

**INFLUENCE OF INSTITUTIONAL FACTORS ON PUPILS'
PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY
EXAMINATION IN PUBLIC PRIMARY SCHOOLS IN ATHI RIVER
DISTRICT, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements
for the Degree of Masters in Education in Educational Administration**

University of Nairobi

2013

DECLARATION

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

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DEDICATION

This research report is dedicated to my husband Christopher Mutunga and our sons Kennedy and Jonathan Kaveke

ACKNOWLEDGEMENTS

I am greatly indebted to God who has been my provider and a faithful God. I am also indebted to Dr. Rose Obae and Mr. Edward Kanori for their constant advice, constructive criticism, patient guidance and encouragement that saw this research report completed successfully. I am grateful for the patience, understanding and encouragement from my family. My heart-felt appreciation goes to my father Mr. Joseph Kiveli and my mother Grace Kiveli for being an inspiration to me. To my husband Christopher Mutunga and my sons Kennedy and Jonathan Kaveke for being patient and understanding during the many times they missed me throughout the study time. To my brothers Joshua and David and my sisters Zipporah, Peninah Tabitha and Florence for their moral and financial support throughout my studies. Special thanks to the head teachers, teachers and pupils who took time to answer the questionnaire in a short notice. To members of staff in of Mlolongo Primary School and the head teacher Mr. Wambua for his patience and advice.

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LIST OF ABBREVIATION AND ACRONYMS

DQUASO	District Quality Assurance & Standards Officer
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institute
KIE	Kenya Institute of Education
MOE	Ministry of Education
PTA	Parent Teacher Association
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United National Children's Fund
SPSS	Statistical Package for the Social Sciences

ABSTRACT

The purpose of the study is to investigate the influence of institutional factors on the pupils' performance in Kenya Certificate of Primary Examination (KCPE) in Athi River District, Kenya. The study was guided by the following objectives; to assess the influence of teaching and learning resources on the pupils' performance in KCPE to examine the influence of physical facilities on the pupils' performance in KCPE in public primary schools; to assess the influence of checking the professional records by head teacher on pupils' performance in KCPE in public primary schools, to establish the influence of time management by the teachers on the pupils' performance in KCPE in public primary schools.

The study adopted and used survey research design to collect data from a number of people in order to determine the current status with respect to the education outcome in the study district. The sample in this study consisted of 30 percent of the target population of the standard eight pupils drawn from the accessible population of schools. Two teachers from each school were selected randomly yielding to a total of 44 teachers. The researcher relied on self-administered questionnaires. To determine validity, the researcher first did a pre-test of the research instrument. Test-retest method was used to determine the reliability. The reliability of the instrument was obtained with a correlation coefficient of 0.81 for the head teachers, 0.78 for the teachers and 0.72 for the pupils. Descriptive statistics such as percentages and frequencies were used to answer research questions.

The study revealed that majority of the pupils (96.7%) indicated they shared books with one text book with other pupils. About 55.0% of the pupils indicated that there was an effect on learning when they shared books. The study revealed that all the head teachers reported inadequacy of latrine, desks, and non-availability of a library in their schools. The study revealed that majority of the head teachers (89.5%) checked teachers' schemes of works once per term; 73.7 percent checked lesson plans once a month and 47.4percent of the checked teachers records of work once per month. 89.5percent of the head teachers also noted that QASO inspected their schools. The study revealed that majority of the pupils (59.0%) indicated their teachers come to class.

The following were the conclusions of the study; teaching and learning materials influenced pupils' performance in KCPE since pupils shared books with one text being shared among 4-7 pupils. Physical facilities had an effect on pupils performance in KCPE since the head teachers reported inadequacy of latrines, desks and non-availability of a library in their schools. Checking of professional records by head teachers had no effect on pupils' performance since the head teachers checked on teachers' schemes of work once per term. Time management had an effect on pupils' performance since some teachers came to class late, and pupils had a neutral attitude towards education.

The following recommendations were drawn first the head teachers should ensure provision of adequate teaching and learning materials, secondly the school should ensure there are enough physical facilities to enable pupils learn effectively. Head teachers and the QASO should inspect teachers when teaching in class to help them improve on their teaching methods. Teachers should ensure they are in class in time. Suggestion for further researcher, a similar study on the investigation of the influence of institutional factors on the pupils' performance in Kenya Certificate of Primary Examination (KCPE) in Athi River District should be carried out in other District of Machakos county to establish whether they share the same challenges as Athi River District.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study.

Education is a primary human right (UNICEF). Every child is entitled to it. It is imperative for our progress as individuals and as societies and it helps pave the way to a creative future. There is a relationship between education and eradication of poverty. Educated people have a potential to earn higher salaries and are likely to improve the quality of their lives. However persons with at least a basic education are more likely to avail of a range of social services and to participate more actively in local and National government through voting and community involvement (Asian Development Bank, 2010).

Education helps people become more proactive, gain control over their lives and widen the range of available choices. In fact the opposite of marginalization is empowerment and basic education is one of the key to empowerment, both individual and groups. The combination of increased earning ability, political and social empowerment, and enhanced capacity to participate in country governance is a powerful instrument for helping break poverty circle. Education is the primary vehicle by which economically, socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities (United Nations, 1999).

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individuals' well-being and opportunities for better living (Battle & Lewis 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton 2000).

Duignan (1986) identifies the factors that may influence pupil's performance as leadership style and decision making, school culture and climate, teacher and pupil behavior. Eshiwani (1993) considers three determinants of academic achievement in the third world countries namely, school resources such as textbooks library and laboratory services, school administration and teacher characteristics which includes teacher qualification, training and experience.

Studies have found that there is a relationship between the teacher effectiveness and their years of experience (Murnane and Phillip 1981). Bassett (2002) states that a new teacher (0-5 years of experience aged 20-29) may have the following positive personal attributes enthusiasm creativity, energy and optimism while a mid-career teacher (6-20 years of experience aged 30-39) may possess the following personal attributes: experience, confidence and loyalty. This differences may affect learning and teaching differently hence student academic performance.

According to Agyeman (1993) a teacher who does not have both academic and professional qualification would undoubtedly have a negative influence on the teaching and learning of his or her subject. However, he further stated that a teacher who is academically and professionally qualified but works under unfavourable conditions of service would be less dedicated to his or her work and thus be less productive than a teacher who is unqualified but works under favourable conditions of service.

Teachers are responsible for arranging learning experiences (Shiundu & Omulando 1992). When there are few teachers, their efficiency in arranging comprehensive learning experiences for learners is hampered. Further when teachers are few and pupils are many, their workload becomes more thus making it difficult for them to perform to their optimum level to enable pupils realize the expected learning outcomes (EFA News 2004).

According to Wehmeier (2004) supervision is the act of being in charge and making sure that everything is done correctly and safely. In our contemporary society, schools are considered as social systems because they are bounded by sets of elements (subsystems) and activities that interact to constitute a single social entity. The effective functioning of every social system, school included is assumed to be dependent on the quality of their leadership. All schools like other organizations require leaders if they are to remain in business. Their products are knowledge, skills and values and are delivered through teaching and learning processes.

Okumbe (1999) considers supervision as an administrative strategy aimed at stimulating teachers towards greater pedagogic effectiveness and productivity. The stimulation function of the supervision enhances teachers to play important roles aimed at excellence in examinations, which reduces risks of teacher burn out. Mbiti (1974) observes that the greatest strength of any school is its human resource. Teachers combine their relevant skills, experiences and positive attitude towards the profession, in order to raise the quality of the school academic performance to high and reputable standards. This combination is achieved through instructional supervision. Ineffective supervision may thus influence the pupils' performance.

Schneider (2003) found that school facilities have direct influence on teaching and learning. Lockheed (1991) observed that appropriate budgetary allocation of physical facilities such as classrooms, workshops and laboratories can highly influence the performance of the school. Heynemann and Loxley (1993) stated that the presence of a school library related significantly to the performance in Brazil, China, Botswana and Uganda. This was concluded after carrying a study on effects of availability of physical facilities on learning.

The availability and the use of teaching and learning materials affect the effectiveness of a teacher's lesson. Textbooks enable the pupils to follow the teachers sequence of presentation and aids in understanding of lesson (Obogu 2004). Broom (1973) states that the creative use of a variety of media

increases the probability that the student would learn more, retain better what they have learnt and improve their performance on the skills that they are expected to develop. According to Ausubel (1973) young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete with phenomena that they are to understand.

Cash (1993) carried a research in Virginia that examined the impact of various factors of building condition on student performance in a manner that controlled for socio-economic status of the student. He found that when socio-economic factors were constant, facility condition had a significant correlation with student performance. Chan (1996) conducted a similar study and found that students achieve highest in modern learning environment and lowest in obsolete learning environment.

Eshiwani (1993) carried out a research on factors influencing performance among primary and secondary schools in western province in Kenya. He observed that the level of material input allocated to schools per pupil and the level of efficiency with which a fixed amount of material input are organized and managed does raise student achievement. He also noted that the quality of instructional process experienced by each pupil determines the school performance in Kenya Certificate of Primary Examination (KCPE).

In January 2003 the NARC (National Rainbow Coalition) Government implemented the Free Primary Education Program with the aim of providing

more opportunities to the disadvantaged children (Otach 2008). The program created a positive outcome because it resulted in significant increase in enrolment in a majority of the schools (Otach 2008).The policy abolished school fees and other levies arguing that fees and levies posed a serious hindrance to children wanting to access education in schools (Okwach and George 1997). However serious challenges have bedeviled the implementation of the FPE policy (UNICEF and World Bank 2009).They include congested classrooms, limited physical facilities and shortage of qualified teachers which negatively impacted on the quality of teaching and learning on one hand and contributed to indiscipline in schools on the other hand (Okwach and George 1997).

In Kenya the most dominant feature of the education system is academic performance. Kellaghan and Greaney (1995) assert that Kenya certificate of primary examination (KCPE) not only determines access to Secondary school education and subsequently higher education but also influences the way individuals view themselves and are viewed by the society.

1.2 Statement of the problem

Despite the billions of shillings pumped into Free Primary Education program launched in 2003 to improve access and boost learning in schools, Kenya Certificate of Primary Examination (KCPE) results fail to match the rising budget in education. Educationists are questioning the effectiveness of the heavy investment in FPE in improving the quality of learning and performance

while calling for teachers' recruitment, equipment boost and stringent check on learning quality. This study sought to establish institutional factors that influence pupils' performance in KCPE in public primary schools in Athi River District. The pupils' performance in the public primary schools in the district has been poor over the years compared to the National mean score.

According to the District Quality Assurance and Standards Officer (DQASO) this has been highly attributed by the high enrolment in public primary schools after the introduction of the Free Primary Education. The officer stated that the attitude of the stakeholders towards education and good performance is wanting. The officers' comments are truly reflected in table 1.1 showing the performance of the public primary schools from 2009 to 2012.

Table 1.1 Public primary schools in KCPE performance in Athi River District, 2009 to 2012.

Name of the school	Mean score 2009	Mean score 2010	Mean score 2011	Mean score 2012
Mloongo	249.43	239.58	243.58	237.95
Kwakalusya	141.55	202.58	241.30	231.33
Kaiani	216.82	207.46	207.13	196.77
ST. Francis of Assissi	248.62	145.09	235.16	234.00

Source: DEO's office Athi River, 2012.

Table 1.1 demonstrates the district poor performance in KCPE in public primary schools. Most of the pupils from the public primary schools therefore end up joining district and provincial secondary schools and not the National schools. This therefore jeopardizes the pupils' opportunity for future job placement and reduces their chances for meaningful participation in National development. There is therefore need to determine the institutional factors that may be influencing the pupils' performance in KCPE in public primary schools in Athi River district.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of institutional factors on the pupils' performance in Kenya Certificate of Primary Examination (KCPE) in Athi River District, Kenya.

1.4 Objectives of the study

- i. To assess the influence of teaching and learning resources on the pupils' performance in Kenya Certificate of Primary Examination (KCPE) in public primary schools in Athi River District, Kenya.
- ii. To examine the influence of physical facilities on the pupils' performance in Kenya Certificate of Primary Examination (KCPE) in public primary schools.
- iii. To assess the influence of checking the professional records by head teacher on pupils' performance in Kenya Certificate of Primary Examination (KCPE) in public primary schools.

- iv. To establish the influence of time management by the teachers on the pupils' performance in Kenya Certificate of Primary Examination (KCPE) in public primary schools.

1.5 Research questions

- i. To what extent do teaching and learning resources influence pupils' performance in Kenya Certificate of Primary Examination (KCPE) in public primary schools in Athi River District, Kenya?
- ii. What role do physical facilities play towards pupils' performance in Kenya Certificate Primary Examination (KCPE) in public primary schools?
- iii. To what extent does the checking of the professional records by the head teacher influence pupils' performance in Kenya Certificate of Primary Examination (KCPE) in public primary schools?
- iv. To what extent does time management by the teachers influence pupils performance in Kenya Certificate of Primary Examination (KCPE) in public primary schools?

1.6 Significance of the study

Stakeholders may be informed on how to eliminate those factors which contribute to low performance in schools. Teacher Training Colleges, Kenya Education Management Institute (KEMI) and Kenya Institute of Education (KIE) may use the findings of the study for In-service and teacher training course to promote pupils performance at KCPE. The research findings may pave way for future researchers to be able to identify priority areas in which to

carry more research in Athi River District. The research findings may instill more knowledge on institutional factors that may influence performance in general.

1.7 Limitation of the study.

The researcher was unable to trace the pupils who had already sat their Kenya Certificate of Primary Examination (KCPE) in the years predate the study from the district. This being a survey study, where a questionnaire has to be used to collect information, the study may not provide trends of the causes of poor performance over time.

1.8 Delimitations of the study

The study was delimited to public primary schools in Athi River District leaving out the private schools. The study is confined to Athi River District where most of the schools are urban in nature. The conditions in Athi River District could be different from those in other Districts in Kenya.

1.9 Basic assumptions of the study

The study was based on the following assumption.

- i) The respondents would give honest and truthful responses that can answer the questions for the study.
- ii) The respondents possess the knowledge on the subject under investigation.

1.10 Definition of significant terms

Performance refers to the accomplishment of a given task measured against present known standards of accuracy, completeness, cost and speed.

Primary education refers to the first stage of compulsory education. It is preceded by nursery education and is followed by secondary education.

Physical facilities refer to all material resources that are needed to impart formal education. They may include furniture, classrooms and libraries.

Teaching and learning resources refer to the materials used by the teacher to deliver instructions. Examples are charts, flashcard and chalkboard.

1.11 Organization of the study

The study was organized in five chapters. Chapter one is the introduction which consists of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitation of the study and definition of significant terms. Chapter two contains the review of related literature as well as the theoretical and conceptual framework for the study. Chapter three covers the research methodology that will be used in the study. Research design, target population, sample size and sampling techniques, research instruments, data collection and analysis techniques to be employed in the study was also be covered. Chapter four covers data analysis, interpretation and discussion of the

results of the analysis. Chapter five contains the summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.

This chapter tackles related literature on institutional factors influencing pupils' academic performance in Kenya Certificate Primary Examination (KCPE). These factors are inclusive of teacher characteristics, availability of physical facilities, teaching and learning resources and the pupils' characteristics. The theoretical and conceptual framework and the conclusion of the entire chapter are also covered.

2.2 General overview of institutional factors and pupils performance.

Academic performance is a measure of the degree of success in performing specific tasks in a subject or an area of study by pupils after teaching and learning experience (Changeiywo 2000). Pupils' academic performance is hampered by the absence of sufficient, qualified teachers and adequate school physical facilities. Eshiwani (1993) identified determinants of academic performance in the third world countries as follows; school resources and processes which include textbooks, class size, administration and management, library and teacher characteristics. Teacher characteristics includes teacher qualifications teacher-pupil ratio, professional commitment and transfer index.

2.3 Availability of teaching and learning resource and academic performance.

Teaching and learning materials are usually visual and they include wall pictures, chalkboard, maps, atlases and charts. They aid in teaching and learning because the pupils are able to see and often feel what the teacher teaches. They stimulate ideas, demand an active response from the learners and provide enjoyment. The lesson becomes more lively and grasping and understanding the major concepts becomes easier.

Courl Ghai (1986) found out that the distribution of resources such as textbooks and equipment account for scholastic difference among schools. The availability and use of such materials have a positive effect on school effectiveness (Fuller, Psacharopoulos and Woodhall, 1985). The proper organization of learning resources and the use of appropriate teaching strategies will enhance acquisition of the subject matter.

Eshwan (1988) stated that most schools which perform poorly spend less money on purchase of teaching resources. He further observes that availability of adequate textbooks makes teaching task easy. Obogu (2004) observes that the availability and use of teaching and learning materials affects the effectiveness of a teachers' lesson. Textbooks enable the pupils to follow the teachers' sequence of presentation and aids in understanding of the lesson.

Exercises are often given and pupils use the textbooks to do their exercises and assignments. Lack of textbooks implies that the pupils will not do a lot of

exercises which in turn makes them receive little or no attention and feedback to enhance their gained knowledge and improve their academic performance.

Kyalo (1984) conducted a study to find out the factors that influence the teaching of science in Changwithya location in Kitui district and established that lack of teaching equipment in most rural schools discouraged teachers from doing their best. He concluded that, if schools were well equipped, it would motivate the teachers to facilitate learning. He further noted that most teachers were not innovative enough and failed to utilize and improvise from resources available in the school environment to improve teaching and learning.

Mulwa (2004) in a study on factors influencing pupils academic performance in KCPE examination in Mutonguni Division in Kitui District noted that lack of revision books in schools was a great disadvantage to the pupils as inadequate revision by pupils would definitely result in poor performance in the KCPE examination. She noted that schools that had more resources performed better than those with fewer resources. This means the availability or non-availability of resources promoted or hindered performance. There was a weak positive relationship between resources and performance. These resources include library facilities, staff houses, revision materials and reference books.

2.4 Availability of physical facilities and academic performance.

In the United States of America research has revealed that pupils who attend well-maintained schools with good classrooms have a higher achievement than those who attend poorly maintained schools with poor classrooms (Beyon, 1997). Southworth and Loft house (1990) were keen to observe that a sound physical environment reflected in school amenities, decorative and immediate surroundings have a positive advantage to learners progress and performance. US Fund for UNICEF (2007) concur with them that a school should offer pupils some minimal level of comfort; a playground drinking clean water and decent sanitation. This absolute minimum comfort is something that many schools do not offer. The schools with adequate facilities stand better chance of having better results in KCPE.

It is generally agreed that physical facilities such as classrooms, laboratories, desks, and books have a direct bearing on good performance among students in developing countries (Ayoo, 2000). Mwamwenda and Mwamwenda (1987) as quoted by Ayoo (2000) carried out a study on the effects of schools physical facilities on performance of standard 7 pupils in examination in Botswana. The study established that availability of facilities had a direct link, with the performance of pupils' examinations. A study by Mugambi (2006) in Meru South district Eastern province, Kenya on factors affecting performance pointed out that, schools that had the best facilities like libraries, laboratories, playing fields and electricity were among the high achieving schools and that those that had inadequate facilities performed poorly in Kenya Certificate of

Secondary Education (KCSE). The study concluded that the presence or absence of school facilities distinguished between high achieving and low achieving schools.

Classrooms are places that pupils spend the greatest part of their day. They should therefore be conducive and comfortable environment for learning. Nguru (1986) observes that overcrowding in classrooms makes it difficult for pupils to write. A teacher is also unable to move around the class to assist needy pupils and this affects learning and teaching leading to poor performance in examinations. The presence of a school library related significantly to the pupils' achievement in China, Brazil, Uganda and Botswana (Heynemann and Loxley 1993). This was concluded after carrying a study on effects of availability of physical facilities on learning.

2.5 Checking of teachers' professional records and academic performance.

Headteachers are charged by the Ministry of education (MOE) and their employer (TSC) with the responsibility of treating teachers as professionals through giving them autonomy to act upon their work. They are also supposed to create positive climate of high expectations for staff and pupils, frequently monitor results and provide feedback to teachers and pupils, help staff to identify and assist pupils with learning problems.

Schools can make a difference to pupils' performance and the headteachers curriculum supervision is one factor in that success or failure. The headteacher is considered the curriculum supervisor of a school programme. He/ she is expected to possess superior knowledge about curriculum and instruction and to provide expert leadership in all areas of the programme. The headteacher has the major task of ensuring that all the school activities are conducted smoothly without collision, tension and frustration by making sure that there is proper planning, control, supervision and use of school facilities for the benefit of the pupils.

The head teacher being the first supervisor in the school must therefore ensure that; teachers prepare and plan for their lessons at the right time; lessons are structured with an interesting beginning, revision of previous knowledge and summary of the major points. When the headteacher does not practice proper curriculum supervision, the curriculum implementation by the teachers may be poor thus influencing the pupils' performance negatively.

2.6 Time management by the teachers and academic performance.

Primary school teachers in the country have a significant role to play in terms of offering quality and relevant education to the pupils. Teachers' input is key to pupils' performance in examinations and other areas in their lives. Since education is a result oriented discipline and the pupils are judged by their grades on the certificates, the head teacher must strive to enhance achievement motivation among teachers (Okumbe 1998). Teachers are very important

facilitators of the teaching and learning process. They are responsible for arranging learning experiences (Shiundu & Omulando 1992).

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by pupils. Classroom management is closely linked to issues of motivation, discipline and respect. By creating an environment where pupils are successful by their own effort they are likely to do better. Pupils' score better academically with teachers who are skilled at using classroom management techniques. In a class that is managed well, learning is optimized.

Pupils with effective teachers have been shown to make significant gain in one year compared with pupils with ineffective teachers. Effective teachers are able to encourage progress in pupils regardless of skill level or potential when they entered the class. An effective classroom management strategy allows learning to be the focus of the class, discouraging noncompliance and encouraging academic performance. Research from Berliner (1988) showed that the time a teacher has to take to correct misbehavior caused by poor classroom management skills result in a lower rate of academic engagement in the classroom thus the academic performance.

2.7 Summary of the literature review.

The section looked at the institutional factors that may influence pupils' performance such as availability of teaching and learning resources, availability of physical facilities, checking of professional records and time management by teachers. Some of the literature review demonstrates that the above institutional factors influenced pupils' performance in other parts of the world. Most studies have looked into factors influencing performance in private primary schools only without much attention being given to public primary schools. Information on how institutional factors influence pupils' performance in public primary schools in Athi River District is scanty. This study is done to contribute to knowledge in this area and consequently fill this gap.

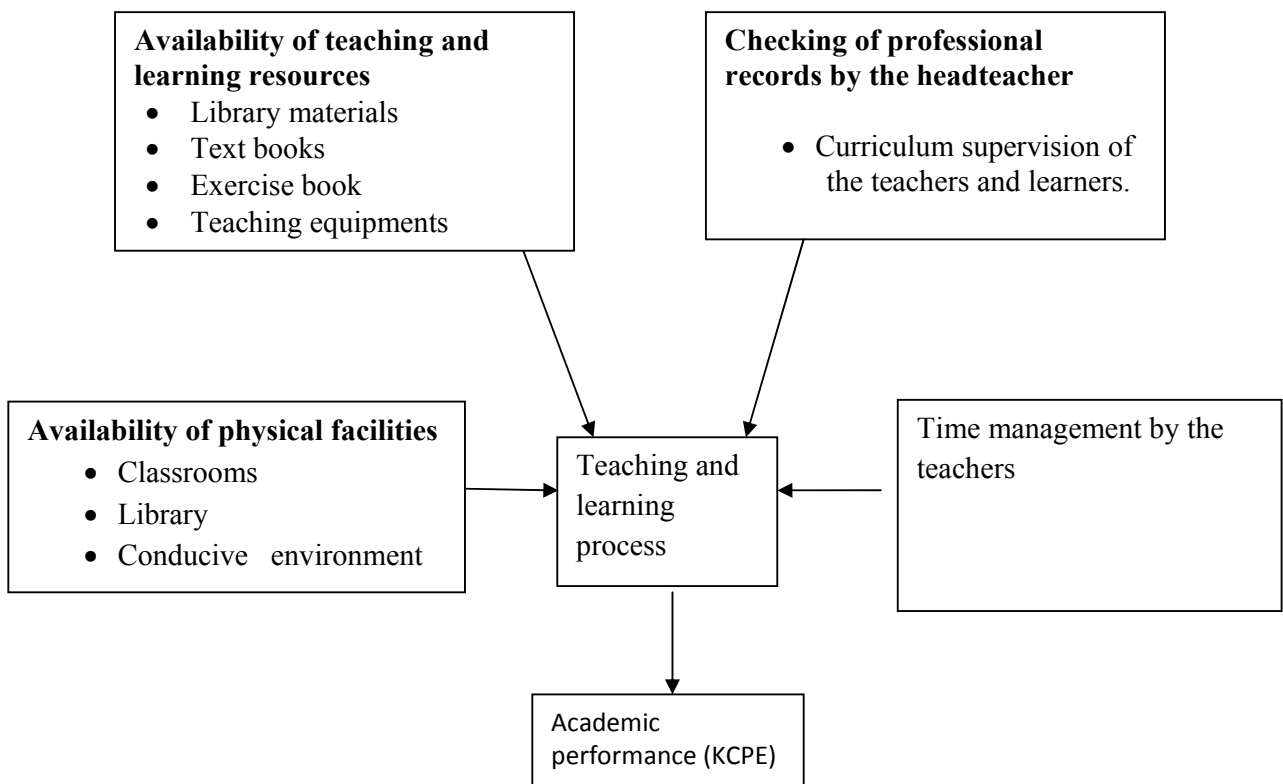
2.8 Theoretical framework.

The study adopted Systems theory by a biologist known as Ludwig Von Bertalanffy in 1940. He emphasized that systems are open, goal directed and engages in feedback with the environment in order to meet the goals. Every part of the system is interdependent with each other working towards the goal. The performance of the system depends on how the elements work together and not how each element works independently. For educational improvement, it is a must to consider the whole of the school issues, from the pupils, teachers and even the school finances.

The study embarked on this theory for it was looking at the institutional factors that may influence pupils' performance in KCPE. The schools are controlled by the headteachers who are the chief administrators. They must therefore understand that in the school there is input, output and the feedback transformational processes that interact between the component thus improving the performance of the pupils.

2.9 Conceptual framework.

Figure 2.1: Conception frame work: institutional factors influencing pupils' academic performance.



The conceptual framework diagram shows the relationship between institutional factors and performance in KCPE. These factors are assumed to be directly related such that a change in the independent variables causes a change in the dependent variable. The independent variables are the institutional factors which are the input into the teaching and learning process. They influence the teaching learning process which in turn influences the outcome which in this study is the academic performance in KCPE.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.

This chapter presents the procedures that were to be used in conducting the study. The chapter focused on research design, target population, sample and sampling procedures, research instruments, validity of the instrument, reliability of the instrument, data collection and data analysis.

3.2 Research design.

Borg and Gall (1983) defines research design as a process of creating an empirical test to support or refute knowledge claims. Kerlinger (1973) describes research design as a plan, structure and strategy of investigating research questions. It is also a logical strategy for planning a research process and producing evidence for the development of knowledge. This study attempted to analyze institutional factors that influence KCPE performance in Athi River District in public primary schools. The study adopted and used survey research design to collect data from a number of people in order to determine the current status with respect to the education outcome in the study district. Survey was selected because it allows the collection of large amount of data relatively quickly and effectively.

3.3 Target population.

Mugenda and Mugenda (1999) define population as an entire group of individuals, events or objects having common observable characteristics. For

this study, the target population consists of 22 public primary schools in Athi River District. The schools are in two zones that is Lukenya zone and Athi River zone. The respondents of the study consisted of headteachers, teachers and pupils in the selected schools within the District. The schools have a total of 6500 pupils 22 headteachers and 540 teachers (DEO's Office Athi River). The target population was the 900 standard eight pupils because they are in the examination class.

3.4 Sample size and sampling procedures.

Orodho (2004) defines sampling as the process of selecting a subset of cases in order to draw conclusion about the entire set. A sample is therefore a smaller group obtained from the assessable population. Best (1998) noted that a sample should be large enough to serve as adequate representation of the population about which the researcher wishes to generate and small enough to be selected economically in terms of subject availability and expenses in terms of both time and money.

To make the study manageable as well as representative, the formula adopted to decide the sample size is 30 percent as proposed by Gay (1992). The sample in this study consisted of 30 percent of the target population of the standard eight pupils drawn from the accessible population of schools in Athi River District. The total number of standard eight pupils in the 22 schools is 900. Therefore 30 percent of 1000 was 300. This number is divided among the 22 schools and results in 13 pupils. Therefore the sample size is 13 pupils in each

school yielding to a total of 326 pupils. Two teachers from each school were selected randomly yielding to a total of 44 teachers.

3.5 Research instruments.

These are the tools which a researcher uses to gather and collect data. The researcher relied on self-administered questionnaires. The advantages of using questionnaires are: the person administering the instrument has an opportunity to establish a rapport, explain the meaning of items that may not be clear and also explain the purpose of the study.

In this study there were three different sets of questionnaires targeting three groups of respondents namely the head teachers, teachers and the standard eight pupils. The head teachers' questionnaires consist of questions geared towards institutional factors especially on their administrative task. The teachers' questionnaires cover the teaching and learning process while the pupils' questionnaire covers their general view on performance and institutional factors influencing it.

3.5.1 Validity of the instrument.

Borg and Gall (1989) defines validity as the degree to which a test measures what it purports to measure. To determine validity, the researcher first did a pre-test of the research instrument. Pilot study was carried out in 2 public primary schools out of the 22 schools. When the study yields consistent results after eliminating systematic errors in the data, the validity may be improved.

The questionnaires were then distributed among the headteachers, subject teachers and the pupils. The researcher sought assistance from the supervisor in order to improve content validity of the instrument.

3.5.2 Reliability of the instrument.

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. To enhance the reliability of the instrument, a pilot study was conducted in two schools which were not included in the main study. The main aim of the pre-testing was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables can either be discarded or modified to improve the quality of the research instrument.

This is to ensure that the instrument captures all the required data. Due to economy of time and labor the procedure for extracting an estimate of reliability was obtained from the administration of Test-Retest reliability method. It involved administering the same instrument twice to the same group of subject with a time lapse between the first and the second test. A Pearson's product moment correlation coefficient formular 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 Mugenda and Mugenda (1999) a coefficient of 0.80 or more will simply show that there is high reliability of data. The Pearson Product Moment correlation formula was used to correlate the scores from both test periods to obtain correlation coefficient of 0.81 for the head teachers, 0.78 for the teachers and 0.72 for the pupils. Hence the instruments were reliable.

3.6 Data collection procedure.

Before data collection the researcher sought permission from the National Council for Science and Technology and then write letters of introduction seeking permission to avoid any mistrust and withholding of information. The researcher then paid a visit to various institutions to personally administer the questionnaires to the respondents for the purpose of data collection. The researcher assured the respondents that strict confidentiality was maintained in dealing with the responses. The completed questionnaires were collected at the agreed time.

3.7 Data analysis techniques.

After the data collection there was a cross examination to ascertain their accuracy, completeness and uniformity. The data was then analyzed to answer research questions and objectives in relation to the topic. Before the actual data analysis, the information gathered was validated, edited and manually coded then tabulated using Statistical Package for Social Sciences (SPSS) computer program. This was process the frequencies and percentages which were used to discuss the findings. Tables, charts and bar graphs were used to

present the data while descriptive statistics such as percentages and frequencies were used to answer research questions.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter represents the research findings of the study. The results were interpreted and discussed in relation to the research objectives raised (in chapter one). The researcher analyzed data collected from the field using the descriptive analysis in organizing, summarizing, interpreting and to investigate the influence of institutional factors on the pupils' performance in Kenya Certificate of Primary Examination (KCPE) in Athi River District, Kenya. The data was presented in the form of frequency distribution tables, bar graphs, histograms, percentages and pie-charts. These helped in describing patterns of the data and drawing conclusions.

4.2 Questionnaire return rate

The study targeted pupils in public primary schools, teachers and head teachers within Athi River District. The sample consisted of 300 students, 44 teachers and 19 head teachers. The questionnaire return rate was 82.2% for the pupils, 86.4% for the head teachers and 100% for the teachers.

4.3 Demographic characteristics

This section presents the characteristics of personal attributes of individual respondents. They include; gender and age for the pupils while for teachers it will include gender, age in years, highest academic achievement, teaching experience, time in the station and amount of workload. The headteachers'

demographic characteristics included gender, age bracket, teaching experience, professional qualifications, size of the school, performance of the school, number of teachers, number of years taught by teachers and check on schemes of work, lesson plans, and teachers' record, inspection of school by QASO and attitude of pupils towards education. The rationale behind inclusion of these attributes in the analysis is that they help to investigate the influence of institutional factors on the pupils' performance in Kenya Certificate of Primary Examination (KCPE) in Athi River District, Kenya.

Gender of respondents

The pupils, teachers and head teachers were required to indicate their gender. The results are as shown in Tables 4.1 to 4.3.

Gender of the pupils

Gender is a socio construction. It may determine who makes decisions and what roles individuals play in the society. The students were asked about their gender. The results are as shown in Table 4.1.

Table 4.1

Distribution of pupils by their gender

	Frequency	Percent
Female	141	48.0
Male	156	52.0
No response	3	1.0
Total	300	100.0

Slightly above half (52.0%) of the pupils were male and 47.0 percent were female. This shows that there is no gender parity.

Gender of the teachers

The teachers were requested to state their gender. The results were as shown in Table 4.2.

Table 4.2

Distribution of teachers by their gender

	Frequency	Percent
Female	30	68.2
Male	13	29.5
No response	1	2.3
Total	44	100.0

From table 4.2 there are more female teachers (68.2%) than their male counterparts. This shows that there are more female teachers in the area of study than their male counterparts hence there is gender parity in this area.

Table 4.3

Distribution head teachers by their gender

	Frequency	Percent
Male	8	42.1
Female	11	57.9
Total	19	100.0

There are more female head teachers (57.9%) than their male counterparts.

This shows there is gender parity in the area of study.

Age of the respondents

Students, teachers and head teachers were requested to indicate their age.

Table 4.4

Distribution of students by their age

	Frequency	Percent
10 - 14 years	200	66.7
15 and above	100	33.3
Total	300	100.0

Majority of the pupils (66.7%) were aged 10-14 years of age while 33.3 percent of them were aged 15 years and above. This shows that the pupils had attained the school going age since in most cases class four to eight pupils are aged between 10-14years.

The teachers were also asked to indicate the age of teachers. The results are as shown in Table 4.5.

Table 4.5

Distribution of teachers by their age

	Frequency	Percent
21 - 30 years	5	11.4
31 - 40 years	22	50.0
41 and above	17	38.6
Total	44	100.0

Half of the teachers were aged between 31-40years, while 38.6 percent of them had 41 years and above while 11.4 percent of them indicated that they were aged between 21-30years. Hence this shows most teachers in the area of study were in their middle age life and they were concentrating to bring up their families and also had responsibilities to provide education to children at their disposal.

The head teachers were also asked to indicate their age bracket. The results are as shown in Table 4.6

Table 4.6

Distribution of head teachers by their age bracket

	Frequency	Percent
26 - 35 years	11	57.9
36 - 45 years	7	36.8
46 years and above	1	5.3
Total	19	100.0

Majority of the head teachers (57.9) were aged between 26-35 years while 36.8 percent of them were age 36-45 years and 5.3 percent of them were aged 46 years and above. From the findings the fraternity of head teachers falls within mature responsible and busy administrators who would perform very good work, though there could be fear that such head teachers could be too busy to face the challenges of modernity.

Teaching experience of teachers and head teachers

According to Mugenda (2006) good teachers have generally acknowledged qualities, sufficient knowledge of subject matter, skills in varied methodology and the language of instruction. This implies that teaching requires a wide knowledge of subject matter, skills in varied methodology and language of instruction, catering for individual differences in students learning and having insight where students are likely to experience difficulty, this calls for teachers' academic distinction and professional qualification. The results are as shown in Table 4.7

Table 4.7

Teachers' responses on teaching experience in years

	Frequency	Percent
0 - 5 years	1	2.3
6 - 15 years	16	36.4
16 - 25 years	20	45.5
26 years and above	6	13.6
No Response	1	2.3
Total	44	100.0

Most of the teachers (45.5%) had a teaching experience of 16-25 years while 36.4 percent of them had 6-15years and 13.6 percent of them had 26 years and above. Only about 2.3 percent of them had experience of 0-5 years. This experience would enable the teachers to establish the institutional factors that influence pupils' performance in KCPE.

The head teachers were also asked to indicate their teaching experience. The results are as shown in Table 4.8.

Table 4.8

Head teachers' response on teaching experience in years

	Frequency	Percent
6 - 15 years	2	10.5
16 - 25 years	16	84.2
26 years and above	1	5.3
Total	19	100.0

Majority of the head teachers (84.2%) had teaching experience of 16-25 years while 10.5 percent of them had 6-15years and 5.3 percent had 26 years and above of teaching experience. The more experience they have the more effective they become as managers in public primary schools. This would enable them to establish and deal with institutional factors that influence pupils' performance in KCPE.

Professional qualifications

The teachers and the head teachers were asked to indicate their professional qualifications. The results are as shown in Table 4.9

Table 4.9

Distribution of teachers by their professional qualification

	Frequency	Percent
Masters	4	9.1
Degree	13	29.5
Diploma	10	22.7
P1	17	38.6
Total	44	100.0

Most teachers (38.6%) had P1 professional qualifications while 29.5% of them had a degree in education and 22.7% had attained a diploma and only 9.1 percent of them who noted that they had achieved a masters degree. These qualifications were very impressive although since they are still teaching in primary school.

The head teachers were also asked to indicate their professional qualifications. The results are as shown in Table 4.10.

Table 4.10

Distribution of head teachers by their professional qualification

	Frequency	Percent
Degree	6	31.6
Diploma	13	68.4
Total	19	100.0

Majority of the head teachers (68.4%) had attained a diploma professional qualification and 31.6% of them had degree level of education. Hence the head teachers should also work as hard as their teachers since they needed to have a vast knowledge that would enable them deal with the modernity in education.

Teacher’s number of years taught in the particular work station

The teachers were requested to say the number of years they had taught in the particular work station. The results were as shown in the Table 4.11.

Table 4.11

Distribution of teachers by the time in the current station

	Frequency	Percent
Less than 5 years	12	27.3
5 - 10 years	25	56.8
11 - 20 years	7	15.9
Total	44	100.0

Majority of the teachers (56.8%) had taught for 5-10 years in the current station while 27.3 percent of them had taught for less than 5 years and 15.9 percent had 11-20 years in the current station. This findings show that the teachers were aware of the influence of institutional factors on pupils performance in KCPE in their current station.

Rating of teacher work load

The teachers were asked to rate the amount of workload they had in their particular stations. The results are as shown in Table 4.12

Table 4.12

Distribution of teachers by the rating of workload

	Frequency	Percent
Heavy	15	34.1
Moderate	29	65.9
Total	44	100.0

Majority of the teachers (65.9%) said their workload was moderate while 34.1 percent had a heavy workload. The results on heavy workload were also supported by all the head teachers who noted that they did not have enough teachers. When asked to indicate the number of teachers they need to make sure the workload was fine. The results shows that majority of them would have wished to get between 4-10 teachers respectively. Meaning there may have been teachers who are not trained in their schools in order to help the deficits in their schools. The head teaches also noted that the work load of teachers was between 28 -32 lessons per week.

4.4 To assess the influence of teaching and learning resources on the pupils' performance in Kenya Certificate of Primary Examination (KCPE) in public primary schools in Athi River district, Kenya.

Teaching and learning materials are usually visual and they include wall pictures, chalkboard, maps, atlases and charts. They aid in teaching and learning because the pupils are able to see and often feel what the teacher teaches. Hence availability of teaching and learning materials increases interaction and effectiveness in the learning process, which in turn leads to good performance in school and national examinations (Chiriswa 2002). Hence the researcher enquired from the pupils whether they had enough textbooks and if available whether they were able to share with others. The results are as shown in Table 4.13.

Table 4.13

Pupil responses on sharing with others textbooks provided by the school

	Frequency	Percent
Yes	290	96.7
No	7	2.3
No response	3	1.0
Total	300	100.0

Majority of the pupils (96.7%) said they shared with others textbooks provided by the school while 2.3 percent of them did not share textbooks provided by the school with others. The researcher then asked them to indicate whether the sharing of books affect learning. The results are as shown in Table 4.14.

Table 4.14

Pupils' response on the effect of Sharing of books on learning

	Frequency	Percent
Yes	165	55.0
No	124	41.3
No response	11	3.7
Total	300	100.0

Majority of the pupils (55.0%) indicated that sharing of books had an effect on learning while 41.3% of them had a no effect on learning. This prompted the researcher to ask the pupils to indicate whether they were able to complete their assignment/ homework given by teachers. Majority 56.7% of them said they were able to complete their assignments. While 43.3% of them were not able to finish their assignment in time, hence this had an effect on their performance in class. The reasons given for them not being able to finish their homework were, majority of the pupils (58.0%) noted that they lacked text books to finish their homework, they also noted that they were given a lot of work at home, the teachers also gave a lot of homework and others noted that they liked electricity back at home hence could not finish their home. The researcher observes that exercises are often given and pupils use the textbooks to do their exercises and assignments. Lack of textbooks implies that the pupils will not do a lot of exercises which in turn makes them receive little or no attention and feedback to enhance their gained knowledge and improve

their academic performance. The researcher observes that lack of enough text books may have an impact on pupils' performance.

The head teachers were asked to indicate the ration of books to pupils. The results are as shown in Table 4.15.

Table 4.15

Number of pupils sharing a text books ration per class

	Frequency	Percent
1:4	6	31.6
1:5	5	26.3
1:6	6	31.6
1:7	2	10.5
Total	19	100.0

Most of the head teachers (31.6%) noted that one books was shared between four pupils and one books was shared between six pupils respectively. About 26.3 percent of the head teachers indicated that one book was shared between five pupils while 10.5 percent noted that one books was shared among seven pupils. This promoted the researcher to enquire how the books were distributed. Majority (58.2%) of the head teachers noted that the textbooks were distributed by the class teacher per class, 31.6 percent said they gave the books per subject and 10.5% of them indicated they gave the books in groups. The researcher asked the head teacher to indicate who maintained the records on issuance of textbooks. The results are as shown in Table 4.16.

Table 4.16

Person responsible of keeping and maintaining the record of the textbooks issued

	Frequency	Percent
Class teacher	16	84.3
Deputy	3	15.7
Total	19	100.0

Majority of the head teachers (84.3%) said that the person responsible for keeping and maintaining the record of the textbooks issued were class teachers with 15.7 percent of them indicating it was the deputy head teachers. The researcher observes that the class teacher is best placed to keep the records on issuance of the textbooks since they will be able to ask the pupils for the book when need arise. The class teachers are placed because they are able to tell when there is a shortage of books and hence this would indicate their influence on how pupils share the available text books. These findings agree with Mulwa (2004) in a study on factors influencing pupils' academic performance in KCPE examination in Mutonguni Division in Kitui district who noted that lack of revision books led to poor performance. Hence this would influence performance of the pupils either negatively or positively.

4.5 Examine the influence of physical facilities on the pupils' performance in Kenya Certificate of Primary Examination (KCPE) in public primary schools.

It is generally agreed that physical facilities such as classrooms, laboratories, desks, and books have a direct bearing on good performance among students in developing countries (Ayoo, 2000). Mwamwenda and Mwamwenda (1987) as quoted by Ayoo (2000) carried out a study on the effects of schools physical facilities on performance of standard 7 pupils in examination in Botswana. Hence this study wished to examine the influence of physical facilities on the pupils' performance in KCPE in public primary school. Results on physical availability and adequacy are as shown in Table 4.17.

Table 4.17

Physical facilities in school

Facility	Available	Adequate	Inadequate	Not available
Class rooms	15 (78.9%)	4(21.1%)	0	0
Offices	2(10.5%)	12(63.2)	5(26.3%)	0
Library	0	0	0	19(100.0%)
Latrines	0	0	19(100.0%)	0
Desks	0	0	19(100.0%)	0

All the head teachers reported inadequacy of latrines, desks and non-availability of a library. About 78.9 percent of them reported availability of classrooms, and 21.1 percent indicated adequacy of class rooms. Another 63.2 percent of the head teachers' adequacy of offices with 26.3 percent of them

indicating inadequacy and 10.5 percent said offices were available. They were also asked to indicate the number of classes they had in the school with majority of them (89.5%) said they had 8-16 classes in their school and only 10.5 percent of them who had twenty classes in their school. This made the researcher to enquire whether there were sanitary facilities and their condition. The results are as shown in Table 4.18.

Table 4.18

Head teachers' response on the condition of the sanitary facilities

	Frequency	Percent
Good	11	57.9
Poor	8	42.1
Total	19	100.0

Majority of the head teachers noted that there were sanitary facilities in good conditions while 42.1 percent of them said they had sanitary facilities that were in poor conditions. This made the researcher enquire on the type of building in the school. Majority of the head teachers (89.5%) said they had permanent type of building in their school while 10.5% of them had semi-permanent. The researcher observes that availability of physical facilities would influence the performance of the pupils. These results agree with those of Mugambi (2006) who pointed out that schools that had the best facilities like libraries, laboratories, playing fields and electricity were among the high achieving schools and that those that had inadequate facilities performed

poorly in Kenya Certificate of Secondary Education (KCSE). The study concluded that the presence or absence of school facilities distinguished between high achieving and low achieving schools.

4.6 Assessment the influence of checking the professional records by head teacher on pupils’ performance in Kenya Certificate of Primary Examination (KCPE) in public primary schools

Headteachers are charged by the Ministry of education (MOE) and their employer (TSC) with the responsibility of treating teachers as professionals through giving them autonomy to act upon their work. They are also supposed to create positive climate of high expectations for staff and pupils, frequently monitor results and provide feedback to teachers and pupils, help staff to identify and assist pupils with learning problems.

Table 4.19

Head teachers responses on number of times head teachers checked professional records for

	Once per week		Once per month		Once per term	
	F	%	F	%	F	%
Check teachers schemes of work	1	5.3	1	5.3	17	89.5
Check teachers’ lesson plans	1	5.3	14	73.7	4	21.1
Check teachers records of work	4	21.1	9	47.4	6	31.6

Majority of the head teachers (89.5%) said that they checked teachers' schemes of work once per term while 73.7 percent of them indicated that check teacher's lesson plans once per month and 47.4 percent of them indicated that they check teachers' records of work once per month. The teachers also indicated they had all the professional records which included schemes of work, lesson plan and records of work and pupils' records. Majority of teachers (65.9%) noted that the records were checked once a term while 18.2% of them indicated that it was checked once per week and 15.9% of them indicated they inspected once per month.

The head teachers were asked to indicate whether the school was inspected by the QASO. The results are in Table 4.20.

Table 4.20

Head teachers' responses on school inspection by QASO

	Frequency	Percent
Yes	17	89.5
No	2	10.5
Total	19	100.0

Majority of the head teachers (89.5%) indicated that QASO inspected their school while 10.5% of them indicated that their schools were not inspected by QASO. QASO inspection helps to establish areas that teachers and head

teachers require in-service courses especially on delivery of education to pupils in class.

The researcher asked the teachers to indicate whether they were observed in the class while teaching by the head teacher. The head teachers are supposed to supervise curriculum implementation through observation of the teachers' delivery of curriculum and also check what the pupils have been taught. This would assist in making sure the lesson is delivered as it was planned. The results are as shown in Table 4.21.

Table 4.21

Teachers' response on observation in class while teaching by the head teacher

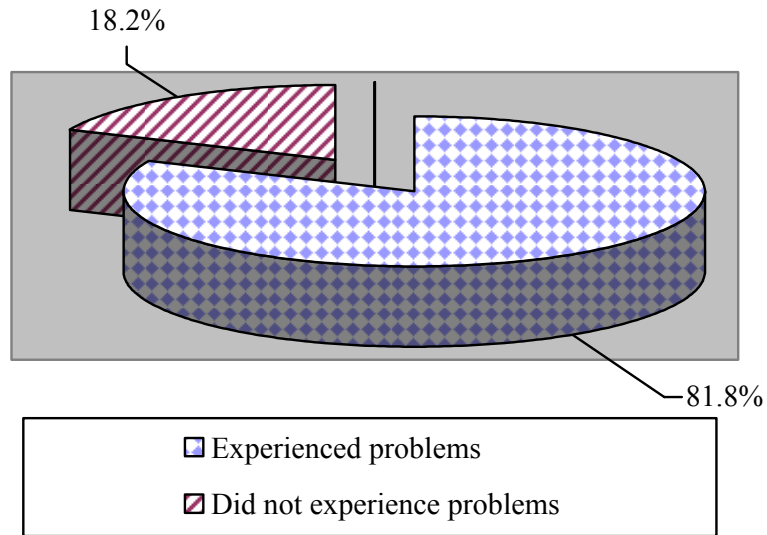
	Frequency	Percent
Yes	21	47.7
No	23	52.3
Total	44	100.0

Majority of the teachers (52.3%) indicated that they were not observed in class while teaching by their head teachers while 47.7% of them indicated that head teachers came to class while they were teaching. Those teachers who indicated they had been observed were asked to indicate whether the head teacher had informed them of their coming to class. 61.4% of them said they were informed while 6.8% of them indicated they were not informed. They

were asked to indicate whether they got written feedback after the observation. Only 13.6% of the teachers observed indicated that they were given feedback after observation. All teachers also indicated they had been supervised by the QASOs supervision in their schools. This would enable the QASO to establish the quality of education delivered during and would also help formulate in-service courses for the teachers where necessary. The researcher wished to know the number of times the QASO came to school. Slightly half of the teachers (54.2%) said they were observed once per term, while 43.2% of them said they came once in a year. QASO are supposed to recommend the in-service courses that would enable teachers to grow in both knowledge and skills of delivering education to pupils. Hence when they visit schools they are able to identify the gaps and this will enable them to offer in-service courses that are able to fill in the gaps on both the teachers and their head teachers. This would have an impact on the influence of institutional factors that affect pupils' performance in KCPE.

This prompted the researcher to ask the teachers whether they had attended any in-service courses. Majority of the teachers had gone for in-service courses while 27.3% of them had not attended any in-service courses. The researcher observed that may be after the attendance of in-service courses the teachers should not have issues with the syllabus. Hence the researcher enquired whether the teachers had experienced challenges in the syllabus coverage. The results are as shown in Figure 4.1.

Figure 4.1: Teachers response on experiencing problems in the syllabus coverage



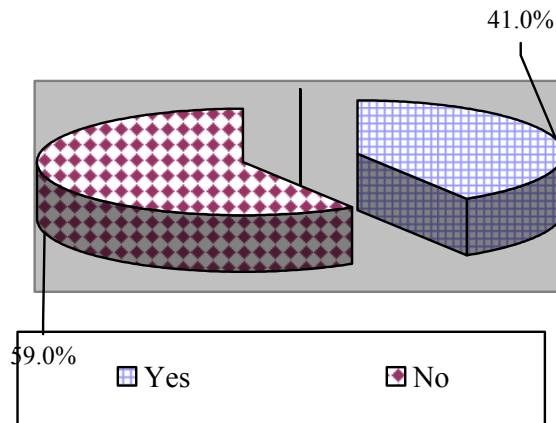
Majority of the teachers (81.8%) noted that they had experienced problems in the syllabus coverage while 18.2% had not experienced problems in the syllabus coverage. Hence this would have an influence of instructional factors on pupils performance especially since instructional factors is on how the teachers performs in class during syllabus coverage and teaching. Hence in-service courses would help the teachers to improved on the delivery education to people hence a positive influence on institutional factors and pupils performance in KCPE. These results agree with those of Mbugua (1986) who noted that one of the aspects that would affect performance in the various subjects is the scope and depth of the curriculum. Inability to complete the syllabus is expected to have negatively effects on the level of performance in the subjects.

4.7 Establish the influence of time management by the teachers on the pupils' performance in Kenya Certificate of Primary Examination (KCPE) in public primary schools.

Teachers' input is key to pupils' performance in examinations and other areas in their lives. Since education is a result oriented discipline and the pupils are judged by their grades on the certificates, the head teacher must strive to enhance achievement motivation among teachers (Okumbe 1998). Teachers are very important facilitators of the teaching and learning process. First the pupils were asked if the teachers came to class in time. The results are as shown in Figure 4.2

Figure 4.2

Pupils' response on whether teacher came to class in time



Majority of the pupils (59.0%) indicated their teachers came to class in time while 41.0 percent said their teachers came to class late. The researcher observes that teachers are supposed to report to class in time for them to be able to cover the syllabus as required. There is an influence on pupils performance because of the inadequacy of the teachers in instructional

delivery in class. The results agree with Eshiwani, (1982) who noted that many schools lost a lot of teaching and learning time at the beginning and at the end of every term. This has accounted for many failures at national examinations. This is due to lack of syllabus coverage as this makes the learners ill prepared and less confident to handle the examinations. It also agrees with a research from Berliner (1988) which showed that the time a teacher has to take to correct misbehavior caused by poor classroom management skills result in a lower rate of academic engagement in the classroom thus the academic performance.

The head teachers and pupils were also asked to indicate the attitude of pupils towards education. The result of the head teachers are as shown in Table 4.22.

Table 4.22

Head teachers' response on rating of pupils' attitude towards education

	Frequency	Percent
Positive	9	47.4
Neutral	10	52.6
Total	19	100.0

Slightly above half (52.6%) of the head teachers said pupils had a neutral attitude towards education and 47.4 percent of them felt that pupils had a positive attitude towards education. This was also supported by the pupils with majority of them (59.0%) indicated their colleagues had a neutral attitude towards education and 41.0 percent of them had a positive attitude towards

education. The researcher observes that pupils attitude towards education would influence how the received what they were taught in class. With a positive attitude it is easy for pupils to show their response to the instructional factors hence resulting to good performance.

Suggestions on some institutional factors that influence pupil's performance in KCPE in school

There are different factors that influence pupils' performance in KCPE in school. These factors may be availability of physical facilities, textbooks, desks, availability of teachers and others. If these factors are availed the pupils' performance will be affected to positive while when they are not available pupils' performance will be negative. This prompted the researcher to ask the teachers to indicate some institutional factors that influence pupils' performance in KCPE in school. The results are as shown in Table 4.23

Table 4.23**Teachers' responses on factors influence pupils' performance in KCPE**

	Frequency	Percent
Lack of enough text books	30	68.2
Poor coverage of syllabus	30	68.2
Lack of teachers	28	63.6
Overcrowded classrooms	28	63.6
Poor backgrounds	26	59.1
Lack of enough school supplies	25	56.8
Lack of enough classrooms	25	56.8
Pupils absenteeism	24	54.5
Heavy workload of the teachers	23	52.3
Indiscipline cases	22	50.0

N= 44

Majority of the teachers (68.2%) indicated that they lack enough textbooks and poorly coverage of the syllabus in their school. This may have been as a result of lack of enough textbooks. 63.6 percent of the teachers indicated there were no enough teachers and had overcrowded classrooms, while 59.1% of them said the pupils came from poor backgrounds. Another effect was lack of enough school supplies and lack of enough classrooms at 56.1% while 54.5% of them noted that there was a lot of pupils' absenteeism and 52.3% of them said there was heavy workload on the teacher and half of them noted cases of indiscipline were also contributing to the poor performance of pupils. These results agree with Kathuri (1984) who noted that better facilities in a school

lead to better performance in examination (Kathuri, 1984). Therefore, schools physical facilities such as classrooms, laboratories, desks, libraries, and books have a direct bearing on performance of students. It also agrees with the Presidential Working Party on Education and Manpower Training for the next Decade and beyond (Republic of Kenya, 1988), the resources should be planned for properly and utilized in an effective manner to bring about efficient provision of quality and relevant education.

This prompted the researcher to ask the head teachers to rate the school performance. Majority of them (84.2%) said it was rated at average and 15.8% of them said it was good. When the pupils were asked whether they like the performance of their school in the past 63.3% of them indicated they did not like the performance while 34.7% of them like their performance. There are contradicting information between what is reported by their head teachers and the pupils. When the pupils were asked to indicate the reasons for poor performance, majority of the pupils (65.9%) indicated they lacked textbooks, lack enough teachers, they lacked revision materials, lacked desks and other cited that teachers came to class late. Lack of seriousness, peer influence and indiscipline cases were noted by a few pupils (25.0%) while 9.1% indicated that they did not understand and teachers cared little even if the pupils did not understand the content taught. Hence there is need for the school management to find out the reasons as to why their pupils contradicted with them.

Suggestion to improve the performance in KCPE in the school

The teachers were asked to give some suggestion on how they could improve the performance of pupils.

Table 4.24

Teachers' responses on factors influence pupils' performance in KCPE

	Frequency	Percent
Improve on the physical facilities	30	68.2
Employing of more teachers	28	63.6
Encourage pupils to attend schools regularly	25	56.8
Starting feeding programmes to reduce absenteeism	24	54.5
Build more classrooms	23	52.3
Provision of enough desks	23	52.3
The government to increase the amount of money	22	50.0
Sensitize parents to facilitate pupils	22	50.0

N= 44

Majority (68.2%) of the teachers indicated that improvement of physical facilities would influence pupil's performance in KCPE while 63.6% of them indicated that employing of more teachers would influence pupils' performance in KCPE 56.8% would also encourage pupils to attend schools regularly and 54.5% and 52.3% of them build more classrooms and provision of enough desks would influence pupil's performance in KCPE while 50.0%

of the teachers noted that the government should increase the amount of money and sensitize parents to facilitate pupils where necessary.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with summary of the study, conclusions drawn from the findings, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of the study is to investigate the influence of institutional factors on the pupils' performance in Kenya Certificate of Primary Examination (KCPE) in Athi River District, Kenya. The study was guided by the following objectives; to assess the influence of teaching and learning resources on the pupils' performance in Kenya Certificate of Primary Examination (KCPE) in public primary schools in Athi River District, Kenya; to examine the influence of physical facilities on the pupils' performance in Kenya Certificate of Primary Examination (KCPE) in public primary schools; to assess the influence of checking the professional records by head teacher on pupils' performance in Kenya Certificate of Primary Examination (KCPE) in public primary schools, to establish the influence of time management by the teachers on the pupils' performance in Kenya Certificate of Primary Examination (KCPE) in public primary schools.

The chapter focused on research design, target population, sample and sampling procedures, research instruments, validity of the instrument, reliability of the instrument, data collection and data analysis. The study

adopted and used survey research design to collect data from a number of people in order to determine the current status with respect to the education outcome in the study district. The target population was the 900 standard eight pupils because they are in the examination class, 22 head teachers and 540 teachers. The sample in this study consisted of 30 percent of the target population of the standard eight pupils drawn from the accessible population of schools. Two teachers from each school were selected randomly yielding to a total of 44 teachers. The researcher relied on self-administered questionnaires. The advantages of using questionnaires are: the person administering the instrument has an opportunity to establish a rapport, explain the meaning of items that may not be clear and also explain the purpose of the study. To determine validity, the researcher first did a pre-test of the research instrument. Pilot study was carried out in 2 public primary schools out of the 22 schools. Test-retest method was used to determine the reliability. Descriptive statistics such as percentages and frequencies were used to answer research questions.

5.3 Summary of findings

The study revealed that majority of the pupils (96.7%) indicated they shared books with one text book with other pupils. About 55.0% of the pupils indicated that there was an effect on learning when they shared books. This made them not to complete their assignments according to 56.7% of the pupils. The number of pupils sharing books ranged from 4-7 pupils for one book in some school according to the head teachers 58.2% of the head

teachers noted that the books were distributed by the class teachers and also kept the record of the textbooks issued.

The study revealed that all the head teachers reported inadequacy of latrine, desks, and non-availability of a library in their schools. It also revealed that 63.2% of the head teachers indicated there was adequacy of offices. The study also revealed that sanitary facilities were in good conditions as noted by 57.9 percent of the head teachers.

The study revealed that majority of the head teachers (89.5%) checked teachers' schemes of works once per term; 73.7percent checked lesson plans once a month and 47.4% of the checked teachers records of work once per month. 89.5% of the head teachers also noted that QASO inspected their schools. On the observation of teachers in class, 52.3% of the teachers indicated that they were not observed in class while teaching by their head teachers. The study also revealed that of those who said they were observed (61.4%) they were informed by the head teachers of their attendance. All the teachers indicated of being supervised by the QASO in their schools once per term. The study revealed that majority of the teachers (81.8%) reported to have experienced problems in the syllabus coverage.

The study revealed that majority of the pupils (59.0%) indicated their teachers come to class. Slightly above half (52.6%) of the head teachers said pupils had a neutral attitude towards education. The study also revealed that majority

of the pupils (59.0%) indicated their colleagues had a neutral attitude towards education.

5.4 Conclusions

The following conclusions were drawn from the findings.

Teaching and learning materials influenced pupils' performance in KCPE since pupils shared books with one text being shared among 4-7 pupils. Pupils noted that they were unable to complete their assignment. The books were distributed to the pupils by the class teachers who also kept the record of the textbooks issues.

Physical facilities had an effect on pupils' performance in KCPE since the head teachers reported inadequacy of latrines, desks and non-availability of a library in their schools. The suggestions from teachers noted that there are no enough classrooms hence the few classes available are overcrowded and teachers had a heavy workload.

Checking of professional records by head teachers had no effect on pupils' performance since the head teachers checked on teachers' schemes of work once per term, lesson plans once per term, and teachers' records of work once per month. The teachers noted the head teacher checked on the professional document and pupils records once a term.

Time management had an effect on pupils' performance since some teachers came to class late, and pupils had a neutral attitude towards education.

5.5 Recommendations

The following recommendations were drawn from the study

- i. Head teachers should ensure provision of adequate teaching and learning materials which include textbooks, wall charts, chalk board, maps, and atlases.
- ii. The school should ensure there are enough physical facilities, which include classroom, desks, library and toilets to enable pupils learn effectively.
- iii. Head teachers and the QASO should inspect teachers when teaching in class to help them improve on their teaching methods.
- iv. Teachers should ensure they are in class in time. They should also help the pupils to change their attitudes towards education
- v. The government should ensure that there are enough physical facilities, teachers, and teaching and learning materials to ensure that this will not create inadequate institutional factors that would affect pupils performance.

5.6 Suggestion for further researcher

A similar study on the investigation of the influence of institutional factors on the pupils' performance in Kenya Certificate of Primary Examination (KCPE) in Athi River District should be carried out in other District of Machakos county to establish whether they share the same challenges as Athi River District.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION TO RESPONDENTS

University of Nairobi,

P.O BOX 30197

Nairobi.

The headteacher,

School _____

Athi River District.

Dear sir/ Madam,

RE: Research study.

I am a post graduate student in the University of Nairobi. I am carrying out a research on the influence of institutional factors on pupils' performance in KCPE in public primary schools in Athi River District, Kenya. Please allow me to carry out research in the school among the teachers and the pupils.

Kindly fill in the questionnaires and provide any other information that may help to carry out the research. The information gathered will be treated with great confidentiality and will be used for study purpose only.

Yours faithfully,

Rachel.

APPENDIX II

HEADTEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather data about influence of institutional factors on pupils' performance in KCPE in Athi River District. The information you give will be treated with absolute confidentiality and is only meant for this study. Do not write your name or the name of your school. Please fill in each question by ticking or filling in blanks to all the items in the questionnaire as honestly and correctly as possible.

Part I: Background information

1) What is your gender?

Male []

Female []

2) What is your age bracket?

a) 25 years and below []

b) 26 -35years []

c) 36-45 years []

d) 46 years and above []

3) Indicate your teaching experience in years.

a) 0-5 years []

(b) 6-15 years []

c) 16-25 years []

(d) 26 years and above []

4) What is your professional qualification?

a) Masters []

(b) Degree []

c) Diploma []

(d) Others (specify).....

- 5) What is the size of your school?
- a) Single stream []
 - b) Double stream []
 - c) Triple stream and above []
 - d) Academic performance []

6) School performance since 2009

Year	No. of pupils (enrolment)	KCPE position zone.	KCPE position District
2009			
2010			
2011			
2012			

- 7) How would you rate your school performance?
- a) Good []
 - (b) Average []
 - c) Below average []
 - d) Others explain the performance of your school.

.....

Human resource (Teachers/ Learners)

- 8) How many teachers are in your school? []

9) Indicate the respective teacher' academic level

Qualification	Number
Masters	
Degree	
Diploma	
P1	

10 i) Do you have enough teachers in the school?

a) Yes []

(b) No []

(ii) If no, how many more do you need? []

11) On average what is each teachers' workload per week? []

12) On average how many teachers have taught for the following number of years?

a) 0-5 years []

b) 6-15 years []

c) 16 and above []

13) In your opinion, does the number of teachers influence the pupils performance in KCPE?

.....
.....

14) How often do you check the teachers' schemes of work?

a) Once per week []

(b) Once per month []

- c) Once per term [] (d) Once per year []
- 15) How often do you check the teachers' lesson plans?
- a) Once per week []
- b) Once per month [] c) Once per term []
- 16) How often do you check the teachers' records of work?
- a) Once per week []
- b) Once per month []
- c) Once per term []
- 17) (i) Do you have your school inspected by the QASO?
- a) Yes [] (b) No []
- (b) If Yes, how often do the visit your school?
- a) Once per month [] (b) Once per term []
- 18) How do you rate the attitude of pupils in your school towards education?
- a) Positive []
- b) Neutral []
- c) Negative []

Part II: Physical facilities

- 19) What is the total number of classes in the school?
- 20) What is the condition of the sanitary facilities?
- a) Good [] (b) Poor []

21) Indicate the type of buildings in the school.

a) Permanent []

b) Semi-permanent []

c) Temporary []

22) Indicate the adequacy of the following physical facilities in your school. Tick where appropriate.

Facility	Available	Adequate	Inadequate	Not available
Class rooms				
Offices				
Library				
Latrines				
Desks				

Teaching and learning resources

23) Do your pupils have enough textbooks for all the subjects?

a) Yes [] (b) No []

ii) If no, explain your answer

.....

.....

.....

.....

24) On average what is the pupils textbook ratio per class?

.....
.....

25) How do you distribute the textbooks?

.....
.....

26) Who keeps and maintains the record of the textbooks issued?

.....
.....

27) In your opinion does the above establishment of textbooks contribute to your school performance in KCPE?

a) Yes [] (b) No []

28) The table below shows instructional materials that may be available in the school. Tick as appropriate.

Material	Available	Adequate	Inadequate	Not available
Chalkboards				
Reference books				
Pupils' books				

29) What strategies do you think can be applied to improve the pupils performance in KCPE in your school?

.....
.....

Thank you for your cooperation

- c) 11-20 yeas (d) 21 and above years

6. What is your current teaching workload per week?

.....
.....

7. How do you rate this workload?

- a) Heavy
b) Moderate
c) Light

8. Please indicate whether you prepare the following professional documents by ticking as many as appropriate.

- a) Schemes of work
b) Lesson plans
c) Record of work
d) Pupils progress record

9. How often does the head teacher make a follow up to ensure that these documents are prepared?

- a) Once per week
b) Once per month
c) Once per term

10. How often do you give pupils assignments/ homework?

- a) Daily (b) Weekly

11. Do the pupils complete their assignments/ homework as required?
a) Yes [] (b) No []
12. Have you been observed in the class while teaching by the head teacher?
Yes [] (b) No []
- (ii) If yes, did the head teacher inform you before coming to your class?
a) Yes [] (b) No []
- (iii) Did you get written feedback after the observation?
a) Yes [] (b) No []
13. Have you ever attended any in-service course?
a) Yes [] (b) No []
14. Have you experienced any problems in the syllabus coverage?
a) Yes [] (b) No []
15. Does the QASO staff visit your school for supervision?
a) Yes [] (b) No []
16. How often do they visit your school?
a) Once per term [] (b) Once per year []

17. In your opinion what are some of the institutional factors that may be influencing pupils' performance in KCPE in your school

.....
.....

18) What can be done to improve the performance in KCPE in your school?

.....
.....

Thank you for your cooperation

APPENDIX IV

PUPILS' QUESTIONNAIRE

This questionnaire is designed to gather data about influence of institutional factors on pupils' performance in KCPE in public primary schools in Athi River District. Kindly respond to all the questions and do not write your name or the name of your school.

Instructions Tick (✓) where appropriate

1. What is your gender?

a) Female []

b) Male []

2. How old are you?

a) 10-14 years []

b) 15 and above []

3. How much homework are you given?

a) Too much []

b) Little []

c) Enough []

4. Do you like the KCPE performance in your school?

a) Yes []

(b) No []

If no, what are some of the problems that may be causing the poor performance?

5) Do you share with others textbooks provided by the school?

a) Yes [] b) No []

6) Does sharing of books affect your learning?

a) Yes [] b) No []

7) Are you able to complete assignments/homework given by the teachers?

a) Yes [] b) No []

ii) If no, what are the reasons _____

8) Do teachers come to class in time?

a) Yes [] b) No []

9) Has the headteacher ever checked your exercise books?

a) Yes [] b) No []

ii) If yes indicate the number of times in a term.

Once [] b) Twice [] c) Thrice []

10) What do you think could be done to improve the performance of your school in KCPE? _____

Thank you for your cooperation

APPENDIX V

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

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

Our Ref: **NCST/RCD/14/013/962**

Date: **5th June 2013**

Rachel Muthini Kiveli
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **30th May, 2013** for authority to carry out research on *"Influence of institutional factors on pupils' performance in Kenya Certificate of Primary Examination in public primary schools in Athi River District, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Athi River District** for a period ending **31st July, 2013**.

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

A handwritten signature in blue ink, appearing to read 'M. K. Rugutt'.

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

Copy to:
The District Commissioner
The District Education Officer
Athi River District.

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

APPENDIX VI
RESEARCH PERMIT

PAGE 2 **PAGE 3**

Research Permit No. NCST/RCD/14/013/962
Date of issue 5th June, 2013
Fee received KSH. 1000

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Rachel Muthini Kiveli
of (Address) University of Nairobi
P.O Box 92-0902, Kikuyu.
has been permitted to conduct research in


Location
Athi River
District
Province
Eastern

on the topic: Influence of institutional factors on pupils' performance in Kenya Certificate of Primary Examination in public primary schools in Athi River District, Kenya.

for a period ending: 31st July, 2013.

Applicant's Signature

[Signature]



For Secretary
National Council for
Science & Technology

CONDITIONS

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT

GPK60553mt102011 **(CONDITIONS—see back page)**