

**INSTITUTIONAL FACTORS INFLUENCING PUPILS'
PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY
EDUCATION IN PUBLIC PRIMARY SCHOOLS IN KEIYAN
DIVISION OF TRANSMARA WEST DISTRICT, KENYA**

Miyoro Hezron Oganda

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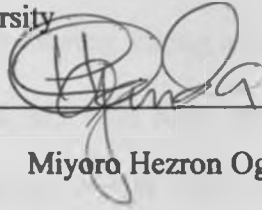
**A Research Project Submitted in Partial Fulfilment of the Requirement
for the Degree of Master of Education in Educational Administration**

University of Nairobi

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DECLARATION

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



Miyoro Hezron Oganda

E55/70415/2008

This research project has been submitted for examination with our approval as University Supervisors

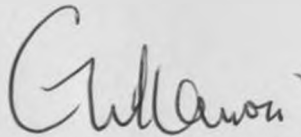


Dr. Mosoti Rose Obae

Lecturer

Department of Educational Administration and Planning

University of Nairobi



Mr. Edward Njenga Kanori

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

This work is dedicated to my loving, caring and encouraging family beyond which words cannot reach. My wife Marguerite Kemuma, my daughter Ruth, my sons David and Peterson. My father Peterson Miyoro, my mother Bathsheba Miyoro, sister Wilkister, brothers; Enock , Charles, Samson Meshack, Zedekiah and their families.

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LIST OF ABBREVIATIONS AND ACRONYMS

AEO	Area Education Officer
ATS	Approved Teacher Status
BEd	Bachelor of Education
DEO	District Education Officer
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institute
KNEC	Kenya National Examinations Council
MOEST	Ministry of Education, Science and Technology
P1	Primary Teacher I
P2	Primary Teacher II
S1	Secondary Teacher I
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The purpose of this study was to examine the institutional factors influencing pupil performance in KCPE in Keiyan Division of Transmara West district, Kenya. The study investigated the relationship between headteachers and teacher factors, availability of physical facilities, head teacher's personal characteristics, teaching and learning resources plus the strategies to improve KCPE performance in Keiyan division. The study used descriptive survey. The sample comprised of 10 head teachers and 30 teachers making 40 respondents as the sample size of the total population. Questionnaires were used to solicit data from the respondents. Findings revealed that headteachers and teachers characteristics influenced pupils performance in KCPE. For example majority of the head teachers stated that they held staff meetings when need arose. Majority of the head teachers delegated school duties to the teachers only sometimes. Majority of the head teachers indicated that their schools had a shortfall of teachers which affected pupils performance. It was also revealed that teacher characteristics affected pupils performance in KCPE performance. The study also revealed that unavailability of physical facilities affected KCPE performance. The study revealed that teaching and learning resources influenced KCPE performance. For example, majority of the head teachers and teachers stated that their schools were not sufficient in school materials and equipment. Based on the findings, the study concluded that headteachers and teachers characteristics influenced pupils performance in KCPE. For example majority of the head teachers stated that they held staff meetings when need arose. Majority of the head teachers delegated school duties to the teachers only sometimes. Majority of the head teachers indicated that their schools had a shortfall of teachers that affected pupils' performance. The study also revealed that unavailability of physical facilities affected KCPE performance. The study concluded that teaching and learning resources influenced KCPE performance. For example, majority of the head teachers and teachers stated that their schools were not sufficient in school materials and equipment. The study recommended that the Ministry of Education should ensure that schools have all the physical facilities and other school resources necessary fully the teaching/learning process. It was also recommended that the Ministry of Education should ensure that schools are equipped with the necessary teaching/learning resources. All the education stakeholders must seriously embrace the issue of teacher motivation through provision of competitive remuneration and ensuring the learning centers are conducive and attractive for teaching. The researcher suggested that a comparative study to examine the institutional factors influencing student's performance in KCSE in Keiyan Division of Transmara West district, Kenya. It was also suggested that a study on the institutional factors influencing student's performance in KCPE in Keiyan Division of Transmara West district should be replicated in other regions in Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education has been held universally as humankind's asset which upholds and perpetuates time honoured virtues. It has been viewed as concerned machinery for society, institutions and values. It is in the act of educating society that men and women become aware of their circumstances and prepare to participate in the development of the community (Filmer, 2005). According to world conference on education for all (EFA) in Jomtien (1990), it was declared that basic education for all to be fundamental human rights. In this conference it was decided that there is need to revive the international community's commitment to the development of basic education for all.

Education in all forms has been one of the most important concerns of human societies. An education system in any country is established as a result of the determination of the broader aim of education which are in line with the aspirations of the country. Okumbe (1998) asserts that the product of a school is judged by the way its past students perform in society. Maraga (1993) points out that general performance in education is still wanting. This is because good performance is necessary for selection and placement of students in institutions of higher learning and for jobs in various firms and organizations.

Around 85 percent of primary school-age children are enrolled in primary schools globally and this proportion is rising. Under the Education For All (EFA) programs driven by UNESCO, most countries have committed themselves to achieving universal enrolment in primary education, if past trends continue, the world net enrolment ratio will be 87 percent in 2015 (EFA Global Monitoring Report). After completing primary education, most countries have examinations to mark the completion and graduation from primary school level to other levels. Various governments and society can only benefit from education if the pupils are able to complete primary education cycle with a good performance record (<http://go.worldbank.org/362WE81E50>).

In Africa, only 62 percent of pupils complete primary education and are therefore ready to pursue their studies, compared to an average completion rate of 94 percent in North America and 88 percent in Asia (UNESCO Institute for Statistics). National test data from Bangladesh, Brazil, Ghana, Pakistan, the Philippines, and Zambia all show a majority of primary school leavers to be achieving a well-below their countries' minimum performance standards, with results in many low-income, rural areas being "only marginally better than for children who have not completed school" according to the (Oxfam Education Report, 2001). In Zanzibar 50 percent of the students underachieve and fail to progress beyond basic education based on their examination performance. African countries are seen as running exams instead of the educational systems, because education has become so exam-oriented

that all other aspects of the system have been over-looked due to the craze to achieve good grades.

Examinations have taken the front stage even when 200 million of the 600 million Africans remain illiterate according to the report made by Fafanua, (Daily Nation, 30th February 1994 page 21). The issue of poor performance is a worldwide problem. Studies and researches, which have been done in developed countries, indicate that this issue has been of concern at all levels of education. It has consistently been argued that in many parts of the world school students do not make it through according to the UNESCO report (1980) (<http://go.worldbank.org/362WE81E50>). Kenya like other developing countries, invests in education because of the belief that an educated and skilled labour force is a necessary condition for sustained economic growth (Ndiritu, 1999).

Examinations and certification are central to education and training processes. Examinations are a means of evaluating the level of achievement for the purpose of further education training or employment. In Kenya examinations play a major role (Muchira (1983) states that the future of students in Kenya is so dependent on how they perform in national examinations, for examinations play the role of selecting a few candidates for further education and for entry into formal employment.

Education is perceived to be an important determinant of upward social mobility and eligibility for employment in the modern world. The future of

every country depends more than anything else on the rapid and effective development of its system of education. Any hopes of achieving standards of living seem to depend almost directly upon the ability of each country to train men and women at all levels (Asunda, 1983). In Kenya when a learner completes eight years of primary education he or she sits for the Kenya Certificate of Primary Education (KCPE). This foundational examination is the most crucial and sensitive examination in the country (Diwani, 2007), because it is the yardstick for selection and placement into the next level of education such as joining secondary school and other post-primary educational institutions. The learners' academic advancement is pegged on KCPE performance.

It has been noted by professionals and all stakeholders at different forums that in Transmara West district very few of those who sit for KCPE are admitted to secondary schools. Out of 2,897 candidates who sat for KCPE in the year 2005, only 1,011 managed to join secondary schools with only 14 joining National Schools (Transmara West DEO's office, 2005). Keiyan division is one of the divisions that make up Transmara West district; Keiyan division has been performing poorly in KCPE as is evident in the Table 1.1.

Table 1.1 Transmara West district KCPE divisional ranking (2004-2008)

Division	2004	2005	2006	2007	2008	No. of school	Position
Kirindon	236.2	247.1	241.3	245.3	245.1	41	1
Pirrar	240.1	251.8	242.3	239.4	235.6	36	2
Lolgorian	225.9	235.2	240.0	234.1	237.1	17	3
Kilgoris	229.0	223.6	228.6	224.8	229.6	9	4
Keiyan	204.6	207.8	211.9	215.0	223.3	32	5

Source: Transmara West DEO (2009)

Table 1.1 shows that Keiyan division has been performing poorly in national examinations as indicated by low mean scores. The division similar characteristics with other divisions in Transmara district. Keiyan division has posted a mean standard score of 213.96 in the five years recorded in Table 1.1 At no single year has Keiyan division reached the mean score of 250. It is evident that no single student has joined a National or Provincial Secondary School, which offer promising chances for a candidate to join a University for further studies. It is clear from table 1. that there are some factors that have contributed to this dismal performance, which the researcher will seek to address.

Eshiwani (1983) identified three categories of factors that influence the examination performance of secondary schools. These are, school resources

and processes, teacher characteristics which include: teacher certificates, expertise, teacher students ratio and professional commitment, Students traits including pre-school education, primary school education and social factors, teaching resources, quality of staff, school community relations, school administration, teaching methods and evaluation, students previous academic background, Students socio-economic background and students attitude towards education.

There are many factors attributed to performance in examinations. For example, in a study by Okwaro (2009) home based factors were found to have an influence of children academic performance. Mutiso (2009) studied factors contributing to public secondary schools' performance in Kenya Certificate of Secondary Education (KCSE) examinations in Kibwezi division, Kibwezi district, Kenya. Findings of his study revealed that performance was affected by different aspects such as inadequate teaching leaning resources, school administration, students attitude, teaching load and lack of supervision These studies did not establish how performance was affected institutional factors hence the need for this study.

1.2 Statement of the problem

Keiyan Division as one of the divisions in Transmara West district has contributed to the overall poor performance in the district because from the year 2004 to 2008 it posted the lowest mean score. Eshiwani (1983) notes that if any region of the country behind in either in the number of pupils who pass

important national examinations then the region cannot efficiently participate in the democratization of education (Asuga, 2002). Keiyan Division is one of the victims of the mentioned consequences due to her performance in KCPE examination, which is a national and determining hurdle in one way or the other, when democratization of education takes place. This study therefore aimed at establishing the institutional factors influencing performance of pupils in KCPE in public primary schools in Keiyan division of Transmara West district, Kenya.

1.3 Purpose of the study

The purpose of this study was to examine the institutional factors influencing pupil performance in KCPE in Keiyan Division of Transmara West district, Kenya.

1.4 Objectives of the study

In this study, the following specific objectives were pursued:

- i. To identify the influence of headteachers' characteristics on KCPE performance in Keiyan division.
- ii. To examine the influence of the teachers' personal characteristics on KCPE performance in Keiyan division.
- iii. To determine the effect of the availability of physical facilities on performance of KCPE in Keiyan division.
- iv. To establish the influence of teaching and learning resources on KCPE performance in Keiyan division.

- v. To suggest some of the strategies to improve KCPE performance in Keiyan division.

1.5 Research questions

The following research questions were generated for the study;

- i. What is the effect of headteachers characteristics on KCPE performance in Keiyan division?
- ii. What effect does the teacher's personal characteristics have on KCPE performance in Keiyan division?
- iii. To what extent does the availability of physical facilities influence KCPE performance in Keiyan division?
- iv. What influence does teaching and learning resources have on KCPE performance in Keiyan division?

1.6 Significance of the study

The study will bring out data on what institutional factors affect pupils academic performance. The study will be useful to the headteachers in identifying how different institutional factors impact on pupils' performance. These findings may be useful to head teachers and school committees while preparing for human and material resources in support for pupils performance. The findings of this study will be useful to KEMI while preparing in-service courses for headteachers where they will be in-serviced on how to make school environment conducive for learning. The findings of the study would inspire interest and further research in the area.

1.7 Limitations of the study

The study was influenced by the following limitations that were beyond the control of the researcher. The study depended on the co-operation of respondents. To ensure that this problem does not affect the success of the study, the researcher appealed to the respondents to be frank in answering questions and also assured them that their responses to the questionnaire would be treated with confidentiality and would only be used for the purposes of the study. Since performance was measure of how institutional factors affect it, the researcher was not in a position to control other variables that may have influence on performance.

1.8 Delimitations of the study

The study was confined to Keiyan division and it was be restricted only to the public primary schools. Private schools were not included in the study since they are run differently. The study target group will be restricted to teachers and head teachers leaving out several crucial stakeholders, who could be reliable in this research. The findings of the study cannot therefore be generalized to the rest of the country. The study was delimited to rural setting hence the findings will only be generalised to other divisions in the district with caution.

1.9 Basic assumptions underlying the study

In this study, it was assumed that:

- (a) All respondents responded sincerely to the questionnaires.

- (b) Kenya Certificate of Primary Education (K.C.P.E) is valid and reliable measure of academic performance.
- (c) There was adequate provision of physical facilities, learning and teaching resources in primary schools.
- (d) All schools had adequate and well trained teachers to teach at primary school level.

1.10 Definition of Significant terms

Curriculum refers to activities that those in school engage, plan, implement and evaluate in the course of educational process.

Free education refers to an education that involves no financial burden to parents of the pupil, no fee, or levies should be charged.

Head teacher refers to the chief academic and administrative head of a primary school.

Institutional factors refers to those conditions within the school that have an effect on pupils academic performance

Mean Score refers to an average point showing individual or group achievement in examination performance.

Primary education refers to the level of formal education, which precedes secondary cycle.

1.11 Organization of the study

The study is organized into five chapters. The first chapter provides the background to the problem, statement of the problem, the purpose of the

study, the research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions underlying the study, definitions of significant terms used in the study, and finally the organization of the study. Chapter two presents the review of related literature, effect of teacher's academic and professional qualifications on KCPE performance, effect of the availability of physical facilities on KCPE performance, implications of the head teacher's personal characteristics on KCPE performance, influence of teaching and learning resources on KCPE performance, summary of literature review, the theoretical framework and the conceptual framework of the study.

In Chapter three, the methodology for the study was discussed. The chapter starts by looking at the research design, the target population, the sample size and sampling procedure, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques. Chapter four is on data analysis, presentation and interpretation. Finally, chapter five deals with summary, conclusions and recommendations of the study.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covered the literature review that was related to the institutional factors influencing pupil performance in KCPE in Keiyan Division of Transmara West district, Kenya. The institutional factors, which influence performance in KCPE examination, are multi-dimensional. The factors related to teacher's academic and professional qualifications, the availability of physical facilities, the head teacher's personal characteristics and teaching and learning resources.

2.2 The head teacher's characteristics and pupil's performance

Olembo, Wanga and Karagu (1992) noted that the way a head teacher relates with teachers, students and parents has a strong bearing on the student performance. Heads Manual (MOEST, 1987) says that the head teacher's behaviour will set the standard for the school in that his/her appearance, punctuality and morality must be beyond reproach if he/she intends to reap improved results in the school performance. It further notes that as a role model in the institution in which he/she administers, teachers, pupils and parents will be able to work in the same spirit. The head teacher delegates duties and responsibilities to other members of the staff.

Education is a result-oriented discipline since the candidates are judged by their grades on certificate. The head teacher therefore must strive to enhance achievement motivation among teachers (Okumbe, 1998). The head teacher must be actively involved in whatever goes on in the teaching and learning process in the school if the school's performance is to improve. Olembo et. al. (1992) hints that the way the head teacher structures and administers the school, his/her relationship with the school subsystems, teachers and students has a strong effect on the student's performance. The head teacher's attitude affects performance. Musango (1982) in Mukundi (1999) reported a positive relationship between head teacher's attitude and performance. His findings indicated that the attitudes of head teachers towards a subject led to lack of teaching and learning of the same. Head teacher's training in management has been cited to affect performance. Heynemann and Loxely (1983) outlined the importance of head teacher's training in management techniques that are conversant with goals of high achievement rates for pupils at school level in Egypt. They found out that headteachers, who attended more training courses and had longer teaching experience before becoming heads of school, often had their schools attaining higher levels of academic performance for their learners.

2.3 Influence of teachers characteristics on pupils performance

A World Bank Report (1986) noted that the number of years of schooling of a teacher was the most consistent positive and significant contributor to pupils' achievement. Teachers' academic and professional qualifications have been

identified as crucial factors influencing performance. Eshiwani (1993) identifies determinants of academic achievement in the third world countries as follows; school resources and processes including class size, text books, school administration and management, library and laboratory services and the teacher characteristics which includes teacher's qualifications. Bett (1986) in his study on factors affecting performance in Kericho district revealed that major factors influencing performance in the district were unequal distribution of graduate teachers and ineffective role played by the teachers and head teachers.

Headteachers demographic characteristics such as age, gender, professional qualifications, duration of service training and basic skills in supervision and influence pupils' academic performance. Other variables such as commitment to work and superiority in supervision. Head teachers factors are academic and professional qualifications and also the experience that one has. Another factor is managerial skills which in most cases determine how all the pupils, teachers and parents will work.

Nguru (1987) found out that not only did the teacher's qualification matter but also their academic qualifications too. The differences in teaching affect performance. Those schools with best-qualified teachers tend to be the most successful in examinations. The teachers are very vital in creating a conducive 'culture' through the kind of conditions they create in the classroom and the school at large. These conditions must create interest and curiosity for students

to know and to learn as the teacher through their disposition, support them, which ultimately affects their performance.

2.4 Availability of physical facilities and pupil's performance

The school's physical facilities or the school plant contributes an important component of the learning environment. The facilities include the administrative offices, classrooms, libraries, stores and the school playground. According to Bell and Rhodes (1996), these resources are important because the school uses them to advance the learning opportunities offered to the pupils. Anandu (1990) asserts that physical facilities are vital for pupils in the teaching/ learning situations. Any trace of inadequacy leads to frustration and the motivating factor in terms of comfort diminishes which affects pupils academic performance.

The availability and use of instructional materials affects the effectiveness of a teacher's lessons. Avalos (1991) says that the quality of education the learners receive bears direct relevance to the availability or lack of instructional materials. According to The Global Monitoring Report on Education (GMRE) for All, students' access to teaching and learning is an important factor in what and how much they learn (UNESCO 2008) Mwamwenda and Mwamwenda (1987) carried out a study that established that the availability of physical facilities had effect on students performance in Botswana. The study revealed that physical facilities had a direct link to the education quality measured in terms of academic performance.

res.

Fullan and Milcs (1992) assert that performance demands resources for teaching, for substitutes, for new materials, for new space, and, above all, for time. Berman and McLaughlin (1976) found that a significant level of human resource support was important, and that student's performance would not have been possible without proper financial support. Teaching and learning materials are critical ingredients in learning, and the intended programme cannot be easily implemented without them. No meaningful teaching and learning takes place without adequate resource materials (Lockheed et al, 1991). The availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation (Sowell, 2000).

Ajayi (1999) in a study on "relationship between infrastructure availability and performance in Nigeria schools" and using 250 respondents found that no significant relationship exists between school facilities availability in Nigeria schools and students performance in those schools. It was also noted that most of the equipment, tools, and workshop facilities were either broken down or damaged or dilapidated and they are not replaced neither renovated (Puyate, 2006). The sentiments are shared by Owiny (2006) who found that most of the NFE learning centres had no physical structures; they lacked furniture, instructional materials and facilitative learning environment. This was, therefore, very de-motivating to learning and unattractive to learners hence hindered students' performance.

Ondicho (2004) conducted a study to determine problems affecting performance in public secondary schools in Thika Municipality of Thika District. She found that the main problems experienced by inspectors include, inadequate funds, lack of transport and communication facilities, negative attitude from teachers, inadequate professional training and delayed implementation of their recommendations. Mwamwenda (1995) carried out a study on the effects of school's physical facilities on the performance of examinations in Botswana and established that availability of facilities had a direct link with the performance of pupils in examinations. Eshiwani (1983) concurred that schools with the best facilities were among the high achieving schools while those with inadequate facilities performed poorly in K.C.E. in Western Province of Kenya. According to the report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Republic of Kenya 1988), the school's physical facilities such as classroom, laboratories, desks, libraries and books have a direct bearing on performance among students.

The head teacher should ensure that equipment and furniture are available in school. Appropriate budgetary allocation of physical facilities such as classroom, workshops and laboratories can highly influence the performance of the school. Southworth and Lofthouse (1990) were also keen to observe that sound physical environment reflected in school's amenities, decorative and immediate surroundings have a positive advantage to learner's progressive and achievement. Heynemann and Loxley (1983) states that, the presence of the

school library related significantly to the academic performance in Brazil, China, Botswana and Uganda.

On the other hand, inappropriate budgetary allocation of physical facilities can also highly influence learning in schools. SACMEQ (Southern African Consortium for Monitoring Education Quality 1999) affirmed UNICEF's statement when they carried a research in Kenya, which revealed that a critical shortage of textbooks and physical facilities in many schools led to poor performance in examinations. School projects should meet the needs of the curriculum and must be adequately managed. This means that repairs must be carried out as soon as they are required. Painting and general aesthetics should be maintained. Fences, roofs, gutters, drainage walls and overgrown trees must regularly be maintained, repaired, removed or placed to cause unnecessary expensive repairs.

Other school facilities are vehicles, land and learning resources, for proper utilization. The vehicles must be regularly inspected and adequately insured. The land title must be secured and fenced to protect it from marauders. Books must regularly be maintained, repaired, removed or placed so as not to cause unnecessary expensive repairs. They should be properly catalogued and stored. According to Bent, Kronenberg and Boardman (1970), a well-stocked and spacious library would encourage students to respect and use the books properly hence influencing academic performance.

2.5 Teaching and learning resources and pupil's performance

Surveys carried out in Kenya by the Southern African Consortium for Monitoring Education Quality (SACMEQ, 1999) as quoted by MOEST (2003) underscored the fact that the availability of textbooks and other learning materials has perhaps 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 learners' performance in KCPE examinations. The availability of the teaching and learning resources makes a difference in the achievement of students Court & Ghai (1974) found that the distribution of resources such as books and equipment account for scholastic difference among schools. Douglas (1964) in Kivuva (2004) observed that good teachers as they teach keep in mind what they teach, and with what. It is the proper organisation of the learning resources and the use of appropriate teaching and learning strategies, which will enhance the acquisition of the subject content.

Eshiwani (1983) indicates that most schools, which perform poorly, spend less money on the purchase of the teaching resources. Availability of adequate relevant textbooks makes the teaching task easy. Thuo (1983) in Kivuva (2004) investigated factors, which influence achievement in mathematics in secondary schools in Kenya and found out that availability of materials like cards and dice for teaching probability and log papers for teaching concepts

such as coordinates significantly correlated with achievement in KCSE mathematics results. A combination of carefully chosen learning resources and teaching methods makes the teacher to be confident and consistent in his/her teaching. This makes learners to relate and interpret the learned concepts. The teacher has a greater task of selecting the right learning experiences, which conform to the general objectives outlined in the syllabus.

Jeffreys (1971) pointed out that for learning to be effective, it must be geared to the child's present needs and interests. The teacher should guide the learner and select the appropriate learning experience and resources that motivates the interest and aspirations of the learner. A good teacher is the one who is creative and active in marking and commenting on pupils' work with an aim of motivating his/ her learners towards good performance. He/she conducts frequent continues assessment tests to gauge the learners' retention rate. Organizes frequent joint examinations with neighbouring schools so as to make the learner used to external examinations, in preparation of the national examination at the end of the primary school level. Selecting the appropriate teaching and learning resources and strategies which motivate the interest of the learners. Correct choice of the strategies enhances good performance in examination.

2.6 Summary of literature review

The literature review focused on the influence of institutional factors on performance. For example, Musango (1982) in Mukundi (1999) found out that

there was a positive relationship between the head teacher's attitude and performance. He found out that a head teacher's negative attitude towards a subject led to lack of teaching and learning of that subject. Duignan and Macpherson, (1992) in Asuga (2002) identified activities that constituted effective leadership by school principals to include setting an atmosphere of order, creating a climate of high expectations for staff and students, encouraging collegial and collaborative relationships and building commitment among students and staff of the school goals. A World Bank Report (1987) on school and classroom effects on student learning on Thailand reported that students in larger schools learn more than students in smaller schools. Students in schools with larger student/teacher ratio learn less than students in schools with lower student/teacher ratios. It then concluded that larger schools might have been more effective due to economy of scale, lower student/teacher ratios were more effective due to less overcrowding and greater teacher/pupil contact.

Researches done by Galton, Simmons and Croll(1980) in Southworth *et al* (1990) at Leicester University differed with The World Bank Report (1987) saying that smaller schools with smaller class size with fewer than 24 pupils had a positive impact upon pupil's progress and development especially in the early years while those with more pupils had a less positive effect. According to Maengwe (1985), overcrowding in classrooms affected learning. Children in crowded classes found it hard to write while teachers could not move around with ease to reach all children as they sit, working in their places. This

inability meant that teachers could not mark the pupil's work as they continued working. There is a correlation between school climate and student performance. Studies done by Mortimore (1988) as quoted in Ndiritu (1999) showed that effective schools have a positive ethos.

The teacher's academic and professional qualifications contribute a lot to the learner's performance in KCPE performance. Availability of facilities has a direct link with the performance of pupils in examinations. The head teacher's behaviour and characteristics sets the standard for the school's performance in KCPE examination. The availability of teaching and learning resources has implications in the pupil's performance in KCPE examination.

2.7 Theoretical framework

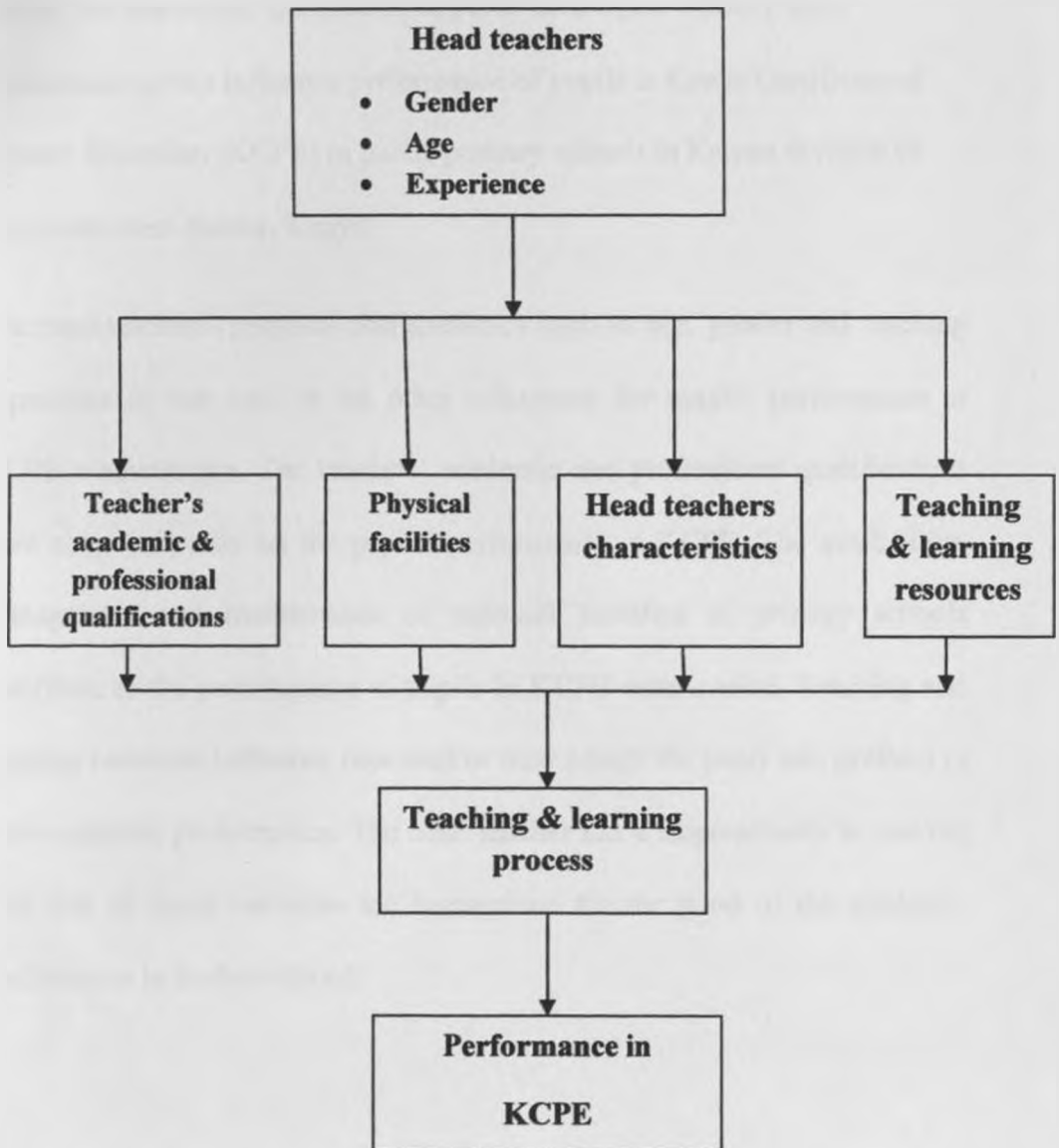
The study adopted administrative management theory by Henri Fayol (1841-1925). In his book *General and industrial administration, (1949)* he describes the necessity and possibility of teaching principles and elements of management. The elements, which are inevitable in primary school administrative process, are planning, organizing, commanding, coordinating and control. The heads of the schools employ these elements everyday in their administrative tasks. Fayol's production principals of management are concerned with improvement of human relations, production efficiency and administration of the organization.

The study therefore embarks on this theory for it has been looking at the school-based factors. The head teachers who are the chief administrators

control the schools; they must understand the elements and principles of management as outlined by Fayol to be effective administrators. Work should be divided among individuals and groups to ensure that effort and attention are focused on special portions of the task. The head teacher must delegate duties within the school in order for the school to improve academically. The concepts of Authority and responsibility are closely related.

Authority was defined by Fayol as the right to give orders and the power to exact obedience. Responsibility involves being accountable, and is therefore naturally associated with authority. Once the head teacher assumes authority, he also assumes responsibility. All authority and responsibility is bestowed to the head teacher for direction. School's academic performance will be affected by the way the head teacher directs it. A highly performing primary school requires the common efforts of teachers and the head teacher as workers in that organization. Penalties should be applied in primary schools judiciously to encourage this common effort. The teachers should receive orders from only one manager, namely the head teacher. The entire school should be moving towards a common objective in a common direction of attaining high academic grades. The interests of a teacher should not take priority over the interests of the school as a whole. For the sake of efficiency and coordination, all materials and the teachers should be treated as equally as possible. Finally, the head teacher should encourage harmony and general good feelings among his/her teachers for them to perform to their maximum.

Figure 2.1 Institutional factors influencing performance of pupils in KCPE in public primary schools



This framework illustrates the relationship between the variables at play and the expected outcome, which is pupil's performance as measured by KCPE.

The earlier researchers such as Kathuri (1984) and Olembo et. al. (1992)

reveal that there are institutional factors such as availability of physical facilities, teaching and learning resources and school administrations, which affect the overall results of a school as is shown by the national examination results. The researcher therefore attempts to investigate whether these institutional factors influence performance of pupils in Kenya Certificate of Primary Education (KCPE) in public primary schools in Keiyan division of Transmara west district, Kenya.

The head teachers' personal characteristics such as age, gender and teaching experience in one way or the other influences the pupils' performance in KCPE examinations. The teachers' academic and professional qualifications have some influence on the pupils' performance in KCPE. The availability, management and maintenance of physical facilities in primary schools contribute to the performance of pupils in KCPE examination. Teaching and learning resources influence how well or how poorly the pupil will perform in their academic performance. The head teacher has a responsibility in making sure that all these variables are harmonised for the good of the academic performance in his/her school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focused on the research methodology employed. This included research design, target population, sample size and sampling procedures, research instruments, validity of instruments, reliability of the instrument, data collection procedures and data analysis techniques.

3.2 Research design

Borg, Gall & Gall, (1996) classified research design mainly by the method of data collection. The study employed descriptive survey. Description survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification Borg and Gall (1989) note that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The choice of the descriptive survey design was made based on the fact that in this study research is interested in the state of affairs already existing in the field and no variable was manipulated. Survey design therefore is appropriate because it enabled the researcher to gather information concerning the influence of institutional factors on pupils' performance in KCPE.

3.3 Target population

Best & Kahn (2011) defined a target population as a group of individuals that have one or more characteristics in common that is of interest to the researcher. For the purpose of this study, the target population consisted of all public primary schools in Keiyan division of Transmara West District. There were 32 schools. The subject of this study consisted of 32 head teachers and 200 teachers within the division. The head teachers were chosen because they are in a good position to give information on the availability of resources within the schools. The teachers are better placed to provide information on student performance since they are in constant contact with the pupils and they are likely to be knowledgeable about the factors that affect pupil's academic performance.

3.4 Sample size and sampling procedures

A sample has been defined as a small proportion of population selected for observation and analysis (Best & Kahn 2011). Each case in the sample is referred to as a "subject", "interviewee" or "respondent". Kothari (2004) asserted that 30 percent of the population forms a representative sample for descriptive research. The sample in this study therefore consisted of 30 percent of the head teachers which yielded to 10 head teachers and Gay, Mills and Airasian (2006) asserts that 20 percent of the population is adequate to be a representative sample for a descriptive research, therefore 20 percent of

teachers was used which yielded to 40 teachers. Three teachers were chosen from each school.

3.5 Research instruments

Research instruments are the techniques or methods of data collection (Kasomo, 2007). The research instruments for data collection in this study were questionnaires only. The main advantage of using the questionnaire was that, questions for each respondent could be framed in similar manner, hence allowing uniformity for all respondents. Furthermore, the instrument were suitable since all respondents were expected to be literate enough to read, comprehend and fill in the questionnaire without much difficulty.

The questionnaires were in two parts. Section A contained items on school demographic details of the respondents that included their age, gender and background information while section B contained question related to the factors that could influence KCPE performance as perceived by the respondents. All the questionnaires had both structured questions where the respondents expressed their perceptions towards each of the items by ticking only one response and open-ended questions that required an explanation.

3.6 Validity of the instruments

Validity of an instrument represents the extent to which the instrument measures what it purports to measure (Borg et. al., 1996). The results and comments of the pilot study conducted dictated the content validity. The pilot

study helped to improve face validity and content of the instruments. The two schools that were used in the pilot study were excluded from the main study. Consultations and discussions with the supervisor were done to establish content validity. Content validity was used to check the representation of the research questions in the questionnaires. The items which were found inadequate were either discarded or modified. Secondly the researcher sought assistance from the supervisors to help improve content validity of the instrument.

3.7 Reliability of instruments

Reliability is a measure of the degree to which a research instrument yields results after repeated trials (Morgan, Gliner and Leech, 2009). Reliability is a quality attributed to proposition or measures to the degree to which they produce consistent results.

To enhance the reliability of the instrument, a pilot study was conducted in two schools which were not included in the main study. The aim of pre-testing was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables were either discarded or modified to improve the quality of the research instruments.

This was to ensure that the instrument captures all the required data. The procedure for extracting an estimate of reliability was obtained from the administration of Test-Retest reliability method which involved administering the same instrument twice to the same group of subject with a time lapse

between the first and second test. A Pearson's product moment correlation coefficient formula was used.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum(x)^2 - (\sum x)^2][N\sum(y)^2 - (\sum y)^2]}}$$

According to (Kerlinger & Lee, 2000), a coefficient of 0.80 or more simply show that there is high reliability of data. The reliability coefficient was 0.821 for headteachers and 0.792 for the teachers' questionnaires.

3.8 Data collection procedures

The researcher sought for a permit to undertake the study from the National Council for Science and Technology. The researcher contacted the authorities within the area of the study. A courtesy call was made to the District Education Officer. Prior arrangements were made with the head teachers regarding time and day of the visit to the schools. The researcher then visited all schools in the sample to establish public relations with the school community before administering questionnaire and conduct interviews schedule with respondents. The questionnaires were collected at the end of the exercise and views or opinions collected from interview schedule noted down.

3.9 Data analysis techniques

After the data had been collected there it was cross-examination to ascertain their accuracy, competences and identify those items wrongly responded to, spelling mistakes and blank spaces. Quantitative data was then entered into the

computer for analysis using the Statistical Package for Social Sciences (SPSS). This processed the frequencies and percentages, which were used to discuss the findings. Frequency distribution tables were used to present the data while descriptive statistics such as percentages and frequencies were used to answer research questions. Qualitative data were analyzed thematically.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents data analysis and interpretation. The chapter focuses on the demographic information of the respondents, presentations, interpretation and discussions of research findings. This chapter is presented in two sections namely; the demographic information about head teachers and teachers, and the findings on the institutional factors influencing performance of pupils in Kenya Certificate of Primary Education (KCPE) in public primary schools in Keiyan division of Transmara west district, Kenya. The presentations were done based on the research objectives.

4.2 Questionnaire return rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Two categories of questionnaires were used to collect data. One was issued to the head teachers and the other to the teachers. Table 4.1 presents the respondent's questionnaire return rate.

Table 4.1

Respondents' questionnaire return rate

Respondents	Expected	Actual	Response rate
	Response	Response	Percentage (%)
Head/teachers	10	10	100
Teachers	30	30	100
Total	40	40	100

The table shows that out of the 10 questionnaires issued to the headteachers, all of them (100%) were returned, while out of the 30 issued to the teachers, all of them were returned. This represented 100 percent return rate for all the respondents. This percentage return rate above the recommended 80% by Mmaduakonam (1998) and hence deemed adequate for the study.

4.3 Demographic information data of the respondents

The demographic information obtained was drawn from the completed questionnaires for the head teachers and the teachers. The demographic data provides a summary concerning gender of the respondents, academic and professional qualifications and the period they had served as head teachers or teachers in their professional life and their influence and contribution in

helping the learner perform better in national examinations in their respective schools in Keiyan division of Transmara West district.

4.3.1 Distribution of respondents by gender

To establish the demographic data of the respondents, they were asked to indicate their gender. Their responses are presented in table 4.2.

Table 4.2

Distribution of headteachers by gender

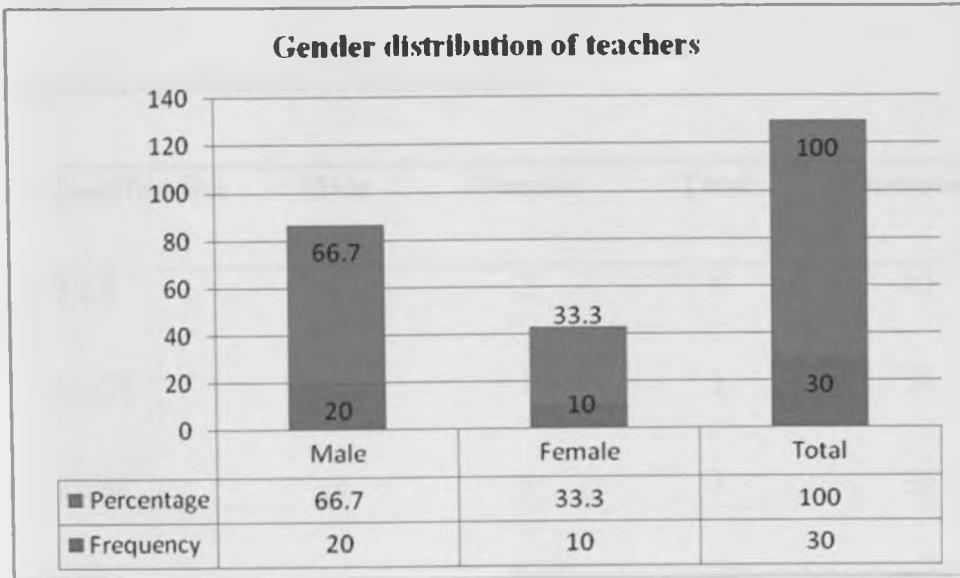
Gender	f	%
Male	6	60
Female	4	40
Total	10	100

Data indicated that majority of the head teachers were males (60%) while the rest four (40%) were females. This means that male head teachers were more than females in the division public primary schools. This implies that females formed the largest proportion of headships in the district.

The teachers were also asked to indicate their gender. Their responses are shown in Figure 4.1.

Figure 4.1

Distribution of teachers by gender



The results show that there is gender imbalance in the composition of primary school teachers in the division. Majority of the teachers were males (66.7%) while the rest (33.3%) were females. The data indicates that despite having more male headteachers, there were also few female teachers in the division. There are more male teachers than are female teachers which is explained by the fact that this is a hardship area which is more favourable to men.

4.3.2 Distribution of the respondents by academic qualifications

Academic qualifications of the head teachers and teachers is important as it indicates whether these officers are qualified to teach in the primary level of education. Research indicates that the academic qualification of teachers has an influence of learners academic performance. The head teachers were

therefore asked to state their academic qualifications. Their responses are presented in table 4.3.

Table 4.3

Academic qualification of head teachers

Qualification	Male	Female	Total	Percentage
B.Ed	2	2	4	40
KACE	2	1	3	30
KCSE	2	1	3	30
Total	6	4	10	100

The data showed that 40 percent of the head teachers in the division had B.Ed degree and they were equally distributed between the males and the females. Also, 30 percent of the head teachers had a KACE “A” level or KCSE/ KCE “O” level certificate as a qualification which equips them with the basic skills to run their institutions. The data implies that teachers were professionally trained and hence are able to influences pupils’ performance.

Teachers were also asked to state their academic qualifications and results are shown on Table 4.4.

Table 4.4

Distribution of teachers by academic qualifications

Qualification	Male	Female	Total	Percentage
B.Ed	10	6	16	53.3
KCSE	6	6	12	40
KACE	1	1	2	6.7
Total	17	13	30	100

The results of the analysis on teachers academic qualifications showed that majority of the teachers (53.3%) had a B.Ed degree giving credit that they were well educated to deal with the teaching/learning process in the schools. Another (40%) of the teachers had a KCSE certificate and thus had the minimum qualifications necessary to enrol for P1 certificate course.

This concurs with Masinjila (1989) who found out that untrained teachers constitute category of teachers who contribute to poor performance of students. This is because, as Onjoro, (1990) affirms, they are not confident enough to handle some of the components of the subject because they did not learn how to teach them in the college so they teach only areas that they find easy at the expense of other areas. Adeyemi (1998) says that a teacher who does not have both academic and professional qualifications would

undoubtedly have negative influence on the teaching and learning of his or her subjects.

4.3.3 Distribution of respondents by professional qualifications

Professional qualifications of the head teachers and teachers was necessary to study in order to verify whether these officers were effectively equipped to teach in the schools. Head teachers were further asked to state their professional qualifications. Their responses are presented in Table 4.5.

Table 4.5

Professional qualification of head teachers

Qualification	Male	Female	Total	Percentage
ATS	4	3	7	70
S1	2	1	3	30
P1	0	0	0	0
P2	0	0	0	0
Total	6	4	10	100

Results in table 4.5 indicates that majority of the head teachers (70%) were ATS and were effectively qualified to handle the management and administration duties in the schools. Professional training as a teacher prepares a teacher and instills in him or her in the area of specialization. Lack of such

training therefore shows a deficiency on the part of the teacher which makes him or her not able to teach well which can lead to poor performance. Darling-Hammond (1997) suggests that teachers receive training before their work in classroom which prepares them adequately to teach. Their professional qualifications therefore affect students' performance. Wamai (1991) further says that academic qualification of teachers is one of the most important factors that determine academic achievement of students. Nguru (1987) found out that not only did the teacher's qualification matter but also their academic qualifications too.

Table 4.6

Professional qualification of teachers

Qualification	Male	Female	Total	Percentage
ATS	10	7	17	56.7
S1	2	2	4	13.3
P1	5	4	9	30
P2	0	0	0	0
Total	17	13	30	100

The data on teachers professional qualifications showed that majority of the teachers (56.7%) were ATS and were therefore professionally qualified to

teach in the schools hence able to affect pupils' academic performance. This is in line with Ngaru (1987) who notes that schools with adequately qualified teachers tend to perform well in examinations.

4.3.4 Distribution of respondents by duration of teaching

The study also aimed at establishing the duration of time that headteachers had teachers had taught in the schools. The period that a head teacher or teacher has spent in the school is important in understanding whether they have experience in teaching which has an impact of pupils performance. To establish the same, the head teachers were asked to indicate how long they had been teaching in the current schools. The data is presented in Table 4.7.

Table 4.7

Period of head teachers' stay in the school

Duration	Frequency	%
Under 3 years	1	10
3-6 years	3	30
7-9 years	5	50
Above 9 years	1	10
Total	10	100

From the results, majority of the head teachers (50%) stated that they had been in the school for a period of 7-9 years and were therefore well experienced in handling the challenges emanating from their schools. Duration that teachers have been in the school provides them with adequate information on how well or poorly the pupils have been performing.

The teachers were also asked to state the period of stay in the present school. The data is presented in as shown in Table 4.8.

Table 4.8

Duration of teaching in the school

Duration	F	%
Below 3 years	4	13.3
3-6	3	10
7-9	13	43.3
Above 9	10	33.3
Total	30	100

The results indicated that most of the teachers (43.3%) stated that they had stayed for a period of 7-9 years and were therefore well experienced in handling the challenges originating from their schools. This in line with

Heynemann and Loxely (1983) who stated that head teacher's experience in management techniques that contributes to a higher achievement rates for pupils at school level. It raises concern to note that majority of teachers had taught in the schools for between 7-9 and above 9 years yet the results in the national examinations were not good.

4.4 Institutional factors influencing pupils' performance

The study sought to establish the institutional factors influencing the performance of pupils in the KCPE in public primary schools in Keiyan division of Transmara West district, Kenya. This section presents data gathered from field survey.

The study sought to establish how headteachers were satisfied with the performance in KCPE in their schools. An item in the instruments aimed at ascertaining the views of the head teacher on their satisfaction with KCPE performance in their schools as illustrated in Table 4.9.

Table 4.9**Head teacher's responses on their satisfaction with KCPE results**

Rate	Yes	%
Very satisfied	0	0
Great satisfied	3	30
Fairly satisfied	4	40
Dissatisfied	3	30
Very dissatisfied	0	0
Total	10	100

Data showed a few head teachers (40%) were satisfied and (30%) said they were dissatisfied with the performance in KCPE. Data revealed that most of the headteachers were either fairly satisfied or dissatisfied with the results. This is so since education is perceived to be an important determinant of upward social mobility and eligibility for employment in the modern world Asunda (1983). The wrath of the pupil's failure is usually heaped on the head teacher and the school.

4.4.1 Influence of headteachers' characteristics on KCPE performance

Staff meetings are usually the forums for disseminating key school strategies to the teachers. One of the tasks of the headteachers in the school is holding meetings with teacher. The study therefore sought to establish how frequently the headteachers held meeting with the teachers. The head teachers were requested to state how often they held meeting with teachers. Their responses are outlined in Table 4.10

Table 4.10

Head teacher's frequency of holding staff meetings

Rate	Yes	%
Once per year	0	0
Once per term	0	0
Thrice a term	2	20
When need arises	8	80
Total	10	100

Data revealed that majority of the head teachers (80%) stated that they held staff meetings when need arose. When headteachers do not hold meetings with teachers to discuss academic issues, there is likelihood that performance is not followed up hence pupils would not perform well in examinations. This

finding disagrees with Jeffreys (1971) who pointed out that for the head teacher's leadership style to be effective, regular mapping and follow up of goals should be analysed in discussion forums such as staff meetings by the school managers, teachers and other education stakeholders.

The headteachers were also asked to indicate how often they delegated duties and responsibilities to the teachers. The question put in the questionnaire aimed at finding out from the head teacher delegated duties and responsibilities to the teachers. Their responses are presented in table 4.11.

Table 4.11

Head teacher's frequency of delegating duties

Rate	Yes	%
Always	2	20
Some of the time	8	80
Not at all	0	0
Total	10	100

As presented in table 4.11, majority of the head teachers (80%) stated that they sometimes delegated school duties to the teachers with (20%) stating that they always delegated duties. This is against the Heads Manual (MOEST, 1987) which states that the head teacher need to delegates duties and responsibilities

to other members of the staff. Inability to delegate duties and responsibility implies that the headteacher does everything in the school and hence teachers will be left aloof and even not concerned with performance matters hence affecting pupils' performance.

One of the roles of the headteacher is to make sure that their schools have adequate teachers. It is on this basis that the headteachers were asked to indicate the shortfall of teachers in their schools. A question posed in the headteachers questionnaire assessed the shortfall of the teachers in the schools as reported by the headteachers. The data is presented in Table 4.12.

Table 4.12

Number of staff shortfall in the school

No.	Yes	%
Three	2	20
Five	7	70
Seven	1	10
None and above	0	0
Total	10	100

Data showed that majority of the head teachers (70%) indicated that their schools had a shortfall of five teachers and (20%) sated their schools had a shortfall of two teachers. The results showed that all the schools in the division had a dire shortage of teachers. Teacher shortage in Kenyan schools has been cited as a contributor to poor performance in our schools. The problem of shortage of teachers has bitten hard in Kenya Primary schools due to the 1997 freeze on teacher employment by the Kenyan government.

In-servicing the teaching force is a vital element in the performance of the teaching/learning task as it equips the teachers with the needed skills to impart knowledge to the learners. The headteachers were therefore asked to indicate the number of teachers who had received in-service training. The in-servicing of teachers and the number who have undergone the exercise is outlined in Table 4.13.

Table 4.13**Rate of teacher in-service in the schools**

No. of times	Yes	%
Three	4	40
Five	6	60
Seven	0	0
None of the above	0	0
Total	10	100

All the head teachers stated that they in-serviced their teachers. Majority of the head teachers (60%) commented that five teachers in their schools had attended in-service for the last two/three years. As noted in a World Bank Report (1986) the number of years of schooling of a teacher was the most consistent positive and significant contributor to pupils' achievement. In-service of teachers will also equip them with the skills to effectively utilise their academic and professional qualifications.

The researcher further sought to establish the rate of organizing joint examinations with other neighbour schools by the headteachers. The headteachers were therefore asked to indicate whether they organized joint exams in the schools as stated in Table 4.14.

Table 4.14**Headteachers responses on the rate of organizing joint examinations**

Rate	Yes	%
Every Month	1	10
Every Mid-term	1	10
Every Term	8	80
Total	10	100

Majority of the head teachers (80%) asserted they usually held joint examinations with neighbouring schools on a termly basis. Examinations are usually the yardstick for assessing the learner's acquisition of the intended knowledge as outlined in the curriculum. Education has become so exam-oriented that all other aspects of the system have been over-looked due to the craze to achieve good grades. Examinations have taken the front stage even when 200 million of the 600 million Africans remain illiterate according to the report made by Fafanua, (Daily Nation, 30th February 1994 page 21).

Head teachers who do not appreciate their teachers' work have the possibility of having too much pressure in their schools, as the teachers will not work with them. Appreciation of teachers will lead to motivation and finally better

service delivery from the teachers. Head teachers were asked to rate their appreciation level to their teachers and the responses are shown in Table 4.15.

Table 4.15

Headteachers responses on the rate of appreciating teachers

Rate	Yes	%	No	%
Very great extent	8	80	0	0
Great extent	2	20	0	0
Some extent	0	0	0	0
Little extent	0	0	0	0
Total	10	100	0	0

The results indicated that majority of the head teachers (80%) stated that they greatly appreciated their teachers' work to a very great or great degree and none indicated they did not appreciate them. Olembo et. al. (1992) hints that the way the head teacher structures and administers the school, his/her relationship with the school subsystems, teachers and students has a strong effect on the teachers and student's performance.

The way the head teacher structures and administers the school, his/her relationship with the school subsystems, teachers and students has a strong

effect on the student's performance. The head teacher's attitude affects performance. The head teachers gave their comments on the way they related with the teachers and pupils. Their responses are presented in Table 4.16.

Table 4.16

Friendliness and supportiveness of the head teacher

Rate	Yes	%	No	%
Very friendly & supportive	3	30	0	0
Friendly & supportive	6	60	0	0
Fairly friendly & supportive	1	10	0	0
Not friendly & supportive	0	0	0	0
Total	10	100	0	0

The results indicated that majority of the head teachers (60%) were friendly and supportive to the teachers and the pupils. Of these respondents, (30%) ascertained that they were very friendly and supportive to the teachers and pupils. Heads Manual (MOEST, 1987) says that the head teacher's behaviour will set the standard for the school in that his/her appearance, punctuality and morality must be beyond reproach if he/she intends to reap improved results in the school performance. It further notes that as a role model in the institution

in which he/she administers, teachers, pupils and parents will be able to work in the same spirit.

4.4.2 Influence of the teachers' characteristics on KCPE performance

The researcher was interested in establishing the teachers' characteristics that had an influence of pupils' academic performance. Several items were put forward in the questionnaire to determine how teacher variables influenced pupils' performance. For example, the headteachers were asked to rate of teachers' influence what goes on in the school. The question aimed at finding out from the head teacher whether the teachers had an influence of school activities. Their responses are presented in Table 4.17.

Table 4.17

Headteachers' responses on teachers' influence in the school

Rate	Yes	%
Great extent	7	70
Some extent	3	30
Little extent	0	0
Total	10	100

Data indicated that majority of the head teachers (70%) stated that teachers influenced school activities to a great extent in the school with the other (30%) stating they influence the activities to some extent. According to the Heads Manual (MOEST, 1987) the head teacher should give a voice to the teachers since achievement motivation or need for achievement is important in primary schools because the attainment of quality education requires this drive in order to be successful.

The researcher further sought to establish the rate of teachers working as a team. The head teacher as a role model in the institution, in which he/she administers, will enjoy great success if he/she is a team player and teachers, pupils and parents will be able to work in the same spirit. The responses of the head teachers' rate of teachers working as a team is presented in table 4.18.

Table 4.18

Headteachers' responses on rate of teachers working as a team

Rate	Yes	%	No	%
Very great extent	7	70	0	0
Great extent	2	20	0	0
Some extent	1	10	0	0
Little extent	0	0	0	0
Total	10	100	0	0

Data showed that majority of the head teachers (70%) stated that there was teamwork instilled to the school community through their efforts. Another (20%) indicated the teamwork was to a great extent present in their schools. These findings are in line with Musango (1982) in Mukundi (1999) who reported a positive relationship between head teacher's attitude and performance. Musango's findings indicated that the attitudes of head teachers towards teamwork in school led teamwork among all the subjects involved in teaching and learning process.

The study also sought to establish how often teachers gave assignments to pupils. The issuance and marking of the learner's assignment will go a long way in the ascertaining of the learners acquisition and mastery of the skills intended in the learning /teaching process. The question posed in the questionnaire aimed at establishing the knowledge of the head teachers on the issuance of assignments to the pupils by the teachers. Their responses are presented in table 4.19.

Table 4.19

Rate of teachers giving assignment

Rate	Yes	%
Daily	5	50
After two days	3	30
Weekly	2	20
Total	10	100

Data revealed that majority of the head teachers (50%) indicated that teachers issued assignments to the pupils on daily basis and the other (50%) stated that pupils had assignments either after two days or on weekly basis. According to Maengwe (1985), there is a correlation between school climate and student performance. Access of teachers to the pupils during classroom time will motivate the learners to participate more in the learning process.

These findings show that although most of the teachers gave assignments as required, still a significant number of them did not give assignments which can affect students learning and hence affecting performance. The continuous assessment of the learners' acquisition and mastery of the skills intended by the curriculum is mostly, assessed in the examination process. This will give a feedback to the teacher on the way forward in the teaching/learning process.

The question aimed at checking the views of the head teachers on the level of the teachers conducting the assessment tests in the schools. The responses are presented in Table 4.20.

The head teachers were requested to give their comments on the frequency of conducting continuous assessment tests in the schools. The responses are in Table 4.20.

Table 4.20

Headteachers responses on frequency of conducting continuous assessment tests

Frequency	Yes	%
Daily	0	0
Weekly	2	20
Every two weeks	7	70
Monthly	1	10
Termly	0	0
Total	10	100

Majority of the head teachers (70%) asserted that assessment tests were conducted after every two weeks in their schools with (20%) stating that the

tests were handed out on weekly basis. Jeffreys (1971) pointed out that for learning to be effective, it must be geared towards the child's present needs and interests. The teacher should guide the learner and select the appropriate learning experience and resources, assess the learner continuously to motivate and inspire the learner.

The researcher also sought to establish how often teachers were involved in marking and commenting on pupils work. Their responses are presented in Table 4.21.

Table 4.21

Teachers marking and commenting on pupils' work

Frequency	Yes	%
Daily	6	60
Weekly	4	40
Every two weeks	0	0
Monthly	0	0
Termly	0	0
Total	10	100

Majority of the head teachers (60%) asserted that the teachers marked the pupils work on a daily basis. The other (40%) commented that the teachers

marked and commented on the students work on weekly basis. None of the head teachers indicated that marking and commenting on pupils' books failed to take place in the schools. Marking and commenting on the pupils work will give an impetus to the pupil that the teacher is interested in their school progress and give the feedback to the teacher to the learner's progress. This agreed with Maengwe (1985), who asserted that overcrowding in classrooms affected learning. Children in crowded classes found it hard to write while teachers could not move around with ease to reach all children as they sit, working in their places. This inability meant that teachers could not mark the pupil's work as they continued working.

4.4.3 Effect of the availability of physical facilities on performance of KCPE

The study sought to establish the effect of availability of physical facilities in the schools and how they influenced pupils' academic performance. Availability of school facilities has a direct link with the performance of pupils in examinations. The school physical facilities such as classroom, desks, libraries and books have a direct bearing on performance among students. The head teachers and teachers responses on adequacy of school facilities is presented in Table 4.22.

Table 4.22**Headteachers and teachers responses on adequacy of school facilities**

Facilities	Yes	%	No	%
Classrooms	10	30	30	70
Library	5	10	35	90
Staffroom	10	60	30	40
Head teachers office	24	40	16	60
Toilets	13	30	27	70
Teachers tables	14	40	26	60

Majority of the head teachers and teachers stated that their schools had shortages of some of the basic facilities in the school. They pointed out that (90%) of the schools lacked libraries, (70%) lacked enough classrooms and toilets whereas (60%) lacked on head teacher's office and teacher's tables. Eshiwani (1983) concurs that schools with the best facilities were among the high achieving schools while those with inadequate facilities performed poorly in K.C.E. in Western Province of Kenya. Availability of physical facilities in a school plays a major role in influencing students' academic performance (Bryk, 1998). Mwamwenda and Mwamwenda (1987) found out that availability of physical facilities had effect on students' performance.

4.4.4 Influence of teaching and learning resources on KCPE performance

The availability of teaching and learning resources has perhaps the most constraining resource to educational quality in most rural schools in Kenya. The availability of these materials has implications for immediate quality improvements in the learners' performance in KCPE examinations. Most schools, which perform poorly, spend less money on the purchase of the teaching resources. Sufficiency and the availability of adequate relevant teaching and learning resources make the teaching/learning task easy. The head teachers and teachers were requested to give their comments on the sufficiency of the school with materials and equipment. Their responses are outlined in Table 4.23.

Table 4.23

Sufficiency of school materials and equipment

Material & equipment	Yes	%	No	%
Textbooks	13	30	27	70
Exercise books	14	40	26	60
Chalk	10	100	30	0
Science kits	13	30	27	70
Teaching charts	14	40	26	60

From the results, majority of the head teachers and teachers stated that their schools were not sufficient in school materials and equipment: [(70%) textbooks and science kits and (60%) in exercise books and teaching charts]. It is evident that despite the effort of the free primary school programme, of equipping public primary schools with the necessary teaching and learning resources, majority of the school in the division still lack necessities. Eshiwani (1983) indicates that most schools, which perform poorly, spend less money on the purchase of the teaching resources. Availability of adequate relevant textbooks makes the teaching task easy.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary of the research study, conclusion and recommendations. The research findings were summarized as per the objectives of the study.

5.2 Summary of the study

The purpose of this study was to examine the institutional factors influencing pupil performance in KCPE in Keiyan Division of Transmara West district, Kenya. The study investigated the relationship between headteachers and teacher factors, availability of physical facilities, head teacher's personal characteristics, teaching and learning resources plus the strategies to improve KCPE performance in Keiyan division. The study used descriptive survey. The sample comprised of 10 head teachers and 30 teachers making 40 respondents as the sample size of the total population. Questionnaires were used to solicit data from the respondents. Data was analysed by use of Statistical Package for Social Sciences (SPSS) programme and the results presented in form of percentages frequencies and bar graphs.

Findings indicated that only few head teachers (40%) were satisfied and (30%) said they were dissatisfied with the performance in KCPE. Data revealed that most of the headteachers were either fairly satisfied or dissatisfied with the

results. Findings on the influence of headteachers' characteristics on KCPE performance revealed that majority of the head teachers (80%) stated that they held staff meetings when need arose. It was also revealed that majority of the head teachers (80%) delegated school duties to the teachers only sometimes. Majority of the head teachers (70%) indicated that their schools had a shortfall of teachers which affected pupils performance. Data on the in-service of teachers indicated that majority of the head teachers (60%) indicated that teachers in their schools had attended in-service courses. It was also revealed that majority of the head teachers (80%) asserted they usually held joint examinations with neighbouring schools on a termly basis. Majority of the head teachers (80%) greatly appreciated their teachers' work.

Findings on the influence of the teachers' characteristics on KCPE performance revealed that majority of the head teachers (70%) stated that teachers influenced school activities to a great extent. Majority of the head teachers (70%) stated that there was teamwork instilled to the school community through their efforts. It was also revealed that majority of the head teachers (50%) indicated that teachers issued assignments to the pupils on daily basis while (50%) stated that pupils had assignments either after two days or on weekly basis. Majority of the head teachers (70%) asserted that assessment tests were conducted after every two weeks in their schools with (20%) stating that the tests were handed out on weekly basis. Majority of the head teachers (60%) asserted that the teachers marked the pupils work on a daily basis.

Findings on the effect of the availability of physical facilities on performance of KCPE revealed that majority of the head teachers and teachers stated that their schools had shortages of some of the basic facilities in the school. They pointed out that (90%) of the schools lacked libraries, (70%) lacked enough classrooms and toilets whereas (60%) lacked on head teacher's office and teacher's tables. Inadequacy of physical facilities influenced pupils academic performance.

Findings on the influence of teaching and learning resources on KCPE performance revealed that majority of the head teachers and teachers stated that their schools were not sufficient in school materials and equipment. It is evident that despite the effort of the free primary school programme, of equipping public primary schools with the necessary teaching and learning resources, majority of the school in the division still lack necessities.

5.3 Conclusion

Based on the findings it was concluded that headteachers' characteristics influenced pupils' performance where majority of the head teachers stated that they held staff meetings when need arose. It was also concluded that a good number of the head teachers delegated school duties sometimes to the teachers. Most of the head teachers indicated that their schools had a shortfall of teachers, which affected pupils performance. Data on the in-service of teachers indicated that majority of the head teachers indicated that teachers in their schools had attended in-service courses. It was, also concluded that a big

number of the head teachers asserted they usually held joint examinations with neighbouring schools on a termly basis.

The study also concluded that teachers' characteristics influenced KCPE performance. For instance, majority of the head teachers stated that teachers influenced school activities to a great extent. Most of the head teachers stated that there was teamwork instilled to the school community through their efforts. It was also concluded that majority of the head teachers indicated that teachers issued assignments to the pupils on daily basis while stated that pupils had assignments either after two days or on weekly basis. Majority of the head teachers asserted that assessment tests were conducted after every two weeks in their schools while stating that the tests were handed out on weekly basis. A large number of the head teachers (60%) asserted that the teachers marked the pupils work on a daily basis.

The study also concluded that availability of physical facilities influenced pupils academic performance. For example, majority of the head teachers and teachers stated that their schools had shortages of some of the basic facilities in the school. They pointed out that the schools lacked libraries, lacked enough classrooms and toilets whereas they also lacked on head teacher's office and teacher's tables. Inadequacy of physical facilities influenced pupils academic performance.

The study also revealed that teaching and learning resources influenced KCPE performance. For example, it was revealed that majority of the head teachers

and teachers stated that their schools were not sufficient in school materials and equipment. It is evident that despite the effort of the free primary school programme, of equipping public primary schools with the necessary teaching and learning resources, majority of the school in the division still lack necessities.

5.4 Recommendations

The following recommendations of the study based on the findings of the study were made:

1. The Ministry of Education should ensure that schools have all the physical facilities and other school resources necessary fully the teaching/learning process.
2. The Ministry of Education should ensure that schools are equipped with the necessary teaching/learning resources.
3. All the education stakeholders must seriously embrace the issue of teacher motivation through provision of competitive remuneration and ensuring the learning centers are conducive and attractive for teaching.

5.5 Suggestions for further research

The following suggestions were made for further research:

1. A comparative study to examine the institutional factors influencing student's performance in KCSE in Keiyan Division of Transmara West district, Kenya.

2. The study on the institutional factors influencing student's performance in KCPE in Keiyan Division of Transmara West district should be replicated in other regions in Kenya.
3. The study on the challenges facing head teachers in Keiyan division of Transmara West district, Kenya.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

University of Nairobi

P.O. Box 30197 - 00100

Nairobi.

Dear Sir/Madam,

I am a postgraduate student pursuing a Masters degree in Educational Administration and Planning at the University of Nairobi. I am currently undertaking a research on the institutional factors influencing performance of pupils in Kenya certificate of primary education (KCPE) in public primary schools in Keiyan division of Transmara west district, Kenya.

You are kindly requested to fill the questionnaire as thoughtfully and frankly as possible. This is not a test and there are no right or wrong answers. The information you give will be used for study purposes only. Names of individuals and schools will not be disclosed. You are not required to write your name anywhere on the questionnaire. There are several questions that request basic respondent information such as age, gender and length of time with the institution. Your responses to these personal items will not be used to identify you; rather they will be used to study how different groups of people respond to the questions.

Thank you in advance for your co-operation.

Miyoro Hezron Oganda

APPENDIX B

HEADTEACHERS'QUESTIONNAIRE

This questionnaire is designed to gather information on the influence of institutional factors of pupils performance in KCPE in Keiyan division of Transmara district. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study. Please respond to all items.

Section A: Demographic data

Instructions:

Please indicate the correct option by placing a tick [✓] against your option fill in the blanks for those questions requiring answer.

1. What is your gender? (a) Male [] (b) Female []

2. What is your highest academic qualification?

(i) KCSE/KCE 'O' level [] (ii) KACE 'A' level [] (iii) B. Ed.

[]

(iv) Others (specify) _____

3. What is your professional qualification?

P2 [] P1 [] S1 [] ATS []

Other Specify _____

4. How long have you been a head teacher?
- (i) Under 3 years [] (ii) 3 - 6 years [] (iii) 7 -9 years []
(iv) Over 9 years []
5. How often do you hold staff meetings?
- (i) Once per year [] (ii) Once per term []
(iii) Thrice a term [] (iv) When need arises []
6. How often do you delegate some of your duties and responsibilities?
- (i) Always [] (ii) Some of the time [] (iii) Not at all []

Section B: Institutional factors and their influence of KCPE performance

The next questions have five possible responses. Please record your answers by ticking (✓) in one of the numbers next to each question. If none of the choices matches your perception exactly, use the one that is closest to it.

7. To what extent do teachers influence what goes on in your school?
- (i) Great extent [] (ii) Some extent [] (iii) Little extent []
8. What is the number of the staff shortfall in your school if any?
- (i) three [] (ii) five [] (iii) seven []
(iv) nine and above []
9. How many times are teachers in your school in-serviced for the last two/three years?
- (i) three times [] (ii) five times []

(iii) seven times [] (iv) nine and more times

10. To what extent is your school self sufficient in the following facilities?

Please answer by ticking (✓) the number that describes your opinion.

Facilities	Very adequate	Adequate	Fairly adequate	Inadequate	Not available
Classrooms					
Library					
Staffroom					
Teacher's Tables					
Teacher's Chairs					

11. To what extent is your school self sufficient in the following materials and equipment?

Materials & equipment	Very sufficient	Sufficient	Fairly sufficient	Insufficient	Not available
Text books					
Exercise books					
Pieces of chalk					
Chalk boards					
Science kits					
Teaching charts					

12. To what extent do you organize joint examinations with other neighbouring schools?

(i) Every Month [] (ii) Every Mid-term []

(iii) Every Term []

13. To what extent are you satisfied with the performance in KCPE in your school?

(i) Very satisfied [] (ii) Satisfied []

(iii) Fairly satisfied [] (iv) Dissatisfied []

(v) Very dissatisfied []

APPENDIX C : TEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather information on the influence of institutional factors of pupils performance in KCPE in Keiyan division of Transmara district. You are kindly requested to tick (\checkmark) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study. Please respond to all items.

Section A: Demographic data

Please indicate the correct option by placing a tick [\checkmark] against your option fill in the blanks for those questions requiring answer.

1. What is your gender?

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

2. What is your highest academic qualification?

- (i) KCSE/KCE 'O' level [] (ii) KACE 'A' level []
(iii) B.Ed. [] (iv) Others (specify) _____

3. What's your professional qualification?

- P2 [] P1 [] S1 [] ATS []

Other Specify _____

4. How long have you been a teaching?

- (i) Under 3 years [] (ii) 3 - 6 years [] (iii) 7 -9 years []
(iv) Over 9 years []

Section B: Institutional factors and their influence of KCPE

Please record your answers by ticking (✓) in one of the numbers next to each question. If none of the choices matches your perception exactly, use the one that is closest to it.

5. To what extent are you involved in major decisions related to your work?

(i) very great extent [] (ii) great extent []

(iii) some extent [] (iv) little extent []

(v) very little extent

6. To what extent do the head teacher, staff and pupils work as a team in your school?

(i) very great extent [] (ii) great extent []

(iii) some extent [] (iv) little extent []

(v) very little extent

7. To what extent is your head teacher friendly and supportive?

.....

(i) very friendly and supportive [] (ii) friendly and supportive []

(iii) fairly friendly and supportive [] (iv) Not friendly or supportive []

8. To what extent is your school self sufficient in the following materials and equipment?

Materials & equipment	Very sufficient	Sufficient	Fairly sufficient	Insufficient	Not available
Text books					
Exercise books					
Pieces of chalk					
Chalk boards					
Science kits					
Teaching charts					

9. To what extent are the following facilities adequate in your school?

Please answer by ticking [✓] the number that describes your opinion.

Facilities	Very adequate	Adequate	Fairly adequate	Inadequate	Not available
Classrooms					
Library					
Staffroom					
Head teacher's office					
Toilets					
Teacher's Tables					

10. How often do teachers in your school give pupils homework?

(i) Daily [] (ii) After two days [] (iii)

Weekly []

(iv) Monthly [] (v) Termly []

11. How many times do teachers in your school conduct Continuous Assessment Tests (CATs)?

(i) Every day [] (ii) Every week [] (iii) Every two weeks []

(iv) Every month [] (v) Every term []

12. How many times are teachers involved in marking and commenting on the pupils' work?

(i) Every day [] (ii) Every week []

(iii) Every two weeks [] (iv) Every month []

(v) Every term []

APPENDIX D

RESEARCH PERMIT


PAGE 2 PAGE 3

Research Permit No. **NCST/RCD/14/012884**

THIS IS TO CERTIFY THAT:


Prof./Dr./Mr./Mrs./Miss/Institution **Hezron Oganda Miyoro**
of (Address) **University of Nairobi**
P.O.Box 30197-00100, Nairobi.
has been permitted to conduct research in

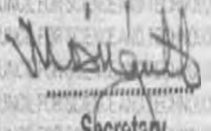
Trans Mara West **Rift Valley** **Location District Province**


Date of issue **3rd July, 2012**
Fee received **KSh. 1,000**

on the topic: Institutional factors influencing performance of pupils in KCPE in public primary schools in Keiyan Division of Trans Mara West District, Kenya.

for a period ending: 31st August, 2012.


Applicant's Signature


Secretary
National Council for Science & Technology

APPENDIX E
LETTER OF AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

PO BOX 28002 NAIROBI
TEL: 254 20 720 000
FAX: 254 20 720 000
WWW.NCST.go.ke

PO Box 28002 NAIROBI
KENYA
Website: www.ncst.go.ke

NCST/RC/D/14012/084

3rd July 2012

010/000


Herron Nyarala Mayara
University of Nairobi
P.O. Box 40197-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Instructional factors influencing performance of pupils in Kenya Certificate of Primary Education (KCPE) in public primary schools in Kericho Division of Transmara West District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Trans Mara West District for a period ending 31st August, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Trans Mara West District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report to the Director.


DR. M. N. RWIGYEMA, PH.D., M.Sc.
DEPUTY COMMISSIONER

1 copy to:-

The District Commissioner
The District Education Officer
Trans Mara West District.