

FACTORS AFFECTING PUPILS' PERFORMANCE IN PUBLIC PRIMARY  
SCHOOLS AT KENYA CERTIFICATE OF PRIMARY EDUCATION  
EXAMINATION (KCPE) IN EMGWEN DIVISION, NANDI DISTRICT, KENYA

BY

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of the Degree of Master of Education in Educational Foundations of the University  
of Nairobi.

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## DECLARATION

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

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This research project has been submitted to the University with my approval as University supervisor.

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## **DEDICATION**

This project is dedicated with a lot of respect and appreciation to my late mother, Mary Jesang' Ng'isirei whose prayers, inspiration, encouragement, determination and vision made me go through my education despite the cracking hardships we went through right from childhood.

## **ABSTRACT**

The purpose of this study was to investigate factors affecting pupil's performance in public primary schools at Kenya Certificate of Primary Education (KCPE) in Emgwen Division, Nandi District. Specifically, the study sought to establish the effects of teaching and learning resources on pupils' performance at KCPE, the extent to which the teaching and learning process and social cultural factors affect the performance at K.C.P.E. Strong school cultures have better motivated teachers, highly motivated Teachers have greater success in terms of student performance and student Outcomes. School teachers seeking to improve pupils' performance should focus on improving the school's culture by getting the relationships right among themselves, pupils' and parents. This study adopted descriptive survey design. The target population of the study comprised of 67 public primary schools in Emgwen Division. The sample size was 312 pupils, 44 class eight teachers and 26 head teachers. Data was collected using questionnaires. The study established that, inadequate facilities such as science equipment, classes, dormitories and other teaching and learning resources influenced learners' performance in public schools at KCPE level. The researcher recommends that, hours within the week be increased as a way of recovering missed lessons which occur due to unavoidable circumstances such as national public holidays, sports completion and drama festivals among others. The Ministry of Education should ensure that all schools are provided with the necessary text books and other relevant resources to enrich learning environment. The government should also revise the primary school syllabus to make it more relevant and market driven.

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## **ACRONYMS AND ABBREVIATIONS**

C.P.E : Certificate of Primary Education

K.C.P.E : Kenya Certificate of Primary Education

KNEC: Kenya National Examination Council

SMC: School Management Committee

## **CHAPTER ONE:INTRODUCTION**

### **1.1 Background of the study**

Primary Education is a major foundation for social-economic and political development of a nation (UNESCO, 2005). Therefore, if the quality of education is undermined, the schools may not give adequate knowledge, skills, and attitudes to pupils that a country needs in its citizens in order to guarantee the role of education in development (World Bank 2002). The development of the skills and knowledge of the people of a nation through the education process constitutes one of the prerequisites of national development.

From the human resource perspective, education is seen as the determinant of character and pace of social and economic development (Republic of Kenya, 1976). UNESCO (2006) states that most of the pupils that go through primary education in developing countries fail to master the basic cognitive skills as shown by the poor performance in primary school examination. The results are unsatisfactory levels of socio-economic development due to inadequate and inappropriate human capital resource. This situation is worse in countries that give and use public examination as the basis of important decision making about the educational and vocational future of pupils.

The main feature of an education system is academic performance. Kellaghan and Greaney (1995) assert that KCPE performance not only determines access to secondary and subsequently higher education but also affects the way

individuals view themselves and are viewed by the society. The World Bank (2006) observes that public examinations in Kenya serve the following purposes: selection of candidates for educational opportunities and employment, certificate of achievement of candidates, control of curriculum and its delivery in school, motivation of school teachers and pupils, and monitoring education standards and reporting on school effectiveness including instructional resources among others. Duignan (1986) observes that there are many factors which affect pupils' achievement directly or indirectly. Some of these factors are part of the intricate web of affect that operates within the school itself. These affecting factors are: Leadership and decision making, school culture and climate, teacher behavior, pupil behavior, parental support and involvement, socio-economic background of the pupils and poor management of finances and school facilities.

Lezotte (2001) in his studies came up with seven correlates of effective schools-strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of pupils progress, positive home-school relations and opportunity to learn time on tasks. Academic achievement is simply a matter of what happens in schools. Although schools do make a significant difference, he also identified numerous factors which affect pupils' success. These include the school, the family and the individual, social incentives and socio-economic conditions. In his research he identified those youngsters from lower socio-economic strata as less likely to succeed in school. This does not mean that poor or disadvantaged children cannot learn. However, social class and economic conditions

are important factors related to success and cannot be ignored (UNESCO, 2004).

According to Western Australian Child Health Survey (2006) an estimated fifty eight percent of aboriginal pupils aged 4 to 16 years were rated by their teachers as having poor academic performance. This compares with nineteen percent of non-Aboriginal pupils who had poor academic performance. The poor academic performance registered by the Aboriginal pupils is attributed to socio-cultural factors such as poor home background, lack of interest in education by both parents and pupils and lack of materials for learning among others. The disparity in academic performance between Aboriginal and non-Aboriginal pupils is evident from year one onwards and is maintained through until the mid-high school years. Studies have shown that unless pre-school learning and early primary school assistance are provided, underperforming pupils are rarely able to catch up. The rise in performance in years 11 and 12 years merely reflects the fact that many of poor performing pupils have by then left schools. In United States of America (USA), over the first decade of the twenty first century, concerns about bullying and its role in school violence, depression, health concerns and poor academic performance have grown in the elementary schools. Twenty two percent of the children surveyed were involved in bullying either as a victim, bully or both. Victims and bully victims were more likely to have poor achievement than bystanders (Johnson, 2000). With this kind of situation prevailing in schools, poor academic achievement is the expected learning outcome.

In Wales (Great Britain), poor academic achievement is attributed to where one is born in, poverty, family type and friends one associates with and the community one lives in.

All these have a profound effect on academic performance. Taking the importance of good academic performance of national examinations globally, many governments in developing countries have been allocating much of their resources to education since independence (UNESCO, 2005). This has resulted to a considerable growth of educational activities world over that has led education sector to be one of the largest in most countries (UNESCO, 2005). Kenya has not been left behind in this trend of increasing allocation of resources towards education. For instance, since 2002, heavy investments by the government and other stakeholders have been made in education sector.

In Africa education has been the traditional way of attaining self- sufficiency. As the gap between the skilled professionals and the working class continues to grow, the need for education is apparent. Though majority of the African countries borrow a lot of money from the developed world to better their education systems, much of that money goes misappropriated due to inadequate management guidelines. The money is misappropriated and projects started for the purpose of improving education are abandoned hence becoming “white elephant” and a paradox to education achievements. A case in point is the 8-4-4 system of education in Kenya that started in 1985 which focused on a practical oriented curriculum that offered technical and vocational skills meant to prepare pupils graduating at every level with specific and



practical knowledge that could either be used for self -employment, wage employment or further training (Republic of Kenya, 1984). This has not been achieved and most pupils graduate at standard eight without the pre-requisite skills to fit the labour market.

Research by Kathuri (1984) on factors that affect performance in KCPE found out that the quality of teachers, efficient use of teaching methods, a good administrative set up and pupil's previous background or abilities were the major factors contributing to KCPE performance. In addition the commission of enquiry chaired by Koech, (1994) found that poor performance at examinations was blamed on poor teaching, absenteeism among teachers and pupils, irrelevance of curriculum and inadequacy of examination system. This study therefore sought to investigate factors affecting pupils' academic performance in Kenya Certificate of Primary Education in Emgwen Division in Nandi District. The Division has continued to register poor KCPE performance compared to other divisions in Nandi District as shown in Table 1.1 below.

Table 1.1: Nandi District divisional merit list (2010 KCPE) results

S/N	DIVISION	ENTRY	ENG	KISW	MATHS	SCI	SST/RE	2010	2009	2008	MEAN
1.	Tinderet	1448	50.63	51.98	55.21	56.66	58.48	273.05	277.65	280.14	276.95
2.	Kaptumo	898	54.14	50.49	57.92	56.81	52.77	272.13	272.70	277.86	274.23
3.	Kabiyet	1373	51.56	53.40	54.86	59.50	59.41	270.82	275.81	271.64	272.76
4.	Ol'lessos	831	51.59	52.86	55.95	58.24	56.74	275.38	272.82	268.18	272.13
5.	Kapsabet	1919	53.15	55.12	55.27	55.52	54.32	273.39	271.64	267.43	270.82
6.	KosiraI	869	54.10	53.02	49.43	51.58	60.90	269.03	268.21	267.65	268.30
7.	Kilibwoni	926	49.38	52.43	56.12	55.79	54.15	267.88	264.92	262.11	264.97
8.	Kobujoi	875	48.77	50.81	54.08	52.96	51.80	260.15	260.05	268.43	262.88
9.	Kipkaren	1451	53.19	54.52	57.46	50.43	42.70	268.31	263.43	256.45	262.73
10.	Kemeloi	1286	49.71	49.82	53.81	54.96	44.56	250.86	260.34	262.42	257.83
11.	Emgwen	1849	48.48	51.87	53.44	53.56	51.58	258.92	256.29	251.18	255.46
Total		11871	51.66	53.58	54.55	60.32	55.49	270.14	270.52	266.65	268.07

Source: Nandi District Education Office (2011)

Despite the division posting average KCPE results in general, public schools were at the bottom of the merit list. Table 1.2 shows Emgwen KCPE merit list per subject.

Table 1.2: Emgwen Division KCPE Merit List

S/No	Zone	Entry	Eng	Kisw	Mat	Sci	SST/	2011	2010	2009	2008	Dev.
1	Kapsisiywa	121	52.37	51.95	56.76	58.05	57.54	276.57	276.08	272.52	270.31	0.479
2	Kaptel	309	49.03	56.38	52.66	56.04	55.91	270.02	264.79	262.75	250.15	5.303
3	Kapkangai	823	50.56	53.42	49.87	49.89	46.56	250.60	262.41	260.03	255.03	11.71
4	Kamoiywo	359	48.93	45.20	52.84	53.38	51.54	251.89	254.27	244.80	242.70	2.408
5	Chepkumia	320	44.50	54.94	52.42	53.16	47.93	253.05	237.06	241.44	237.63	15.99
<b>Mean Score</b>		<b>1932</b>	<b>49.068</b>	<b>52.392</b>	<b>52.925</b>	<b>54.104</b>	<b>51.900</b>	<b>258.443</b>	<b>258.926</b>	<b>256.299</b>	<b>251.184</b>	<b>1.517</b>

Source: Nandi Central District Education Office (2011)

### 1.2 Statement of the problem

Student's performance at KCPE level is a major concern for all stakeholders in education. This is because good performance is associated with social, economic development of a nation and in Kenya; this is a major drive towards realization of Vision 2030. Despite the importance of education, Emgwen Division has continued to register unimpressive KCPE results for the last 4 years. This is a major problem to parents, teachers and other stakeholders in education. This study therefore attempts to investigate factors affecting pupils' performance in primary schools in Emgwen Division, Nandi District.

### 1.3 Purpose of the study

The purpose of this study was to investigate factors affecting pupil's performance in public primary schools at Kenya Certificate of Primary Education (KCPE) examinations in Emgwen Division, Nandi District.

#### **1.4 Objectives of the study**

The objectives of the study were:

- i. To establish the effects of availability of teaching and learning resources on pupils performance at KCPE.
- ii. To establish the extent to which social factors affects KCPE performance in public primary school.
- iii. To establish the extent to which cultural factors affect performance in public primary schools.
- iv. To identify the strategies for improving KCPE performance in public primary school in Emgwen Division.

#### **1.5 Research questions**

The following research questions guided the study:

- i. To what extent does availability of teaching and learning resources affect pupils' performance at KCPE in Emgwen Division?
- ii. How does social background factors affect KCPE performance in public primary schools in Emgwen Division?
- iii. How does cultural background factors affect KCPE performance in public primary schools in Emgwen Division?

- iv. What strategies can be employed to improve KCPE performance in public primary schools in Emgwen Division?

### **1.6 Significance of the study**

The findings of the study are likely to provide information to the stakeholders on the importance of carrying out research in other districts on social-cultural factors especially in those areas that are densely populated. The study should also be extended to private institutions within Emgwen Division and the entire Nandi District with a view of comparing the outcome from the two settings so as to uplift the low academic performance experienced in Emgwen Division.

### **1.7 Limitations of the study**

According Best and Khan (1998) limitations are conditions beyond the control of the researcher that may place restriction on the conclusion of the study and their application to other situations. The limitations that were encountered by the researcher included lack of cooperation on the part of the respondents on suspicion that the information sought may be used to victimize them.

Another limitation related to the area of study is that, the area is not large enough to capture the findings that would be generalized to cover the whole country.

### **1.8 Delimitations of the study**

The study targeted only three categories of respondents namely head teachers, teachers and pupils. Other stakeholders including parents and district education offices were not included in the sample. Factors considered for this study were

limited to teaching and learning resources, teaching and learning process and socio-cultural factors. Any other factor affecting pupils' performance was not investigated by the study.

### **1.9 Research assumptions**

The study makes the following assumptions:

- i. That the respondent shall co-operate and give honest and accurate information.
- ii. That the findings shall reflect the true picture of academic performance at KCPE level in the area of the study.

### **1.10 Definition of operational terms**

The following terms have been operationalized in this study.

**Performance:** In this research, performance refers to pupils' score at KCPE.

**Teaching and Learning Resources:** This refers to books, classroom, desks, chairs, charts among others.

**School management:** In this study, school management refers to the precision in planning and executing by the school heads, the duties and responsibility bestowed on school administration.

## **CHAPTER TWO:LITERATURE REVIEW**

### **2.0 Introduction**

This chapter consists of six sections. These include an overview of pupils' performance, effects of teaching and learning resources on pupils' performance at KCPE, effect of socio-cultural factors on pupils' performance at KCPE and theoretical framework which was based on structural functionalism theory.

### **2.1 An overview of pupils' performance.**

Hansell (1981) suggests that a child's self- image, self -concept or expectations are critical for academic development because they forecast on the self and even determine the child's experience. If the child thinks that he will do poorly, he opts to hang back and avoid doing the very things that will help him to learn. Low expectations are infections and persons who hold low expectations for themselves encourage others to hold low expectation also. A good curriculum or syllabus is its relevance to the individual needs and capacities of the learners to their lives. There is need to identify what motivates learners so that they attend educational programmes. If pupils are bored and fail to see the connection between their personal life and what they are taught in schools, they become candidates of 'academic failure' and eventually this leads to poor performance in examination (UNESCO, 1998).

As level of poverty rises, child labour becomes crucial for family survival. More children are increasingly employed in domestic activities and petty trade in rural-urban Kenya in order to subsidize the family income. This has greatly affected

the girl-child as most girls are removed from schools and taken to do odd jobs like house helps and barmaids to supplement the family income. Most parents affect their children in this manner and this leads to poor performance.

## **2.2 Effect of teaching and learning resources on KCPE performance**

Eshiwani (1981) observes that lack of school materials impact on performance in both primary and secondary schools. Furthermore, in 1997 he found that the school based factors that affect the performance in pupils is lack of teaching and learning materials. The primary Material Infrastructure Programme (PMIP) has documented that poor primary education in Kenya. Tum (1986), in support of Eshiwani says that lack of facilities is a major contributing factor to poor performance. He observes that a human element must be in agreement with performance. In this context, it is clear that shortage of teaching books and other facilities result in poor continuous performance.

With the inception of the Free Primary Education (FPE), the government came up with target supply of instructional resources for both lower and upper primary levels. Since then the following targets of industrial materials (target supply of instructional materials) have not been realized as shown in Table 2.1 due to delayed disbursement and misappropriate of funds by some head teachers.



Table 2.1 : Target supply of instructional materials (IM):lower primary (STD 1 – 4)

Item	Required
Basic pack of school stationery	1
Chalk	8
Teacher preparing book	2
Enrolment and attendance registers	1
6 core text books	1
Supply reading English	1
Supplementary Kiswahili	1
Science kit	2

Source: MOE(2012)

Table 2.2 : Target supply of instructional materials (IM): upper primary ( STD 5 – 8)

Item	Required
Basic pack of school stationery	1
Chalk	10
Teacher preparing book	3
Attendance registers	1
6 core text books	1
8 core teachers guide	1
Science kit	2
Wall maps	3
Atlas	1 per 3

Source: MOE (2012)

Table 2.2 shows that text books are salient in the ultimate performance of the learners. World Bank Report (1995), on tools and technology as performance input, identifies instructional materials as the entire range of teaching tools from chalk to computer. According to report, the availability of teaching tools at all levels in poor and middle level income countries is limited, particularly at primary level of education and these impacts negatively on academic performance.

### **2.3 Effects of social factors on pupils performance**

Pupils' academic performance is influenced by social factors. These factors include romantic relationships, student cults, membership in clubs and organizations,

and sports. Some studies disagree over how best to measure social factors, most studies indicate that children from low social factors families do not perform as well as they potentially could at school compared to children from high social factors families (graetz, 1995). Most studies, however, compare Students from across all social factors backgrounds to reach the conclusion that low social factors adversely affects a range of educational outcomes. Another important dimension, however, is the factors that may influence educational outcomes within particular social factors Bands. The educational performance of children from financially disadvantaged backgrounds and examines its variation as affected by Traditional measures of social factors as well as by a range of other family, individual and Contextual factors.

Parents or family socio-economic status is determined by an individual. Achievements in: education; employment and occupational status; and income and Wealth. Several comprehensive reviews of the relationship between social factors and Educational outcomes exist (Ainley et al., 1995). These studies and reviews make it clear those children from low families are more likely to exhibit the following patterns in terms of educational Outcomes compared to children from high social factors: it is argued that families where the parents are advantaged socially, educationally and economically, foster a higher level of achievement in their children. They also may provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school (Williams et al., 1993). Socio-economic status may therefore also be linked to family structure. As sole parent families on average have lower levels of income,

are headed by parents with lower educational attainment and are less likely to be in the labour force, children from these families are likely to have lower educational performance (Rich, 2000).

Also related to poor educational performance is the level of truancy or unexplained absence among students. Truancy can be modeled both as an educational outcome and as a causal factor in explaining educational performance. Truancy tends to be higher among students from low SES backgrounds. Truancy, even occasional, is associated with poorer academic performance at school (Sparkes, 1999). Having high levels of unexplained absence at school has also been found to be associated with poorer early adult outcomes in the labour market for instance higher probability of being unemployed and poorer adult health relative to non-truants (Sparkes, 1999).

Educational performance at school has also been found to vary according to the student sex (Horne, 2000). In particular, reviews of the evidence suggest that boys suffer an educational disadvantage relative to girls, especially in terms of performance in literacy (Buckingham, 1999; 2000b). There are several explanations for this increasing gender gap which include: biological differences; gender biases (such as reading being seen as not masculine.); teaching, curricula and assessment (for instance less structured approaches to teaching grammar may have weakened boys' literacy performance); and socioeconomic factors (Buckingham, 1999).

Geographical location affects pupils' performance as pupils' from rural areas are more likely to have lower educational outcomes in terms of academic

performance and retention rates than students from urban area. Despite an adequate number of educational facilities in rural and remote Kenya, school children from these areas remain disadvantaged by other factors. Issues affecting access to education in regional areas include: costs, the availability of transport and levels of family income supports (Cheers, 1990; HREOC, 2000).

According to Sparkes, 1999 Lower educational attainment has also been found to be associated with children living in public housing compared to those in private housing. This may be due to the effects of overcrowding, poor access to resources and a lack of social networks, and in this sense, housing type may also be a measure of neighborhoods influence.

#### **2.4 Effects of cultural factors on pupils performance**

Organizational theorists have long reported that paying attention to culture is the most important action that a people can perform. Educational theorists have likewise reported that the teachers' impact on learning is mediated through the climate and culture of the school and is not a direct effect (Hallinger and Heck 1998). Watson (2001) warned us that if the culture is not hospitable to learning then pupils' achievement can suffer. Fink and Resnick (2001) reminded us that school teachers are responsible for establishing a pervasive culture of teaching and learning in each school. A closer look at the relationship of specific aspects of school culture to pupils' learning is needed, however. Categories of schools are then compared on the 10 dimensions of school Climate as measured by the organizational health inventory (Leithwood *et al.* 2001).

Other cultural factors that impact negatively on education are practices such as circumcision rites of which when boys undergo they feel they are grown-ups and they cannot be controlled and contained by both parents and teachers leading to poor performance due to rebellion against authority. Some even end up dropping from school and engage themselves in illicit activities such as drug taking and consumption of local alcohol. Early marriages for both boys and girls too affect pupils' education performance from pursuing further education. As witnessed today most of the pupils who entered into early marriages are experiencing marriage breakages and some going back to school (Mlama, 2001).

Child labour, however, is perhaps the most virulent force preventing pupil's from pursuing education. While child labour is an obstacle to both boys and girls, girls are affected at much higher rates, particularly because much of the child labor that girls do may not be Bank Economic and Sector researchers found that pupils' start work at an earlier age, work longer hours and oftentimes work as many hours as adults (Canagarajah, S and H Coulombe, 1997). A full-time work schedule paired with primary education for a ten-year old pupil cannot be sustainable, nor can it be adequate preparation for successful passage of examinations and transition to secondary school. The brunt of labour placed on pupils must be defrayed to enable pupil's to pursue an unhindered course of primary and secondary education. This scenario is a common practice in Emgwen Division.

According to Ogbu (1992) Conflicts between home and school may occur over how pupils have been taught to view the world, the qualities of interpersonal relationships, standards of behavior, and the goals and objectives of education. Home, community, and school/center environments may value some of the same competencies, but differences in expression may obscure their common root. Pupils socialized in communities that value physical aggression and "macho" behavior may have considerable difficulty learning to suppress such behavior in school, just as pupils more conservatively socialized may feel deeply threatened by open aggression in the school ground. Both the pupils who tolerate high levels of aggressive behavior and those who do not acquired their characteristics through the normal developmental process of identification with the values and behavior of family and friends. The point is not that high or low levels of aggression are desirable, but that their acquisition is a normal accomplishment in some communities. Schools, by valuing low-aggression pupils' set the stage for cultural conflict for those who do not believe that physical docility can reflect competence and effectiveness.

## **2.5 Theoretical framework**

The study is based on the structural functionalism theory. Structural functionalism theory is defined as 'a theoretical orientation which proposes that a human society is like an organism made up of structures called social institutions'. These social institutions are made in such a manner that they perform different functions on behalf of the society. In its role, the structural functionalism theory endeavors to give an explanation on how a human society is organized and what each of the various social

institutions for stability of the society. (Merton R.K.1957).

The structural functionalism theory started to take roots and gain popularity in the nineteenth century. It was developed and shaped by the organists in order to understand the human societies. They began to compare a society to an organism for example a cow, a dog among others. In such organisms, there are structures called organs for instance the heart, liver, skin and others that carry out the functions of the whole organism. This thinking, therefore, seemed to form a sound model that could help in understanding how the human society is structured, maintained and sustained by the organs in it known as the social institutions. In any human society, education is a complex institution and full of many factors. It is an integral and recognized social institution that is structured to carry out a specialized function that is the education of the members of the society. Also, the role, contribution and the use of education towards the maintenance and development of the society can be understood and explained through this theory. The rationale for using this theory is that it explains why certain structures such as, teaching and learning activities, effective curriculum supervision, impact of socio cultural factors on education among others key in promoting academic performance at K.C.P.E level.



## 2.6 Conceptual framework

Figure 2.1 The conceptual framework showing the influence of teaching and learning resources and social and cultural factors on pupils' performance.

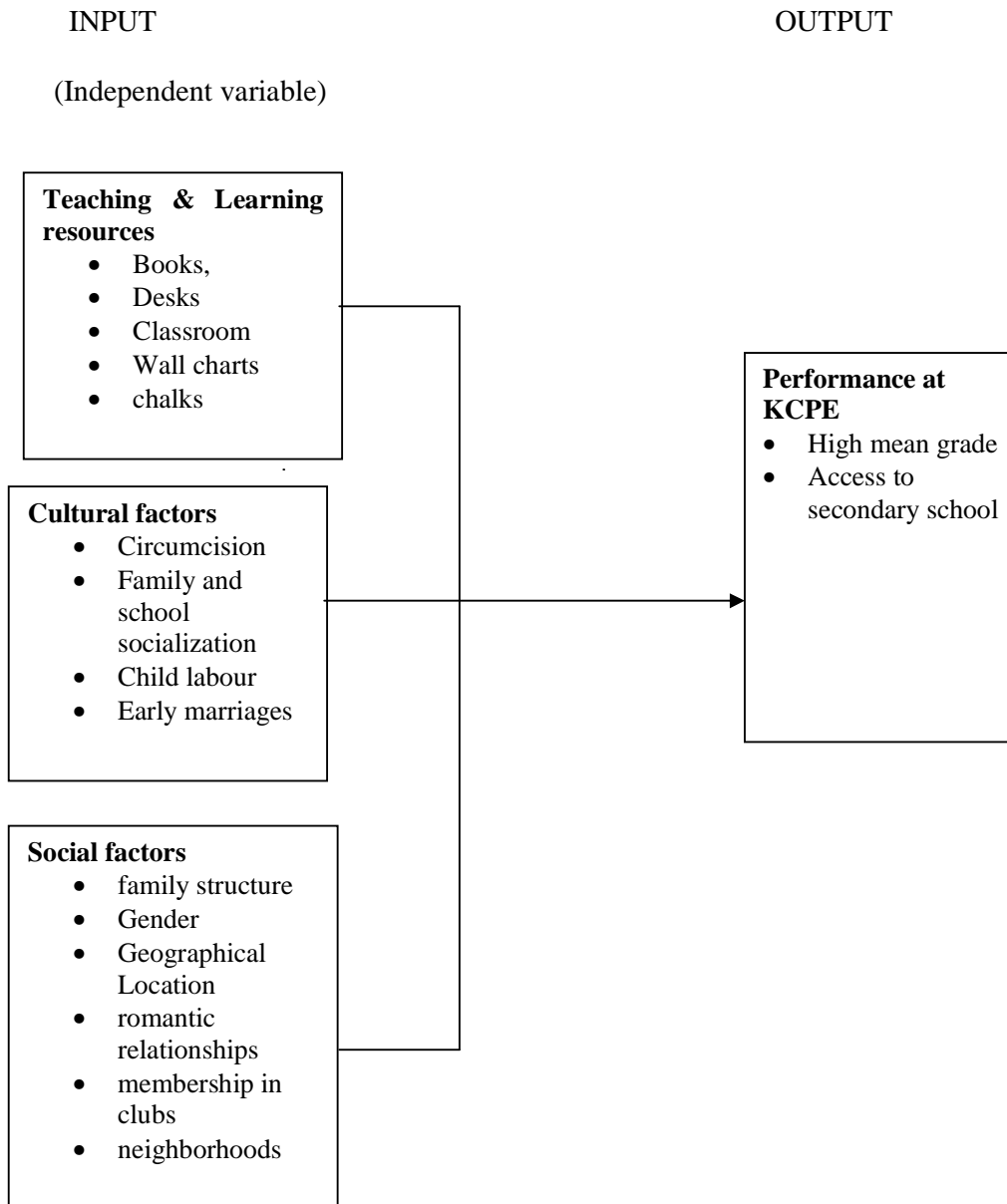


Figure 2.1 shows that pupils' performance at KCPE level is influenced by several factors that interact with one another. These are teaching and learning resources and social cultural factors. Schools with adequate teaching and learning resources such as books, desks and classrooms among other facilities tend to perform well at KCPE examinations. Cultural factors for example parental level of education and tradition are likely to influence learners' academic performance. Social factors influencing pupils' performance include romantic relationships, student cults, membership in clubs and organizations, and sports.

## **2.7 Summary of literature review**

Literature reviewed shows that there are various factors which influence students' academic performance. Some of these factors are unavailability of instructional materials, social and cultural factors among others. It is clear that whenever there is poor performance, a number of factors either independently or in conjunction with others contribute to it. The study investigated some selected factors influencing pupil's academic performance at KCPE level in Emgwen. These were availability of teaching and learning resources, social and cultural factors. The three factors although ignored by most scholars are equally important in understanding the underlying factors influencing pupils performance at KCPE level.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This section focuses on the study design, target population, sample size and sampling procedures, research instruments, pilot study, data collection procedures, data analysis and ethical consideration.

### **3.1 Study design**

A research design according to Orodho (2004), is the scheme, outline or plan that is used to generate answers to research problems. This study adopted descriptive survey design to establish the factors that contribute to poor performance in primary schools in Emgwen Division. The rationale for using descriptions survey design is that they are used in preliminary and exploratory studies to allow the researcher to gather the information, summarize, present and interpret for the purpose of clarification. The choice of descriptive survey design is made on the fact that in this study, the researcher was interested in the state of affairs already prevalent in the field and no variable is to be manipulated. Descriptive survey was therefore appropriate because it enabled the researcher to gather information concerning KCPE in Emgwen Division.

### **3.2 Target population**

Mugenda and Mugenda (1999) defines target population as a population to which a researcher wants to generalize the results of a study. It consists of sample frame from which a sample is selected (White, 2005). The target population was 1,932 class 8

pupils, 67 Head teachers and 708 teachers. The head teachers and class 8 teachers were chosen because they were in a good position to give information on the availability of the resources and as managers of schools and were in constant touch with pupils in their classes.

### 3.3 Sample size and sampling procedure

In descriptive research, a researcher can only use ten percent of the accessible population (Fraenkel & Wallen, 2000). Ten percent of the total numbers of schools were seven schools. But to make the study manageable and representative, the formulae that was adopted to decide the sample size was 40%. Therefore 26% of the schools were sampled to participate in the study. The following was the procedures followed in sampling the schools.

Table 3.1: Summary of the zones in Emgwen Division sampling of schools

Zones	Target population of schools per zone	Sampled schools (40%)
Kapkangani	20	8
Kamoiywo	13	5
Kapsisiywo	6	2
Kaptel	15	6
Chepkumia	13	5
TOTAL	67	26

Source: (Author 2013)

A formula of 40% was used to sample pupils. The number of class eight pupils in the 26 sampled schools was 772 pupils. Therefore 40% of 772 pupils gave 309. From the sample of 309 pupils, 12 participants were selected from each school. Therefore the sample size was 12 class 8 pupils in each school yielding to a total of 312 pupils. 44 class eight teachers and 26 head teachers were sampled purposively. The 44 class 8 teachers were arrived at because some schools are 2, 3 and 4 streamed as each class is handled by its own class teacher as shown in Appendix D.

### **3.4 Research instrument**

The main tools for collecting data in this research were questionnaires and document analysis.

#### **3.4.1 Questionnaires**

These are carefully designed written instruments for the collection of items to which respondents are expected to react usually in writing. It is a research instrument that gathers data over a large sample and saves time. It involves use of open ended and closed-ended questionnaires (Orodho and Kombo, 2002). In open ended questionnaires the respondents gave their explanation or their own opinion and in closed ended questionnaire the respondents gave either 'Yes' or 'No' response. The purpose of the questionnaires was to collect a lot of information over a very short period of time. Each item in the questionnaire was developed to address a specific objective of the study (Mugenda and Mugenda, 1999). The questionnaires were administered to head teachers, standard eight class teachers and class eight pupils.

Questionnaires may lead to honest responses as no identification is needed hence respondents can give answers without fear of victimization. The method gives respondents enough time to reflect on questions before answering them. This method apart from saving time and cost also assists in reducing bias in responding to questions. It also helps to obtain personal information easily. The questionnaires were self-administered.

#### 3.4.2 Document analysis

Document analysis involves critical analysis of private and public recorded information that relates to factors under investigation. The professional documents required in a school such as past examination results were analyzed to establish the academic achievements of the schools being examined.

### **3.5 Pilot study**

To ensure that the instruments measured what they are intended to do, 10% of primary schools of the target population of 26 schools in Emgwen Division were randomly selected and used to pretest the instrument. This translated into three schools. Questionnaires were given to respondents to fill in the presence of the researcher in order to find out if any obstacle was experienced by the respondents in interpreting the items. Mulusa (1990) observes that pilot tests help to review and adjust ambiguous items. Mugenda and Mugenda (1999) argue that pretesting is important as vague items are revealed, comments and suggestions incorporated, deficiencies revealed and determines if the method of analysis is appropriate.

### 3.5.1 Instrument reliability

This is a measure of degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 1999). According to Kerlinger (1993) reliability refers to the consistency that an instrument demonstrates when applied repeatedly under similar conditions. Reliability focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concept (Orodho, 2004). It is usually affected by random error. This is the deviation from a true measurement due to factors that have been dealt with, for example inaccurate coding and ambiguous instructions to the subjects (Mugenda & Mugenda, 2003). In this study, reliability was determined after the pilot study in three schools in Emgwen division, which have the same characteristics with the actual sampled schools. This aim was to determine whether the instruments could yield the data needed, identify problems that might be encountered by the respondents and establish the clarity of the instruments. Questionnaires were given to three groups of respondents namely, the head teachers, the teachers and pupils of the three schools.

A test re-tests method or co-efficient stability method was used to estimate the degree to which the same results could be obtained with repeated measure of accuracy of the same concept in order to determine the reliability of the instrument. A correlation co-efficient of 0.8 was useful in assisting to revise the questionnaire to make sure that it covered the objectives of the study. If this level of reliability was not achieved more items could have been added to the instrument and the process repeated until this threshold of reliability is attained.

### 3.5.2 Instrument validity

This is the degree to which an instrument measures what it purports to measure (Mugenda & Mugenda, 2008). It is taken to be valid when it can measure what is supposed to measure (Mulusa, 1990). Essentially, validity is concerned with establishing whether the questionnaire content is measuring what it is supposed to measure. To determine validity the researcher did pretesting of the research instruments. The study was carried out in the three public primary schools out of the total 67 schools. Content validity was used to validate the content employed in the questionnaire.

### **3.6 Data collection procedure**

Data collection refers to the gathering of information to serve or prove some facts, (Kombo and Tromp, 2006). It is anything actual, assumed, used as a basis for recording. Before going to the field for the collection of data, the researcher obtained a permit from the National Council of Science and Technology. He also obtained permission from the District Education Officer, and finally from the Head teachers of the sampled schools. The researcher visited each school of the sample schools to administer the questionnaires. The researcher arranged to collect the completed questionnaires at a date agreed upon with the respondents.

### **3.7 Data analysis technique**

Data analysis is a practice in which raw data is ordered and organized so that useful information can be extracted from it. This involves editing or organizing, interpreting



and presentation of collected data. Analysis reduces the field of information to a usable size.

Upon completion of data collection, the questionnaire was scored and data edited, coded and entered into the computer for analysis. Primary data collected was qualitative and analyzed using descriptive statistics (the statistical package for social science (SPSS) and presented in descriptive form). The purpose of the descriptive statistics was to enable the researcher to meaningfully describe the pattern and trends of data related to performance in KCPE examination. This entailed presentations of findings in the form of proportions and percentage, mean, mode and frequencies that became useful.

### **3.8 Ethical consideration**

The researcher assured the respondents of the confidentiality of the information provided and were assured that the information will be used for the purpose of research only.

## CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION ,PRESENTATION AND DISCUSSION

### 4.0 Introduction

This chapter presents data analysis, interpretation and presentations based on stated research objectives and research questions stated earlier.

### 4.1 Questionnaire return rate

As indicated in Table 4:1 (92.3%) of the head teachers, (90.9%) of teachers, (100%) of the pupils filled in and returned the questionnaires.

Table 4.1: Questionnaire return rate

Target respondents	Sample size	Responses	Return rate (%)
Head teachers	26	24	92.3
Teachers	44	40	90.9
Pupils	312	312	100.0

Source: Field Data (2012)

Overall, the questionnaire return rate was absolutely good for all targeted respondents since it was over 80 percent for all. According Mugenda & Mugenda (1999), a questionnaire return rate of 80 percent and above is absolutely satisfactory, while 60-80 percent return rate is quite satisfactory. A return rate below 60 percent is 'barely acceptable'. A satisfactory questionnaire return rate is imperative to minimize assumptions in the study as well as diminish any bias, which could probably be

brought out by a lower questionnaire return rate. This level of return was affected by several factors, among which were the length of questions and the mood of the recipients.

#### 4.2 Demographic information

Table 4.2 : Head teachers' response on gender

Gender	Frequency	Percentage
Male	23	88.5
Female	3	11.5
Total	26	100

Source: Field Data (2012)

According to Table 4.2 it was found that majority of the Head teachers (23) were males constituting 88.5%, while female head teachers were only 3 constituting 11.5%.

Table 4.3: Head teachers' age

Age	Frequency	Percent
50yrs. and above	8	30.8
40 - 49yrs.	15	57.7
30 – 39yrs.	3	11.5
Total	26	100

Source: Field Data (2012)

According to Table 4.3, majority of the Head teachers (57.7%) ranged from 40- 49 years, while those that fell at 50 years and above were (30.8%) and those under 40 years were 11.5%. This shows that most of the head teachers are at middle age and hence energetic and innovative which could lead to better results in K.C.P.E. examination.

Table: 4.4 Teachers' response on gender

Gender	Frequency	Percent
Male	21	52.5
Female	19	47.5
Total	40	100

Source: Field Data (2012)

Table 4.4 shows that male teachers were 52.5%, while female teachers were 47.5%.

This clearly shows that there is gender parity in staffing in Emgwen Division.

Table 4.5: Teachers' age distribution

Age	Frequency	Percent
50years and above	2	5
40 – 49 years	6	15
30 – 39 years	29	72.5
20 – 29 years	3	7.5
Total	40	100

Source: Field Data (2012)

According to Table 4.5 on teachers age distribution, majority of teachers (72.5%) fall under age 30-39 years, followed by those aged between 40-49 years(15%), then 20-29 years (7.5%) and finally those aged 50 years and above (5%). This is a clear manifestation that most of them are young and vibrant and this could lead to better results in K.C.P.E. performance if it were not for other external factors beyond their scope.

Table 4.6: Pupils' gender distribution.

Gender	Frequency	Percent
Male	142	45.5
Female	170	54.5
Total	312	100

Source: Field Data (2012)

Table 4.6 shows that, majority of pupils in school (54.5%) are females while 45.5% are males. This indicates that, the girl child awareness on the importance of education is higher than that of the boys.

Table 4.7: Age of the pupils

Age	Frequency	Percent
Below 10 years	32	10.3
10-14 years	264	84.6
Over 15 years	16	5.1
Total	312	100.0

Source: Field Data (2012)

As Table 4.7 indicates, majority (84.6%) of the pupils ranged from 10-14 years, (10.3% ) were below 10 years while the remaining ( 5.1%) were aged over 15 years. This implies that, majority of the pupils were able to understand the questionnaires and fill in the necessary information.

Table 4.8: Pupils score at end of class seven

Scores	Frequency	Percent
Between 200-249	102	32.7
Between 250-299	135	43.3
300 and above	75	24
Total	312	100

Source: Field Data (2012)

According to Table 4.8 it shows that majority (43.3%) of the pupil performed averagely, followed by (32.7%) who performed below average and only (24%) scored above 300 marks at the end of class 7. This shows that the overall performance is weak.

Table 4.9: Repeaters score

Scores	Frequency	Percent
Below 200	17	16.7
Between 200 – 249	30	29.4
Between 250-299	41	40.2
Above 300	14	13.7
Total	102	100

Source: Field Data (2012)

According to Table 4.9 majority (40.2%) performed averagely as repeaters, and 29.4% performed below average. 16.7% performed quite below average, and only 13.7% had scores above average. This is a clear indication of poor performance in the division.

#### **4.3 Effects of teaching and learning resources on performance in K.C.P.E.**

The section presents the effects of availability of teaching and learning resources on performance at K.C.P.E. It was based on whether the school has adequate classrooms, learning equipment and library.



Table 4.10: Whether the school has the following items

Item	Frequency		Total	Percent
	yes	no		
Adequate classrooms	18	6	24	100
Adequate play ground	12	12	24	100
Adequate learning equipment	6	18	24	100
Adequate library	6	18	24	100
Adequate teaching and learning resources	25	15	40	100
Adequate teaching and learning facilities	232	80	312	100
Adequate fields for co-curricular activities	15	25	40	100
Adequate administration block	12	12	24	100

Source: Field Data (2012)

As Table 4.10 shows, majority (75 percent) of all head teachers reported that there were adequate classrooms in their respective schools with the remaining 25 percent saying there were no adequate classrooms. This implies that most schools had adequate classrooms which are necessary for safety and comfort of students for better learning outcomes.

The table above shows that, 50 percent of the head teachers had adequate play ground with equal number disagreeing. This implies that, half of the sampled schools lacked Playground, a critical factor for intellectual psycho motive development of pupils. Lack of adequate playing ground is likely to affect performance at KCPE level.

It shows that majority (75%) of the head teachers had adequate learning equipment with (25%) citing inadequate learning equipment. This implies that majority of public primary schools do not have adequate learning equipment. This is likely to influence academic performance.

Majority (75%) of the head teachers agreed that they had adequate library facilities in their schools with (25%) disagreeing. Maundu, (1987) says that good performance demands that every school should be equipped with the relevant text books in the library. Therefore the availability and use of teaching aids/resources could boost level of quality education provided to pupils.

The researcher was also interested to know whether schools had adequate teaching and learning resources where majority (62.5 %) of teachers agreed that they had adequate teaching and learning resources with (37.5%) disagreeing.

Majority (74.4%) of the head teachers reported that they had adequate teaching and learning facilities with (25.6%) disagreeing. Lack of adequate facilities such as science equipment, classes, playground and other teaching and learning resources is likely to affect teaching and in most cases can stir up rebellion which is likely to lead to poor performance. Douglas (1964) notes that effective teachers keep in mind both what they teach and what they teach with. Learning would therefore be passive and boring if learning resources are not incorporated in the learning process. It is proper organization of learning resources and the use of appropriate teaching and learning strategies which is likely to enhance the acquisition of the subject matter and content.

Concerning whether there are enough playing field for co-curricular activities, majority (62.5 %) of all the teachers said yes with (37.5%) disagreeing as indicated in Table 4.10.(50%) of teachers reported that they had adequate administration block with an equal number disagreeing. Spacious and adequate administration block is important for teachers/learners interaction outside the classroom as well as for consultation after class.

Table 4.11: How often the head teacher sends pupils home to collect boarding/lunch fees

Number of times	Frequency	Percent
Once a term	6	25.0
Twice a term	18	75.0
Total	24	100.0

Source: Field Data (2012)

According to Table 4.11, majority (75 percent) of the head teachers send pupils twice a term to collect fees while 25 percent sent them home once a term. This scenario explains the situation on the ground whereby the government disbursement of funds is sometimes delayed forcing head teachers to send students home for school fees. This may have ripple effects on pupils who sometimes miss classes and exams while at home.

Table 4.12: Teachers' response on major factors affecting performance

Factors influencing performance	Frequency	Percent
Inadequate learning material	10	25.0
Inadequate teachers in school	10	25.0
Lack of motivation	10	25.0
Environmental factors	5	12.5
Poverty	5	12.5
Total	40	100.0

Source: Field Data (2012)

The study on teachers' response on major factors affecting performance in Emgwen indicated that, inadequate learning materials, inadequate teachers in school and lack of motivation rated at 25 percent each while environmental factors and poverty rated 12.5 percent each. This implies that there are several factors affecting pupils academic performance. This is shown in Table 4.12.

Table 4.13: Teachers' opinion on the school textbook ratio

Teachers' opinion on the school textbook ratio	Frequency	Percent
1.2	10	25.0
1.3	15	37.5
1.4	15	37.5
Total	40	100.0

Source: Field Data (2012)

According to Table 4.13, (37.5% ) of teachers reported that the school text book ratio is 1:4, with the same percentage rating it at 1: 3 while the remaining 25 percent reporting the ratio of 1:2.

Table 4.14: Whether teachers are given incentives in the school to motivate them in their work

Incentives to motivate teachers	Frequency	Percent
Yes	10	25.0
No	30	75.0
Total	40	100.0

Source: Field Data (2012)

Findings on whether teachers are given incentives in the school to motivate them, majority (75 percent) of all teachers reported that they were not given any incentives in their respective schools with 25 percent agreeing. Incentives are necessary because they motivate teachers to work harder. Table 4.14 shows the results.

Table 4.15: Whether there is any organized dialogue among the staff and pupils

Dialogue among staff and pupils	Frequency	Percent
Yes	35	87.5
No	5	12.5
Total	40	100.0

Source: Field Data (2012)

According to Table 4.15, majority (87.5 percent) of teachers reported that there was consultation between them and their pupils with 12.5 percent disagreeing. This implies they normally hold discussions on how to improve academic performance.

Table 4.16: How often the pupils do evaluation tests

Pupils' evaluation tests	Frequency	Percent
Frequently	223	71.8
End term	25	7.7
Rarely	56	17.9
Midterm tests	8	2.6
Total	312	100.0

Source: Field Data (2012)

On how often the pupils do evaluation tests, majority (71.8 percent) reported frequently while 17.9 percent reported rarely, 7.7 percent at the end of the term and 2.6 percent midterm tests. Evaluation tests help teachers identify the strength and weak point of the pupil which enables them (teachers) to lay proper strategies for performance improvement. Table 4.16 presents the results.

Table 4.17: Pupils' response on factors that affect their academic performance

Factors affecting academic standard	Frequency	Percent
Lack of school fees	168	53.8
Inadequate learning facilities e.g.(books, chalk) etc.	80	25.6
Environmental factors e.g. (noise, heat) etc.	13	33.3
Lack of basic needs e.g. ( shelter, food) etc.	41	12.8
Indiscipline	79	25.6
Negative attitude	128	41.0
Poor time management	24	7.7

Source: Field Data (2012)

Table 4.17 shows that, majority (53.8 percent) of the pupils lack school fees. 41 percent felt that negative attitude was a factor that affected performance while 33.3 percent reported environmental factors. Inadequate learning facilities and indiscipline reported 25.6 percent each. (12.8 percent) reported lack of basic needs with 7.7 percent reporting poor time management.

According to Sifuna (1988) lack of communication, poor relationship between the head teacher and the pupils, inefficient instructional policies and practices and leaving parents out of school activities are significant in affecting poor performance. Rumberger (1987) strongly emphasizes that poor performance is viewed to serious administrative problems.

Table 4.18: Whether the pupil participate in election of school prefects

Pupil participation in election of school prefects	Frequency	Percent
Yes	224	71.8
No	88	28.2
Total	312	100.0

Source: Field Data (2012)

Majority (71.8 percent) of the pupils agreed that they participated in election of school prefects with 28.2 percent disagreeing as shown in Table 4.18.

#### **4.5 Effects of social factors on pupils' KCPE performance**

This section represents head teachers, teachers and pupils' response on the commitment of teachers to school culture, attitude of pupils to school rules and regulations, a sense of community towards their school, commitment of pupils to school tradition and the pupils' attitude of learning of sciences.

Table 4.19: Head teachers' response on commitment of teachers to school culture

Commitment of teachers to school culture	Frequency	Percent
Very positive	12	50.0
Positive	9	35.7
Negative	3	14.3
Total	24	100.0

Source: Field Data (2012)



According to Table 4.19, half of the head teachers stated that they were very positive towards the commitment of teachers to their school. 35.7% were positive while 14.3% were negative. This implies that most of the teachers in Emgwen Division are committed to their schools and this is a strong indicator of good working relationship in the school and community at large.

Table 4.20: Head teachers' response on attitude of pupils to school rules

Attitude of pupils to school rules	Frequency	Percent
Very positive	5	21.4
Positive	14	57.1
Neutral	3	14.3
Negative	2	7.1
Total	24	100.0

Source: Field Data (2012)

Table 4.20 shows that, 78.5% of the pupils were positive about school rules and regulations, while 14.3% were neutral. 7.1% were negative. This indicates that majority of pupils in Emgwen Division are positive towards school rules

Table 4.21: Head teachers' response on a sense of community towards their school

A sense of community	Frequency	Percent
Very positive	5	21.4
Positive	13	50.0
Neutral	3	14.3
Negative	3	14.3
<b>Total</b>	<b>24</b>	<b>100.0</b>

Source: Field Data (2012)

According to Table 4.21, head teachers (71.4%) agreed that the community was positive towards their respective schools while 14.3% were neutral and negative respectively. The school community is very important in ensuring that the school culture is upheld as well as it forms the larger community and holds the future of the community.

Table 4.22: Pupils' commitment to school traditions: head teachers' response

Commitment of pupils	Frequency	Percent
Very positive	2	7.1
Positive	20	85.7
Negative	2	7.1
Total	14	100.0

Source: Field Data (2012)

Head teachers' response on the commitment of pupils to school tradition indicated that overwhelming majority (over eighty percent) of the head teachers were positive of pupils' commitment to schools' tradition. Pupils' commitment to school tradition is a sign of loyalty and is likely to create a warm working environment. Table 4.22 shows the results.

Table 4.23: Teachers' response on the pupils' attitude of learning of Sciences

Teachers' response	Frequency	Percent
Very positive	3	6.4
Positive	16	42.6
Neutral	8	19.1
Negative	13	31.9
Total	40	100.0

Source: Field Data (2012)

According to Table 4.23, majority of teachers (49 percent) reported pupils' attitude to Science related discipline were positive with about thirty percent reporting negative. The extent to which the pupil culture values academic success or willingly complies with the school rules, will affect their achievement since pupil peer culture affects pupil performance. School staff members must know whether the dominant peer culture adds or detracts from the school's mission (Patterson, Purkey and Parker, 1986).

Table 4.24: Teachers' response on the pupils' attitude to the learning of Arts and Languages.

Pupils' attitude to the learning of Arts and Languages	Frequency	Percent
Very positive	6	17.0
Positive	26	61.7
Neutral	7	19.1
Negative	1	2.1
Total	40	100.0

Source: Field Data (2012)

Concerning teachers' response on the pupils' attitude to learning Arts and Languages, over 50 percent were positive. Few of the teachers cited that pupils' had negative attitude towards learning of Arts and Languages. This indicates that, pupils perform well in Arts and Languages. The information is shown in Table 4.24.

Table 4.25: Teachers' response on the pupils' attitude to participation in games

Pupils' attitude to participation in games	Frequency	Percent
Very positive	12	29.8
Positive	21	51.1
Neutral	5	14.9
Negative	2	4.3
Total	40	100.0

Source: Field Data (2012)

According to Table 4.25, over 50 percent of the teachers agreed that pupils had positive attitude on pupils' participation in games. This would mean pupils value a school culture that embraces extra-curricular activities. This could promote their abilities and talents and hence translate to the liking of their school thus enhancing good academic performance.

Strong school culture, as indicated by commitment of teachers, attitude of pupils to school rules and regulations, a sense of community towards their school, commitment of pupils to school tradition and the pupils' attitude of learning of sciences, was found to be affecting Kenya Certificate of Primary Education positively. As indicated by Cheng (1993) the effect of strong culture when teachers, pupils and community are committed to a certain school norm, that norm translates to performance in KCPE.

#### **4.6 Strategies for improving performance in K.C.P.E.**

Table 4.26: Ways of improving school performance

Ways to curb factors	Frequency	Percent
Provision of adequate learning materials	10	50.0
Employing more teachers	12	62.5
Encouraging children by parents	5	25.0
Motivating pupils	5	25.0
Punishing indisciplined pupils	8	37.5

Source: Field Data (2012)

Table 4.26 shows that, majority (62.5 percent,) of the teachers said employing more teachers and providing more learning materials will help with 37.5 percent felt that indiscipline pupils should be punished. Both parents' encouragement and motivation of pupils had 25 percent each. The indicated strategies are crucial for teaching/learning environment to be conducive for learners. This eventually affects academic outcome.

Table 4.27: Pupils' response on the measures that must be put in place to curb factors affecting performance

Measures	Frequency	Percent
Provision of learning materials	88	28.2
Teamwork	40	12.8
Introduction of remedial classes	8	2.6
Parents should encourage their children	16	5.1
Guidance and counseling	95	30.8
Motivating pupils	25	7.7
Employing more teachers in school	40	12.8
Total	312	100.0

Source: Field Data (2012)

According to Table 4.27, 30.8 percent of the pupils reported guidance and counseling. 28.2 percent provision of learning materials while 12.8 percent reported employing more teachers in the schools and introduction of remedial classes. Few 7.7

percent of the pupils indicated that motivation of the pupils was a measure that could curb factors affecting performance in their respective schools and while the rest 5.1 percent agreed that the parents should encourage their children. Both the pupils and teachers agreed that remedial work was necessary and encouragement of pupils to learn was of paramount importance.

Okumu (1981) notes that lack of adequate supervision of schools by Ministry of Education officials is a factor that may create laxity in the individuals involved in the education programme. This if not well checked might adversely affect the school performance in the national examinations.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents summary, conclusions and recommendations of the study. The study also gives suggestions for further study.

### **5.1 Summary of the study**

The purpose of this study was to investigate factors affecting pupil's performance in public primary schools at Kenya Certificate of Primary Education (KCPE) examinations. Specifically, the study sought to establish the effect of teaching and learning resources on pupils performance at KCPE; determine the extent to which the teaching and learning process affect the KCPE performance; investigate the extent to which social and cultural affect KCPE performance in public primary school and identifying the strategies for improving KCPE performance in public primary school.

This study adopted descriptive survey design. The sample size was 12 class 8 pupils from 26 schools yielding to a total of 312 pupils. 44 class eight teachers and 26 head teachers were chosen purposively. The main tools for collecting data in this research were questionnaires and document analysis. The questionnaires were self-administered, where the respondents were asked to fill them by themselves. Data was analyzed using Statistical Package for Social Science (SPSS) software programme.

### **5.2 Summary of the major findings**

The study established that most schools completed syllabus on time and school text books were distributed fairly well in the schools sampled. Majority (50 percent) of the



teachers agreed that they had below 50 candidates' while 37.5 percent was between 71-90 candidates.

On social factors, the study established that pupils' academic performance is influenced by social factors such as family structure, absence among students, gender, geographical location, neighborhoods, romantic relationships, student clubs, membership in clubs and organizations, and sports. The study concluded that all these social factors adversely affect a range of educational outcomes and performance.

On cultural factors the study established that Strong school cultures have better motivated teachers, and highly motivated teachers have greater success in terms of student performance and student outcomes. The findings further revealed that School teachers seeking to improve pupils' performance should focus on improving the school's culture by getting the relationships right among themselves, pupils' and parents.

On strategies for improving K.C.P.E the study highlighted the following: That there is need to provide adequate materials for learning, employ more teachers for effective learning, parents to motivate and encourage their children to learn and correct the wayward pupils by giving them appropriate punishment so as to uplift academic performance in the division.

Concerning the number of all pupils in teachers' respective school, majority (50 percent) of teachers' response was that they had 100-250 pupils while both 251-400 and over 400 pupils had 25 percent each. Findings on teachers' response on the

discipline condition in the school indicated that, majority (62.5 percent) agreed that they were satisfied with the discipline condition in their respective schools. Regarding whether the schools have adequate teaching and learning facilities, majority (74.4 percent) of the pupils said yes while 25.6 percent accepted that there were no adequate teaching and learning resources. Majority (75 percent) of the head teachers agreed that there was adequate library in their schools while only 25 percent disagreed.

Regarding head teachers' response on the school textbook ratio, majority (75 percent) responded that the textbook ratio in their respective schools was 1:2 while 25 percent of the head teachers had their ratio as 1:3. On whether there has been any transfer of the school heads and teachers in the last 3 years, equal percent of head teachers (50 percent) of head teachers said there was transfer of school heads and teachers.

### **5.3 Conclusion**

The study has revealed that, Public primary schools with adequate teaching and learning facilities as well as adequate staffing are well placed to perform better at KCPE level than those with inadequate facilities. Most schools which are not well equipped with the relevant text books may explain the wide variations in academic performance among pupils enrolled in the division as compared to other divisions in the district. Therefore the availability and use of teaching materials, effective administration and proper management of learning resources could control certain level of quality education provided to pupils.

#### **5.4 Recommendations**

The government through the Ministry of Education should consider allocating more time. At the same time the Ministry should ensure that all schools are provided with the necessary and relevant text books which would assist in boosting the KCPE performance.

Primary school syllabus should be reviewed to make it more relevant. In this context, head teachers should ensure that, coverage of syllabus by second term of the final year is realized so that pupils would have enough time for revision of KCPE.

The government through MOE should employ and post more teachers into the area experiencing shortages to facilitate. At the same time, qualification of teacher should be considered before posting is done. This would ensure that pupils are taught by people with pre-requisite academic qualifications.

Teachers should develop a variety of activities and methods to enable pupils of different ages and backgrounds to acquire proper knowledge, skills, behaviour and attitudes. The child needs to be mentally and physically stimulated and helped to mix and live with others, as well as learning how to control his/her emotions.

## **5.5 Suggestions for further study**

The researcher recommends further studies to be carried out in the following indicated areas:

- i. Other than Emgwen Division, Nandi District, social and cultural factors affecting performance of KCPE in public primary schools should be researched on in other districts especially those that are less densely populated.
- ii. A study should be extended to the private institutions within Emgwen Division, Nandi District with a view of comparing the outcome from both settings.

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## APPENDICES

### APPENDIX A: HEAD TEACHER'S QUESTIONNAIRE

Dear respondent

I am carrying out a research on factors affecting pupils' performance in public primary schools at Kenya Certificate of Primary Education (KCPE) in National Examination in Emgwen Division, Nandi District, Kenya.

Kindly answer the questions below as honestly and accurately as possible. The study is for academic purpose only. If you have any optional comments you feel like making, you may write at the back of this questionnaire.

Thank you in advance for your co-operation.

Kindly tick ( ✓ ) the correct response in the boxes and spaces provided.

1. What is your gender?

a) Male  b) Female

2. What is your age? \_\_\_\_\_

3. What is the name of your school? \_\_\_\_\_

4. Does the school have adequate facilities?

a) Classroom Yes ( ) No ( )

b) Playing field Yes ( ) No ( )



c) Library Yes ( ) No ( )

d) Administration Block Yes ( ) No ( )

5. How often do you send pupils home to collect boarding/ lunch fees?

.....

6. Is there any organized dialogue among your staffs and pupils?

Yes

No

7. From your own experience do you find teachers committed to school culture?.....

.....

.....

8. Do you find student compliant to school rules? .....

.....

9. How does the community respond to issues affecting the school?

.....

10. How are the pupils committed to school tradition?.....

11. Are there enough and standard playing fields for co-curricular activities in your school?

Yes

No

12. In the last three years have you had cases of indiscipline in your school?

Yes

No

13. If yes, what was the major cause(s) of indiscipline?

---

14. In your own opinion what are;

a) School-based social factors affecting pupils performance in public primary schools and what kind of measures must be put in place to curb the situation.....

.....

b) Cultural factors affecting pupils performance in public primary schools and what kind of measures must be put in place to curb the situation.....

.....

## APPENDIX B:TEACHER’S QUESTIONNAIRE

Dear respondent

I am carrying out research on factors affecting pupils’ performance in public primary schools at Kenya Certificate of Primary Education (KCPE) in National Examination in Emgwen Division, Nandi District, Kenya.

Kindly answer the questions below as honestly and accurately as possible. The study is for academic purpose only. If you have any optional comments you feel like making, you may write at the back of this questionnaire.

Thank you in advance for your co-operation.

### Section A

Kindly tick (✓ ) the appropriate responses in the spaces provided.

1. What is your gender?

Male (\_\_\_) Female (\_\_\_)

2. What is your age? \_\_\_\_\_

3. How often are classes tested and evaluated?

Daily (\_\_\_) Weekly (\_\_\_) Monthly (\_\_\_) Termly (\_\_\_)

**Section B:**

This section consists of tabulated series of statements concerning factors affecting academic performance.

4. Does your school have adequate teaching and learning resources?

Adequate

Inadequate

Not at all

5. What is the school textbook ratio?

1:1

1:2

1:3

1:4

None of the above

6. Does the school have testing Policy? Yes  No

If yes, how often do you test your student per term? .....

7. How often do you check pupils' exercise books?

Regularly

Once per week

Once per month

Rarely

8. How would you rate the discipline conditions in the school?

Very good

Good

Satisfactory

Poor

9. Does the school have enough and standard playing fields for co-curricular activities in your school?

Yes  No

10. Are you given any incentives in this school to motivate you work harder?

Yes ( ) No ( )

11. Is there any organized dialogue among your staff and pupils?

Yes ( ) No ( )

12. Is there any organized dialogue among your staffs and pupils?

Yes  No

13. What do you think is the most effective strategies for improving K.C.P.E. performance in Emgwen Division, Nandi District? (Tick as appropriate)

Strategy	( ✓ )
Providing of adequate learning materials	
Employing more teachers	
Parents encouraging their children	
Motivating pupils	
Punishing in disciplined pupils	

## APPENDIX C: PUPILS QUESTIONNAIRE

Dear respondent

I am carrying out a research on factors affecting pupils' performance in public primary schools at Kenya Certificate of Primary Education (KCPE) in National Examination in Emgwen Division, Nandi District, Kenya.

Kindly answer the questions below as honestly and accurately as possible. The study is for academic purpose only. If you have any optional comments you feel like making, you may write at the back of this questionnaire.

Thank you in advance for your co-operation.

Kindly tick ( ✓ ) the correct response in boxes or spaces provided.

1. What is your gender?

Male ( ) Female ( )

2. What is your age? \_\_\_\_\_

3. What was your total subjects score at the end of class seven year? Below 200 ( )

Between 200 and 250( ) Between 250 and 300( ) Above 300 ( )

4. If you are a class eight repeater, how many marks did you score in your previous KCPE examination?

a) Below 200 ( ) b) Between 200 and 250 ( )

C) Between 250 and 300 (\_\_\_) d) Above 300 (\_\_\_)

5. Do you take part in games activities?

---

6. How often do you do evaluation test?

---

7. Do you participate in election of school prefect?

---

8. Does your school have adequate teaching and learning facilities?

---

9. In your opinion what are the school based factors that affect pupils academic standard in Nandi district?

---

10. What measures should be put in place to improve K.C.P.E. performance? (Tick as appropriate)



Measures	(✓)
Provision of learning materials	
Teamwork	
Introduction of remedial classes	
Parents should encourage their children	
Guidance and counseling	
Motivating pupils	
Employing more teachers in school	
Total	

## APPENDIX D: SAMPLED SCHOOLS IN EMGWEN DIVISION

S/No	School	Teachers	Pupils	Class eight teachers	Head teachers
1.	Fr. Toror	6	126	1	1
2.	Birei SDA	7	204	1	1
3.	Kapkuto	13	356	1	1
4.	Chepkober	8	259	1	1
5.	Kapchepkok	10	385	1	1
6.	Kiborgok	10	252	1	1
7.	Kaptooi	15	701	3	1
8.	Kimweru	8	307	1	1
9.	Ng'atatia	5	106	1	1
10.	Chomisia	9	506	2	1
11.	Chepsonoi	20	781	3	1
12.	Tangaton	8	258	1	1
13.	Bishop A. Muge	10	204	1	1
14.	I.P.A.Kaimosi	9	350	1	1
15.	Koibem	16	627	2	1
16.	Kechire	20	861	3	1
17.	Kiutany	9	201	1	1
18.	Bishop Birech	9	260	1	1
19.	SirwaYala	13	720	3	1
20.	Emsos	7	187	1	1
21.	Kombe	7	290	1	1
22.	Kapkangani	14	1006	4	1
23.	Kimondi	12	507	2	1
24.	Kamno	8	408	2	1
25.	Kalyet	14	530	2	1
26.	Cheptigok	16	713	3	1
	total	283	11.103	44	26

Source: Nandi District Education office

## APPEDIX E. RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349  
254-020-310571, 2213123, 2219420  
Fax: 254-020-318245, 318249  
when replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/012/1645

Date:

17<sup>th</sup> December, 2012

Richard Rono  
University of Nairobi  
P.O.Box 92  
Kikuyu.

#### RE: RESEARCH AUTHORIZATION

Following your application dated 28<sup>th</sup> November, 2012 for authority to carry out research on "*Factors affecting pupils' performance in public primary schools at Kenya Certificate of Primary Education (KCPE) in National Examination in Emgwen Division, Nandi District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Nandi District for a period ending 31<sup>st</sup> January, 2013.

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

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

  
SAID HUSSEIN  
**FOR: SECRETARY/CEO**

Copy to:

The District Commissioner  
The District Education Officer  
Nandi District.

*"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".*

APPENDIX F: RESEARCH PERMIT

PAGE 2

Research Permit No. NCST/PCD/14/012/

Date of issue: 17 December 2012

Fee received: KShs. 1,000.00

**Mr. Rono**

Address: University of Nairobi

Location: Nairobi

District: Nairobi

Province: Nairobi

the topic: Factors affecting pupils' performance in public primary schools at Kenya Certificate of Primary Education (KCPE) in National Examination Women Division, Nandi District, Kenya

Applicant's Signature: *[Signature]*

Signature: *[Signature]* Eng. Secretary National Council for Science and Technology

Valid for a period ending: 31 January 2013

*[Signature]*  
17/12/12

25204855