this will reduce dropout and repetition rates thus reducing wastage. The results of such findings can also be used in workshops and seminars for head teachers of primary schools for betterment of school management and administration.