

**FACTORS INFLUENCING PUPILS' ACADEMIC PERFORMANCE IN
K.C.P.E EXAMINATION IN MUTONGUNI DIVISION IN KITUI
DISTRICT**

**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION**

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By

ANGELINA SABINA MULWA

**A research project submitted in partial fulfillment of
requirements for the degree of Masters of Education in
Educational Administration and Planning of the University of
Nairobi.**

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DECLARATION

This Research Project is my original work and has not been presented for award in any other university.



ANGELINA SABINA MULWA

4th April, 2005

Date

This Research Project has been submitted for examination with my approval as a University Supervisor.



DR. STEPHEN I. AKARANGA

4th April, 2005

Date

**Senior Lecturer and Chairman,
Department of Philosophy and
Religious Studies, University of
Nairobi.**

DEDICATION

To my dear husband Justus Munyoki and my children, Victoria, Kennedy, Stephen and Valentine, for their encouragement, patience and support, which kept energizing me till I completed this project work; and to my parents Alice Syindu and Dominic Mwandikwa for the good academic foundation they laid on me.

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ABSTRACT

This study set out to investigate the factors influencing pupils' academic performance in the K.C.P.E Examination in Mutonguni Division in Kitui District. It involved all public primary day schools that had done K.C.P.E. examination for the years 2000-2003.

The study sought to:

- i) Establish whether a pupil's school time utilization affects his or her performance in the K.C.P.E Examination.
- ii) Investigate the effects of availability of human and material resources on pupil's performance in the K.C.P.E Examination.
- iii) Establish whether community involvement in school matters influences a pupil's performance.

Stratified random sampling was used to obtain eleven (11) schools from the four zones in the division. The respondents included all the head teachers from the sampled schools, 20 class eight teachers and 99 class eight pupils, who were randomly selected.

The necessary information was obtained through self-administered questionnaires and informal interviews. The data obtained was analyzed using quantitative and qualitative methods as well descriptive statistics. The findings of this study indicated that pupils' academic performance in K.C.P.E Examination was mainly influenced by; ʘ

- i. Poor economic background/poverty, which made it difficult for the parents to provide the schools with adequate physical facilities and learning resources.
- ii. Heavy teachers' workload, which did not allow them enough time for adequate lesson preparations and revision before the examination.
- iii. Poor time utilization as a result of absenteeism and lack of seriousness among the pupils and some teachers as well as interruption of the learning process.
- iv. Low educational achievement by parents, which made them, uncooperative and ignorant of what went on in schools.

In order to improve pupils' academic performance the study recommended;

- i) Improvement and upgrading of the economic status of the rural folk through rural electrification and provision of clean water which would promote self-employment.
- ii) Employment of more teachers, timely provision of teaching/learning resources and famine relief food to the stricken areas.
- iii) Schools' adoption of policies that would foster hard work, teamwork and cohesion among teachers, pupils and parents.
- iv) Launching of a campaign to enlighten on the expected contribution towards meaningful implementation of the 'free' primary education scheme so as to avoid controversy.

The study identified the following areas for further research:

- i. Research on performance in specific subjects;
- ii. Research on KCPE performance in other ASAL parts of the country;
- iii. Research on KCPE performance in an urban setting.

TABLE OF CONTENTS

	PAGE
Declaration.....	i
Dedication.....	ii
Acknowledgements.....	iii
Abstract.....	iv
Table of contents.....	vi
List of tables and figures.....	x
Abbreviations	xiii

CHAPTER ONE GENERAL INTRODUCTION

1.1. Background of the study	1
1.2. Statement of the problem	6
1.3. Objectives of the study.....	8
1.4. Research Questions.....	8
1.5. Hypotheses.....	8
1.6. Significance of the study.....	9
1.7. Scope and limitations of the study	9
1.8. Definition of significant terms	10
1.9. Organization of the study.....	11

CHAPTER TWO LITERATURE REVIEW

2.0. Introduction.....	12
2.1. School-based factors	13
2.1.1 Teaching force	13
2.1.2 School facilities, teaching and learning resources	15
2.1.3 School and class sizes	19

2.1.4	School administration	19
2.1.5	School climate.....	20
2.1.6	Time utilization.....	22
2.2.	Household and community-based factors.....	24
2.2.1	Socio-economic background.....	24
2.2.2	Parental-Community involvement in school matters.....	27
2.3.	Summary of Literature Review.....	29

CHAPTER THREE
RESEARCH METHODOLOGY

3.0.	Research Design.....	30
3.1.	Target population.....	30
3.2.	Sample and Sampling procedure	31
3.3.	Research instruments	33
3.4.	Data collection procedures.....	33
3.5.	Pre-testing of the instruments	34
3.6.	Data analysis techniques	34

CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION

4.0.	Introduction.....	36
4.1.	Questionnaire return rate.....	36
4.2.	Demographic information.....	37
4.3.	Factors influencing pupils' academic performance in KCPE.....	43
4.3.1	Availability of human and material resources	43
4.3.2	Time utilization.....	56
4.3.3	Community/Parental involvement in school matters.....	62
4.4.	Testing	of
	hypotheses.....	66

a) Time Utilization.....	67
b) Availability of human and material resources.....	68
c) Community involvement.....	69
4.5. Other factors that influenced pupils' academic performance in KCPE in Mutonguni Division.....	69
a) Factors believed to affect pupils' performance negatively.....	69
b) Factors believed to promote academic performance.....	70
c) Factors viewed by pupils as interfering with their academic performance.....	70

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Summary.....	72
5.1. Conclusions.....	72
5.2. Recommendations.....	74
5.2.1 Parents.....	74
5.2.2 Local community.....	74
5.2.3 Pupils.....	74
5.2.4 Teachers.....	75
5.2.5 Head teachers.....	75
5.2.6 Examiners (KNEC).....	76
5.2.7 Government (MOEST).....	76
5.2.8 Recommendations for further research.....	77

REFERENCES.....	78
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APPENDICES.....	85
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Appendix I – A list of schools researched on and their performance for the years 2000-2003.....	85
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Appendix II – Letter to the respondents.....	86
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Appendix III – Questionnaire for Head teachers	87
Appendix IV – Questionnaire for class Eight Teachers.....	94
Appendix V –Questionnaire for class Eight pupils.....	100

LIST OF TABLES AND FIGURES

Table 1 – National KCPE Subjects’ Mean Scores (2001-2003).....	4
Table 2 – Mutonguni Division KCPE Mean Scores (2000-2002).....	6
Table 3 – Zones and Schools in Mutonguni Division.....	32
Table 4 – Zonal Distribution of Respondents.....	37
Table 5 – Distribution of Respondents by Gender.....	37
Table 6 – Distribution of Head teachers and class Eight teachers by academic qualification	38
Table 7 – Distribution of Head teachers and Class Eight Teachers by professional qualification	39
Table 8 – Distribution of Head teachers by their administrative experience.....	39
Table 9 – Distribution of Head and Class Eight teachers by the number of years they had served in their current schools	40
Table 10 – Distribution of pupils by age	40
Table 11 – Distribution of pupils by number of children in their families.....	41
Table 12 – Parents’ education level as reported by pupils.....	41
Table 13 – Parents’ Occupation.....	42
Table 14 – The distance covered by head teachers and teachers one way from their residences to school	43
Table 15 – Head teachers’ and teachers’ means of transport in Mutonguni Division.....	43
Table 16 – The population of primary schools in Mutonguni Division	44
Table 17 – The population of Standard Eight classes in Mutonguni Division.....	44
Table 18 – The population of teaching staff in primary schools in Mutonguni Division.....	45
Table 19 – The average number of lessons per teacher in a week.....	45
Table 20 – The distribution of teachers in primary schools in Mutonguni Division by category.....	46
Table 21 – Head teachers’ comments on the extent to which various practices are part of their school policy	47
Table 22 – Head teachers’ comments on whether teachers in their schools are required to prepare various official documents as a matter of policy	47

Table 23 – Class Eight teachers’ workload.....	48
Table 24 – Subjects currently taught by C-class Eight teachers.....	48
Table 25 – Number of teachers in Mutonguni who observed school policies (Practices as reported by class Eight teachers)	49
Table 26 – Teachers’ responses on practices depicting commitment to teaching	49
Table 27 – Preparation of official documents.....	50
Table 28 – Availability of teachers for class Eight subjects as reported by the pupils.....	51
Table 29 – Pupils’ responses on the practices that indicated teachers’ commitment to teaching.....	51
Table 30 – Head teachers’ comments on the availability of various teaching and learning resources in their schools.....	52
Table 31 – Teachers’ comments on the availability of teaching and learning resources in their schools.....	53
Table 32 – Availability of basic teaching and learning resources in school as reported by pupils.....	53
Table 33 – Head teachers’ comments on the availability of various physical facilities in their schools	54
Table 34 – Teachers’ comments on the availability of various basic facilities in their schools.....	55
Table 35 – Availability of various basic facilities in school as reported by pupils	55
Table 36 – Head teachers’ opinion on the effect of distance covered by teachers and pupils between their home and school on pupils’ performance in school	56
Table 37 – The effect of distance covered by teachers and pupils from home to school on pupils’ performance	56
Table 38 – Distance covered by pupils daily from home to school.....	57
Table 39 – Actions taken by teachers against pupil absenteeism	58
Table 40 – Means by which pupils got their lunch meals in Mutonguni Division.....	59
Table 41 – Pupils’ study habits.....	59
Table 42 – Pupils’ repetition rate.....	60
Table 43 – The amount of pupils’ learning time consumed by various activities	60

Table 44 – Factors that negatively affect pupils’ academic performance as rated by Head teachers and class Eight teachers61

Table 45 – The distribution of schools in terms of whether or not they have a rewarding system for good performance as reported by head teachers62

Table 46 – The absence or presence of the rewarding system for teachers and pupils as reported by the teachers62

Table 47 – The schools’ policies on parents/community involvement in school activities/matters63

Table 48 – The extent to which the schools practically involved parents/community in school activities/matters as reported by teachers63

Table 49 – The level of participation by parents/community in school activities as reported by the pupils.....64

Table 50 – Class Eight pupils Term I (Current) level of performance and (expected) level of performance in KCPE 2004.....65

Table 51 – The values assumed by the variables in each school66

Table 52 – A summary of the relationship between independent and dependent variables ..67

Figure I- Conceptual framework.....28

7

ABBREVIATIONS

AIDS	-	Acquired Immune Deficiency Syndrome
A.S.A.L	-	Arid and Semi-Arid Lands
E.F.A	-	Education for All
HIV	-	Human Immune Virus
K.N.E.C	-	Kenya National Examination Council
MOEST	-	Ministry of Education Science and Technology
SACMEQ	-	Southern African Consortium for Monitoring Education Quality
T.S.C	-	Teachers Service Commission
UNESCO	-	United Nations Educational Scientific and Cultural Organization
C.P.E	-	Certificate of Primary Education
E.A.A.C.E	-	East Africa Advanced Certificate of Education
E.A.C.E	-	East Africa Certificate of Education
K.A.C.E	-	Kenya Advanced Certificate of Education
K.C.E	-	Kenya Certificate of Education
K.C.P.E	-	Kenya Certificate of Primary Education
K.C.S.E	-	Kenya Certificate of Secondary Education
K.J.S.E	-	Kenya Junior Secondary Examination
A.T.S	-	Approved Teachers Status
S1	-	Secondary Teacher 1
P1	-	Primary Teacher 1
P2	-	Primary Teacher 2
P3	-	Primary Teacher 3

CHAPTER ONE

GENERAL INTRODUCTION

1.0. BACKGROUND OF THE STUDY

The Kenya government has given priority to education in its National Development plans since her political independence. The government, parents and other stakeholders have over the years invested significant resources to expand and improve education at all levels. Since education is a fundamental strategy for human resource development, it has been viewed as an important input in the development process through the human capital that is embodied in and embedded on its beneficiaries. Thus explanation by (Smith, 1937) as quoted by Blaug (1969) states that;

“... the acquired and useful abilities of all the inhabitants or members of the society (who undergo education). The acquisition of such talents, skills and abilities is a capital fixed and realized, as it were in his person. Those talents as they make a part of his/her fortune so do they likewise of that of the society to which he/she belongs. The improved dexterity of a workman may be considered in the same light as a machine or instrument of trade which facilitates and abridges labour, and which though it costs a certain expense, repays the expense with profit.”

Schultz (1961), Blaug (1967, 1969) and Psacharopoulos (1973) have identified and documented the benefits of education as ranging from its role, in promoting economic growth, enhancing productivity, reducing poverty, increasing individual earnings, the spill over of benefits to the society, resulting from educated individuals and enhancing democracy and good governance among others.

It is therefore agreeable that education is a worthwhile investment. For example, investment at the primary school level earns the government more social returns than all other levels of education. Psacharopoulos (1985) has discovered that the private returns

to education increase with the level of education. And, the university has the highest private returns.

According to Reilly (1995);

“Elementary schools serve as children’s first introduction to the world of education; a world which will dominate and shape their lives for the next 12 or 13 years. A child’s economic and social success is, to a significant extent determined by how well he or she performs in school during these first critical years. The evaluation and prediction of a child’s future, based on his/her performance occurs through both formal and informal educational efforts.”

In Kenya, primary education currently lasts Eight years and is offered to children ranging from 6 to 14 years of age (except for special cases). The goal of primary education is to provide access to quality education to all children of primary school-going age on an equitable basis thus ensuring education for all at this level. (Ministry of Education, Science and Technology, 2001: 15)

Primary education as noted by (Macharia 1992) in Asuga (2002). Plays a crucial role in a pupils’ life. In the current 8-4-4 system of education, the academic achievement of the primary school pupils is assessed through the Kenya Certificate of Primary Education (KCPE) Examination. This examination which offered by the Kenya National Examination Council (K.N.E.C - an organ of the Ministry of Education) is administered to primary school pupils at the end of their Eight-year course. The KCPE is the first National Examination to be taken in the child’s life in Kenya. It is also the most sensitive examination because the results obtained by candidates are used as the yardstick for selection and placement in various institutions of post primary education such as National, Provincial and District secondary schools.

Bogonko, (1992) notes that KCPE has been reduced to a mere selection device for secondary education entrance, thus ignoring the needs of pupils for whom the primary school education is terminal. However, Psacharopoulos (1985) observes that:

“Examinations that determine pupils’ chances of proceeding with education from primary to secondary have a decisive effect on measures of output from primary schools, and often cause high rates of wastage and repetition in the developing countries.”

Psacharopoulos further warns that examinations may be an inefficient criteria for selection. They may fail to measure skills, knowledge and ability accurately. They could fail to predict future levels of achievement, and may disrupt the curriculum and teaching methods as both teachers and pupils become dominated by examinations lose sight of the wider educational objectives, an attitude referred to as “Diploma disease” which is very common in developing countries.

Eshiwani (1983), states that poor performance not only leads to undesirable wastage through dropouts and repeaters but also denies a pupil the continuation of schooling through the formal system of education. He further concludes that, “if any region of the country lags behind either in the number of pupils who attend school or in the number of pupils who pass important national examinations, that region cannot efficiently participate in the democratization of education.”

In Kenya, the quality of education including its relevance to the country’s needs has been questioned by the parents, employers and other stakeholders in education. Overloaded curricula, lack of teaching materials, poor teaching approaches, poor or lack of adequate supervision and low morale of teachers are among the factors cited for the poor quality of education (MOEST, 2003). Although the government, parents and other stakeholders have invested a substantial amount of resources in education, the Technical Working Group (MOEST 2003) argues that, “investing resources in poor quality education is like not investing at all.”

Although the primary school education is dominated by the desire of parents, teachers and pupils to excel in the KCPE Examinations, pupils performance in KCPE has been unsatisfactory nationwide. Prof. George Saitoti, the Minister of Education, science and

technology on receiving the 2003 KCPE results from the chairman of the Kenya National Examination Council (Prof. Raphael Munavu) made the following observations:

- English, Mathematics and Science were still a big headache to primary school pupils
- A downward trend was a threat to the national goal of Industrial and economic development
- The analysis of candidates' performance indicated English as the most poorly done with the mean score of 38.54% followed by Science at 42.72 % and Mathematics at 44.22 %.

The Minister noted that there has been a general decline in KCPE performance in all subjects in the past 3 years, as shown in the table below:

Table 1: National KCPE Subjects Mean Scores (2001-2003)

SUBJECT	Mean score - 2001	Mean score - 2002	Mean score - 2003
Kiswahili	65	63	59.06
Mathematics	73	60	44.22
Science	51	46	42.72
English - Objective	42	47	44.46
English - Composition	33	34	30.65

Source: *Sunday Standard*, 28th Dec 2003:3

The table above indicates a down ward trend in KCPE performance nationwide. However, the Technical Working Group MOEST (2003) in their report of the sector review and development observed that examination results in both the KCPE and KCSE varied from school to school, region to region and also by gender. It concluded that, on the whole, inadequate preparation of candidates was perhaps the main cause of poor performance in national examinations in Kenya. This arose out of the inadequate provision of teaching and learning materials, especially textbooks.

Kitui District, which is semi – arid and geographically marginalized, is divided into eleven (11) educational divisions namely; Central, Matinyani, Katulani, Chuluni, Mutonguni, Mutomo, Ikutha, Mutito, Mwitika, Mutha and Yatta. The people in this area mainly survive on subsistence farming, basket making and charcoal burning. Poor infrastructure, long distances between homes and schools, shortage of water and food

characterize the area. The region also experiences frequent drought accompanied by famine. The geographical challenges of this area have a historical dimension arising from the colonial experience, which marginalized the Arid and Semi Arid Lands (ASAL). This includes infrastructure and other developments, which were concentrated along the highlands and agriculturally productive areas resulting into geographical disadvantages that persist to date.

Due to lack of reliable sources of income for many households in the area, many school-going children spend most of their “out of school” time in economic activities, such as charcoal burning and selling, rope making, water selling (to give only few examples). Others who miss school for a whole day either go to the market or just take care of their younger siblings, while their parents go looking for food and other basic needs for their families.

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The fact that children participate in home based production tasks and other income generating activities, this makes the opportunity cost of schooling extremely high. This further makes the pupils’ attention to be always divided between school and home activities. For example, a good number of pupils who enroll in class one drop out before the end of the Eight years primary school course, while majority of those who survive to the end of the course perform dismally in the KCPE Examination. Poor performance denies them chances of joining National and Provincial Secondary Schools, which to some extent could guarantee them entry to institutions of higher learning.

7

Mutonguni Division being one of the eleven Educational Divisions in Kitui Districts is characterized by the same features mentioned above. The division is divided into four zones, namely Kauwi, Tulia, Katutu and Musengo. Mutonguni Division performs as dismally as the district in the KCPE Examinations.

The table below shows the Division’s and the District’s performance in KCPE for the years 2000, 2001, and 2002.

Table 2: Mutonguni Division KCPE Mean Scores (2000-2002)

Year	Mean Scores	Expected Scores
2000	347.10 (336.84)	700
2001	241.76 (228.84)	500
2002	235.97 (233.06)	500

Source: District Education Office Kitui District

The above data indicates that both the Division and the District have been performing below average (district mean scores are shown in brackets). This means that the majority of pupils who sit for the KCPE Examination score below the expected standard. And since the KCPE results are used for Form One selection and placement in various categories of Secondary Schools, majority of them miss places in such schools, due to poor performance in their examinations.

For example, out of the total population of the pupils enrolled for KCPE in the years 2000 and 2001 in Kitui District, only 36% and 35% respectively managed to get places in both private and public schools in the country. The rest either considered repeating class Eight or terminated their formal education at that level. This is wastage of resources to the pupils, parents and the government.

This situation is very worrisome to people who value and care about education. Noteworthy is the fact that, no research has been carried out to establish factors leading to the poor performance of candidates in KCPE Examination in Kitui District. There is therefore need for research to be carried out to establish and document the factors influencing pupils' poor performance in the KCPE Examination in the district.

1.1. STATEMENT OF THE PROBLEM

In general terms, the most important manifestations of schooling quality include; literacy, greater cognitive abilities and better student performance in examinations (Deolalikar, 1999). Internationally, pupils' examination scores have been accepted and used as a proxy of achievement (Psacharopoulos, 1985).

Despite the government policy of promoting social equality through provision of education (Ominde Report, 1964), KCPE is used to stratify pupils into classes as those who attend the National and good Provincial Secondary Schools take the lion's share of the limited University places available in the country and thus end up in better paying professions.

Eshiwani (1983) points out that poor performance leads to undesirable wastage through dropout and repeaters. It also denies a pupil the continuation of schooling through the formal system of education and affects the transition rate from the Primary to Secondary school level, posing a threat to the government effort to achieve Education For All (EFA) by 2015 UNESCO, (2002). Further more, Eshiwani cautions the government by noting that, if a region of the country lags behind either in the number of pupils who attend school or the number of pupils who pass important National Examinations, that region cannot efficiently participate in the democratization of education.

Elimu Yetu Coalition (2003) having realized that Arid and Semi-Arid Lands (ASAL) have lagged behind in enrollment, participation and performance in National Examinations recommended that efforts need to be made to implement policies that will stimulate enrollment, survival and better achievement by students in these areas.

However, it would have been unrealistic to try to provide solutions to or solve problems whose causes had not been established or ascertained. It was therefore imperative to carry out research and establish the root causes of the problems mentioned above. This study therefore investigated factors that influence pupils' academic performance in KCPE Examination in Kitui District. The study further underscored Mutonguni Division in Kitui District, which is one such area where pupils performed dismally in KCPE. Examinations.

1.2. OBJECTIVE S OF THE STUDY

The study sought to:

- i) Establish whether a pupil's school time utilization affects his or her performance in the KCPE Examination.
- ii) Investigate the effects of availability of human and material resources on pupils' performance in the KCPE Examination.
- iii) Establish whether community involvement in school matters influences pupils' performance in the KCPE Examination.

1.3. RESEARCH QUESTIONS

The following research questions were developed to facilitate the study:

- i) Does a pupil's school time utilization affect his/her performance in the KCPE examination?
- ii) Does the availability of human and material resources in Schools affect Pupils' performance in the KCPE Examination?
- iii) Does community involvement in school matters influence pupils' Performance in the KCPE Examination?

1.4 . HYPOTHESES

The study was guided by the following hypotheses;

- H1 There is a relationship between a pupil's school time utilization and his/her performance in the KCPE Examination
- H2 Availability of human and material resources in schools affects pupils' performance in the KCPE Examinations
- H3 Community involvement in school matters influences pupils' performance in the KCPE Examination.

1.5. SIGNIFICANCE OF THE STUDY

This study underscores the fact that, poor performance in KCPE leads to undesirable wastage through dropouts and repeaters; denies a pupil the continuation of schooling which is a basic human right. This in turn affects the transition rate from primary to secondary school levels, and poses a threat to the governments' policy of achieving Education for All (EFA) by 2015, UNESCO (2002).

Identification of the factors influencing KCPE performance would be very useful in improving performance in Mutonguni Division, Kitui District and in the country at large. The findings of the study would be useful to planners and policy makers in resource allocation. Students, teachers and parents are also made aware of the crucial role that they should play to ensure good performance in KCPE. And once KCPE results are improved, wastage through repeaters and dropouts will be reduced. Many pupils will then be able to continue with schooling and enhance the transition rates from primary to secondary, thus fulfilling the government policy of striving to achieve Education for All by 2015.

1.6. SCOPE AND LIMITATIONS OF THE STUDY

This study was carried out in Kitui District. However, due to the big number of Schools (over 400) and the distance between one school and another, it was very difficult to cover the whole District. Hence, the study was based in Mutonguni Division. It focused on public primary schools that had done KCPE Examinations for the last four years namely; 2000, 2001, 2002 and 2003. The hilly terrain and poor infrastructure were a major handicap to the researcher. Another limitation was that the introduction of the free primary education in the year 2003 had brought major changes in the operations and condition of the schools as primary schools had been provided with teaching/learning materials and were not allowed to charge any levies from the parents.

1.7. DEFINITION OF SIGNIFICANT TERMS

KCPE Examination: The National Examination taken by Primary School pupils at the end of the eight-year primary school course. It is referred to as the Kenya Certificate of Primary Education.

KCSE. Examination: The National Examination taken by Secondary school students at the end of the 4-year secondary school course. It is referred to as the Kenya Certificate of Secondary Education.

Kenya National Examination Council: An organ of the Ministry of Education that deals with examinations. It administers National Examinations to all primary and Secondary schools, and other post-Secondary public institutions of learning except Universities.

Enrolment: The number of pupils who register as members of the different classes at the beginning of every year.

Mean score: An average point showing individual or group achievement in examination performance.

Primary Education: The level of formal education, which precedes secondary cycle. In Kenya, it takes eight (8) years at the end of which the pupils sit for the KCPE Examination. This examination is used to determine whether the pupils can qualify to join secondary education.

Pupil's academic performance: The grades a standard Eight pupil has attained in the KCPE as indicated by his/her mean score.

8.4.4 System of Education: The system of education, which is currently followed in Kenya. It was recommended by the Mackay report and encompasses eight (8) years of primary education, 4 years of secondary and at least 4 years of University education

Repetition: A year spent by a pupil doing the same work in the same grade as his or her previous year in school.

Zone: An area smaller than a division, which comprises a number of schools where the zonal inspector of schools is in-charge.

Human Resources: The teaching staff.

Material Resources: Physical facilities and teaching and learning resources.

1.8. ORGANISATION OF THE STUDY

The study is organized into five chapters.

Chapter One contains some background information to the study, the research problem, objectives of the study, research questions, hypotheses, significance of the study, scope and limitation of the study, definitions of terms as used in the study and organization of the study.

Chapter Two presents a literature review relevant to this study on, “Factors affecting pupils academic performance in KCPE Examinations,” (school based, and household and community-based factors), the conceptual framework and a summary.

Chapter Three consists a detailed description of the research methodology used in the study. Chapter Four consists of data analysis and interpretations; while Chapter Five presents the main findings, conclusions, recommendations and suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

2.0. INTRODUCTION

Provision of educational opportunities especially basic education has been an objective of investment many countries all over the world, Kenya included. Basic education has been considered as a right which nations have an indisputable responsibility to guarantee their citizens (Abagi, 1998).

Primary school education is dominated by the desire of parents, teachers and pupils to excel in the Kenya Certificate of Primary Education (KCPE) Examination, which is taken at the end of the primary cycle. This examination is mainly used for selection and certification purposes.

Many researches have been conducted to establish factors that affect pupils' academic performance so as to improve the quality and relevance of education. However, Elimu Yetu Coalition (2003) has documented five observations regarding examination performance in Kenya as being the:

- i) general decline in performance.
- ii) consistent better performance by boys against girls.
- iii) over better performance by private schools and elite public schools that are invariably patronised by children of the elite.
- iv) reality that this trend is consistent in both primary and secondary schools.
- v) fact that science subjects tend to register lower scores than the non-science subjects.

These observations show that a lot remains to be done to improve examination Performance. Below is a review of the researches that have already been done in this field. In these studies, factors that affect pupils' academic performance have been divided into two main categories; a) School-based factors and b) Household and community-based factors.

2.1. SCHOOL-BASED FACTORS

2.2.1. Teaching force

Teachers' qualifications have been identified as a crucial factor influencing performance. The findings of Bett (1986) on the factors influencing performance in Kericho District revealed the fact that unequal distribution of graduate teachers and the ineffective role played by the teachers and headteacher, were major factors influencing performance in the District. He also established that the quality of teaching staff in a school was often a main determinant in the achievement of students in the examination.

Eshiwani (1982) and (1983) also reported a correlation between students' performance and teacher characteristics, which include his or her qualification. He revealed the fact that many schools perform poorly in National Examinations for the reason that 40% of teachers in primary schools are untrained. Therefore, quality of teachers played an important role in a school's performance.

Osman (1989), in his study on poor performance in KCPE in North Eastern province attributed such poor performance to the following prevailing conditions:

- Inequitable distribution of teachers,
- Very few in-service courses given to untrained teachers,
- Most schools were understaffed,
- Shortage of classrooms, desks chairs and textbooks,
- Unsupportive parents,
- Poor means of transport which made it impossible for the teachers and pupils to report to school on time.

Maundu (1980) carried out a study on the relationship between Kenyan secondary school pupils' needs to achieve and their performance in school subjects. His findings underscored the fact that academic qualifications of teachers and the availability of teaching/learning resources were the most important factors that determined learners' achievements. The study established that *Harambee* schools, which relied mainly on

untrained teachers, had a failure rate of 37.7% in the National Examinations as compared to 2% for the government schools which were generally manned by trained teachers. Although the candidature of the *Harambee* schools might not have been as good as that of the government schools, one may conclude that the low quality of teachers contributed to poor examination performance.

Abagi (1997) points out that, although it is a common belief among both teachers and the public that low pupil-teacher ratio and teachers' high qualifications result in good performance in school, studies from other regions have indicated results contrary to this belief. For example, Wad Haddad's (1978) study has indicated that, "on the basis of available data no optimum class size could be scientifically established as a function of educational benefits". In Haddad's (1978) review, it was concluded that, the manner in which a teacher organises and motivates the class is more important than the class size, and that, savings made from increased class size might be invested in teacher-training or educational materials, which have been shown to have stronger effects on learners' achievement. It is pointed out by Abagi (1997) that high or very low pupil-teacher ratio is one of the main reasons for the poor quality and low efficiency, which characterize primary education in Africa. Abagi (1997) in his study on the efficiency of primary education in Kenya, justified that low or very high pupil-teacher ratio could lead to poor performance and inefficiency.

Teachers' attitudes towards their work and pupils, class management and interaction with pupils have a great impact on the academic achievement and the retention in school of their pupils, particularly girls. Abagi (1997) says that few classroom observations in Kenya indicated that there are cases where teachers' negative attitudes "push" pupils out of school. Such pupils are sometimes neglected, abused, mishandled and sent out of class during teaching-learning periods. This atmosphere is not conducive to learning and makes some children especially girls hate to school. Abagi concludes that obvious results of all this are absenteeism and poor performance, if not non-completion of the education cycle.

According to MOEST (2003) report of the sector review and development, the characteristics that shape the teacher quality include;

- Formal educational attainment,
- Experience gathered by the teacher,
- Subject mastery and
- Availability of the teacher.

Formal educational and the teacher training attainment are positively correlated with the teacher's knowledge and with their ability to impart knowledge to students.

The National Primary School Baseline (NPB) survey (1998) in MOEST (2003) established that, teaching is dominated by transmissional forms of teaching in which pupils are passive and expected to recall when required to. There were no pupil-initiated discussions and pupils' responses were therefore limited to recall of information. There was little use of praise as an incentive to the learning process, and little opportunity for group work to promote problem-solving activities. Lack of textbooks also meant a lot of time wastage while teachers wrote notes on the blackboard. There was little evidence that teachers assessed the understanding of pupils before proceeding to the next topic. This could have a negative effect on pupils' performance in examinations.

Cynthia Cuttman (UNESCO, 2002) maintains that, "the quality of education will not improve without a critical look at teachers' practises, the in-service training workshop, give teachers a personal and professional boost, allowing them to use new materials and inject more life and participation in their classrooms".

2.1.2 School facilities, teaching and learning resources

Many scholars agree that a school's physical facilities such as classrooms, laboratories, desks and books have a direct bearing on good performance among students in developing countries. Mwamwenda and Mwamwenda (1987) cited in Ayoo (2002) carried out a study on the effects of a school's physical facilities on the performance of standard seven (7) pupils in examinations, in Botswana. The study established that the availability of facilities had a direct link with the performance of pupils in examinations.

Heyneman and Loxely (1983) in Mukundi (1999) show that the presence of the school library related significantly to achievement in Brazil, China, Botswana and Uganda.

Shiefelbein and Simmons (1978), in their review of factors affecting the academic achievement of school children concluded that the less developed a society is, the smaller the influence of home background on achievement, and the greater the effect of school variables. It has been established in a sample of twenty-nine countries that the proportion of explained test scores variance attributable to the school quality is lowest in developed countries such as Australia, Japan, Sweden and the United States of America but it has twice or three times as high in Brazil, Botswana, India or Thailand.

Eshiwani's (1983) study on the factors influencing performance among primary and secondary schools in Western province of Kenya established similar findings. He affirmed that schools which had the best facilities in the province were among the high achievers and that those with inadequate facilities performed dismally in the Kenya Certificate of Education (K.C.E) Examination.

Among the facilities that Eshiwani envisaged to be important were; libraries, textbooks, classrooms, dormitories, visual aids, electricity, water and play grounds. Based on research findings, he concluded that the presence or absence of school facilities distinguished high achieving from low achieving schools.

The findings of Wamahiu, Opondo and Nyaga (1992) supported this view. These scholars carried out a study on the educational situation for the Kenyan girl-child, and confirmed that poor learning environments in the unaided (*harambee*) schools, restricted curriculum, lack of laboratories, and unqualified staff led to poor performance of majority of students in national examinations in Kenya.

Gakuru (1982) cited in Ndiritu (1999) indicated that the condition of school buildings was an important aspect in learning. He revealed that teachers in classrooms with lockable doors and windows could be able to leave their teaching aids in their classes for as long as they wished without the fear of either damage or theft, while those without lockable doors and windows experienced storage problems.

Mukundi (1999) also identified the lack of facilities as a major contributing factor towards poor performance in Kiambaa Division. A study by Ayoo (2002) on the factors affecting students' performance in Kenya Certificate of Secondary Education (KCSE) in public secondary schools in Maseno division also established that learning facilities also affected performance of students in the KCSE Examination. The schools that had adequate learning facilities recorded satisfactory and good performance, while those that had inadequate learning facilities performed dismally. Based on the findings she concluded that high level of availability of facilities permitted high degree of learning achievement, while low level of availability of facilities led to poor performance. Ayoo's study is different from the current study in that it was meant to establish the factors affecting academic performance (in KCSE) at the secondary school level in Maseno division.

The MOEST (2003) Technical Working Group recognizes that "the availability of Educational materials has a major bearing on educational outcomes. These materials include textbooks, equipment, furniture, library facilities and student writing materials". Surveys carried out in Kenya by the Southern African Consortium for Monitoring Education Quality (SACMEQ, 1999) as quoted by MOEST (2003) revealed that there was a critical shortage of textbooks, equipment and physical facilities. There were also major inter and intra-provincial resources variations in availability, directly contributing to their performance in national assessments. The Technical Working Group underscored the fact that the availability of textbooks and other learning materials has perhaps been the most constraining resource to educational quality in most rural schools in Kenya. The group established that textbooks, designed for use led by teachers or students offer the most explicit instructed design formats. Thus, the availability of these materials has implications for immediate quality improvements in the educational system.

Studies conducted in other countries have also, explored the impact of teaching and other related material inputs on students learning and achievement in developing countries. Heyneman *et al.* (1984) evaluated a textbook program in Philippines, which was introduced to raise the national level of academic achievement among students in three

subjects; Philippino, Mathematics and science, in two grades. The program reduced the ratio of pupils per book per subject from an average of 10:1 to 2:1 and this marked improvement in performance. The study concluded that there was a reasonable impact of the availability of textbooks to pupils' achievement in schools. The experience in the Philippines also suggests that learning gains are frequently greatest among the poorest or most disadvantaged pupils.

The evidence obtained from small-scale studies in other countries – for example Jamison *et al*, (1981) in Psacharopoulos (1985) quoted a study, on the teaching of mathematics in Nicaragua and suggested that investment in books could significantly improve the efficiency of education, particularly at the primary level. This study established that it is not enough simply to provide textbooks. Some efforts must be made to ensure that these textbooks are adequately used. In addition, attention must be paid to quality control and institution building as objectives of textbooks and publishing projects and not only on the production and distribution of the books.

With regard to the availability of textbooks in Kenya, the Technical working Group (MOEST 2003) in their report of the sector review and development revealed that two major cost issues exist. The first relates to the production and distribution of books, while the second is on to textbook financing.

The cost of textbooks is determined by the publishing capacity existent in the country, transportation infrastructure and the administrative capacity for management and distribution. Parents in Kenya have the sole responsibility of sacrificing their resources, especially the poor so as to obtain textbooks for their children. The burden is even higher as they have to meet the extra distribution cost of delivering books to remote and rural areas.

In the same Report, it is further noted that although text books are being provided under the Government's policy of Free Primary Education (EFA), the ratio of 3:1 in lower primary and 2:1 in upper primary, is currently inadequate. Teachers' guides and other teaching materials are provided but supplementary reading materials are lacking under

the free primary education. In situations where there is a large preponderance of under qualified teachers, textbooks play a significant role in the learning process in addition to being a resource information where, instructional materials could be a curriculum design format and training device for the under qualified teachers.

2.1.3 School and class sizes

According to TSC statistics, (MOEST 2003) average school sizes in Kenya ranges from 182 in Tana River to 796 in Nairobi. The average class size ranges from 22 in Tharaka to 43 in Nakuru municipality. It is noted that in both school and class sizes, the highest enrolment is found in high potential urban areas like Nairobi and Nakuru. The technical working Group (MOEST 2003) established that large classes have a negative effect on the teaching and learning process, because teachers can hardly adequately pay attention to slow learners or effectively carry out proper assessment of their pupils. This in turn affects pupils' performance in examinations. It therefore recommends that classes need to be kept within the optimum size of 50 pupils.

While small classes are believed to be ideal for teaching, Kariri notes in Ndiritu (1999), that schools with a larger enrolment performed better than the smaller ones. He further explained that this could have been due to the fact that larger schools attracted better head-teachers with good administrative skills which created a conducive learning atmosphere and teaching environment resulting into high academic achievement. He also explained that larger schools received promptly and effectively adequate equipment and textbooks for use in their schools.

2.1.4. School administration

Duignan (1986) cited in Asuga (2002) identified school leadership as one of the crucial factors in a schools success. He pointed out that some of the activities that constituted effective leadership by school principals include; setting an orderly atmosphere, creating a climate of high expectations for the teachers and students, encouraging collegial and collaborative relationships and building commitment among students and staff in order to achieve the set school goals.

Griffin (1994) in his book, "School Mastery" argued that the school administration has a direct bearing on the achievement of the learners because it plays a key role in coordinating, directing and facilitating the learning process. He further points out that many schools in Kenya have been brought down by poor management. The study by Eshiwani (1983) also underscores the fact that schools that showed signs of good performance had sound and efficient leadership. Head teachers of such schools were actively involved in organizing the learning process of their schools and did not leave it to mere chance. They were not only readily available in their schools but also participated actively in the actual teaching process and were familiar with classroom activities.

2.1.5. School climate

Creemers, (1994) in his educational effectiveness model, has identified the teacher-related factors as well as student-related factors (school climate) that determine students' achievement. At the student level, Creemers identified the students 'background, motivation and aptitudes as strong determinants of their achievement. At this level, he identified two variables as being crucial to students' achievement, namely time on task and opportunity to learn. He defined "time on task" as the time students are willing to spend on school learning and on educational tasks, which he considered as being determined by both students motivation, and factors evident at both the school and classroom level. Time on task was specified as being the time that students are actually involved in learning. However, he pointed out that this time has to be filled by opportunities which deal with the supply of learning materials, experiences and exercises through which students can acquire knowledge and skills. He also identified the quality of instruction as being an important determinant of the outcomes of education. In this study, he singled out the quality of textbooks and other materials used by the teacher.

Creemers underscored teacher behaviour as an independent contribution to school effectiveness by pointing out the important role of the teacher as being that of setting the time framework (for lessons as well as for homework), organizing the instructional environment, and providing, initiating and continuing the instructional process. He

concluded by listing the characteristics of effective teacher behaviours that positively affect pupils' performance, which include;

- Effective class management/an orderly and quiet atmosphere,
- Use of homework,
- High expectations,
- Clear goal setting,
- Structuring the curriculum content,
- Clarity of presentation,
- Frequent questioning,
- Use of an immediate exercise after presentation of new content,
- Use of evaluation, feedback, and corrective instruction.

The important role of “out of class assignments” and homework in promoting achievement of learners has also been advanced by other scholars. Shiefelbein and Simmons (1981) in their review of research on determinants of school achievement established a close relationship between the out of class academic assignments, and achievements. Eshiwani (1983) in his study on the factors that influenced performance of schools in Western Province concurred with the view that homework positively influenced the academic performance of learners. He established that over 60% of the schools studied have no serious follow up activities by either the teachers or head teachers, while students ended up under achieving in national examinations. He thus attributed the poor performance by Western Province schools partly to the neglect of homework.

A study done by Lane and Tinto (1987) cited in South Worth *et al* (1990), revealed a correlation between school climate characterized by rewards for academic excellence and good discipline being valued by teachers and students good performance in school. Studies done by Mortimore as cited in Ndiritu (1999) indicated that effective schools have a positive ethos. A greater emphasis on praise and rewards was beneficial. Teachers encouraged self-control on the part of pupils rather than emphasizing the negative impact of their behaviour.

The school organization climate influences performance. Sandy, (1988) cited in Ndiritu (1999) in his study with 286 academic and technical vocation teachers in the republic of Trinidad and Tobago, sought to establish factors that made teachers more effective. He found that teachers' performance was related to school climate, though Dumzio (1989) found no relationship between school organization climate and academic standards.

2.1.6. Time utilization

The time allocated to teaching and learning has also been shown as being a contributing factor to a school's performance.

Comber and Keeves (1973) have observed that within limits, the more hours allowed for instruction in a subject the higher the achievement. A report on performance by the Kenya National Examination Council as quoted in Mutea (2002) cited lack of adequate revision time as a major factor in K.P.C.E performance. Eshiwani (1983) noted that most schools lost many teaching and learning hours at the beginning and end of each term. This could account for many failures at the national examinations. Simiyu (2002) notes that a crucial factor consistent with good performance was the students' discipline. This was reflected in an organized study timetable which individual students draw for proper management of their private time.

A study done in (1983) by Michieka as cited in Ndiritu (1999) on students' dropout rates in Kisii District revealed that frequent absenteeism led to loss of study time and consequently failure in examinations. Abagi (1997) further noted that there was a lot of wastage of pupils' learning time in primary schools which led to inadequate syllabus coverage in preparation for national examinations leading to poor performance.

Motivation of both pupils and teachers has been cited as a factor influencing performance. Page (1958), cited in Muola (1990) conducted a study using more than 2000 children in 74 high schools in Kenya which showed a positive correlation between performance and motivation. Students who received personalized comments showed a marked improvement in their studies. Ndiritu (1999) in her study on factors influencing performance in public secondary schools in Central and Nairobi provinces showed a positive relationship between students' motivation and academic performance. Goodlad

(1984) cited in Ndiritu (1999) stated that schools with effective discipline have an academic emphasis in their curriculum. Their goals are not only clearly stated, but also certain degree of structure which enhances high expectations academic of performance. Such schools have assigned and graded homework. These factors motivate learners and teachers while assuring them to strive for high academic performance in examinations.

Mbithi (2002) in his study on factors contributing to poor performance in Mathematics in Yatta Secondary School in Machakos District, revealed that the medium of instruction was an important factor in determining performance. He points out that the usage of ambiguous statements tend to confuse students hence they loose interest. He established that the frequency of assessment was not satisfactory in some schools, and concluded that this practice could have a negative effect on the performance. Costello (1991) has suggested that regular assessment at each key step in instruction is a powerful mechanism for following up learners' ability to grasp basic concepts.

Mogen (1973) also highlighted that there are many attributes to assessment vis-à-vis the nature, type, what is assessed, occasion of assessment and that every assessment should be marked and discussed. Mbithi's (2002) findings showed that most teachers do not alert the learners in advance that an assessment date has been scheduled for a certain day. Instead they give surprise assessments getting some learners off guard. Hence, their poor performance does not reflect their ability. He also found out that most assignments were not marked and discussed accordingly. This approach discourages the learner since he/she is left at abeyance without knowing the correct answer.

3

Mogen (1973) maintains that any assessment should be examined within the taught content, otherwise testing what has not been adversely taught interferes with the confidence of the learner. For poor performance does not only demoralize the learner but could also make the learner lose interest.

The head teacher of Anguche primary school in Kakamega District, which emerged top in the rural public schools category in the 1996 KCPE examination is quoted by the Standard Newspaper of January 17th 1997 as having discouraged extra coaching for pupils. He stated that the school had topped in the KCPE Examination because pupils

were effectively taught right from the school's opening to the closing day without any single day rest. He cited the following factors as having helped the school to perform better;

- Proper use of school time,
- Good discipline of pupils and teachers,
- Pupils' use of extra time to study in the library and prep,
- Teachers prepared their lessons in advance and completed their syllabus in time before pupils sit for examinations,
- Class tests were also taken on a weekly basis to ensure that pupils are conversant with the syllabus,
- Class teachers have guidance and counselling sessions to help them catch up in other areas,
- Pupils and teachers are committed to their responsibilities,
- No untrained teachers in the school, and the categories of teachers out of 46 teachers include 30 PI, 14 SI and 2 ATS teachers.

2.2 HOUSEHOLD AND COMMUNITY-BASED FACTORS

2.2.1. Socio-economic background

The argument that the socio-economic background of students tend to influence their performance is advanced by supporters of the "good home" theory, Tyler,(1977) in Ayoo (2002). They maintain that students whose parents are educated tend to be provided with an enabling environment that stimulates education. They are also encouraged by their parents to study and read relevant books and literature. It is assumed that the provision of good reading materials and intellectual environments motivate students to learn better and eventually perform well in public examinations.

Studies that have been carried out in developed countries have shown that performance of boys and girls was significantly related to the socio-economic background of their parents, Duncan (1989). She established that, one way in which a family's socio-economic background affected school achievement was through the type of school attended. Children from deprived homes, despite their mental potential, tended to go to

cheaper, low performing schools, whereas their counterparts whose ability could be average could go to well performing schools because their parents could afford. The choice of school therefore was found to be a main determinant of educational attainment and later occupational placement.

The findings of the MOEST (2003) Technical Working Group on the Sector Review and Development reveals that socio-economic and educational backgrounds of parents have a direct bearing on educational quality. The group further pointed out that, due to the cost-sharing policy, parents were expected to pay towards the provision of textbooks, building classrooms and other expenses. With increasing poverty in the majority of households, most parents cannot afford to pay for these requirements. They concluded that schools patronised by rich parents tend to be better equipped and subsequently perform better in national examinations.

The rise in the level of poverty in Kenya (1997 economic survey) indicates that 46.8% of Kenyans live below the poverty line, which is one of the major factors, that discourage parents from investing in their children's education. Abagi (1997) reveals that most parents and by extension many communities are not in a position to meet the ever-increasing cost of schooling adequately. He points out that, as the level of poverty rises, child labour has become crucial for family survival. Child labour is evident in domestic activities, agriculture and petty trade in rural and urban areas in Kenya. Poor households, and in some cases children themselves have to carefully analyse the opportunity cost of education.

Abagi further points out that pupil's absenteeism is high where child-labour is valued and inevitable. This affects pupils' performance in school. According to Ojoro (1990) quoted in MOEST (2003) children of diplomats, senior civil servants, professionals and the general elite who live in up-market parts of the urban centres have an unfair advantage over others. He gives the reason to the fact that these children use English as their first language of communication and are generally more exposed to educational activities. They perform better especially in English language examinations than their

counterparts who start learning in their mother tongue and subsequently learn English much later.

Mwanzi (1982) cited in Mutea (2002) points out that children in rural areas have difficulties learning English because only a minority of the rural folk in Kenya speak it and therefore children don't hear it often enough. Rural children therefore rely entirely on their teachers for the expansion of their vocabulary and sentence construction. Eshiwani (1983) carried out a study on factors affecting performance among primary and secondary school pupils in western province of Kenya and identified the fact that environmental factors play a key role in influencing the academic achievement of students. According to his findings, the environment can either enhance or hinder a student's learning and educational attainment.

Studies conducted elsewhere in Africa reveal that the home environment contributes substantially to different academic achievement levels by girls and boys. Swaison (1994) in Ayoo (2002) in his study on the constraints to education in Malawi, established that both boys and girls participated in household tasks, but gender differences in their participation level were substantial with girls performing more chores than boys. He also established that the situation was more demanding for girls from poor families. He contended that in poor households there was greater demand for domestic labour by girls, given the overwhelming economic needs of such households. Consequently, girls experience loss of concentration levels during lessons due to exhaustion, and attended school more irregularly and less intensively.

Some studies that have been conducted in Kenya reveal that the distance from home to school had a direct influence on students' performance in examinations. For example, Bunyi and Okkelmo (2000) cited in Ayoo (2002), carried out a research on the influence of distance on education of girls. The study established that distance had a strong effect on retention rates and regular attendance of school, ultimately affecting students' academic achievement. It also revealed that distance from school had a more negative implication on girls' safety and security, which was viewed as key in school attendance and academic achievement.

2.2.2. Parental-community involvement in school matters

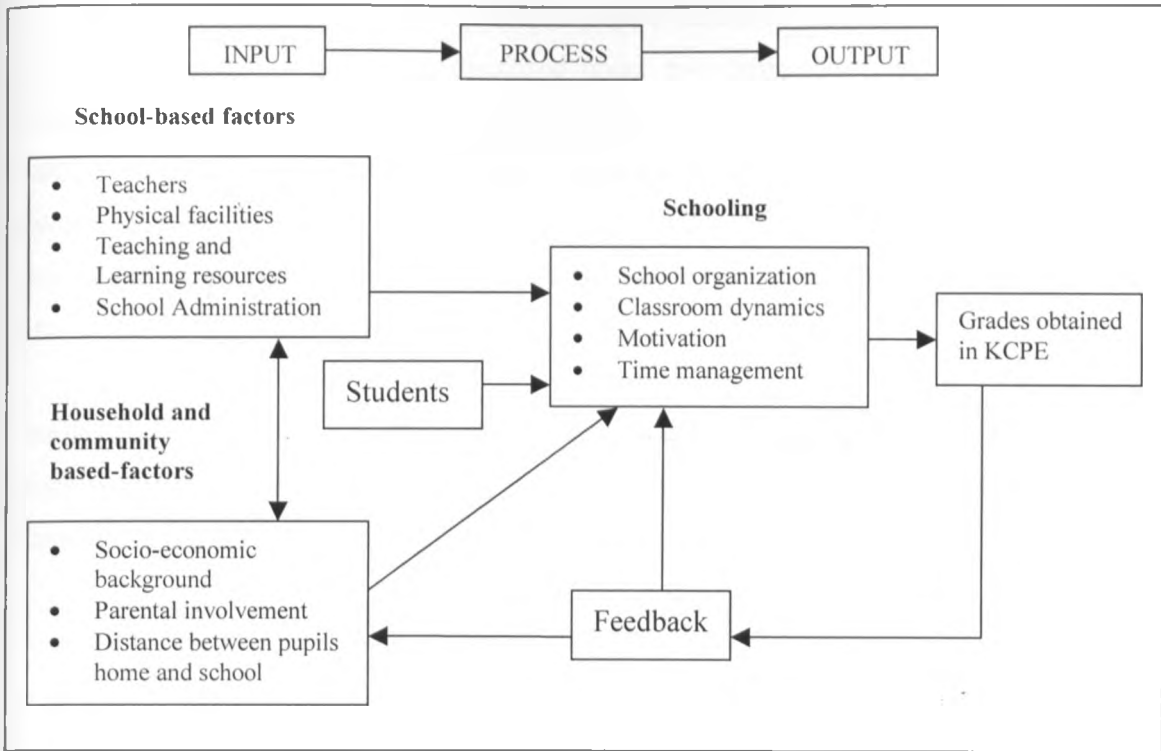
According to UNESCO (2003), for many years there has been general acceptance that giving parents and community members a strong voice in school management can strengthen schools' accountability to communities, increase teacher and student attendance, improve the efficiency of resource use, mobilize increased community support for schools, and improve student learning. Global experience shows that community involvement in school governance can be a positive force for school improvement, even where parents are illiterate (UNESCO, 2003).

Parental involvement in the pupils' work has also been identified as a factor that affects pupils' performance. In a study done on 106 standard seven school children in Nairobi by Kapila (1976) in Ndiritu (1999), it was established that there was a positive association between parents' participation in the children's schoolwork and academic performance.

Ndiritu (1999) quotes Okumu's study of standard seven pupils of Nairobi schools which reported similar findings. Griffin (1996) has also accorded parental participation great importance as a factor determining the pupils' performance in an examination. He pointed out that parent's involvement is an important element in the learners' academic achievement and that this relationship was observed even when the school-student population, teacher qualifications and experiences were controlled.

Kathuri (1997) cited in Asuga (2002) revealed that children whose parents paid regular visits to school to find out their progress or attend school functions do better academically than those whose parents never paid such visits. Ayoo (2002) in her study on the factors affecting academic performance in KCSE Examination in public secondary schools in Maseno Division also agreed with the view that parents' involvement in school functions has a positive effect on performance in examination.

FIGURE I: CONCEPTUAL FRAMEWORK



In this study, pupils' performance is conceptualized in a process perspective. (Input-process- output).

Students go through the schooling process at the end of which they are examined through the KCPE Examination. Their scores in KCPE Examination is the output. The home environment is seen to influence the school-based factors. Both school-based factors and home environment (inputs) determine what takes place in the school (process of schooling). In turn what takes place in the school will determine the level of pupils' performance in KCPE Examination, which will be reflected in the grades attained by the pupils in KCPE Examination. The KCPE Examination results provide feedback to the school and the home environment leading to adjustments for improvement. The arrows show that the process is continuous and bi-directional.

2.3. SUMMARY OF LITERATURE REVIEW

In this chapter, various factors that influence pupils' academic performance have been discussed. The factors have been discussed under two categories. The first includes school-based factors such as the availability and quality of teachers, teaching and learning resources, school administration, school climate and time utilization. The second category includes household/community-based factors such as economic-background of the learner, parental/community involvement in school matters, and the distance covered by the learners between home and school.

Finally, the inter-play of the school-based and household/community factors in the process of schooling to determine the level of pupils' academic achievement in examinations has been illustrated by use of the stated conceptual framework.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. RESEARCH DESIGN

The study utilized a descriptive design approach which, according to Churchill (1991), is appropriate where the study seeks to describe the characteristics of certain groups, estimate the proportion of people who have certain characteristics, and make predictions. The secondary design comprised a case study, and adopted the ex-post facto design which has been defined by Kerlinger as cited by Ndiritu (1998) as a;

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"...Systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made without direct intervention from concomitant variation of independent and dependent variables" Kerlinger, (1967) in Ndiritu, (1998).

The design was used to investigate into the factors influencing KCPE performance in Mutonguni Division - Kitui District. The design was recommended for this research because it involved studying conditions or events that had already occurred and the researcher had no direct control of independent variables. The dependent variable (KCPE performance) had already occurred while the independent variables (the factors influencing performance in KCPE) could not be manipulated.

3.1. TARGET POPULATION

The target population for this study consisted head teachers, the teachers handling standard Eight, and standard Eight pupils. Head teachers organize and facilitate the teaching and learning process in their schools, and were in a better position to provide general information about their schools.

Teachers handling class Eight were in constant contact with the pupils on daily basis. They were also preparing the pupils for the KCPE Examination, and therefore most likely to have more reliable information about the peoples and the factors influencing pupils academic performance in KCPE Examination.

Standard Eight pupils had been in school for many years, and were preparing for KCPE examinations, therefore they were likely to be aware of the factors that influence pupils' academic performances in KCPE and could therefore provide more reliable information on the same.

The accessible population in this study comprised head teachers, teachers handling class Eight, and standard Eight pupils in Mutonguni Division. Records in the District Education Office in Kitui showed that there were 54 public primary mixed day schools in Mutonguni Division with 54 head teachers and approximately 1,580 Standard Eight pupils.

3.2. SAMPLE AND SAMPLING PROCEDURE

A total of eleven (11) schools out of the fifty-four (54) schools in Mutonguni Division were randomly selected to participate in this study representing approximately 20% of the total number of schools in the division.

The stratified random sampling procedure was utilized for this study in order to achieve a proportionate representation of each of the four zones in the division as shown below.

Table 3: Zones and Schools in Mutonguni Division

Names of the zone	Number of schools
Tulia	20
Musengo	13
Katutu	14
Kauwi	7
Total	54

Source: D.E.O'S Office – Kitui District

A simple formula was used to elicit a proportionate zonal representation. The total number of schools in a zone was divided by the total number of schools in the division and then multiplied by the required number of schools (sample size).

$$\text{Zonal representation} = \frac{\text{No of schools in a zone (Zone size)}}{\text{Total no. of schools in the division (division size)}} \times \text{total number of schools required (sample size)}$$

$$\text{Tulia zone - } \frac{20}{54} \times 11 = 4.0 (4) \text{ schools}$$

$$\text{Musengo zone - } \frac{13}{54} \times 11 = 2.6 (3) \text{ schools}$$

$$\text{Katutu zone - } \frac{14}{54} \times 11 = 2.8 (3) \text{ schools}$$

$$\text{Kauwi zone - } \frac{7}{54} \times 11 = 1.4 (1) \text{ schools}$$

Total	11 schools
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From the above calculations, 4 schools from Tulia Zone, 3 schools from Musengo, 3 schools from Katutu and 1 school from Kauwi were selected for the study. Selection of schools from specific zones was done by simple random sampling.

For each selected school, 25% of class Eight pupils were randomly selected to participate in the study. The sampling of pupils was done on the spot by the researcher before administering questionnaires to them. Two teachers were selected from among the teachers handling the standard Eight class. The standard Eight-class teacher was

purposely selected to participate in the study, while the second teacher was randomly selected. All head teachers of the eleven selected schools participated in the study.

3.3. RESEARCH INSTRUMENTS

Three sets of questionnaires – one for the head teachers, another for the teachers handling Class Eight and the other one for Standard Eight pupils were utilized in this study.

This questionnaires which were self-administered by the researcher comprised structured items that were carefully developed with the help of the research supervisor. The structured questionnaires comprised mainly closed-ended questions and a few open-ended questions. The advantages of using closed-ended questionnaires are that, they are easier to analyze since they are in an immediate usable form. These set of questionnaires provided uniformity to all the participants given the same questions; and were economical in terms of time and money (Mugenda and Mugenda 1999).

Each questionnaire comprised sections A and B. Section A contained questions aimed at obtaining general information about the respondent and the school, while Section B consisted of specific questions related to the objectives of the study. The resultant information was used to arrive at the conclusion on factors influencing pupils' academic performance in KCPE examination.

3.4. DATA COLLECTION PROCEDURES

The researcher conducted the study in Mutonguni Division, in the year 2004, after obtaining permission from the office of the president and the DEO, Kitui District.

The researcher personally visited each school; met the head teacher for introduction, and then arrangements were made to meet standard Eight teachers and pupils. A sample of 25% of the Class Eight pupils population was randomly selected. They were then issued questionnaires, which were filled and returned to the researcher. The head teacher and

two Class Eight teachers were also given questionnaires prior to the researcher's issuance to the standard Eight pupils. The head teacher and the Standard Eight teachers' questionnaires were then collected the same day at the end of the exercise.

3.5. PRE-TESTING OF THE INSTRUMENTS

The research instruments were piloted in one public primary school in Mutonguni Division before data collection. The exercise was carried out using standard Eight pupils belonging to a school other than the ones selected for the study. It was assumed that schools within the same division had similar experience and therefore responses of pupils from the pilot school would be reasonably similar to those of the sample schools for the study.

Respondents contacted during the pre-test phase were deliberately excluded during the final administration of the research instruments. This helped to control extraneous influence on the research findings due to their prior knowledge of the information required by the instruments. The purpose of the pilot study was to establish the validity and reliability of the instruments of the study. During the pre-testing, a small sample, consisting 9 pupils, 2 class Eight teachers, and one head teacher was chosen to participate in the study. The pupils and teachers were randomly selected from class Eight pupils and among the teachers currently handling the class Eight respectively. Piloting enhanced reliability, dependability, accuracy and adequacy of the instruments. After going through the responses of the pilot study, the questionnaires were modified to eliminate any issues that were not clear. And enhancing validity, the supervisor reviewed the instruments accordingly.

3.6. DATA ANALYSIS TECHNIQUES

The responses in the questionnaires were coded, tabulated and analyzed both qualitatively and quantitatively. Descriptive statistics was also used to analyze the responses which were presented in tables with proportions expressed in percentage forms

for ease of comparison. The results of the study were then compared with related literature review to establish factors that influence pupils' academic performance in KCPE examinations.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0. INTRODUCTION

Chapter Four is composed of three sections;

- 1) Demographic information about head teachers, teachers and pupils.
- 2) Factors that influence pupils academic performance in KCPE Examination:
 - Human resources (Teaching staff),
 - Teaching and learning resources,
 - Physical facilities,
 - Time utilization,
 - Community involvement in school matters.
- 3) Testing of hypotheses – Relates KCPE performance with the independent variables.

4.1. QUESTIONNAIRE RETURN RATE

Three sets of questionnaires were used to collect data. A questionnaire for the head teachers, which was meant to elicit the school policy, class Eight teachers' questionnaire meant to delve into school practice as experienced by the implementers of the school policy and class Eight pupils' questionnaire, meant to obtain information on the school practice as experienced by the pupils who are the recipients of the school policy.

The head teachers' questionnaires were preferred to eleven (11) head teachers of the sampled schools which were all returned dully filled. A total of 22 questionnaires were given out to Class Eight teachers and 20 were returned, while 99 questionnaires were given out to Class Eight pupils and all of them were returned.

4.2. DEMOGRAPHIC INFORMATION

The head teachers and teachers provided demographic information regarding their zone, gender, academic and professional qualification, administrative experience and years of service in their current school, while pupils provided information about their zone, gender, age, number of children in their families, their parents' educational level and occupation. The demographic information is summarized in tables as follows:

Table 4: Zonal Distribution of Respondents

Zone	No. of		No. of pupils	Total	Percentage
	H/teachers	teachers			
Tulia	4	8	37	49	38
Musengo	3	4	23	40	23
Katutu	3	6	31	40	31
Kauwi	1	2	8	11	8
Total	11	20	99	130	100

The above table indicates that Tulia zone contributed the largest number of respondents (49), which represented 38% of the total number of respondents. It was followed by Katutu zone with 40 respondents, 31%. Musengo zone 30 respondents, 23%, while Kauwi zone produced the lowest number of respondents (11) contributing 8% of the total number of respondents. The reason why some zones produced larger number of respondents such as Tulia and Katutu while others like Kauwi and Musengo produced smaller numbers, is explained by the fact that the sample was selected from each of the four zones proportionate to their sizes in terms of the number of schools in a zone.

Table 5: Distribution of Respondents by Gender

Gender	Head teachers		Teachers		Pupils		Total	Percentage
	F	%	F	%	F	%		
Female	2	18	10	50	48	48	60	46
Male	9	82	10	50	51	52	70	54
Total	11	100	20	100	99	100	130	100

F = Frequency

% = Percentage

Table 5 above indicates that generally, male respondents were more than female respondents. There were 60 female respondents (46%) against 70 male respondents

(54%). The highest difference between male and female respondents was found among the head teachers where only 2 out of 11 were female. Among the ordinary teachers the number of male respondents was equal to that of females. Among the pupils, the difference in the number of male and females was insignificant with male pupils being more than female pupils by 3. The fact that the proportion of females who hold managerial positions (head teacher position) was too small compared to that of their male counterparts meant that women teachers were not given equal opportunity at that level. This could be a source of demoralization to them while at the same time it denied the female pupils role models from whom they could emulate. This could in turn have a negative effect on the performance of both lady teachers and pupils.

Table 6: Distribution of Head teachers and class Eight teachers by academic qualification

Academic qualification & education level attained	Head teachers		Class Eight teachers	
	F	%	F	%
KJSE -Form 2	0	0	1	5
EACE/KCE/KCSE -Form 4	9	82	15	75
EAACE/KACE -Form6	2	18	3	15
DIPLOMA	0	0	1	5
Total	11	100	20	100

F = Frequency % = Percentage

According to table 6 above, 9 (82%) out of the 11 head teachers who participated in this study had attained Form 4 level of education as their highest academic qualification, while 2 (18%) had attained Form 6 level as their highest academic qualification. This was within the academic achievement for primary school teachers. Hence, all head teachers were academically qualified.

Table 6 also indicates that 15 (75%) teachers of the total teacher respondents of 20 had attained Form 4 level of education as their highest academic qualification. 3 (15%) teachers had attained Form 6 level (KACE), 1 (5%) teacher Form 2 level (KJSE) and 1 (5%) teacher Diploma. Given that 95% of the teachers had attained Form 4 level and above, it implies that they were academically qualified.

Table 7: Distribution of Head Teachers and Class Eight Teachers by professional qualification

Teacher's Qualification	Head teachers		Class Eight teachers	
	F	%	F	%
P1	9	82	19	95
S1	2	18	0	0
ATS	0	0	1	5
Total	11	100	20	100

As indicated in table 7 above, all the head teachers and teachers who participated in this study fell under three categories according to their professional qualification. Among the head teachers, 9 (82%) of them had the P1 qualification, 2 (18%) S1 qualification and none had attained ATS status. Given that majority of the head teachers had worked at that capacity for over ten years but still remained in the same P1 status indicates the time lapse that the TSC takes to promote teachers from one grade to the next. This could be a source of demoralization among head teachers who have stagnated in one grade for a long time.

The same trend is prevalent among teachers with 19 (95%) of the teacher participants being P1 and 1 (5%) being an ATS, with no S1 teacher among them. Sometimes head teachers may find it difficult to control teachers who have the same or higher professional qualifications than them. This may interfere with the teaching and learning process and eventually affect pupils' academic performance in school.

Table 8: Distribution of Head teachers by their administrative experience

Score interval in years	Frequency (F)	Percentage (%)	Cumulative percentage
0 - 2	2	18	18
3 - 5	1	9	27
6 - 8	1	9	35
8 - 10	2	18	54
Over 10	5	46	100
Total	11	100	100

Table 8 above indicates that 73% of the head teachers had an administrative experience of over 5 years and only 27% had been head teachers for 5 years and below. This means that majority of them were familiar with their duties and could dispense them effectively.

Table 9: Distribution of Head and Class Eight teachers by the number of years they had served in their current schools

Years of service	Head teachers			Teachers		
	F	%	CP	F	%	CP
Less than 1 year	3	27.3	27.3	1	5	5
1 - 2	2	18.2	45.5	3	15	20
3 - 4	5	45.4	90.9	4	20	40
5 and above	1	9.1	100	12	60	100
Total	11	100	100	20	100	100

F = Frequency % = Percentage CP = Cumulative Percentage

Table 9 above indicates that 54.4% of the head teachers and 80% of teachers had worked in their current schools for at least 3 years. In fact 60% of the teachers had been in their current schools for over five years. This means that such teachers were familiar with the operations, strengths and weaknesses of their schools that could be influencing pupils' academic performance.

Table 10: Distribution of pupils by age

Age in years	Frequency (F)	Percentage (%)	Cumulative percentage (CP)
Below 13	4	4	4
13-15	69	70	74
15-17	24	24	98
Over 17	2	2	100
Total	99	100	100

From table 10 above, it can be seen that the majority of class Eight pupils 70% fell in the age brackets of 13–15 years, with 26% being over 15 years and only 4% were below 13 years of age. This means that majority of pupils were within the normal age for pupils at class Eight level (13-15 years). However, the fact that a good number of the pupils were above 15 years of age indicates that such pupils could have repeated one or two classes.

Table 11: Distribution of pupils by number of children in their families

No of children	Frequency (F)	Percentage (%)	Cumulative percentage (CP)
Less 3	8	8	8
3-5	42	42	50
6-10	49	50	100
More than 10	0	0	0
Total	99	100	100

Table 11 above reveals that 50% of the pupils came from large families of between 6 and 10 children while 42% belonged to families of 3-5 children and only 8% came from families of less than 3 children. This implies there could be competition for basic needs in the families of majority of the pupils especially if the parents are not economically stable.

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Table 12: Parents' level of education as reported by pupils

Level of educ	Frequency (F)				Percentage (%)				
	F	M	G	Total	F	M	G	Total	CP
Below class 8	10	10	-	20	6	6	-	12	12
Class 8	25	28	1	54	16	18	1	35	47
Below form 4	8	10	-	18	5	6	-	11	58
Form 4	33	20	1	54	21	13	1	35	93
Above form 4	6	6	1	13	3	3	1	7	100
Total	82	74	3	159	51	46	3	100	100

F = Father M = Mother G = Guardian CP = Cumulative Percentage

According to Table 12 above, among the total number of 159 parents shown to have attended formal schooling 82 (51%) were fathers, 74 (46%) were mothers while 3 of them were mere guardians. Fifty eight percent had attained formal education of below Form 4, with 47% attaining Standard Eight level and below. 42% attained Form 4 level of education and above. The majority of those with the Form 4 level of education and above were men (fathers) who comprised 24%, while a majority of those with up to Class Eight level of education were women (mothers).

Table 13: Parents' Occupation

Occupation	Frequency (F)				Percentage (%)				
	F	M	G	Total	F	M	G	Total	CP
Subsistence farming	30	48	1	79	20	32	1	53	53
Business	24	16	1	41	16	10	1	27	80
Civil servant	15	9	0	24	10	6	0	16	96
Other	6	0	0	6	4	0	0	4	100
Total	75	73	2	150	50	48	2	100	100

F = Father M = Mother G = Guardian CP = Cumulative Percentage

In Table 13 above, 53% of the parents were subsistence farmers while 27% were business men/women and only 15% were government employees or civil servants, while 6% were involved in other economic activities. This means that most pupils came from weak economic backgrounds with majority of them depending on subsistence farming. Given that the locality is semi-arid it may be very difficult for most families to even afford their daily food, which is the most desired basic need.

This means that fathers (men) who were generally more learned than women were likely to be working far away from their homes or even work over night. This implies that they were not likely to help their children in doing home work due to their unavailability at home in the evenings. The mothers who in most cases would be available at home in the evenings were similarly not able to help their children do homework due to their low level of education.

Tables 14 and 15 below summarise the information on distances from and modes of transport to schools by the teachers

Table 14: Distance covered by head teachers and teachers one way from their residence to school

Distance in km	Head teachers			Teachers		
	F	%	CP	F	%	CP
Less than 1 km	3	27.3	27.3	6	30	30
1-2km	-	-	27.3	3	15	45
2-4km	5	45.5	72.8	7	35	80

4-5km	-	-	72.8	1	5	85
Over 5km	3	27.3	100	3	15	100
Total	11	100	100	20	100	100

F = Frequency **% = Percentage** **CP = Cumulative Percentage**

Table 15: Head teachers and teachers' means of transport in Mutonguni Division

Means of transport	Head teachers			Teachers		
	F	%	CP	F	%	CP
By foot	5	45.5	45.5	14	70	70
By bicycle	5	45.5	91	5	25	95
By car	-	-	91	-	0	95
Other	1	9	100	1	5	100
Total	11	100	100	20	100	100

F = Frequency **% = Percentage** **CP = Cumulative Percentage**

Eleven (11) head teachers and twenty (20) teachers conceded that none of them were accommodated within their school compounds.

Majority of them went to school by foot, 70% of the teachers and nearly half of the head teachers (45.5%) while a few of them used bicycles. They further indicated that they covered a distance of up to 4 kilometres daily one way to school, including 45% of the head teachers and 80% of the teachers. This implies that teachers had to leave their houses very early in the morning in order to get to school at the right time (before 8.00am). In the evening, they started their journey home quite early. The teachers also revealed that the terrain is not only hilly, but it also took them longer to cover a given distance.

4.3. FACTORS INFLUENCING PUPILS' ACADEMIC PERFORMANCE IN KCPE EXAMINATION

4.3.1. Availability of human and material resources

This objective was addressed at two levels:

- Human resources (teaching force),
- Material resources (physical facilities and teaching and learning resources).

Availability of the teaching force was measured through the following indicators:

- Pupil-Teacher ratio,
- Teachers workload,
- Class sizes,
- Teachers' commitment to teaching,
- Teachers' qualifications.

Availability of material resources was measured in terms of their adequacy and quality as perceived by the teachers and pupils. The head teachers were asked to provide information regarding the population of their school's Class Eight pupils, teaching staff, categories of teachers, teachers' work load and adequacy of teachers in their schools. This information is summarised in Tables 16 to 19 by head teachers as follows:

Table 16: Population of primary schools in Mutonguni Division

No. of pupils (population)	F	%	CP
200 and below	-	-	-
201-300	5	45.5	45.5
301-400	3	27.3	72.8
401-500	1	9	91
Over 500	1	9	100
Total	11	100	100

F = Frequency % = Percentage CP = Cumulative Percentage

Table 16 above reveals that 5 schools out of 11 (45.5%) had their population ranging between 201 and 300 pupils. 3 (27.3%) had between 301-400 pupils. While 2 (18.2) had between 401-500, pupils, and only 1 (9%) had over 500 pupils. This explains that the majority of schools were single streamed.

Table 17: Population of Standard Eight classes in Mutonguni Division

No. of pupils (Class population)	Frequency (F)	Percentage (%)	Cumulative percentage
20 and below	1	9.1	9.1
21-30	3	27.3	36.4
31-40	3	27.3	63.7
Over 40	4	36.3	100
Total	11	100	100

From the above table, it is evident that most schools 7 (63.6%) had a standard Eight student population of Standard Eight being 30 pupils and above. Among them 36.3% and 36.4% had a population of above 40 pupils and less than 30 pupils respectively. This explains that the classes were fairly big though not too large to handle.

Table 18: Population of teaching staff in primary schools in Mutonguni Division

No. of teachers	(F)	(%)	(CP)
8 and below	2	18	18
9-10	7	64	82
11-12	-	-	82
13-14	-	-	82
15 and above	2	18	100
Total	11	100	100

F = Frequency % = Percentage CP = Cumulative Percentage

The above data shows that 9 (82%) of the schools had up to ten teachers. No schools had between 11 and 14 teachers and only 2 (18%) of the schools had 15 teachers and above. This shows that most schools had as many teachers as the classes and perhaps one extra teacher, who could be the head teacher. Regarding the adequacy of the teaching staff in the schools, 9 of the head teachers indicated that the teaching staff was adequate and only 2 indicated that their schools had inadequate staff.

Table 19: The average number of lessons per teacher in a week

Number of lessons	F	MPt (X)	FX	%	CP
30 lessons and below	1	28	28	9	9
31-35	2	33	66	18	27
36-40	6	38	228	55	82
Over 40	2	43	86	18	100
Total	11	142	408	100	100

$$\bar{x} = 37$$

F = Frequency

X = Class Midpoint

FX = Product of Frequency and Class Midpoint

% = Percentage

CP = Cumulative Percentage

Table 19 above reveals that the average number of lessons per teacher in a week was 37. In the majority of the schools, 8 (73%) teachers taught an average of at least 36 lessons in a week. On average, 7 lessons or more per day given that the maximum number of lessons per day is seven in lower classes and eight in upper classes. Such a work load left the teachers with very little time to prepare in between the lessons or even mark tests. It was only in 3 schools (27%) where teachers taught an average of 35 lessons per week or on average 7 lessons or less per day perhaps leaving a teacher with one or two free lessons.

Table 20: Distribution of teachers in primary schools in Mutonguni Division by category

CATEGORY	P3	P2	P1	S1	Dip	ATS	Graduate	Total
F	6	5	90	3	1	8	-	114
(%)	5	4	79	3	1	8	-	100
CP	5	9	88	91	91	100	-	100

F = Frequency % = Percentage CP = Cumulative Percentage

Table 20 above shows that among the teachers in Mutonguni division, 5% were P3, 4% P2, 79% P1, 3% S1, 1% Dip, and 8% Dip. This explains that majority of them hold grades that they attained through their initial training (P3, P2, P1 and Diploma 89%), 79% of them being P1 holders. Only a small, percentage (11%) had attained new grades through promotion.

Among the indicators that were used to measure teachers' commitment to teaching were punctuality in reporting for work, starting and ending lessons, attendance of lessons, management of homework and assignments, coverage of syllabus, maintenance of an orderly and quiet atmosphere, emphasis on internal evaluation and preparation of official documents. All the head teachers admitted they had valued and incorporated the above as part of their school policy. It could not however be confirmed at this level whether the policy was strictly implemented or not. In order to verify the information given by the head teachers, the teachers and pupils were asked to confirm whether such practices were taken seriously in their schools. This indicated in table 21 and 22.

Table 21: Head teachers' comments on the extent to which various practices are part of their school policy

Practices /school policy	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
1. Teachers should report at 8am & leave their workstation at 5pm	5	46	4	36	2	18	-	-	11	100
2. Lessons should start & end at the right time as indicated in the timetable	7	64	4	36	-	-	-	-	11	100
3. Missed lessons should be compensated at teachers' own time	6	55	3	27	2	18	-	-	11	100
4. Teachers should give assignments and homework regularly.	6	55	5	45	-	-	-	-	11	100
5. Teachers should mark assignments & homework promptly	5	45	6	55	-	-	-	-	11	100
6. Teachers should cover syllabus in their subjects by the end of each year.	6	55	5	45	-	-	-	-	11	100
7. Teachers should always maintain quiet & orderly climate atmosphere.	3	27	8	73	-	-	-	-	11	100
8. Teachers should:	6	55	5	45	-	-	-	-	11	100
i) Give tests to pupils										
ii) Mark, the tests	7	64	4	36	-	-	-	-	11	100
iii) Return the marked papers to the pupils	6	55	5	45	-	-	-	-	11	100
iv) Do corrections with the pupils	6	55	5	45	-	-	-	-	11	100

F = Frequency **% = Percentage**

SA = Strongly Agree **A = Agree**

D = Disagree **SD = Strongly Disagree**

Table 22: Head teachers' comments on whether teachers in their schools are required to prepare various official documents as a matter of policy

Documents	A		MT		ST		R		VR		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. Schemes of work	8	73	3	27	-	-	-	-	-	-	11	100
2. Lesson plans	6	55	5	45	-	-	-	-	-	-	11	100
3. Record of the work covered	5	46	3	27	3	27	-	-	-	-	11	100
4. Pupils progress record – report forms/cards	7	64	3	27	1	9	-	-	-	-	11	100

F = Frequency **% = Percentage**

A = Always **MT = Most times**

ST = Sometimes **R = Rarely**

VR = Very rarely

Table 23: Class Eight teachers' workload

No. of lesson per week	F	MPt (x)	FX	%	CP
30 lessons and below	3	28	84	15	15
31-35	7	33	231	35	50
36-40	7	38	266	35	85
Over 40 lessons	3	42	126	15	100
Total	20	141	706	100	100

$$\bar{x}=37$$

F = Frequency**X = Class Midpoint****FX = Product of Frequency and Class Midpoint****% = Percentage****CP = Cumulative Percentage**

Table 23 above indicates that on average, the workload among Class Eight teachers was 37 lessons per week; half of them (50%) taught 35 lessons and below per week or an average of 7 lessons per day, while the rest had a workload of over 36 lessons per week, with 15% handling over 40 lessons which on average is over 8 lessons per day (only possible when two classes are combined). This level of workload seemed substantially high for teachers who were preparing candidates for the KCPE examination. This information was in agreement with what the head teachers had reported.

Table 24: Subjects currently taught by Class Eight teachers

No. of subjects taught	F	FX	%	CP
2 subjects	1	2	5	5
3 subjects	3	9	15	20
4 subjects	3	12	5	35
5 subjects	2	10	10	45
Over 5	11	66	55	100
Total	20	99	100	100

$$\bar{x}=5$$

F = Frequency**FX = Product of Frequency and observation****% = Percentage****CP = Cumulative Percentage**

The information above indicates that on average, Class Eight teachers currently taught 5 different subjects with 65% of the teachers teaching at least 5 different subjects, and 35%

handling between 2 and 4 different subjects. The fact that most teachers were handling a variety of subjects involving a wide range of knowledge meant they needed adequate time to prepare for each lesson and subject for that matter. Lack of sufficient preparedness by the teachers before each lesson /subject could have a negative effect on the pupils' performance in KCPE examination.

The class eight teachers who were questioned on the teachers' commitment to teaching confirmed that most of the practices that were school policies were practiced most of the time, though not always. This elicited that teachers were committed to their profession. However, there was need for them to improve on compensating for the missed lessons, which accounted for 45% of the lessons taught in schools.

Table 25: Number of teachers in Mutonguni who observe school policy (Practices as reported by class Eight teachers)

Practices/policy	AT		MT		AF		NT		Total	
	F	%	F	%	F	%	F	%	F	%
Punctuality	9	45	11	55	-	-	-	-	20	100
Marking promptly	7	35	12	60	1	5	-	-	20	100
Syllabus coverage	2	10	16	80	2	10	-	-	20	100

AT = All of them MT = Most of them AF = A few of them NT = None of them

Table 26: Teachers responses on practices depicting commitment to teaching

Practices	A		MT		ST		R		VR		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Strict observation of timetable	7	35	10	50	1	5	2	10	-	-	20	100
Attendance to all lessons	10	50	8	40	1	5	1	5	-	-	20	100
Compensation of missed lessons	4	20	7	35	8	40	1	5	-	-	20	100
Giving of assignments & homework regularly	7	35	11	55	2	10	-	-	-	-	20	100
Maintenance of orderly & quite atmosphere	7	35	11	55	2	10	-	-	-	-	20	100
Giving feedback aid corrective teaching	13	65	6	30	1	5	-	-	-	-	20	100

A = Always MT = Most Times ST = Sometimes R = Rarely VR = Very Rarely

The above table indicates that in most cases 55%, 60% and 80% of teachers observed punctuality, marked promptly and covered syllabus in their subjects respectively while a good percentage of them 45%, 35% 10% always observed the same routine work mentioned above. This clearly indicated teachers' commitment to their work.

Table 27: Preparation of teaching related records documents

Documents	A		MT		ST		R		VR		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Schemes of work	17	85	2	10	1	5	-	-	-	-	20	100
Lesson plans	1	5	15	75	4	20	-	-	-	-	20	100
Record of the work covered	7	35	8	40	3	15	2	10	-	-	20	100
Pupils progress or report forms	14	70	5	25	1	5	-	-	-	-	20	100

A = Always

MT = Most times

ST = Sometimes

R = Rarely

VR = Very rarely

Among the teaching related records prepared by teachers, schemes of work ranked highest with 85% of the teachers preparing always. Pupils' progress records were also given emphasis (70% always), lesson plans were given least emphasis (5% always), while the record of work covered attained (35% always). This means that teachers emphasized preparation of schemes of work and pupils' progress records which were usually prepared once in a term, at the beginning and at the end of term respectively. Although lesson plans and records of work covered were to be prepared on a daily basis, teachers seemed to achieve less in this area. This could be explained by the fact that most of them had little time outside the classroom due to a heavy workload.

The information provided by the pupils indicated that in most schools all class eight subjects currently had teachers as reported by 93% of the pupils and only 7% reported shortage in one subject, mathematics.

Table 28: Availability of teachers for class Eight subjects as reported by the pupils

Availability	Subjects									
	English		Kiswahili		Maths		Science		GHCRE	
	F	%	F	%	F	%	F	%	F	%
Yes	99	100	99	100	92	93	99	100	99	100
No	0	0	0	0	7	7	0	0	0	0
Total	99	100	99	100	99	100	99	100	99	100

F = Frequency

% = Percentage

Table 29: Pupils' responses on the practices that indicated teachers' commitment to teaching

Practice	A		MT		ST		R		VR		Totals	
	F	%	F	%	F	%	F	%	F	%	F	%
Attendance to lessons	2	2	0	0	65	66	9	9	23	23	99	100
Compensation of missed lessons	21	21	26	26	37	38	5	5	10	10	99	100
Punctuality -Starting lessons	4	4	8	8	51	52	14	14	22	22	99	100
-Ending lessons	0	0	6	6	31	31	22	22	40	41	99	100
Assigning homework	53	54	24	24	17	17	5	5	0	0	99	100
Prompt marking	58	59	27	27	8	8	4	4	2	2	99	100
Syllabus coverage	42	43	28	28	24	24	4	4	1	1	99	100
Internal testing	28	28	25	25	42	43	3	3	1	1	99	100
Marking tests	52	53	24	24	16	16	5	5	2	2	99	100
Giving of feed back	58	59	16	16	19	19	2	2	4	4	99	100
Doing corrections	65	65	20	20	12	12	1	1	1	1	99	100

A = Always

MT = Most times

ST = Sometimes

R = Rarely

VR = Very rarely

From the pupils' responses, it is evident that teachers were committed in performing most of their duties such as giving homework, marking books and assignments, syllabus coverage, internal testing of pupils, giving feedback and doing corrective teaching. However, missing lessons was prevalent in most schools with 65% of the pupils reporting that sometimes some lessons went untaught. It was also evident that missed lessons (79%) were not always compensated for, while some lessons (51%) were also shown to start later than was required.

Table 30: Head teachers' comments on the availability of various teaching and learning resources in their schools

Facilities	VA		A		UD		IA		VI		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. Class 8 textbooks for												
i) Teachers	5	46	2	18	-	-	4	36	-	-	11	100
ii) Pupils	3	27	3	27	-	-	5	46	-	-	11	100
2. Class 8 Exercise for												
i) Teachers	5	46	5	46	-	-	1	8	-	-	11	100
ii) Pupils	5	46	4	36	-	-	2	18	-	-	11	100
3. References books for												
i) Teachers	2	18	5	46	-	-	3	27	-	-	11	100
ii) Pupils	2	18	3	27	-	-	6	55	-	-	11	100
4. Chalkboard	6	55	4	36	-	-	1	9	-	-	11	100
5. Chalk	5	46	5	46	-	-	1	8	-	-	11	100
6. Teaching aids such wall maps, charts	1	8			-	-	5	46	-	-	11	100

F = Frequency

% = Percentage

VA = Adequate

A = Adequate

UD = Undecided

IA = Inadequate

VI = Very Inadequate

In Table 30 above, it is evident that teaching and learning resources were found to be adequate in most of the schools and a few of them were inadequate. Among the resources that were found to be inadequate in a number of schools were; textbooks for both teachers and pupils (Class Eight), reference books for teachers, revision books for pupils and teaching aids: - wall maps, charts. Exercise books, chalkboards and chalks were found to be quite adequate and of high quality.

Table 31: Teachers' comments on the availability of teaching and learning resources in their schools

Resources	Teachers comments in terms of adequacy											
	VA		A		UD		IA		VI		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. Class 8 textbooks for												
i) Teachers	9	45	9	45	-	-	2	10	-	-	20	100
ii) Pupils	8	40	9	45	-	-	3	15	-	-		
2. Class 8 note books for												
i) Teachers	7	35	9	45	1	5	2	10	1	5	20	100
ii) Pupils	9	45	9	45	-	-	2	10	-	-		
3. Reference books for teachers	3	15	14		70		-	-	3	15	20	100
4. Revision books for pupils	-	-	10	50	-1	5	7	35	2	10	20	100
5. Chalks boards	7	35	13	65	-	-	-	-	-	-	20	100
6. Chalk	10	50	9	45	-	-	1	5	-	-	20	100
7. Teaching aids e.g. charts, wall maps and atlases	1	5	10	50	-	-	9	45	-	-	20	100

F = Frequency

% = Percentage

VA = Very Adequate

A = Adequate

UD = Undecided

IA = Inadequate

VI = Very Inadequate

Table 31 reveals that teachers believed that all the resources under study were adequate in their schools except revision books for pupils and teaching aids which were inadequate by 45% each. The resources available were perceived to be of high quality.

Table 32: Availability of basic teaching and learning resources in school as reported by pupils

Resources	Frequency (F)					Percentage (%)				
	VS	S	IS	VIS	Total	VS	S	IS	VIS	Total
Textbooks	46	44	9	0	99	47	4	9	0	100
Revision books	26	25	43	5	99	26	25	44	5	100
Pens	35	34	27	3	99	36	34	27	3	100
Charts	20	39	33	7	99	20	40	33	7	100
Wall maps	20	30	36	13	99	20	30	37	13	100
Atlases	28	34	27	10	99	28	35	27	10	100

VS = Very Sufficient

S = Sufficient

IS = Insufficient

VIS = Very Insufficient

The pupil's opinion on the availability of teaching and learning resources in their schools was in agreement with that of the teachers and head teachers. They revealed that revision books and teaching aids such as wall maps, charts and atlases were inadequate. However, they perceived textbooks and exercise books were adequate, thus supporting the teachers and not head teachers' opinion. Lack of revision books in schools was a great disadvantage to the pupils, as inadequate revision by pupils would definitely result in poor performance in the KCPE Examinations.

Table 33: Head teachers' comments on the availability of various physical facilities in their schools

Facilities	VA		A		IA		VI		None at all		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Library	-	-	2	18	1	9	2	18	6	55	11	100
Desks	1	9	4	36	5	46	1	9	-	-	11	100
Chairs	2	18	3	27	5	46	1	9	-	-	11	100
Tables	1	9	3	27	6	55	1	9	-	-	11	100
H/Teachers office	3	27	6	55	2	18	-	-	-	-	11	100
DH/Teachers office	3	27	6	55	2	18	-	-	-	-	11	100
Staff room	3	27	5	46	3	27	-	-	-	-	11	100
Staff offices	-	-	-	-	-	-	-	-	11	100	11	100
Play field	1	9	6	55	-	-	4	36	-	-	11	100
Class rooms	2	18	6	55	3	27	-	-	-	-	11	100

F = Frequency

% = Percentage

VA = Very Adequate

A = Adequate

IA = Inadequate

VI = Very Inadequate

2

Table 34: Teachers' comments on the availability of various basic facilities in their schools

Facilities	Teachers comments on the availability of facilities											
	VA		A		IA		VI		None at all		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Classrooms	4	20	11	55	4	20	1	5	-	-	20	100
Library	-	-	2	10	10	50	1	5	7	35	20	100
Desks	3	15	8	40	8	40	1	5	-	-	20	100
Chairs	1	5	11	55	7	35	1	5	-	-	20	100
Tables	2	10	9	45	6	30	3	15	-	-	20	100
H/teacher's office	6	30	13	65	1	5	-	-	-	-	20	100
D. H/teachers office	5	25	12	60	3	15	-	-	-	-	20	100
Staff room	4	20	11	55	5	25	-	-	-	-	20	100
Staff houses	-	-	-	-	-	-	1	5	19	95	20	100
Playfield	13	15	6	30	7	35	4	20	-	-	20	100

F = Frequency

% = Percentage

VA = Very Adequate

A = Adequate

IA = Inadequate

VI = Very Inadequate

Table 35: Availability of various basic facilities in school as reported by pupils

Facility	Frequencies					Percentages				
	VS	S	IS	VIS	Totals	VS	S	IS	V/S	Totals
Class rooms	42	49	4	4	99	42	50	4	4	100
Desks	36	54	8	1	99	36	55	8	1	100
H/teacher's office	39	55	5	0	99	39	56	5	0	100
Staff room	40	49	9	1	99	40	50	9	1	100
Playground	40	37	16	6	99	41	37	16	6	100

VS = Very Sufficient

S = Sufficient

IS = Insufficient

VIS = Very Insufficient

Both head teachers and teachers shared the view that while a number of facilities were adequate, including Head teacher's office, Deputy Head teacher's and Staff room, others were not enough and needed some improvement, while others did not exist at all. Among the facilities that needed improvement were; classrooms desks, chairs, tables and playfield. Libraries and staff houses were non-existent in virtually all schools. The few who claimed to have libraries only referred to either a cupboard or a small room where textbooks were kept. Similarly, pupils supported the view that classrooms (92%), Head teachers office (95%), Staff room (90%) were adequate. In addition, they believed that the desks were enough (91%) and that the playfield (78%) was adequate while the rest

(22%) believed it was inadequate. The absence of a library was a great disadvantage to teachers and pupils. Indeed the quality of the above facilities was perceived by both teachers and head teachers as being low.

4.3.2. Time Utilization

As a school policy, head teachers remarked that pupils in their schools were expected to report in school before 7.30am and any latecomers were punished within the school. Teachers were supposed to report in schools between 7.30am and 8.00am and leave their work stations at 5.00pm, except for two (2) schools where they left at 4.10pm, time when the official primary school timetable ended.

Table 36: Head teachers’ opinion on the effect of distance covered by teachers and pupils between their home and school on pupils’ performance in school

Effect on	Yes		No		Totals	
	F	%	F	%	F	%
Teachers	8	73	3	27	11	100
Pupils	8	73	3	27	11	100

F = Frequency **% = Percentage**

From the table above, it is evident that 8 (73%) of the head teachers agreed that distances covered between the homes and school had an effect on both teachers’ and pupils’ performance in school. Only 3 (27%) felt that the distance had no effect on either teachers or pupils.

Table 37: The effect of distance covered by teachers and pupils from home to school on pupils’ performance

Extent	Teachers performance		Pupils performance	
	F	%	F	%
Very great effect	-	-	2	25
Great effect	4	50	3	37.5
Moderate effect	3	37.5	1	12.5
Low effect	1	12.5	2	25
Very low effect	-	-	-	-
Total	8	100	8	100

F = Frequency **% = Percentage**

Among the 8 head teachers 4 (50%) viewed the distance covered by the teachers between home and school as having a great effect on the teachers' performance in school, while 3 (37.5%) viewed the effect as moderate and only 1 (12.5%) viewed it as low. The effect of the distance on pupils' performance was viewed by 2 (25%) of the head teachers as very great, 3 (37.5%) as great, 1 (12.5%) as moderate and 2 (25%) as low.

This means that the extent to which distance to and from school affected the performance of both teachers and pupils depended on the location of the school and its catchment area. Indeed, teachers and pupils who covered longer distances would be affected more while the schools that were located on hilly terrains were difficult to access. Both teachers and pupils arrived at school very fatigued, making it difficult for the teaching and learning process to take effect immediately and effectively, especially in the morning session.

Investigations on pupils showed that they all went to school early every morning on foot, except one (1) who rode a bicycle. Majority of them (55%) covered a distance of between 1 and 2 km, one way to school, 27% covered less than 1km, 17% covered between 2 and 5 km and 1% covered over 5km. All of them struggled and made sure that they arrived at school before 7.30am, as those who arrived late were punished within the school and on rare occasions were sent home till the following day. This implied further time wastage.

Table 38: Distance covered by pupils daily from home to school

Distance covered	F	%	CP
Less than 1 km	27	27	27
Between 1 and 2 km	54	55	82
Between 2 and 4 km	10	10	92
Between 4 and 5 km	7	7	99
Over 5 km	1	1	100
Total	99	100	100

F = Frequency % = Percentage CP = Cumulative Percentage

The, distance covered by pupils affected them because much time was wasted on traveling at the expense of their studies, thus impairing their physical and mental readiness to learn.

The pupils also revealed that absenteeism was rampant in the schools. Item number 20 on the pupils' questionnaire was used to establish whether teachers were strict on the issue of absenteeism or they left it upon the pupils to decide on when to and not to attend school. It was also used to establish whether the teachers helped pupils who had been absent to catch up with the others or instead they perpetuated further time wastage.

Table 39: Actions taken by teachers against pupil absenteeism

Reason for being absent			Sent home to come with parent	Given light punishment	Give reason for being absent	Helped to catch up
1.	Sickness	F	50	37	61	79
		%	51	37	62	80
2.	Taking care of the young or sick	F	85	58	47	21
		%	86	59	47	21
3.	Working for money	F	87	55	29	26
		%	88	56	29	26
4.	To work in family <i>shamba</i>	F	89	57	35	18
		%	90	58	35	18
5.	Sent to the market	F	82	57	31	17
		%	83	58	31	17
6.	Lack of school uniform	F	73	22	33	57
		%	74	22	33	58

F = Frequency

% = Percentage

From table 39 above, it is evident that teachers were very strict on pupils' absenteeism. Whenever a pupil was absent he or she would be punished in form of being sent home to come with parents, administering some light punishment or simply asking him/her explain the reasons for absenteeism. Those who missed school due to sickness were in most cases helped to catch up after attesting to their evidence of their sickness. Similarly, those whose reason for being absent was lack of school uniform would come with their parents (74%) after which they offered remedial classes to catch up (58%). Sending pupils home to come with parents was the most common action taken by teachers (over 50% in all cases).

It was a rare practice to help pupils to catch up because only less than 30% of the, absentees were helped, so expect in cases of sickness and lack of school uniform where 80% and 58% respectively were always helped to catch up.

This means that, while teachers were very strict on absenteeism, some of their methods of deterring pupils from such errant behaviour made them lose more learning time especially when pupils were sent home to come with their parents. The most prevalent reason pupils missed school seemed was related to their economic background, which was beyond their control. Teachers should try to assist such pupils catch up maximizing upon the available time in school for remedial teaching. It is also noted that in many cases more than one action was taken on an individual student simultaneously, sometimes combining punishment with remedial learning measures.

Table 40: Means by which pupils got their lunch meals in Mutonguni Division

Source of lunch meal	Frequency	Percentage (%)	Cumulative percentage
Carried packed lunch	31	31	31
Parents brought	25	25	56
School provided	41	42	98
Went home for lunch	2	2	100
Other	-	-	100
Total	99	100	100

Table 40 reveals that 42% of the pupils were provided lunch at school, while 31% carried packed lunch, 25% were brought lunch from home while 2% went home for lunch. This means that only 41% were sure to have lunch as the school was in control. For the rest, their chances of taking lunch depended on whether food was available at home or not. In cases where pupils missed their lunch, it would be very difficult for them to concentrate during the afternoon lessons.

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Table 41: Pupils' study habits

Habit	A		MT		ST		AnT		Total	
	F	%	F	%	F	%	F	%	F	%
Completion of home work	54	55	20	20	25	25	0	0	99	100
Private study	38	38	19	19	39	40	3	3	99	100

F = Frequency

% = Percentage

A = Always

MT = Most times

ST = Sometimes

AnT = At no time

The table above indicates that over one half (55%) of the pupils completed their homework always, 20% most times while 25% completed their homework only

sometimes. 38% studied privately always, 19% most times, 40% some times and 3% at no time at all. The fact that only 38% had time to study privately explains why a good number of pupils (45%) did not complete their homework in time. Although most pupils claimed to have a private timetable (86 pupils), only 13 confessed that they didn't have. Those who had timetables either did not follow them or there was not enough time to cover the timetable schedule due to interruptions both in school and at home.

Table 42: Pupils' repetition rate

Number of classes repeated	F	%	CP
None	32	32	32
1	38	39	71
2	25	25	96
3	3	3	99
More than 3	1	1	100
Total	99	100	100

F = Frequency % = Percentage CP = Cumulative Percentage

From the table above, it is evident that repetition was highly pronounced among most pupils in Mutonguni Division. 67% of the pupils had repeated at least in one (1) class. In fact, 28% had repeated two or more classes. Only 32% had not repeated any class. This is a good indicator of time wastage on the part of the pupils.

Table 43: The amount of pupils' learning time consumed by various activities

Activity	Very little		Little		Moderately		A lot of time		Totals	
	F	%	F	%	F	%	F	%	F	%
Sports day	31	31.3	28	28.3	11	11.1	29	29.3	99	100
Festival days	17	17.2	44	44.4	9	9.1	29	29.3	99	100
Punishment	47	47.5	27	27.3	9	9.0	16	16.3	99	100
Working in the school shamba	39	39.4	36	36.4	6	6.0	18	18.2	99	100
Being sent by teachers	52	53.0	39	39.0	3	3.0	5	5.0	99	100

F = Frequency % = Percentage

From the table above, there is evidence that pupils learning time was sometimes interrupted by other activities, outside the class. Most pupils reported that a substantial

amount of their learning time was reduced by activities such as sports days, festival days, punishment, working in the school shamba and sometimes being sent by teachers. Although this time may not have been significantly high, eventually it could have an effect on the total time spent on learning activities, ultimately affecting pupils' performance in the KCPE examination.

Table 44: Factors that negatively affect pupils' academic performance as rated by Head teachers and class Eight teachers

Factors	High-very high		Minimal-very minimal		No effect at all		Total	
	H/t	T	H/t	T	H/t	T	H/t	T
Pupils absenteeism	73	50	27	50	-	-	100	100
Pupils lateness	72.8	35	27.2	65	-	-	100	100
Poor management of homework	73	40	27	60	-	-	100	100
Teachers absenteeism	54.6	35	45.4	45	-	20	100	100
Pupils poor concentration in class	64	65	36	35	-	-	100	100
Pupils failure to sit for internal tests & exams	73	70	27	30	-	-	100	100
Interruption of learning process	36	50	64	50	-	-	100	100
Absence of school feeding programme	91	65	9	35	-	-	100	100

H/t = Head teachers

T = Teachers

According to the above table, the head teachers viewed the school feeding programme as being very important in determining pupils' performance. Other factors that were rated high were; pupils' absenteeism, pupils' lateness, poor homework management, pupils' poor concentration in class and pupils' failure to sit for internal tests and examinations. Among the factors rated low were; teachers' absenteeism and interruption of pupils' learning. The teachers concurred with the head teachers that the above factors actually affected pupils' performance. However, they disagreed on the fact that teachers' absenteeism and poor management of homework affected pupils' performance to a large extent. Instead, the teachers felt that interruption of pupils' learning affected pupils' performance more significantly.

4.3.3. Community/parental involvement in school matters

Table 45: The distribution of schools in terms whether or not they have a rewarding system for good performance as reported by head teachers

Groups rewarded	Yes		No		Totals	
	F	%	F	%	F	%
Teachers	4	36	7	64	11	100
Pupils	7	64	4	36	11	100

F = Frequency % = Percentage

Table 46: The absence or presence of rewarding system for teachers and pupils as reported by the teachers

Groups rewarded	Yes		No		Totals	
	F	%	F	%	F	%
Teachers	3	15	17	85	20	100
Pupils	3	15	17	85	20	100

F = Frequency % = Percentage

According to table 45 and 46, the data shown indicates that both head teachers (64%) and teachers (85%) revealed that most schools did not have a rewarding system for teachers. Although many head teachers (64%) reported that their schools rewarded pupils for good performance, most teachers did not affirm this, as only 15% affirmed. The contradiction may have occurred due to the variation between what was happening before the introduction of free primary education and what could have been happening after that. Some schools may have rewarded teachers and pupils for good performance before the introduction of FPE possibly through parents' contribution, an operation which was not currently allowed under the provision of FPE.

The pupils also concurred with the view that most schools did not reward pupils for good performance. However, in the few schools where good performance was rewarded, parents and school committees organized for the provision of these prizes. This means that the parents were actively involved and their non-involvement meant absence of rewards for either the teachers or pupils.

Table 47: The schools' policy on parents/community involvement in school activities/matters

Activities	A		MT		ST		R		VR		Totals	
	F	%	F	%	F	%	F	%	F	%	F	%
Discussions on academic progress	1	9	7	64	3	27	-	-	-	-	11	100
Management of homework	6	55	5	45	-	-	-	-	-	-	11	100
Giving advice and guidance at school	-	-	4	36	7	64	-	-	-	-	11	100

A = Always

R = Rarely

MT = Most times

VR = Very rarely

ST = Sometimes

Table 47 above indicates that 1 (9%) of the schools involved parents in academic discussions always, 7 (64%) most times and 3 (27%) only some times. 6 (55%) of the schools involved parents in the management of homework always, 5 (45%) most times. No school invited parents/community to give advice, suggestions or general guidance to pupils always, 4 (36%) did so most times, while 7 (65%) invited community members only sometimes. This means that school policies themselves were a source of hindrance to parents and community involvement in school matters.

Table 48: The extent to which the schools practically involved parents/community in school activities/matters (report by teachers)

Activities	A		MT		ST		R		VR		Totals	
	F	%	F	%	F	%	F	%	F	%	F	%
Discussions on pupils academic progress	4	20	7	35	6	30	3	15	-	-	20	100
Encouraging them to ensure pupils do homework	6	30	3	15	7	35	3	15	1	5	20	100
Suggestions on way of improving schools' performance	4	20	11	55	4	20	1	5	-	-	20	100

A = Always

R = Rarely

MT = Most times

VR = Very rarely

ST = Sometimes

Table 48 indicates that 4 (20%) of the teachers reported that parents/community were actually involved in academic discussion always, 7 (35%) most times, 6 (30%) sometimes while according to 3 (15%) the parents were rarely involved. 6 (30%) reported that parents were always encouraged to ensure that their children completed homework, 3 (15%) most times, 7 (35%) sometimes, 3 (15%) rarely and 1 (5%) very rarely. Involvement of parents or the community through giving suggestions and advice on how school performance could be improved was seen by 4 (20%) as being done always, 11 (55%) most times, 4 (20%) sometimes and 1 (5%) rarely. This means that it was difficult for teachers to enforce or implement what the school policies did not emphasize. In other words, although the school policies are implemented by the teachers, sometimes the effectiveness of the implementation would be determined by the firmness of the policy makers (head teachers).

Table 49: The level of participation by parents/community in school activities as reported by the pupils

Activities	A		MT		ST		AnT		Totals	
	F	%	F	%	F	%	F	%	F	%
Discussions on pupils academic progress	36	36	21	21	40	41	2	2	99	100
Parents assist pupils do homework	20	20	15	15	58	59	6	6	99	100
Development activities of the school	57	58	18	18	23	23	1	1	99	100
Giving advice and suggestions on academic progress	18	18	22	22	50	51	9	9	99	100

A = Always

ST = Sometimes

MT = Most times

AnT = At no Time

According to the information obtained from the pupils, 36% had their parents always participate in discussions concerning academic progress, 21% participated most times, 40% sometimes while 2% did not participate at all. 20% had their parents assist them in doing homework always, 15% most times, 59% were only assisted sometimes while 6% were never assisted at all. 58% had their parents participate in development activities of their school always, 18% most times while 1% never participated at all. 18% reported

that members of the community always consented to advice and guided pupils on academics. 22% reported that this was done most times, 51% sometimes while according to 9% such members were never invited in their schools.

Generally, this means that parental/community involvement in school activities was just moderate, which could be creating some distance between the school (teachers) and home (parents). This could sometimes create misunderstanding and suspicion between the teachers and parents, which could in turn affect pupils' performance in school.

Low participation of parents in the management of homework could be due to the low education level of the parents and fear among the pupils that they could be punished by the teachers for being assisted. The low education level of parents could also account for the low level of participation of parents in discussions concerning the academic progress of their children. Poverty could be blamed on the relatively low participation of parents and the local community at large in development activities of their schools. However, the head teachers could be blame on their failure to invite members from the community to talk to pupils on academic issues, as these could be a source of encouragement to the pupils.

Table 50: Class Eight pupils Term I (Current) level of performance and (expected) level of performance in KCPE 2004

Score in marks	Term I		Expected-KCPE		CP	
	F	%	F	%	Term I	KCPE
200 and below	1	1	0	0	1	0
251-250	16	16	0	0	17	0
251-300	27	27	3	3	44	3
301-350	37	38	22	22	82	25
351-400	15	15	33	33	97	58
Over 400	3	3	41	42	100	100
Total	99	100	99	100	100	100

F = Frequency % = Percentage CP = Cumulative Percentage

From the table above, it is clear that most pupils (83%) scored below 350 marks out of 500, with 27% scoring between 251-300 and 17% between 201 and 250. Only 15% scored between 351-400 and 3 over 400. To many pupils, (94) this score was an

improvement to what they had scored in the previous year before they joined class Eight. Most of them hoped to score higher marks in KCPE in November 2004 with only 3% expecting to score between 251-300, 22% between 301-350, 33% between 351-400 and 42% expected to score over 400. This means that despite the many obstacles, pupils were determined to perform better in the KCPE examination.

4.4. TESTING OF HYPOTHESES

The study hypotheses were tested to find out whether there were statistical relationships between the independent variables and pupils' academic performance in the KCPE examination. In each case, a numerical value was calculated to indicate the degree of presence of each variable in the schools.

Table 51: The values assumed by the variables in each school

School	Independent Variables					Dependent variable
	Pupil-Teacher ratio	Workload per week	Resource Availability	Time Utilization	Community involvement	Performance /500 marks
School 1	42:1	43	3.37	2.38	3.33	194.7
School 2	45:1	38	4.53	3.75	3.67	266.7
School 3	35:1	33	4.32	1.13	4.67	246.0
School 4	39:1	38	3.32	2.00	4.00	229.9
School 5	28:1	38	4.1	2.00	4.00	151.6
School 6	27:1	38	3.21	1.63	3.67	166.0
School 7	31:1	38	2.79	1.88	4.00	242.9
School 8	25:1	33	3.74	1.75	4.33	246.9
School 9	35:1	28	3.74	2.88	3.67	296.2
School 10	37:1	33	3.47	3.63	3.67	245.2
School 11	28:1	38	3.42	2.88	4.33	236.8

For each of the independent variables, the values were first re-arranged from the lowest to the highest. They were then divided into two, (those which scored high and those scored low). Their mean performance, variance and t-statistics were calculated, resulting into the table below.

Table 52: A summary of the relationship between independent and dependent variables

Independent variable	Range of indicator	N-in sub-group	Mean performance	(V)	(r)	t- Calculated	t- table 0.025	0.005
Size of class per teacher	35 & below	7	226.7	25.5				
Workload	36 – 50	4	233.9	9.2	0.33	0.16	2.262	3.250
	25 – 23	4	258.6	6.3		1.19	2.262	3.250
Material resource availability	34-45	7	213.1	18.5				
	2 –3.47	6	226	19.85	0.079	0.11	2.262	3.250
Time utilization	3.8-5.0	5	231	20.89				
	1 – 2.0	6	213.8	18.13	0.001	0.83	2.262	3.250
Community involvement	2.1-5.0	5	247.8	14.17				
	3 – 4.0	8	224.2	24.7		0.43	2.262	3.250
	4.1-5.0	3	2.432	0.31				

V = Variance r = Correlation coefficient

From the results shown in the above table the following observations can be made;

(a) Time utilization

The indicators of time utilization ranged between 1 and 5. The schools that utilized time ranging between 2.0 and below were grouped together, and were 6 in number. Those that utilized time ranging between 2.1–5.0 were 5, comprising the second group. The second group was found to have a higher mean performance (247.8) and lower variance (14.17) than the first group whose mean performance was 213.8 and variance of 18.73. This means that the scores of schools within each group were varied with some schools scoring high above the mean and others below the mean. Time utilization therefore was found to affect performance positively because more time led to better performance. However, further statistical testing showed only a weak positive relationship between the two, with r of 0.001. The t-calculated was 0.83 while t-table at 0.025 was 2.262 and at 0.005 was 3.250.

(b) Availability of human and material resources

The relationship between the availability of resources and performance was tested by three indicators, namely; pupil-teacher ratios, teacher's workload (human resources) and material resources (physical facilities and teaching and learning resources).

The results indicated that schools with small pupil-teacher ratios (35 and below) performed dismally (226.7) and had a higher variance (25.5) than the schools that had bigger pupil-teacher ratios (36-45), which performed at 233.9, and a variance of 9.2. This means that schools with small pupil-teacher ratio performed quite differently with some performing well and others poorly. Further statistical tests showed a weak positive relationship, with a correlation coefficient (r) of 0.33 and t -0.16.

Results on the teachers' workload, indicated that, teachers who had less workload (25-35) performed much better (258.6) than those with more workload (213.1). The variance within the two groups was 6.3 and 18.5 respectively. This means that performance among teachers with no workload was not at the same level while teachers with less workload performed more or less at the same level. There was no linear correlation between teachers' workload and performance, t -calculated (1.19) was smaller than t -table at both 0.025 and 0.005, which were 2.262 and 3.250 respectively. This means that the relationship between teachers' workload and performance is not statistically significant.

In relation to the availability of the material resources, the results of this study indicate that schools that had more resources (3.8-5.0) performed at 231 and variance of 20.89 while the schools with fewer resources (2-3.47) performed at 226 and a variance of 19.85. This means that availability or non-availability of resources promoted or hindered performance. A correlation coefficient of 0.04 and a calculated t value of 0.11 indicated weak positive relationship between resource and performance.

(c) Community involvement

The findings indicate that high level of community involvement in school matters (4.1-5.0) resulted into better performance (243.2) while low level (3-4.0) resulted into weaker performance (224.2). The variance among the schools with high community involvement was 0.31 while among the schools with low community involvement was 24.78. This implies that there was a remarkable difference in performance among the schools with low community involvement than there was among the schools with high community involvement.

There was no linear correlation between community involvement and pupils' academic performance. The calculated t-value (0.43) was much lower than the t value at both 0.025 (2.262) and 0.005 (3.250). Statistically, the relationship between community involvement and pupils' academic performance was insignificant.

4.5. Other factors that influenced pupils' academic performance in KCPE in Mutonguni Division

The head teachers, teachers and pupils had been asked to identify factors that in their view influenced pupils' academic performance in their schools. And, below is a list of factors that were viewed by the head teachers and class Eight teachers as influencing pupils' academic performance both negatively and positively.

a) Factors believed to affect pupils' performance negatively

- Poverty related problems
 - Poor facilities at home
 - In ability to pay secondary school fees
 - Child labour
- Poor syllabus coverage
- Pupils' absenteeism and poor concentration in class
- Lack of support by parents/community
- Indiscipline of pupils'
- Shortage of learning resources, especially reference and revision materials and library facilities

- Absence of school feeding programme
- Long distances due to scarcity of schools
- Famine related problems due to frequent droughts
- Low motivation among teachers due to low salaries, harassment by some head teachers and other education officers.
- Shortage of teachers
- Poor language due to mother tongue influence
- Negative attitude towards education

b) Factors believed to promote academic performance

- Teachers' constant encouragement to pupils
- Frequent evaluation
- Adequate and high quality teachers
- Parental encouragement
- Parents' support
- Presence of feeding programme in the schools
- Availability of learning resources
- Pupils' and teachers' commitment to class work.
- Good learning atmosphere
- Good and early coverage of syllabus and adequate revision before examination

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EAST AFRICANA COLLECTION

c) Factors viewed by pupils as interfering with their academic performance

- Pupils' absenteeism and lateness
- Indiscipline among pupils
- Inadequate revision before KCPE Examination
- Poor syllabus coverage
- Pupils' laziness and lack of seriousness in academic work.
 - Failure to do homework and assignments
 - Poor concentration in class
 - Noise making in class
 - Wastage of time on punishment.

- Lack of food at home and absence of school feeding programme.
- Lack of proper guidance from both teachers and parents
- Un conducive atmosphere for studying at home
 - Assigned a lot of work (household chores) and little time to study
 - Lack of facilities like tables, study rooms and paraffin.
- Lack of revision materials
- Poor relationship between teachers and parents
- Teachers' absenteeism – shortage of teachers.

The findings suggest that the factors that influenced pupils academic performance were viewed by both teachers and pupils as being either school based (availability of teachers, teaching & learning resources, school administration, time utilization and school climate) or household/community based (economic and academic background of the pupils, distance covered by both pupils and teachers and community involvement in school matters).

2

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. SUMMARY

Poor academic performance in the KCPE Examination by pupils in Kitui District prompted the researcher to investigate factors that contributed to such a trend. The study was carried out among the public day primary schools in Mutonguni Division that had done KCPE Examination for the last four years. The respondents included head teachers, class eight teachers and class eight pupils. Data was collected using self-administered structured questionnaires and informal interviews.

From the data that was analysed using both quantitative and qualitative involving descriptive statistics it was evident that pupils' academic performance was mainly influenced by;

- i) Availability of teachers: schools whose teachers had less workload performed better than those whose teachers had more workload.
- ii) Unavailability of important resources and facilities such as; library facilities, staff houses, revision materials and reference books which hindered pupils' academic achievement in schools.
- iii) Poor time utilization by both teachers and pupils, which led to non-coverage of the syllabus and inadequate revision.
- iv) Low community involvement in school matters, which created a gap between the teachers and parents.
- v) Indiscipline among pupils, which made them become unruly and unco-operative.
- vi) Absence of the school feeding programme, which increased pupils' absenteeism and interfered with their concentration in class.

5.1. CONCLUSIONS

The findings of this study revealed that there are various factors which influence pupils' academic performance in KCPE. Some were school-based, while others were family or

community based factors. Both household/community and school-based factors determined the experiences that pupils went through in the schooling process ultimately determining what they attained in the KCPE examination. Among the school-based factors were; teachers, physical facilities, teaching and learning resources and school administration, while household/community-based factors included, socio-economic background, parental involvement and distance between home and school.

The community was particularly supposed to provide schools with physical facilities, teaching and learning resources and above all, support the teachers. However, this study established that the community was very weak economically with the majority of people being involved in subsistence farming or operating small businesses. Large families of 6-10 children also dominated the division. These areas also experience frequent drought accompanied by severe famine. For this reason, the community could not support the schools materially and therefore the schools lacked most of the necessities. Thanks to the introduction of the Free Primary Education programme, which has improved the situation. The findings also indicated that most parents did not excel in education (58%) as they dropped out of school before completing their secondary school education. For this reason, they did not value education and could not co-operate with teachers. Due to their low level of education, they were not able to assist their children in doing homework neither did they bother to monitor the academic progress of their children. This negatively affected pupils' academic performance in school.

Long distances covered by pupils and teachers through rough roads and the hilly terrain interfered with their time utilization in school as they arrived in school fatigued. Rampant pupils' absenteeism and indiscipline also contributed to poor performance. Absence of the school feeding programme was found to affect pupils' academic performance in two ways; increasing absenteeism and interfering with pupils' concentration in class particularly during the famine season.

Finally, failure by teachers to cover the syllabus partly due to heavy workload and (in some cases) absenteeism had a negative effect on performance. This also meant lack of adequate revision before the KCPE Examination.

5.2. RECOMMENDATIONS

From the foregoing study, the following need to be undertaken by the parties concerned in order to improve pupils' academic performance in KCPE Examination.

5.2.1. Parents

The parents should play a more active role in the education of their children by;

- Providing basic needs,
- Ensuring that they attend school always,
- Allowing them time to study at home,
- Assisting them in doing homework,
- Guiding and counseling,
- Co-operating with teachers to ensure discipline is enhanced,
- Being in touch with the academic progress of their children,
- Participating in schools' development activities.

5.2.2. Local Community

The local community should endeavour to ensure the success of the schools by;

- Supporting the needy and orphaned children,
- Supporting the school projects,
- Assisting in controlling drug abuse among pupils,
- Motivating excellent teachers and pupils in their respective schools,
- Holding *barazas* to create awareness among parents, pupils and teachers of any embedding dangers such as disease outbreak and water shortage,
- Talking positively about education.

5.2.3 Pupils

The pupils not only constitute a very crucial part of the school but also play a key role of contributing at least 50% to their success. For this reason, they should;

- Attend school regularly,

- Work hard in all subjects,
- Utilize their time wisely both in school and at home,
- Do all assignments and homework,
- Sit for all tests and examinations,
- Always seek assistance in case of difficulties,
- Have positive attitude towards education,
- And above all be disciplined and co-operate with teachers.

5.2.4. Teachers

Teachers play a key role in the teaching and learning process, and greatly determine the level at which a school performs. In order to improve pupils' academic performance, the researcher recommends that the teachers need to;

- Cover the syllabus in good time,
- Test pupils regularly and do enough revision before the KCPE examination. This will build confidence in them and reduce anxiety during the KCPE examination.
- Avoid tardiness in lesson attendance,
- Pay attention to the learners who have learning difficulties,
- Avoid unnecessary absenteeism in school,
- Put more emphasis on assignments and homework so as to keep the pupils actively involved in school,
- Always guide, counsel and encourage the pupils,
- Enroll and study for degree programmes which are available in most public universities so as to improve on their academic qualifications, other than relying on promotion by merit.

5.2.5. Head teachers

In order to improve pupils' academic performance, the head teachers should;

- Adopt school policies that foster hard work by both pupils and teachers,
- Cultivate a positive relationship between teachers, parents and pupils,
- Ensure good discipline among the pupils,
- Encourage team work among the teachers,

- Ensure smooth running of the school by holding regular staff meetings at least twice a term to review the operations of their respective schools,
- Organise for open and prize-giving days, to review the academic progress and reward the performance both in curricula and co-curricula activities,
- Enlighten parents on their role in education and always update them on what is taking place in school,
- Empower the Parents-Teachers Association (PTA) to meet frequently, at least once every term to review the performance of pupils in their relevant classes,
- Buy the recommended textbooks.

5.2.6 Examiners, (KNEC)

The Kenya National Examinations Council should;

- Ensure that all the questions are written clearly,
- Consider pupils from poor families (orphans) in the payment of examination registration fees,
- Introduce a single continuous examination system instead of just one examination, since such an examination disadvantages pupils who may fall sick or suffer any other problem during the examination time,
- Avoid setting questions which may favour certain categories of pupils.

5.2.7. Government, (MOEST)

In order to ensure the smooth running of and good performance in schools, the government through the Ministry of Education, Science and Technology should;

- Employ more teachers to cater for the increased enrollment due to the introduction of free primary education,
- Expand the FPE budget to include provision of famine relief food so as to improve pupils' daily attendance and concentration in class work,
- Provide enough teaching and learning resources including reference and revision materials,
- Make policy decisions which focus on construction of libraries in primary schools.
- Upgrade one of the good provincial schools in Kitui District to a tertiary institution that could serve as a role model for further studies,

- Boost teachers' morale by implementing their scheme of service,
- Organise in-service seminars for teachers whereby educational officers and inspectors can get feedback from the teachers, advice accordingly and update them on current trends in education,
- Consider allowing re-introduction of joint mock examinations in primary schools so as to enable pupils to become psychologically prepared for the final KCPE Examination,
- Give clear guidelines on how to maintain discipline in schools, as punishment seems time consuming and less effective,
- Allow primary schools to employ bursars/clerks who will handle financial management so as to relieve the head teachers from this extra burden.

Through the appropriate ministries, the government should also;

- Improve child care and health services in the rural areas by equipping the health centres and providing health workers,
- Improve infrastructure in order to ease the movement of teachers and pupils to and from school,
- Provide water and electricity to rural areas in order to promote self-employment among the locals, thus improving their economic status.

5.3. RECOMMENDATIONS FOR FURTHER RESEARCH

The researcher advises that;

1. Research be conducted focusing on performance in specific subjects so as to establish the subjects that are performed poorest,
2. A similar research is conducted in other ASAL regions of the country so as to have a clear overview of the problems facing these areas. This will enable planners to address the problems in totality,
3. Another research is conducted in an urban setting to give a balanced overview of the factors that influence pupils' academic performance in public primary schools.

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3

APPENDICES

APPENDIX I

A list of the schools researched on and their performance for the years 2000-2003.

School	Pupils performance in KCPE in mean score				Mean
	2000	2001	2002	2003	
Kakulunga	261.36	-	167.56	230.00	194.7
Kakumuti	385.25	275.75	253.75	261.91	266.7
Musengo	356.93	254.19	254.06	220.78	246.0
Kiatine	353.18	236.88	218.97	211.44	229.9
Mutonguni	318.11	212.32	198.67	195.50	151.6
Tulia	302.54	240.25	216.59	208.95	166.0
Mwangya	376.07	228.20	222.69	242.00	242.9
Katheka	207.01	244.24	256.95	267.0	246.9
Kyeng'e	412.48	288.87	300.34	301.28	296.2
Katutu	358.65	205.95	269.90	249.06	245.2
Kasue	309.89	214.50	201.80	219.33	236.8

Expected score

2000 = 700

2001-2003 = 500

APPENDIX II

LETTER TO THE RESPONDENTS

Dear Respondent,

I am a Post-Graduate student pursuing a Masters degree in Educational Administration and Planning at the University of Nairobi. I am conducting a research for my final year project, which is a requirement of the degree programme.

I am therefore requesting you to kindly spare a few minutes to answer this questionnaire. The information obtained will be used purely for the purpose of this research and will be treated as strictly confidential.

The findings of this study will enlighten the pupils, teachers, parents and the government on the factors influencing pupils' academic performance in KCPE Examination and possibly put measures in place to improve the performance.

Please do not write either your name or the name of your school anywhere in this questionnaire.

Yours sincerely,

Angeline, S. Mulwa.
(M.Ed Student UON)

2

APPENDIX III

QUESTIONNAIRE FOR HEADTEACHERS

SECTION A

Please indicate the correct option as honestly as possible by ticking (✓) on one of the options. Kindly respond to all the questions.

1. Indicate the zone into which your school belongs.
(a) Tulia zone [] (c) Musengo zone []
(b) Katutu zone [] (d) Kauwi zone []
2. Please indicate your gender
(a) Female [] (b) Male []
3. What is your highest academic qualification?
(a) KPE/CPE [] (e) DIPLOMA []
(b) KJSE [] (f) DEGREE []
(c) EACE/KCE/KCSE [] (g) Other – specify _____
(d) EAACE/KACE []
4. What is your highest professional qualification?
(a) P3 [] (e) ATS []
(b) P2 [] (f) Diploma []
(c) P1 [] (g) Graduate []
(d) S1 [] (h) Other – specify _____
5. For how many years have you been a head teacher?
(a) Less than 3 years [] (d) 8-10 years []
(b) 3-5 years [] (e) Over 10 years []
(c) 6-8 years []
6. For how long have you been a head teacher in this school? /
(a) Less than 1 year [] (c) 2-3 years []
(b) 1-2 years [] (d) 4 and above years []
7. Are you accommodated at school?
(a) Yes [] (b) No []
8. If the answer to no 7 above is NO, state the distance from your school to your house/residence.
(a) Less than 1 km []
(b) Between 1-2 km []
(c) Between 2 and 4 km []
(d) Between 4 and 5 km []
(e) Over 5 km []

9. Please indicate the means by which you go to school.
- (a) By foot
 - (b) By bicycle
 - (c) By car
 - (d) Others – specify _____

10. For how many years has this school done KCPE Examination?
- (a) 5 years and below
 - (b) 6-10 years
 - (c) 11-15 years
 - (d) Over 15 years

SECTION B

For each of the questions in this section, read the responses carefully and put a tick (✓) against the correct response using the appropriate column where necessary.

11. What is the total number of pupils in your school?
- (a) 200 pupils and below
 - (b) 201-300 pupils
 - (c) 301-400 pupils
 - (d) 401-500 pupils
 - (e) Over 500 pupils

12. What is the total number of pupils in class Eight?
- (a) 20 pupils and below
 - (b) 21-30 pupils
 - (c) 31-40 pupils
 - (d) Over 40 pupils

13. How many teachers are there in your school?
- (a) 8 teachers and below
 - (b) 9-10 teachers
 - (c) 11-12 teachers
 - (d) 13-14 teachers
 - (e) 15 and above

14. Which of the following statements best describe the adequacy of teaching staff in your school?.
- (a) Very adequate
 - (b) Adequate
 - (c) Inadequate
 - (d) Very inadequate
 - (e) not sure

15. Indicate in numbers, the categories of teachers in your school?
- (a) Untrained teachers _____
 - (b) P3 teachers _____
 - (c) P2 teachers _____
 - (d) P1 teachers _____
 - (e) S1 teachers _____
 - (f) Diploma teachers _____
 - (g) ATS teachers _____
 - (h) Graduate teachers _____

16. What is the average number of lessons per teacher, per week?
- (a) 30 lessons and below
 - (b) 31-35 lessons
 - (c) 36-40 lessons
 - (d) Over 40 lessons

17. Below are some practices commonly found in schools. Please tick (✓) the statement that best describes the requirements in your school.

	Practice	Strongly agree	Agree	Disagree	Strongly disagree
1.	Teachers should report at 8.00 am and leave their work station at 5.00pm.				
2.	Lessons should start and end at the right time as indicated in the time- table.				
3.	Incase a lesson is not attended to, it must be compensated at the teacher's own time.				
4.	Teachers should give assignments and homework regularly.				
5.	Teachers should mark assignments and homework promptly.				
6.	Teachers should always maintain an orderly and quiet atmosphere in the school.				
7.	Teachers should cover syllabus in their subjects by the end of each year.				
8.	Teachers should regularly give tests to pupils, mark, return the papers, and do corrections with the pupils.				

18. Please indicate whether teachers in your school are required to prepare the following documents.

Document	Always	Most times	Sometimes	Rarely	Very rarely
Schemes of work					
Lesson plans					
Record of work covered					
Pupils' progress record/report forms					

19. Do you make a follow up to ensure that such documents are prepared as required.

- | | | | |
|----------------|-----|-----------------|-----|
| (a) Always | [] | (d) Rarely | [] |
| (b) Most times | [] | (e) Very rarely | [] |
| (c) Sometimes | [] | | |

20. Below is a list of the basic teaching and learning resources that are necessary in a school for its effectiveness. Please tick (✓) against the statement that best describes their availability in your school.

Resources	Very adequate	Adequate	Undecided	Inadequate	Very inadequate
1. Class Eight textbooks for; (i) Teachers					
(ii) Pupils					
2. Class Eight exercise books for; (i) Teachers					
(ii) Pupils					
3. Reference books for teachers					
4. Revision books for pupils					
5. Chalkboards					
6. Chalks					
7. Teaching aids e.g. charts and wall maps					

21. Please make a general comment on the quality of the above resources in your school.

- (a) Very high quality [] (c) Low quality []
 (b) High quality [] (d) Very low quality []

22. Please tick (✓) against the statement that best describes the availability of the facilities given below in your school according to their adequacy.

Facilities	Very adequate	Adequate	Inadequate	Very inadequate	None at all
1. Classrooms					
2. Library					
3. Desks					
4. Chairs					
5. Tables					
6. H/teachers office					
7. Deputy h/teachers office					
8. Staff room					
9. Staff houses					
10. Playfield					

23. At what time are the pupils required to arrive at school?

- (a) Before 7.00am []
- (b) Between 7.00-7.30 am []
- (c) Between 7.30-8.00 am []
- (d) After 8.00 am []

24. In case a pupil arrives at school late, what action does the school take against him or her?

- (a) Punished within the school []
- (b) Sent back home to come to school the following day []
- (c) Allowed to go to class unpunished []
- (d) Other-specify _____ []

25. At what time are the teachers expected to arrive at school?

- (a) Before 7.00am []
- (b) Between 7.00-7.30 am []
- (c) Between 7.30-8.00 am []
- (e) After 8.00 am []

26. At what time do teachers leave their work station?

- (a) At 5.00 pm []
- (b) Any time they wish []
- (c) Any time they don't have a lesson []
- (d) Other-specify _____ []

27. Do you think the distance between the teachers' and pupils' homes and school has any effect on their performance in school.

- i) Teachers Yes [] No []
- ii) Pupils Yes [] No []

If yes, to what extent does it affect

i) Teachers performance

- a) Very great effect []
- b) Great effect []
- c) Moderate effect []
- d) Low effect []
- e) Very low effect []

ii) Pupils performance

- a) Very great effect []
- b) Great effect []
- c) Moderate effect []
- d) Low effect []
- e) Very low effect []

28. Below is a list of factors that negatively affect pupils' performance in National Examinations. Please tick (✓) against the statement that best describes the extent to which each factor affects pupils' performance in your school.

Factors	Extent to which it affects performance				
	Very High effect	High effect	Minimal effect	Very minimal effect	No effect at all
1. Pupils' absenteeism					
2. Pupils' lateness					
3. Poor management of homework					
4. Teachers' absenteeism					
5. Pupils' poor concentration in class					
6. Pupils' failure to sit for internal tests and examination					
7. Interruption of pupils' learning by activities such as sports days, punishments etc.					

29. Does your school have a rewarding system for good performance by pupils and teachers?

- i. Pupils (a) Yes [] (b) No []
 ii. Teachers (a) Yes [] (b) No []

30. If yes, who organizes for the rewards?

- (a) Head teacher [] (d) Parents/school committee []
 (b) Teachers [] (e) Parents, head teacher, teachers []
 (c) Head teachers and teachers []

31. Do you organize discussions between teachers, parents and pupils in relation to academic progress of the pupils and the school at large?

- (a) Always [] (d) Rarely []
 (b) Most times [] (e) Very rarely []
 (c) Sometimes []

32. Do you encourage parents to assist in ensuring that their children complete homework?

- (a) Always [] (d) Rarely []
 (b) Most times [] (e) Very rarely []
 (c) Sometimes []

33. Do you invite members of the community to advice and give general guidance to pupils?

- (a) Always [] (d) Rarely []
 (b) Most times [] (e) Very rarely []
 (c) Sometimes []

34. Please indicate the trend of your school's performance in KCPE examination for the last four years (2000, 2001, 2002, 2003).

Year	Mean score	Position in the zone	Position in the division
2000			
2001			
2002			
2003			

35. In your view, what factors do you think could be attributed to pupils' performance in KCPE Examination in your school?

- i.
- ii.
- iii.
- iv.
- v.

36. What measures do you think could be undertaken by the following key participants in education to ensure good performance in KCPE Examination?

- i. Parents _____
- ii. Teachers _____
- iii. Pupils _____
- iv. Local community _____
- v. Examiners (KNEC) _____
- vi. Government (Ministry of Education) _____

N.B: Please comment on any other factor not mentioned above.

Thank you for your co-operation and participation.

APPENDIX IV

QUESTIONNAIRE FOR CLASS EIGHT TEACHERS

SECTION A

Please indicate the correct option by ticking (✓) on one of the options given below each question. Be honest and truthful. Kindly respond to all the questions.

1. Indicate the zone into which your school belongs

- (a) Tulia zone [] (c) Katutu zone []
(b) Musengo zone [] (d) Kauwi zone []

2. Please indicate your gender

- (a) Female [] (b) Male []

3. For how many years have you been a teacher in this particular school?

- (a) Less than 1 year [] (c) 2-4 years []
(b) 1-2 years [] (d) 5 and above []

4. Are you accommodated at the school?

- (a) Yes [] (b) No []

5. If the answer to No. 4 above is no, state the distance from your school to your house/residence.

- (a) Less than 1 km []
(b) Between 1 – 2 km []
(c) Between 2 and 4 km []
(d) Between 4 and 5 km []
(e) Over 5km []

6. Please indicate the means by which you go to school.

- (a) By foot []
(b) By bicycle []
(c) By car []
(d) Other specify _____

7. What is your highest academic qualification?

- (a) KPE/CPE [] (e) DIPLOMA []
(b) KJSE [] (f) DEGREE []
(c) EACE/KCE/KCSE [] (g) Other – specify _____
(d) EAACE/KACE []

8. What is your highest professional qualification?

- (a) P3 [] (e) ATS []
(b) P2 [] (f) Diploma []
(c) P1 [] (g) Graduate []
(d) S1 [] (h) Other – specify _____

SECTION B

For each of the question in this section, read the instruction and responses carefully and put a tick (✓) against the correct response using the appropriate column where necessary.

9. Please indicate the number of lessons you teach per week.

- (a) 30 lessons and below [] (c) 36-40 lessons []
(b) 31-35 lessons [] (d) Over 40 lessons []

10. How many different subjects are you teaching currently?

- (a) 2 subjects [] (d) 5 subjects []
(b) 3 subjects [] (e) Above 5 subjects []
(c) 4 subjects []

11. Are teachers in this school punctual in reporting for work?

- (a) All of them [] (c) A few of them []
(b) Most of them [] (d) None of them []

12. Do teachers start and stop teaching a lesson at the official time as indicated in the timetable?

- (a) Always [] (d) Rarely []
(b) Most times [] (e) Very rarely []
(c) Sometimes []

13. Do teachers attend to all lessons as required?

- (a) Always [] (d) Rarely []
(b) Most times [] (e) Very rarely []
(c) Sometimes []

14. In case a lesson is not attended to at the right time, is it compensated later?

- (a) Always [] (d) Rarely []
(b) Most times [] (e) Very rarely []
(c) Sometimes []

15. Do teachers in this school give assignment and homework regularly?

- (a) Always [] (d) Rarely []
(b) Most times [] (e) Very rarely []
(c) Sometimes []

16. How many Standard Eight pupils complete assignments and homework on time?

- (a) All of them [] (c) A few of them []
(b) Most of them [] (d) None of them []

17. Do teachers mark the assignments and homework promptly?

- (a) All of them [] (c) A few of them []
(b) Most of them [] (d) None of them []

18. Is the atmosphere in your school quiet and orderly?
 (a) Always [] (d) Rarely []
 (b) Most times [] (e) Very rarely []
 (c) Sometimes []
19. Do teachers cover the syllabus in their subjects by the end of each year?
 (a) All of them [] (c) A few of them []
 (b) Most of them [] (d) None of them []
20. Do teachers in this school give internal examinations to the pupils?
 (a) Yes [] (b) No []
21. If yes, do they give feed back to the pupils and do corrections?
 (a) Always [] (d) Rarely []
 (b) Most times [] (e) Very rarely []
 (c) Sometimes []
22. Please indicate whether teachers in your school prepare the following documents.

Document	Always	Most times	Sometimes	Rarely	Very rarely
Schemes of work					
Lesson plans					
Record of work covered					
Pupils progress record/report forms					

23. Does the head teacher make a follow up to ensure that such documents are well prepared and maintained?
 (a) Always [] (d) Rarely []
 (b) Most times [] (e) Very rarely []
 (c) Sometimes []
24. If yes, who keeps the records?
 (a) Individual teachers [] (c) The head teacher []
 (b) Deputy head teachers [] (d) Other-specify _____
25. Given below is a list of the basic teaching and learning resources that are necessary in a school for it to be effective. Please tick (✓) against the statement that best describes their availability in your school.

Resources	Very adequate	Adequate	Undecided	Inadequate	Very inadequate
1. Class Eight textbooks for; (i) Teachers					
(ii) Pupils					
2. Class Eight exercise books for; (i) Teachers					
(ii) Pupils					
3. Reference books for teachers					
4. Revision books for pupils					
5. Chalkboards					
6. Chalks					
7. Teaching aids e.g. charts and wall maps					

26. How do you rate the quality of the teaching and learning resources used in your school?

- (a) Very high quality [] (c) Low quality []
 (b) High quality [] (d) Very low quality []

27. Please tick (✓) against the statement which best describes the availability of the facilities listed below in your school.

Facilities	Very adequate	Adequate	Inadequate	Very inadequate	None at all
1. Classrooms					
2. Library					
3. Desks					
4. Chairs					
5. Tables					
6. H/teachers office					
7. Deputy h/teacher's office					
8. Staff room					
9. Staff houses					
10. Playfield					

28. How do you rate the quality of the facilities given in No. 26 above in your school?

- (a) Very high [] (d) Low []
 (b) High [] (e) Very low []
 (c) Average []

29. Below is a list of factors that may negatively affect pupils' performance in National Examinations. Please tick (✓) against the statement that best describes the extent to which each factor may be affecting pupils' performance in your school.

Factors	Extent to which it affects performance				
	Very High effect	High effect	Minimal effect	Very minimal effect	No effect at all
1. Pupils' absenteeism					
2. Pupils' lateness					
3. Poor management of homework					
4. Teachers' absenteeism					
5. Pupils' poor concentration in class					
6. Pupils' failure to sit for internal tests and examinations.					
7. Interruption of pupils' learning by activities such as sports days, punishments etc.					
8. Absence of school feeding programme (supulo)					

30. Does your school give prizes to the teachers and pupils for good performance?

- i) Teachers (a) Yes [] (b) No []
 ii) Pupils (a) Yes [] (b) No []

31. If YES, who organizes for the prizes?

- (a) Head teacher []
 (b) Teachers []
 (c) Head teacher and teachers []
 (d) Parents/school committee []
 (e) Parents, head teacher and teachers []

32. Do you involve parents in discussions related to the academic progress of their children?

- (a) Always [] (d) Rarely []
 (b) Most times [] (e) Very rarely []
 (c) Sometimes []

33. Do you encourage pupils to seek for assistance from the parents in case of difficulties in doing their homework?

- (a) Always [] (d) Rarely []
 (b) Most times [] (e) Very rarely []
 (c) Sometimes []

34. Are the parents allowed to give suggestions on how the school performance could be improved?

- (a) Always [] (d) Rarely []
 (b) Most times [] (e) Very rarely []
 (c) Sometimes []

35. Please comment on the performance of your school in KCPE Examination for the last four years (2000, 2001, 2002, 2003)

Year	Very good	Good	Average	Poor	Very poor
2000					
2001					
2002					
2003					

36. In your view, what factors do you think could be affecting pupils' performance in KCPE Examination in your school?

- i.
- ii.
- iii.
- iv.
- v.
- vi.
- vii.
- viii.
- ix.
- x.
- xi.
- xii.

37. Please give suggestions on the actions that could be undertaken by the following participants in education to ensure good performance in KCPE Examination.

- i. Parents _____
- ii. Teachers _____
- iii. Pupils _____
- iv. Local community _____
- v. Examiners (KNEC) _____
- vi. Government (Ministry of Education) _____

NB: Please comment on any other issue not mentioned above.

Thank you for your co-operation and participation.

APPENDIX V

QUESTIONNAIRE FOR CLASS EIGHT PUPILS

SECTION A

Please indicate the correct option as honestly as possible by ticking [✓] on the correct option. Kindly respond to all the questions and in case you do not understand any question, ask for clarification.

1. In which zone is your school?

- A. Musengo zone []
- B. Kauwi zone []
- C. Tulia zone []
- D. Katutu zone []

2. Please indicate your gender (sex)

- A. Male []
- B. Female []

3. What is your age?

- A. Below 13 years [] C. 15 – 17 years []
- B. 13-15 years [] D. over 17 years []

4. Please indicate the number of children in your family

- A. Less than 3 []
- B. 3-5 []
- C. 6 - 10 []
- D. More than 10 []

5. Have your parents/guardians attended any formal schooling?

- 1. Father Yes [] No []
- 2. Mother Yes [] No []
- 3. Guardian Yes [] No []

6. If the answer to number 5 is Yes, indicate the highest level attained.

Parent/guardian	Schooling level attained				
	Below class 8	Class 8	Below Form 4	Form 4	Above Form 4
Father					
Mother					
Guardian					

7. Please indicate your parent`s/guardian`s occupation

Parent/guardian	Occupation			
	Subsistence farmer	Business	Civil servant	Other (specify)
Father				
Mother				
Guardian				

SECTION B

For each of the questions in this section read the responses carefully and put a tick [✓] against the correct response.

8. Do all subjects for Standard Eight currently have teachers?

A. YES [] B. NO []

9. If the answer to No. 8 is NO, please indicate the subjects that do not have teachers.

A. English []

B. Kiswahili []

C. Maths []

D. Science []

E. GH/CRE []

10. Below are some of the practices found in schools. Please indicate the statement which best describes the practices that take place in your school.

Practice	Always	Most times	Sometimes	Rarely	Very rarely
1. Some lessons go untaught					
2. When teachers miss lessons they teach the lessons at their own time					
3. Some lessons begin later than expected				?	
4. Some lessons end earlier than expected					
5. Teachers give home work and assignments regularly					
6. Teachers mark home work and assignments regularly					
7. Most teachers cover syllabus for their subjects in good time					
8. Teachers often;	i) Give tests to pupils				
	ii) Marks the tests				
	iii) Return papers to the pupils				
	iv) Do corrections with the pupils.				

11. Below is a list of basic facilities necessary in a school. Please indicate by ticking, [✓] their availability in your school according to level of sufficiency.

Facility	Very sufficient	Sufficient	Insufficient	Very insufficient
Class rooms				
Desks				
H/teacher's office				
Staff room				
Play ground				

12. The list below shows the learning resources necessary for effective learning. Please indicate the degree of their availability in your school by ticking [✓].

Resource	Very sufficient	Sufficient	Insufficient	Very insufficient
Textbooks				
Revision books				
Pens				
Charts				
Wall maps				
Atlases				

13. How far is your home from school?

- A. less than 1 km []
 B. between 1 and 2 km []
 C. between 2 and 4 km []
 D. between 4 and 5 km []
 E. Over 5 km []

14. By what means do you go to school?

- A. By foot []
 B. By car []
 C. By bicycle []

15. At what time do you usually arrive at school?

- A. before 7.00am []
 B. between 7.00 am and 7.30am []
 C. between 7.30am and 8.00 am []
 D. after 8.00 am []

16. In case a class Eight pupil arrives at school late, what action is taken against him/her by the teachers?

- A. Punished within the school []
 B. Not punished []
 C. Sent back home till the following day []
 D. Other (specify) _____

17. How do you get your lunch meal?

- A. I carry packed lunch []
- B. My parents bring lunch for me []
- C. The school provides lunch []
- D. I go home for lunch []
- E. Others, specify _____

18. Are there cases of class Eight pupils who are at times absent from school?

- A. YES []
- B. NO []

19. If the answer to No. 18 is YES, below is a list of some of the reasons why a pupil may be absent from school and the action taken by teachers against such a pupil.

Please tick [✓] the statements, which best describe the action taken against each reason for being absent.

Reason for being absent	Sent home to come with parent	Asked to give reason for being absent	Given light punishment	Helped to catch up	Other (specify)
1. Sickness					
2. Taking care of the young one					
3. working for money					
4. To work in family <i>shamba</i>					
5. Sent to the market					
6. Lack of school uniform					

20. Do you complete homework in time?

- A. Always []
- B. Most times []
- C. Sometimes []
- D. at no time []

21. Do you get time to study privately at home?

- A. Always []
- B. Most times []
- C. Sometimes []
- D. at no time []

22. Do you have a personal timetable to guide you in your studies?

- A. YES [] B. NO []

23. How much of your learning time do the following activities consume?

Activity	Very little time	Little time	Moderately high	A lot of time
1. Sports days				
2. Festival days				
3. Punishment				
4. Working in the school <i>shamba</i>				
5. Being sent by teachers				

24. How many classes have you repeated since Standard one?

- A. None [] B. 1 [] C. 2 []
D. 3 [] E. more than 3 []

25. Do your parents find out from your teacher about your progress?

- A. Always []
B. Most times []
C. Sometimes []
D. at no time []

26. Do you seek assistance from family members in case you have difficulties in doing homework?

- A. Always []
B. Most times []
C. Sometimes []
D. at no time []

27. Do your parents participate in the development activities of the school such as laying bricks, carrying sand, buying desks?

- A. Always []
B. Most times []
C. Sometimes []
D. At no time []

28. Does your school give prizes to students who perform well?

- A. YES [] B. NO []

29. If YES, who buys the prizes?

- A. the school []
B. teachers contribute []
C. parents contribute []
D. friends of the school working in towns []
E. other (specify) _____

30. Does your school invite people from the community to advise and guide pupils on academic matters?

- A. Always []
- B. Most times []
- C. Sometimes []
- D. at no time []

31. How many marks out of 500 did you score at the end of term one examinations this year?

- A. 200 and below []
- B. 200 - 250 []
- C. 251 - 300 []
- D. 301 - 350 []
- E. 351 - 400 []
- F. over 400 []

32. Was this an improvement of what you got at the end of last year (2003) ?

- A. YES []
- B. NO []

33. How many marks out of 500 do you expect to score in your KCPE examination this year?

- A. less than 200 []
- B. 200 - 250 []
- C. 251 - 300 []
- D. 301 - 350 []
- E. 351 - 400 []
- F. over 400 []

34. Having been in school for many years you must have observed some factors that affect pupil's performance in KCPE examinations. Please list some of these factors below.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

35. Please give suggestions on what actions could be undertaken by each of the groups of people given below to improve pupil's performance in KCPE examinations.

- i. Parents _____
- ii. Pupils _____
- iii. Teachers _____
- iv. Head teacher _____
- v. Examiners (KNEC) _____
- vi. Government(Ministry of Education) _____

NB: Comment on any other factor affecting pupil's performance in KCPE Examinations but has not been mentioned above

Thank you for your cooperation and participation