INSTITUTIONAL AND PUPILS’ HOME FACTORS INFLUENCING KENYA CERTIFICATE OF PRIMARY EDUCATION IN PUBLIC PRIMARY SCHOOLS IN DIANI DIVISION MSAMBWENI DISTRICT, KENYA

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A Research Report Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Masters of Education in Educational Administration

University of Nairobi

2013
DECLARATION

This research report is my original work and has not been presented for award of degree in other university.

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This proposal has been submitted for examination with our approval as university supervisors.

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DEDICATION

This project is dedicated to my wife Mkasi Rashid, my daughter Mwanakombo Rashid and my son Ramadhani Rashid.
ACKNOWLEDGEMENT

I wish to express my gratitude to the following entities which made the completion of this research project possible. It may not be possible to mention all by names. Please do accept my sincere appreciation and gratitude. I acknowledge the University of Nairobi for giving me the opportunity to pursue this course.

My supervisors, Dr. Mari Nelson and Dr. Ursulla Okoth, who work beyond the call of duty, giving guidance, assistance, support, professional advice and constructive criticism kept me going unto the end. I am indebted to Diani Divisional Education Office for granting me permission to go round the schools to collect data which has been used to come up with this document. I acknowledge all respondents who happened to be head teachers, teachers and pupils of the sampled schools for availing the required information without any fear of intimidation.

My special appreciations are expressed to my loving wife Mkasi, who constantly supported me morally and spiritually towards the study. I would like to extend my special thanks to my daughter Mwanakombo and my son Ramadhani for showing great patience when I was away for the study. I am highly grateful to my friends Nyerere, Nzomo, Nassoro, Lucky and Hamisi for their words of encouragement and support towards this programme may God’s goodness and mercy follow them forever. Above all I thank God through whose grace I was able to realize this long cherished dream.
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<th>Description</th>
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<tr>
<td>AEO</td>
<td>Assistant Education Officer</td>
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<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>PTE</td>
<td>Primary Teachers Education</td>
</tr>
<tr>
<td>PLE</td>
<td>Primary Leaving Examination</td>
</tr>
<tr>
<td>QUASO</td>
<td>Quality Assurance and Standards Officer</td>
</tr>
<tr>
<td>STI</td>
<td>Sexually Transmitted Infection</td>
</tr>
<tr>
<td>SES</td>
<td>Social Economic Status</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Education Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNCRC</td>
<td>United Nations Convention on the Right of the Children</td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Development Programme</td>
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<tr>
<td>UNICEF</td>
<td>United Nations International Child’s Fund</td>
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ABSTRACT

In the country, national examination results indicated that certain schools consistently perform better than others. The KCPE examination results over a period of five years (2008-2012) revealed that some public primary schools performed better than others in Kwale County. The purpose of the study was to investigate the factors influencing academic performance of the pupils in KCPE examination in public primary schools in Diani Division, Kwale County. The study was guided by the following objectives: the management of schools by teachers, teaching and learning, physical facilities and materials, education levels of the parents, role models in the family and socio-economic background of the pupils’ family.

Due to the explanatory nature of the study and holistic approach that was undertaken both the institutional and pupils’ home factors were targeted as points of investigation. Multiple methods of data collection methods including the three sets of questionnaires for the head teachers, teachers’ and the pupils as well as personal visits schedules, which facilitated gathering of the necessary information were used. The respondents included the twenty seven (27) head teachers, eighty one (81) teachers and four hundred and fifty-six (456) pupils. Data analysis was done using the (SPSS) programs. Coding and tabulation utilized frequency (f), percentage (%) and tables. Key findings suggested that the five variables, school management, teaching and learning, physical facilities and materials, parent educational levels, role models in the family and the socio-economic background of the pupil’s influences academic performance in Diani Division.

The study recommends that proper supervision and management of schools by competent managers, adequate teaching and learning facilities and materials should be provided. Parents sensitization on the importance of education, creations of income generating projects, guidance and counseling as well as peer tutoring and buddy reading should be encouraged among the pupils to enable them to sharpen their problem solving and communication skills. Teachers seminars, workshops and refreshers course need to be streamlined and continuous to keep abreast of teachers professional development.

Parents need to be more educated and sensitized on proper utilization of their incomes and be more devoted to their children’s academic performance. Based on research findings the study suggests that future researches should focus on the influence of teachers in ensuring academic excellence in schools. Similarly, further research needs to be done to establish why teaching and learning facilities and materials are inadequate despite the government providing funds for the same for almost a decade. There is also need to carry out more research on allocation and utilization of FPE funds to ensure effectiveness and efficiency. There is also need to review the policies regarding feeding programs such that more to be initiated in Diani Division.
CHAPTER ONE
INTRODUCTION

1.1 Background information

Education is very important to all persons all over the country and the world at large. Education plays a key role in socio-economic development of nations as evident in developed countries. According to (Munavu, 2001) developed countries such as, USA, UK, Australia and New Zealand, education performance is directly linked to economic growth. Education is an important form of human resource and human capital that is essential for improving productivity and furthering the economic growth for both the individual and the society. Indeed, most economies would probably agree that it is human resources of the nations and not its capital nor material resources that ultimately determine the character and the pace of its economic and social development (Psachorapoulos and Woodhall, 1985).

The World Bank, United Nations Education Scientific and Cultural Organization (UNESCO) and United Nations Development Programme (UNDP) are bodies that have invested a lot in Education especially in the developing countries and identified education as an important tool in economic development, poverty and inequality eradication (World Bank,
The position was confirmed during the 16th conference of Commonwealth Education Ministers in Cape Town, in South Africa in 2006, Commonwealth Secretariat (Maroko, 2010).

The principle institution mechanism for developing human skills and knowledge is the formal education system. Hence, developing countries have been committed to rapid quantitative expansion of educational opportunities. Consequently, education in these countries absorbs the greatest share of recurrent government expenditures. Education is the essential facet of human life. It is a fundamental right of all children regardless of the social, cultural, religious, gender, race or economic status. Its quality has an immediate impact on individuals and a long term impact on the economic stability of the society (Makotsi, 2003). It act as a spring board for youth to get started in productive and satisfactory life so as to make tangible contributions to the Country’s economic growth and development (Abagi, 1997) (Olivia, 1993) assert that in a truly educational oriented society, everyone is entitled to an opportunity to learn and progress.

In India, at least 20% of the children in a classroom get poor marks are “scholastically backward” (India, Journal of pediatrics, volume 72– November 2005) while a cross sectional study of urban population reveals that 14% of children had poor academic achievement in Malasya (Zahla, 2001) reported
31.3% failure in these urban study population is lack of family involvement and child’s intrinsic motivation.

The development and expansion of the education sector has been a long standing objective of many countries and governments in Africa, and the people participation is highly advocated. This has been in response to a number of concerns, among them, the desire to combat ignorance, diseases and poverty which are the root cause of restlessness throughout the world (Etsey, 2001).

The different scholastic achievement of students in Nigeria has been and still is a source of concern and research interest to educators, the government and parents due to the great importance that education has on the national development of the country. There is a consensus of opinion about the fallen standard of education, since education is not yielding the desired dividend (Adeboye, 2004). In 2007, 28% of candidates in primary schools had scored below the pass marks, (Statistics Office, WAEC, Lagos, Nigeria, 2009) due to poor learning physical facilities, instructional materials and low level of parental involvement in their children’s school work.

Uganda has achieved near universal enrolment in primary schools as reflected by the fact that (96% of 6–14 years olds have attended schools in 2006, (Lyoyd, Kaufman and Hewet, 2009). This surge has not been matched by
quality performance. The Teso region in particular has fielded very poor results at annual national Primary Leaving Examination (PLE) for part of the

Last twenty years particularly in 2000 and 2001, due to high enrolment, poor learning physical facilities and low level of parental education (Etsey, 2001).

In Kenya, the government is committed to the provision of quality education to its citizens. Several government institutions are also committed to fulfill these objectives. The Education Ministry consumed almost a third of the government budget annually for education. Recent initiations by the government of Kenya have focused on the attainment of Education for all (EFA) by 2015. Key concerns here are access, retention, equity, quality and relevance as well as internal and external efficiency within the education systems (Sessional paper No, 1- 2005). The government of Kenya has expressed its commitment to provision of quality education and training as a human right for all Kenyans in accordance with the Kenyan law and international conventions. The need to use education to spearhead development is also clearly spelt out in Kenya's development blueprint: the Kenya Vision 2030.

The challenges facing almost all education stakeholders is to achieve academic excellence in all levels (Kaygensen, 2006) He notes that the academic achievement is a factor of many variables, some individual excel academically regardless of their surroundings while others seem
limited to perform well under certain conditions. (Dawkins, 1982) suggested that the effects of institutional and pupils’ home factors are no less significant than the genetic effects. According to (Misati, 2009) most schools are affected by institutional and pupils’ home factors which include those aspects that fosters growth and development such as the school management, teaching physical facilities, parental education levels and the socio-economic status of the families as indicated from AEOs Office in Diani Division.

The responsibility of raising children is vested to the family as stipulated under the United Nations Convention on the Right of the Children (UNCRC, 1989). The family is the most important part of the child’s social network, because all the members of the family constitute the child’s first environment and are most significant people in the life of the child during the early formative years (Hurlock, 2003). In the world today, the families in which parents mould and modify their children’s behaviors and characters do not function in isolation from the environmental, cultural, social and economic setting and events about and around them (Herthrington and Parke, 1999).

Muola (2010) conducted a research on the relationship between academic achievement and home factors in Kenya schools and found that home factors such as parental educational levels, role models and socio-economic status of the families are critical for a child’s academic success in school.
The Coastal region has recorded low performance during the last decade.

Five out of the six counties in the region were among the last in the country according to the KCPE results released on 29th December, 2012, as per (KCPE, 2012). Kwale County was position five with a Mean score of 214 out of the possible 500 marks. No single child made it to list of the top ten candidates in the country (KCPE, 2012). All stakeholders, learners, parents, teachers, NGOs and the National Ministry of Education are concerned about the problem as this implies that there is a low internal efficiency and increase in cost of education.

Primary education in Kenya currently lasts for eight years and offered to children ranging from 6 to 14 years of age. The goal of education is to provide access to quality education to all children of school going age on equitable basis thus ensuring education for all at this level (MOEST, 2003). Public examination in Kenya is coordinated by Kenya National Examination Council (KNEC). One of the core functions of KNEC is to develop and conduct both schools and post school examinations, KCPE is one of them. Being the first national examination, for the children finishing the eight years of primary education is very important and sensitive examination in the country (Du Tuit, 1995). Since academic performance is a measure of success on how well a student meets sets
Standards set by the government or institutions, KCPE results are used as a yardstick for the selection and placement in various secondary schools.

In Diani Division all education stakeholders were concerned about the poor performance in public primary schools. A lot of efforts were done to uplift the standards of education in division (DEO, 2011). Several heads teachers and teachers were transferred in and out of the division, much education stakeholders meetings, workshops, seminars and refresher courses were done. Different subject’s specialists from KIE, OXFORD and MOEST were called to give advice on their subject areas (DEO and AEO, 2011). Through the DEOs and AEOs offices, several education tours were organized to different districts, such as Mombasa and Kilifi and divisions such as Matuga and Kubo to go and learn what others are doing in their districts and divisions. All these were done in order to improve the KCPE academic performance the in Division, but the performance still shows a downward trend as in (KCPE, 2011: 2012), with mean scores of 235.62 and 218.19 marks respectively.

Several studies have been done such as by Uwezo (2011) which found out that a certain percentage of standard eight pupils lack some basic skills to tackle a class two work. Kenya Medical Research Institute KEMRI (2011)
found out that several children cannot concentrate in class because they suffered for a long time without treatment in diseases such as malaria and bilharzia. No study has been carried out in Diani Division seeking to determine the extent to which the institutional and pupils’ home factors have any influence on KCPE performance. It is for this reason that this study was carried out. The poor performance in public primary schools is evidenced by the KCPE results analysis done country wide rating each region, such as per county and as per district. In Kwale County Msambweni District Diani Division the public primary schools KCPE results rates them from the bottom for the last five years as indicated in (KCPE, 2012) Table 1.1

Table 1.1 KCPE performances in mean score of Diani Division 2008 – 2012.

<table>
<thead>
<tr>
<th>Subject</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matuga</td>
<td>257.74</td>
<td>251.44</td>
<td>252.68</td>
<td>260.12</td>
<td>256.64</td>
</tr>
<tr>
<td>Kubo</td>
<td>250.87</td>
<td>247.31</td>
<td>250.38</td>
<td>252.78</td>
<td>245.76</td>
</tr>
<tr>
<td>Diani</td>
<td>240.65</td>
<td>231.45</td>
<td>229.75</td>
<td>235.62</td>
<td>218.19</td>
</tr>
</tbody>
</table>
The findings show that Diani Division has never registered a mean score of 250 marks and above for the last five years. The highest mean score was 240.65 marks in 2008 and the lowest was 218.19 marks in 2012. The aims of the study were to determine the influence of institutional and the pupils’ home factors such as school management, teaching / learning physical facilities, parental education levels, role models and socio-economic status of the families which influence KCPE academic performance in comparison with other Divisions in Kwale County (Misati, 2009).

1.2 Statement of the problem

As a nation, Kenya hopes to achieve Education for all (EFA) by the year 2015. This is an uphill task given the various challenges in the education sector. The year 2015 is also significant globally because it is the target year for the eight-millennium goals. Kenya looks forward to having her people achieve the Millennium development goals together with other people worldwide. The pivotal hinge for these important target goals is education. Level of the people involved. For such matters therefore, most education stakeholders such as teachers, parents and pupils have turned their focus to ever present challenges of poor performance in public primary schools in order to realize these set targets. Complaints had been raised by parents of the pupils performing poorly in the national examination (KCPE, 2012). For the
last five years a great proportion of standard eight pupils in public primary schools in Diani Division, Kwale County, continued to perform poorly. The mean scores for the past five years shows a downward trend; 240.65, 231.45, 229.75, 235.63 and 281.19 points in 2008, 2009, 2010, 2011 and 2012 respectively.

The county was in position 43 out of 47 counties in the country. The Diani Division dismal performance represents a challenge thus the need to gain an insight into the causes and possible solutions to the problem cannot be overemphasized. This study sought to collect qualitative and quantitative data to determine possible causes that influence KCPE performance in Diani Division. No study has been carried out in the Division to establish the extent to which the institutional and the pupils’ home factors influence KCPE academic performance. It is for this reason that the research was carried out in Diani Division.

1.3 Purpose of the study

The study was intended to investigate how the institutional and the pupils’ home factors influence KCPE academic performance in public primary Schools in Diani Division, Kwale County.

1.4 Objective of the study

The study is guided by the following objectives:
1. To determine the extent to which the school management and teachers influence KCPE academic performance in Diani Division, Kwale County.

2. To determine the extent to which the school teaching/learning physical facilities influence KCPE academic performance.

3. To establish the extent to which the parental education levels influence KCPE academic performance.

4. To determine the extent to which the role models in the family influence KCPE academic performance.

5. To determine the extent to which the family socio-economic status influence KCPE academic performance.

1.5 Research questions
This research sought to answer the following questions:

i. To what extent does the school management by teachers influence KCPE academic performance in Diani Division, Kwale County?

ii. To what extent do the teaching/learning physical facilities influence KCPE academic performance in Diani Division?

iii. To what extent does the parental level of education influence KCPE academic performance in Diani Division?

iv. To what extent does the role models in the family influence KCPE academic performance in Diani Division?

v. To what extent do the socio-economic status of the family influence KCPE academic performance in Diani Division?

1.6 Significance of the study

This study was significant in the sense that it will put into perspective the
Influence of institutional and pupils’ home factors influencing KCPE academic performance in Diani Division. From the findings of the study head teachers and teachers may work on interventions that would effectively serve to minimize or eradicate the dismal academic performance. The government through Ministry of Education may use the findings to address dismal performance by intensified training of teachers and provisions of physical facilities such as building of more classrooms and providing enough text books. The findings may provide data for future research in the same area.

1.7 Limitation of the study

The researcher envisages a number of limitations such as the resistance from the respondents. Some treated the exercise with suspicion with fear of intimidation, others were not willing to responded to the questionnaires claiming that they had very busy schedules, while other respondents wanted to be given a token claiming that the researcher was preparing himself for a big gain, hence he need to pay something before being assisted. However, the researcher made an efforts to create rapport that enabled the respondents to understood the aim of study and the position of the researcher hence
responded to the questionnaires honest and objectively. The researcher educated them how to fill the questionnaires correctly and assured them of their confidentiality.

1.8 Delimitation of the study

The study was only carried out in public primary schools in Diani Division, Kwale County. The researcher only confirmed himself to establishing the extent to which the institutional and pupils’ home factors influencing KCPE performance in Diani Division. The study did not include private schools as they have different setting altogether.

1.9 Basic assumption of the study

The study was based on the assumption that, the school management and the teachers are aware that some institutional and pupils’ home factors are major contributors to poor academic performance as some of them have attended some seminars on factors contributing to poor academic performance in the Division.

1.10 Definition of the terms

The study was based on following terms:

Management: refers to the art of making effective use of resources to
achieve organizational goals. It concerns with planning coordinating and implementing all aspects of an organization.

**School physical facilities:** refers to such items as the school buildings: classrooms, toilets, tables, learning materials, such as textbooks, wall maps, charts pens/pencils globes, exercise books and school quality elements that have found to be consistently related to academic achievement.

**Role models:** refers to those people who possess the qualities that we would like to have and those who have affected us in a way that makes us want to be better people.

**Socio-economic status:** refers to an economic and sociological total measure of the family’s economic and social position in relation to others, based on income education and occupation.

**Education levels:** refers to the progress completed in regular formal educational system by an individual in terms of education qualifications.

1.11 Organization of the study

The study was organized in five chapters. The first chapter, which is the introduction, contain information on the background of the study, the statement of the problem, the objectives of the study, the research questions, the significance of the study limitation of the study, delimitation of
the study, basic assumption of the study and definitions of the significant terms. The second chapter contain literature review which is organized thematically, the main theme in this section include, introduction, institutional and pupils’ home factors influencing KCPE academic performance, school management, teaching and learning physical facilities parental education levels, role models in the family and socio-economic status of the family. Chapter three highlight the research methodology, this comprise of research design, target population, sample size and sample procedures, research instruments, instrument validity and reliability, data collection procedures and data analysis techniques. Chapter four include data analysis and chapter five summarize the findings, conclusion, recommendations and suggestions for further research.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter the researcher highlights some of the conceptual and empirical studies pertaining to institutional and pupil’s home environment influencing KCPE performance in public primary schools. The review is diversified to include views of scholars in the other countries of the world, opinion leaders and other research findings. This literature reviews confirm that in spite of the many studies undertaken on the subject, the problem continues to persist to unimaginable magnitudes.

2.2 Institutional and pupils home factors influencing KCPE academic performance

The challenge facing almost all education stakeholders and the present generation is to achieve academic excellence in all levels (Kaygensen, 2006) Kaygensen notes that academic achievement is a factor of many variables, some individuals excel academically regardless of their surroundings while others seem limited to perform well under certain conditions (Dawkins, 1982) suggests that the effects of institutional and environment on pupils learning is no less significant than the genetic effects. According to (Misati, 2009) most schools are affected by institutional and pupils home factors which include those aspects that fosters growth and development.
### 2.3 School management and KCPE academic performance

School management is part of the school culture; it plays a very important role in academic achievement since management has been called the heart and soul of an organization (Shein, 1995). In other words it is the quality of a school that helps individual feel personal worth, dignity and important.

Many research studies have been concerned with measuring the school effects on pupils’ levels of academic achievement. One study done by (Eldridge, 1974) indicated very clearly that well managed school do make a difference to pupils behaviors and attainment and that variation in outcomes were systematically and strongly associated with the characteristics of school as a social institution.

Otieno (2001) suggested that responsibilities improperly delegated to an officer with no proper guidance and training put effectiveness of the officer in question. Ineffective supervision leads to misuse of powers making the officer confused, stressed and demoralized. Munyasya (2007) recommended that all those charged with the responsibilities of managing schools should undergo training before they are assigned duties.

In Kenya there is scanty and not much information related to the effectiveness of school management and very limited research has been done on the same. Much of the work is therefore got from the Education Act Cap 211 (1968).
Reviewed (1980), commissions, reports and by scholars from outside the country. Karia (2009) in his thesis on challenges facing school management in managing public primary schools in Abogeta division came up with a number of issues facing school management in the management of public primary schools. These were the member’s age, academic qualification, experience and awareness of the legal document by the members.

Kamunde (2002) recommended in his research project that since only committee chairpersons were sensitized on PRISM, it is important to train the entire committee members as well as other main stream education stakeholders for example the sponsors.

2.4 School physical facilities influencing KCPE academic performance

Studies have shown that availability of adequate materials and equipment’s has significant relationship with the academic achievement of students in schools. Eshiwani (1993) and (Fulle, 1985) argue that adequate desks, instructional materials such as books, and other school activities are amongst the quality elements that have been found to be consistently related to academic achievements. The school administrators such as the head teacher should therefore mobilize all possible resources from the Government and Ministry of Education, the community and other organizations and ensure their full and effective use.
Mworia (1993) researched factors affecting KCPE performance and highlighted that factors contributing to poor performance include inadequate learning resources, heavy teaching load, frequent teachers transfers, inadequate inspection of schools and chronic absenteeism among the students. This affects students’ performance and the school as a whole. (Gakuru, 1992) found out that teachers teaching in schools without fence, classrooms without lockers, doors and windows experienced problems with the security of their teaching aids. These problems of poor infrastructure affects the teachers’ proper delivery of the instructional contents and the teaching effectiveness of the teachers. Therefore, resource availability is identified to boost the performance in all the subjects. The benefits accruing from resource availability greatly abound used well along with other factors, resources make the entire learning process complete, functional and adaptable.

2.5 Parents education level and academic performance

The learner’s perception of the family support directly affects performance while the mother’s education levels does so indirectly (Rammala, 2009) notes that learners whose parents are not adequately literate are disadvantaged because parents are required to assist their children with their assignment sat home. (Machesi and Martin, 2002) who conducted a research regarding social class in Spain and the results revealed that ones results and expectations in future are better if they are belong to a higher social ladder.
Similarly, in America research indicates a high correlation between low school achievement and socio-economic background. Lower economic brackets exist between families with highest poverty and unemployment rates. Education failure is legitimized by inherent inferiority where there is high illiteracy rate, poor hygiene and lack of middle class child rearing practices especially among parents, all of which are viewed as a manifestation of poverty (Rammala, 2009).

2.6 Role models in the family and KCPE academic performance

When students are not meeting the standards in school, and one in three students is behind a year or more in school (www.childrensdefence.org), educators often may say, “I never see the families I want to see.” This comment reflects a serious omission, namely, an analysis of how school and educator practices influence parent participation. Most often barriers or issues for parents – reasons for lack of their involvement are delineated. This is an incomplete picture as barriers/issues exist for families, educators, and the family-school relationship with respect to addressing children’s learning needs. There are many ways to categorize issues, which extend far beyond the typical logistical concerns, albeit important, of transportation and daycare. For example, the systems one oriented categorization of issues by Liontos (1992) for families, educators, and the relationship - is particularly helpful because it suggests that issues/barriers are present for the partners and the family-school relationship.
Conceptualizing issues for each socializing system as well as the relationship may serve to promote perspective taking and enhance the understanding of constraints involved for all individuals. There is some evidence for a systems-ecological perspective to explain the extent of parental involvement in education (Bronfenbrenner, 1991). For example, Smith and colleagues (1997) found empirical support for a model in which parental background and attitudes, teacher practices, and school and neighborhood climate were contributors to involving parents as collaborators in their child’s schooling, both at home and school. Their work lends support for working at a systemic level by enhancing active communication, joint problem solving, mutual support, and recognition of overlapping roles across parents and teachers.

Similarly (Grolnick, Benjet, Kurowski, and Apostleris, 1997) have shown that teacher practices aimed at involving parents have the strongest impact when other factors are in place, namely when parents see themselves as teachers, efficacious, and the context is optimal for the parent. Defined parent involvement as the dedication of resources by the parent to the child in terms of behavior (activities at home and school), cognitive-intellectual (intellectually stimulating, enriching environment), and personal (knowing about child progress, keeping abreast of what child is doing). Parents were able to dedicate these resources provided the demands of their personal lives were reasonable and their sense of self-efficacy was adequate; situations that do not map on automatically to the conditions of all children’s lives.
2.7 Pupils’ home socio-economic background and academic performance

The child is not only the product of his genetic make up but also the environment in which he is raised (Rammala, 2009) believes that there is a strong link between school performance and the socio-economic status of the family. Odensnic (1988) who observed that educational disabilities is found among socially and economical disadvantaged groups then children growing up in such deprivation are likely to show some cognitive retardation. Pupils who are not provided with breakfast were less alert and had a low concentration span thus were not actively involved in the lessons and this affects their academic performance (Etsey, 2005).

The majority of pupils were not provided with personal effects like school uniforms, school bags, books, pens, rulers and pencils. These deprivations made them onlookers or bystanders as they could not do any assignment or exercise in school. In addition, lack adequate learning materials like textbooks, meant that pupils were handicapped with respect to grasping the content taught and completing class exercise and assignment and acquisition of vocabulary and the results was low academic performance.

2.8 Home-school relationship and KCPE academic performance

The interaction between home environment and school practices is complicated but very important. According to (Psacharopoulos, 1978)
Parents can have a powerful effect on students’ performance e.g., performance by ensuring that students arrived at school on times, have the right uniform, the required and necessary books or equipments and ensuring homework is completed on time. Perhaps much more importantly, parents are solely responsible for ensuring that school fees and other levies such as the National Examination Registration fees (KCPE) PTA levies not only paid but done so in good time to avoid disrupting their children’s learning.

According to Duncan (1980) children from deprived families despite their mental potential tended to go to cheaper low performing schools, where as their counterparts, whose ability could be average go to well performing schools because their parents could afford. The value of education has been challenged though by the presence of a high numbers of uneducated, unemployment, to extent that to some parents, it no longer provides a base for upward mobility, hence, affecting the trend of good performance.

2.9 Teachers as communities of practice and academic performance

Social learning theorist (Etienne Wenger, 2003) coined the term community of practice as “a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly” According to Wenger, an increasing number of people and organizations in various sectors
are focusing on communities of practices as key to improving their performance.

According to (Tackett and Cator, 2011) is certainly true for education, where building communities of practices among teachers and leaders is widely considered to be a promising strategy for sustained, substantive school improvement “the path to change in the classroom” writes Stanford Education Professor Milberg McLaughlin “Lies within and through professional learning communities” school redesign efforts have increasingly centered on the creation of structures, whereby teachers can collaborate about their practices and build on the shared knowledge of how to support students and the broad school community.

In the era of increasing global competition, the need to improve under-performing schools and education systems, especially those that serves high-need students and communities, is a widely accepted moral and economic imperatives. The most effective ways to support and sustain a change within our education organizations is the subject of more debate. A great part of the answer lies not only in the type of tools, programs, and strategies used to close the achievement gap, but also is how education researchers and practitioners shared information with each other.
2.10 Significance of the external environment to school performance

Ansoff and McDonnell (1990) state that successful environment serving organizations are open systems and the open property is made necessary by two factors: firstly, continued organization survival depends on its ability to Secure rewards from its environment which replenish the resources consumed in the conversion process. Secondly, continued maintenance by the organization of its social legitimacy. They further argue that a major escalation of environmental turbulence means a change from a familiar world of marketing and production to an unfamiliar world of new technologies, new competitors, new consumer’s attitudes and new dimensions of social control and above all unprecedented questioning of firm’s role in society. The prospect for the 1990’s was for the continued escalation of turbulence.

In developing countries, government systems regulated economic aspects of firm’s behavior which hampered competition. This practice encourages the existence of an unprofitable and inefficient firms and blocked new entrance. The restrictive trade practice resulted to benefits accruing to protected firms due to manipulation from the systems rather than from innovation and adoption of new technologies (World Bank report 1994). Environment has been characterized as complex, dynamic, multi-facet and having far reaching impact (Kazmi, 2002).
As a result of these characteristics, the environment is composed of various factors, events, conditions and influence which interact with each other to create an entirely new set of influences leading to constant environmental change in its shape and character. A fundamental change is occurring in the world economy whereby the world economies are witnessing the forces of globalization and liberalization of trade. The phenomenon of globalization, according to (Hammond and Grosse, 2003) refers to “the fact that people around the world are becoming more and more knowledgeable about each other,” this is expected to increasingly affect the insurance sector. In today’s global environment, change rather than stability is the order of the day. Increased trade liberalization reduces country-based trade barriers, thus increasing the opportunity for cross-border entry Ellis and Williams (1995). If new entrants have adopted new technologies and or developed more efficient university institutions operations systems, the competitive intensity will increase pressure of existing university institutions to internationalize by weakening their competitive position.

The environment in which Kenyan firms operated therefore became turbulent in the 1990’s due to the unfamiliar changes in the university institutions environment and exerted heavily on organizations to face competition (Economic Survey, 1998). The changes came up due to the ongoing economic reforms recommended by the Bretton Wood institutions of the World Bank and International Monetary Funds (IMF). Kenya was forced to accept
demands of these institutions as a condition of disbursement of aid which had been suspended in 1991 (Ishrat and Faruquee, 1994).

2.11 Strategies for building shared responsibility for school performance

Christenson and Sheridan (2001) have described in detail seven broad actions to enhance family-school connections for children’s learning: garnering administrative support, acting as a systems advocate, implementing family-school teams, increasing problem solving across home and school, identifying and managing conflict, supporting families, and helping teachers improve communication and relationships with families.

Actions are purposefully distinguished from activities, because actions focus on the relationship or connection between family and school for children’s school performance, whereas activities represent a narrow focus on how to involve families in education. Thus, actions are oriented toward building shared responsibility for educational outcomes. To be successful in this goal, school personnel must consider pre-requisite conditions that set a tone for partnership, namely the approach adopted toward the role of families, the degree to which constructive attitudes between families and educators exist, and the atmosphere or climate present for participation and interaction between families and educators in their particular school context. Approach,
attitudes, and atmosphere are the “backdrop” for successful application of actions.

2.12 Summary of literature reviewed

Research indicates that school environmental factors, parents, teachers and home factors affects learners’ academic achievement both positively and negatively in developed as well as the developing countries. However, the effects are adversely felt in the latter. It has been proven that these variables determine the quality of schools since they influence the quality of learning, that each pupil undergoes as well effective curriculum implementation process hence their improved academic achievement. Therefore, the developing world should prioritize availability of the same so as raise learners performance and educational standards in general.

2.13 Theoretical framework

Goal setting is linked to good performance. It states that specific and challenging task along with appropriate feedback contributes to higher and better task performance. The theory is suitable for this study in that the educational stakeholders such as head teachers, teachers, parents, pupils and government have duties to perform, of properly managing the institutions creating conducive learning environment and laying proper strategies. The head teachers, management committee and the community at large major duties are to manage
the institutional well in terms of good administration and management, provide better learning facilities (Phillip, 2003).

The parents major task were to create good and favourable learning atmosphere both at home and school. The government’s task is to strategise for the better performance through the Ministry of Education (MOE) by developing and reviewing of the curriculum material providing teachers and organizing of regular supervision of school, the outcome of the challenges are positive the education stakeholders are motivated. The pupils are also motivated through well managed, and better equipped institutions, good and conducive learning environment both at home and school. This theory is important to both teachers, parents, pupils and the government to the sense that there will be the willingness to work specific and clear goals leads to greater output and better performance (Latham, 1990).

Challenging goals gives an individual a feeling of pride, appropriate feedback contributes to higher performance, participation in goals is always desirable and participation of setting goals makes one acceptable in the institution. Lock and Latham (1990) postulate that the form which experience one’s value judgement is emotional, that is, one’s value creates a desire to do things consistently with them. For Lock and Latham goals direct attention and action. Goals motivate people to develop strategize that enables them to perform at a certain level; accomplishing the goal can lead to satisfaction and further
motivation or frustration and lower motivation if the goal is not accomplished (Latham, 1990).

2.14 Conceptual framework

Conceptual framework is a type of intermediate theory that attempts to correct all aspects of enquiry. A conceptual framework is used in research to outline possible causes of action or to present a preferred approach to an idea or thought.

Figure 2.1 Shows the conceptual model showing institutional and pupils home factors influencing KCPE performance.
Figure 2.1 Conceptual Framework

The conceptual framework consisted of the five research objectives i.e. school management, teaching/learning physical facilities, parental education levels and socio-economic status of the families as well as pupils related factors, community politics and religion were highlighted as and intervening variables which were thought to be contributing factors towards KCPE performance.

The government policies as well as proper management, well equipped schools and conducive learning environment were under moderating variables whereas KCPE results of learners in Diani Division in public primary schools were considered to be dependent variable.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter details the research methodology used with insight into research design, target population, sampling, research instruments, data collection procedures and elements of data analysis procedures.

3.2 Research design

In this study descriptive survey design will be adopted. As defined by Sapsford (2007), descriptive survey research involves collection of quantified data from a population for identification or description of points that verify casual relationships. The design is suitable for this study because it exposes people’s perceptions, beliefs and attitudes which are critically vital in achieving the intents of the research objectives on institutional and pupils’ home factors influencing KCPE academic performance. The design allows for generalization of outcomes as it inherently provides for sample validity.

3.3 Target population

Population is a group of human being, animals or any object which have one
Or more characteristics in common and have selected as a focus of study (Mulusa, 1990). The target population of this study will include all the twenty seven public primary schools in Diani Division Kwale County.

There are 27 head teachers, 276 teachers and 1530 pupils. (DEOs office Diani Division, Kwale County) the will the target group from which the research sampled will be drawn.

3.4 Sample size and sample techniques

According to Mugenda and Mugenda (2003) when taking a sample size, you take between 10% to 30% of the total population, hence the researcher took all the 27 head teachers, 30% of teachers that will be 81 teachers, then divide it with 27 school, to give 3 teachers per school. Then 30% of the pupils will be 459 pupils, and then divide by the number of schools, and then we will get 17 pupils per school. To select the schools the researcher will use simple random sampling technique. The names of the schools will be written on a piece of paper which will be folded and placed in a basket. The researcher will mix the papers before picking the required sample randomly until the required number is obtained in simple random every individual has an equal chance of being included in the sample and help to select a small group that has many of the characteristics of the whole population (Mulusa, 1990) as in Table 3.1.
Table 3.1 the targeted population and the sample size

<table>
<thead>
<tr>
<th>Category</th>
<th>Target population</th>
<th>Sample size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>27</td>
<td>27</td>
<td>100</td>
</tr>
<tr>
<td>Teachers</td>
<td>81</td>
<td>78</td>
<td>96.3</td>
</tr>
<tr>
<td>Pupils</td>
<td>459</td>
<td>386</td>
<td>84.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>567</strong></td>
<td><strong>491</strong></td>
<td><strong>86.6</strong></td>
</tr>
</tbody>
</table>

The research targeted the stated groups above because they are the right group to the correct information as to why the teachers are not properly delivering and the pupils not performing. The findings shows hundred percent (100%) of head teachers responded to the questionnaires, and ninety six point three (96.3%) of the teachers responded to the items, while eighty four point one, (84.1%) of the pupils returned their instruments. Hence, eighty six point six of (86.6%) of the targeted population responded to the questionnaires.

3.5 Research instruments

A questionnaire formed the major data collection tool. A questionnaire is a tool for collecting data due to its assurance of anonymity of the respondents. It thus encourages honesty and free expression of feelings. The questionnaires
are divided among the head teachers, teachers and pupils. Head teachers questionnaire contain questions which are respondent through filling blank spaces with all explanation it contains the demographic data of the head teachers and probe on issues concerning extent on institutional and pupil’s home factors influencing KCPE academic performance in public primary schools, school management by teachers, teaching and learning physical facilities, parental levels of education, the role models in the family and the socio-economic background of the pupils family, seminars/workshops and refresher courses for the teachers. Teachers questionnaires, contains the demographic information of teachers, clarity and awareness of institutional and pupils’ home factors influencing KCPE academic performance, seminars/workshops/refresher courses aimed at promoting understanding of institutional and pupils’ home factors. Pupils questionnaires contains item of demographic of the pupils’, It also contains questions to information on their parents levels of education, state of their parent and availability of teaching, learning physical facilities and methods of evaluation frequently used.

3.6 Instrument validity

Gomm (2008) states that validity for an instrument is about how it gives accurate measures about what is purports to be measuring. To ensure validity of instrument, a pilot study will be conducted prior to the actual research to improve face validity and content of the instruments. The items found to be
ambiguous are discouraged all together, or rewarded to meet the standards.
Validity is established by correlating the score with a similar instrument.
Further expert advice will be sought from the supervisors and other lecturers.

3.7 Reliability of instruments

Reliability is a measure of the degree of consistency demonstrated by the
results of a test (Kombo and Kerlinger, 1986) sees reliability as the relative
absence of errors of measurement in an instrument. It is thus the consistency
of a research instrument in producing the expected results. To determine the
reliability of the research instruments, the researcher applied the split-half
method during the pilot study; where the questionnaire were separated into
two sets using the odd-numbered questions for one sets and even-numbered
questions for the other set (Nachmias and Nachmias, 1996). Each set of
questionnaire were treated separately and scored recorded accordingly; then
correlated and the correlation co-efficient obtained and adjusted using
Spearman-Brown Prophesy formula;

\[ r_{2_{xx}} = \frac{2 \cdot r_{oe}}{1 + r_{oe}} \]

Where; \( r_{2_{xx}} \) = Reliability of the original test
\( xx \)
Roe = the reliability co-efficient obtained by correlating the scores of odd statements with the scores of even statement. Orodho (2010) suggests a coefficient of greater than 0.75 as adequate. Therefore the value of the reliability coefficient obtained from the two trials was 0.85 and hence considered reliable.

3.8 Data collection procedures

After the appraisal of the research, a researcher research permit was obtained from the National Council of Science and Technology and the researcher then reported to Msambweni District Commissioner (DC) and District Educational officer (DEO) for clearance. The researcher then headed to the sampled schools, informing them of the study and then has the respondents fill in the questionnaires

3.9 Data analysis techniques

This is the process of reducing data to manageable units using statistics as a tool while measuring the relationship between sets of data or making inferences about asset of data. It ensures that the results from the research instruments are edited to reveal preliminary errors. These errors were corrected before any statistical computations were done. The data collected was coded and tabulated using frequencies (fs), percentages (%) tables and figures. Descriptive statistic was used to explain the simple relationships
between the independent variables (school management, physical teaching and learning facilities, education levels of the parents, role models in the family and the pupil’s home socio-economic background and the academic performance of pupils in KCPE examinations in public primary schools. Karl Pearson correlation co-efficient was used to indicate the degree and nature of relationships between the variables. The T-test was used to obtain the statistical relationship for the different ratios of resources available and student’s performance. This was facilitated by utilization of programmer contained to the SPSS (Statistical Package for Social Studies).
CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

In this chapter, presents data analysis, interpretation and discussions. The results of the analysis of the responses from the head teachers, teachers and pupils in Diani Division, Msambweni District are presented. Therefore, the chapter is divided into specific sections in response to aspect of institutional and pupils’ home factors under investigation such as the questionnaire return rate, the head teachers, teachers and pupils response by gender, the respondents age, professional qualifications of teachers, teaching experiences of teachers, awareness of institutional and pupils’ home factors influencing academic performance, school management, availability of teaching and learning physical facilities and materials for effective teaching and learning, education levels of the parents, occupation of the parents, workshop/seminars/refresher courses, challenges faced by teachers, number of pupils per class, the state of the parents, and evaluation methods. Table or figures are used to present the attendant statistics where necessary.

4.2 Questionnaire return rate

Table 4.1 shows the return rate of the questionnaires by the three groups of respondents, that is the head teachers, teachers and the pupils.
Table 4.1 questionnaire return rate

<table>
<thead>
<tr>
<th>Category</th>
<th>Target population</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>27</td>
<td>27</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers</td>
<td>81</td>
<td>78</td>
<td>96.3%</td>
</tr>
<tr>
<td>Pupils</td>
<td>459</td>
<td>386</td>
<td>84.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>569</strong></td>
<td><strong>491</strong></td>
<td><strong>86.6%</strong></td>
</tr>
</tbody>
</table>

The finding in table 4.1 shows 100 percent of the head teachers responded to the questionnaires, while 96.3 percent of the teachers responded to the questionnaires and 84.1 percent of pupils responded.

4.3 Demographic profile of the respondents

The study examined the demographic profile of the respondents.

4.3.1 The response rate by gender

The aims were to establish whether there is any relationship between gender and academic performance. The data show the response rate of the head teachers, teachers and pupils by gender in Table 4.2, 4.3 and 4.4, respectively.

Table 4.2 Head teacher response rate by gender

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>18</td>
<td>67</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The findings in Table 4.2 shows eighteen head teachers representing 67 percent responded to the questionnaires and nine female head teachers representing 33 percent responded to questionnaires. The research sought to establish gender presentation of the respondents. This show that gender parity was put in consideration in appointment of personnel in different target groups.

**Table 4.3 Teachers response rate by gender**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>47</td>
<td>60.3</td>
</tr>
<tr>
<td>Female</td>
<td>31</td>
<td>39.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The response shows forty seven male teachers responded to the questionnaire representing 60.3 percent of the total targeted group of teachers, while 39.7 Percent represent the female teachers who responded to the instrument of the research.

**Table 4.4 Pupils response rate by gender**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>213</td>
<td>55.2</td>
</tr>
<tr>
<td>Girls</td>
<td>173</td>
<td>44.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>386</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The response according to the findings two hundred and thirteen boys responded to the questionnaires that representing 55.2 percent of the
Targeted population of the pupils, while the girls were one hundred and seventy three representing 44.8 percent of the sampled population responded to the questionnaires.

### 4.4 Respondent age

This section the researcher sought to establish whether the age of the respondents influence the KCPE academic performance. The researcher also sought to determine how active the members are related to age and duty performance. The data below shows the response rate of the head teachers, teachers and the pupils by age in Table 4.5, 4.6 and 4.7 respectively.

**Table 4.5 Head teachers’ age**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-45 years</td>
<td>13</td>
<td>48.2</td>
</tr>
<tr>
<td>46-55 years</td>
<td>11</td>
<td>40.7</td>
</tr>
<tr>
<td>56 and above</td>
<td>3</td>
<td>11.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Forty eight point two percent of the head teacher’s sampled population is aged between (25-45 years). This shows they are energetic they can work extra hours while 40.7 percent of the head teachers sampled lies between (46-55 years) and the remaining 11.1 percent are above 56 years and more.
Table 4.6 Teachers’ age

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-35 years</td>
<td>16</td>
<td>20.5</td>
</tr>
<tr>
<td>36-45 years</td>
<td>31</td>
<td>39.8</td>
</tr>
<tr>
<td>46-55 years</td>
<td>21</td>
<td>26.9</td>
</tr>
<tr>
<td>56 and above</td>
<td>10</td>
<td>12.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The findings in Table 4.6 there were 20.5 percent of the teachers who are young aged between (20-35 years), 39.8 percent of teachers aged between (36-45 years), 26.9 percent of teachers aged between (46-55 years), and the rest 12.7 percent aged between and above 56 years.

Table 4.7 Pupils’ age

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-13 years</td>
<td>102</td>
<td>26.4</td>
</tr>
<tr>
<td>14-16 years</td>
<td>106</td>
<td>42.0</td>
</tr>
<tr>
<td>17-19 years</td>
<td>92</td>
<td>23.8</td>
</tr>
<tr>
<td>Over 20 years</td>
<td>30</td>
<td>7.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>386</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Many of the pupils sampled were aged between (14-16 years) which represent forty two percent of the total targeted pupils population, a small number were aged between (20 years and above). The aims of the research study were to establish whether age of pupils influences academic Performance.
4.5 Professional and academic qualification of teachers

Since teachers' academic qualification and professional qualification have an impact on academic performance of learners. This research also sought to find out the teachers’ professional and academic and the results are tabulated in Table 4.8 and 4.9.

4.5.1 The head teachers’ professional and academic qualification

The questionnaires also required specifying the professional and academic qualifications of the head teachers and the findings are tabulated in Table 4.8.

Table 4.8 Professional qualifications of Head teachers

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTE Certificate</td>
<td>8</td>
<td>29.6</td>
</tr>
<tr>
<td>Diploma</td>
<td>9</td>
<td>33.3</td>
</tr>
<tr>
<td>Degree</td>
<td>10</td>
<td>37.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The professional qualification of head teachers cuts across all the grades with 37.1 percent having a degree qualification, the biggest number of head teachers are having Diplomas, representing 33.3 percent of the targeted population, while 29.6 percent of the head teachers are still having the lowest grade of PTE certificate.

4.5.2 The teachers’ professional and academic qualification

The questionnaires required the teachers to specify their academic and
Professional qualifications and the findings were tabulated in Table 4.9.

### Table 4.9 Teachers’ professional qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTE Certificate</td>
<td>36</td>
<td>46.2</td>
</tr>
<tr>
<td>Diploma</td>
<td>30</td>
<td>38.5</td>
</tr>
<tr>
<td>Degree</td>
<td>12</td>
<td>15.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>78</td>
<td>100.0</td>
</tr>
</tbody>
</table>

This tabulations shows that most of the teachers in the sampled schools 46.2 percent have the lowest professional qualification (PTE) Certificates while university degree are merely 15.3 percent, and the rest 38.5 percent are diplomas. The research revealed that the majority of the teachers in the Division still hold the lowest professional qualifications, refresher courses are rare and subjects panels are nonfunctional anyway.

### 4.6 Teachers’ teaching experience in years

The research is aimed to establish whether the teaching experience of the Teacher has influence on academic performance.

#### 4.6.1 The Head teachers’ experience in years

Subsequently, the questionnaires required the Head teachers to state the teaching experience.

The study sought to establish whether teaching experience and the findings are tabulated in Table 4.10.
Table 4.10 Head teachers’ teaching experience in years

<table>
<thead>
<tr>
<th>Range</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>4</td>
<td>14.8</td>
</tr>
<tr>
<td>6-10 years</td>
<td>6</td>
<td>22.2</td>
</tr>
<tr>
<td>11-15 years</td>
<td>10</td>
<td>37.1</td>
</tr>
<tr>
<td>Above 16 years</td>
<td>7</td>
<td>25.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>27</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study shows the teaching experience of head teachers cuts across all the duration with 37.1 percent have been teachers for than fifteen years, while 14.8 percent have less than five years of teaching experience. Therefore, at least 63 percent of the head teachers having teaching experience of more than 10 years and above.

4.6.2 Teachers’ experience in years

The teachers were also asked to state their teaching experience. The study sought to establish whether the teachers teaching experience has any influence in KCPE academic performance. The data showing the teachers teaching experience in years is shown in Table 4.11.
The findings show that teachers are more experience by having 37.2 percent of the teachers worked for twelve years and above. Few teachers worked for five years and below which represent 15.4 percent while 19.2 percent have worked for more than fifteen years and above.

4.7 Clarity and awareness of the institutional and pupils’ home factors influencing KCPE academic performance

The study sought to determine whether the targeted respondents (Head teacher and teachers) are aware of the institutional and pupils’ home factors which influence performance.

4.7.1 The Head teachers’ clarity and awareness on institutional factors influencing KCPE academic performance

The questionnaires required the head teachers to states whether they are aware of the institutional and pupils’ home factors influencing KCPE academic performance and their responses were tabulated in Table 4.12.
Table 4.12 Head teachers’ response clarity and awareness on institutional and pupils’ home factors influencing KCPE academic performance

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>24</td>
<td>88.9</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>11.1</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of the respondents who happened to be the Head teachers are very much aware of the institutional and pupils home factors 88.9 percent, while 11.1 percent of the teachers were not affected, they may belong to most well equipped, and properly managed town schools.

4.7.2 Teachers’ clarity and awareness of institutional and the pupils’ home factors influences performance

The questionnaires require the teacher to clearly state whether they are aware of the institutional and pupils’ home factors influencing KCPE academic Performance and their responses were tabulated in the Table 4.13.

Table 4.13 Teachers’ response on clarity and awareness of the factors

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>65</td>
<td>83.3</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>17.7</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The findings of the response indicated that majority 83.3 percent of the teachers are aware of the factors, while 17.7 percent of the teachers were in between agreeing and disagreeing of the factors.

4.7.3 Pupils’ clarity and awareness of institutional and pupils’ home factors influencing KCPE academic performance

The questionnaires required the pupils to clearly state whether they are aware of institutional and pupils’ home factors influencing KCPE academic performance and their responses were shown in Table 4.14.

Table 4.14 Pupils’ response on clarity and awareness on institutional and pupils’ home factors influencing KCPE academic performance

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>300</td>
<td>77.7</td>
</tr>
<tr>
<td>No</td>
<td>86</td>
<td>22.3</td>
</tr>
<tr>
<td>Total</td>
<td>386</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Seven point seven percent of the pupils in the sampled schools said they are aware of institutional and pupils’ home factors influencing performance. They agreed that their performance is directly linked with the factors. Only 22.3 percent said they are not very much affected by factors, some said they came from very poor families and illiterate parents but they are doing good in their studies although it need pupil self-commitment to perform.

4.8 Influence of school management and academic performance

This section is intended to investigate whether the school management
operations influence KCPE academic performance.

4.8.1 Head teachers’ response on influence of school management

The head teachers were asked to state whether the school management influence the academic performance and their response were show in Table 4.15.

### Table 4.15 Head teachers’ response on influence of school management

<table>
<thead>
<tr>
<th>Response</th>
<th>frequency</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings revealed that the 100 percent of the head teachers agreed that properly managed schools, the management create an impact on academic performance of the institution hence influence the academic performance of schools.

4.8.2 Teachers’ response on influence of school management and performance

The teachers were required to indicate whether the school management influence academic performance of a school and their response were tabulated in Table 4.16.
Table 4.16 Teachers’ response to the influence of school management

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>76</td>
<td>97.4</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>2.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The majority of teachers 97.2 percent in the sampled schools said management school influence academic performance of the institutions. Study by Eldridge (1974) revealed very clearly that well managed schools do make a difference to pupil’s behaviors and attainment and that variation in outcomes were systematically and strongly associated with the characteristics of a school as a social institution. Only 2.6 percent of teachers said they do not see it as a problem.

4.8.3 Pupils’ response on influence of school management and performance

The questionnaire required the pupils to state the influence of school management and their academic performance and their response were shown in Table 4.17.

Table 4.17 Pupils’ response on influence on school management

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>326</td>
<td>84.5</td>
</tr>
<tr>
<td>No</td>
<td>60</td>
<td>15.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>386</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Eighty four point five percent of the pupils in the sampled schools said the
school management influences their academic performance. They said in properly managed schools the pupils feel personal worth, dignity and important. They also feel happy to be associated with good things. Only 15.5 percent of pupils said it does not influence their academic performance, these could either be pupils coming from well to do family because they were provided with everything they need, or could be the group that make pre-conceptions attitudes towards education.

4.9 Availability of physical facilities and learning materials

The study sought to determine whether there is availability of teaching and learning physical facilities and materials for proper teaching and learning.

4.9.1 Head teachers on availability of physical facilities/materials

The head teachers were required to state whether teaching and learning physical facilities and materials are available for effective teaching and learning in their schools and their response were shown in Table 4.18.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>7.4</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>92.6</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Ninety two point six percent of the head teachers in the sampled schools said the materials are not enough for effective teaching and learning. Studies have
shown that availability of adequate teaching and learning materials has
significant relationship with the academic achievement of students in schools.
Eshiwani (1993) and (Fulle, 1985) argued that adequate materials such as
textbooks, pens/pencils, desks and classrooms and other school activities are
amongst the quality elements that have been found to be consisted related to
academic achievements. Only 7.4 percent said they don’t see it as a problem.

4.9.2 Teachers on availability of teaching and learning materials

The teachers were asked to state whether the teaching and learning materials
are adequate for proper teaching, and their responses are tabulated in Table
4.19.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>3.8</td>
</tr>
<tr>
<td>No</td>
<td>75</td>
<td>96.2</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The majority of the sampled schools 96.2 percent said the teaching and
learning materials are not enough to make the teacher teaching effectively,
they said, the situation is made worse due to influx of children to schools.

The frequent changes of syllabi and hence change of course books yet most of
the schools are receiving FPE grants with the outdated enrolment. Only 3.8
percent of teachers especially those with assistance of external donors do not
see it as a problem because they keep abreast with the changes.

4.9.3 Pupils on availability of teaching and learning materials

The questionnaires required the state whether physical teaching and learning materials are adequate for effective teaching and learning and their response are shown in Table 4.20.

Table 4.20 Pupils on availability of teaching and learning materials

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>40</td>
<td>10.4</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>78</td>
<td>20.2</td>
</tr>
<tr>
<td>Inadequate</td>
<td>268</td>
<td>69.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>386</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The response postulates that many of the sampled schools were found inadequate in terms of materials for effective teaching and learning. 89.6 percent indicated that they have inadequate materials for effective learning, hence most of the time teachers struggle to bring the idea of an item during teaching such as Globes, wall maps, dictionaries and computers.

This is because the materials and facilities are not available as (Gakuru, 1992) said facilities are identified to boost the performance in all the subjects taught and their availability bring the entire learning process complete and functional. Only 10.4 percent of the pupils indicated that they had come across some of the teaching and learning resources.
4.10 Education levels of parents

Parents’ education levels influence academic performance. It helps in school assignments, attendance, retention and completion (Marchesi and Martin, 2002).

4.10.1 Fathers’ education levels

The pupils were asked to indicate the education levels of their fathers and their responses were summarized in Table 4.21.

<table>
<thead>
<tr>
<th>Education levels</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illiterate</td>
<td>40</td>
<td>10.4</td>
</tr>
<tr>
<td>Primary</td>
<td>102</td>
<td>26.4</td>
</tr>
<tr>
<td>Secondary</td>
<td>126</td>
<td>32.6</td>
</tr>
<tr>
<td>Tertiary</td>
<td>86</td>
<td>22.3</td>
</tr>
<tr>
<td>University</td>
<td>32</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>386</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The study findings in Table 4.21 indicates that about a third of the respondents fathers, an equivalent of 32.6 percent, have attained secondary education while 26.4 percent have primary education and only 8.3 percent have university education. Some of 22.3 percent have tertiary education.

4.10.2 Mothers’ level of education

Mothers’ education levels are very important because of their involvement in
dedication of resources to their children in terms of behavior (activities at home and school), cognitive-intellectual (intellectually stimulating, enriching environment), and personal (knowing about child progress, keeping abreast of what child is doing) (Grolnick and Apostleris, 1997). Rammala (2009) state that education failure is legitimized by inherent inferiority where there is high illiteracy rate, poor hygiene and lack of middle class child rearing practices especially among parents, all of which are viewed as a manifestation of poverty.

The study shows that the parental education directly affects academic performance while the mother’s educational level does so indirectly (Rammala, 2009). Kaygensen (2006) he notes that the academic achievement is a factor of many variables, but some individual excel regardless of their surroundings. The pupils were also asked the highest education level of their mothers and the findings were shown in Table 4.22.

<table>
<thead>
<tr>
<th>Education level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illiterate</td>
<td>62</td>
<td>16.1</td>
</tr>
<tr>
<td>Primary</td>
<td>113</td>
<td>29.3</td>
</tr>
<tr>
<td>Secondary</td>
<td>130</td>
<td>33.7</td>
</tr>
<tr>
<td>Tertiary</td>
<td>60</td>
<td>15.5</td>
</tr>
<tr>
<td>University</td>
<td>21</td>
<td>5.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>386</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The study shows that slightly over one third of the pupil’s mothers 33.7 percent are secondary leavers while some 29.3 percent have primary education. Only 16.1 percent are illiterate and another 5.4 percent have university education and 15.5 percent have tertiary education.

**4.11 Occupation of the parents**

The pupils were also required to indicate the occupation of their parents

**4.11.1 Occupation of the father**

The pupils were asked to specify their fathers’ occupation and their responses were summarized in Table 4.23.

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil servant</td>
<td>50</td>
<td>13.0</td>
</tr>
<tr>
<td>Privately employed</td>
<td>80</td>
<td>20.7</td>
</tr>
<tr>
<td>Self-employed</td>
<td>116</td>
<td>30.1</td>
</tr>
<tr>
<td>Unemployed</td>
<td>140</td>
<td>36.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>386</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The study revealed that one third of the respondents, 30.1 percent their fathers, are self-employed relying on the their day to day small business such as fruits vending, boda-boda, while 36.2 percent are unemployed and 20.7 percent are privately employed and a mere 30.0 percent are civil servants.
4.11.2 Occupation of the mothers

The questionnaires also required the respondents to state and specify their mothers’ occupation and the findings were tabulated in the Table 4.24.

**Table 4.24 Mothers’ occupational profile**

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil servant</td>
<td>36</td>
<td>9.3</td>
</tr>
<tr>
<td>Private employed</td>
<td>134</td>
<td>34.7</td>
</tr>
<tr>
<td>Self-employed</td>
<td>136</td>
<td>35.2</td>
</tr>
<tr>
<td>Unemployed</td>
<td>80</td>
<td>20.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>386</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The findings shows 35.2 percent of the respondent’s mothers are self-employed running the subsistence business, while 34.7 percent of the respondents indicate that their mothers are privately employed. Only 9.3 percent of the respondents mothers are civil servants such as teachers and 20.8 percent of the mothers are unemployed lot.

4.12 Workshops/Seminars/Refresher courses

Seminars, workshops and refresher courses, update the staff’s basic knowledge, skills and attitudes which will enhance their efficiency and effectiveness.

4.12.1 Head teachers’ response on seminars/workshops/refresher courses

The questionnaires asked the head teachers to specify how many times they
have attended such gatherings. Their responses are shown in Table 4.25.

### Table 4.25 Head teachers’ response on seminars/workshops

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not attended</td>
<td>3</td>
<td>11.1</td>
</tr>
<tr>
<td>Between 1 and 2</td>
<td>9</td>
<td>33.3</td>
</tr>
<tr>
<td>Over 2 times</td>
<td>15</td>
<td>55.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The attendance of refresher courses, seminars and workshops is neither frequent nor streamlined moreover; the Tutors’ Advisory Centers lack enough Personnel, and also they lack permanent offices where the activities could be conducted; this too contributes to low academic performance in the Division.

#### 4.12.2 Teachers’ response on seminars/workshops/refresher courses

The questionnaires requested the teachers to specify how frequent have they attended the refresher courses, and their responses were tabulated in the Table 4.26.

### Table 4.26 Teachers’ response on seminars/workshops

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely</td>
<td>52</td>
<td>66.7</td>
</tr>
<tr>
<td>Not at all</td>
<td>26</td>
<td>24.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The study shows that the seminars / workshops are rarely conducted with 66.7
percent of teachers rarely attended them, while 24.3 percent have never attended at all. As the study shows the seminars update the teachers’ knowledge, skills and attitudes if such training is not provided, the teachers’ skills become eroded and teachers’ become less productive. This results in low pupil’s academic performance.

4.13 Challenges facing teachers and influence on KCPE performance

The teachers were asked to state if they experience challenges in their day to day handling of the learners and their responses were indicated in Table 4.27.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>72</td>
<td>92.3</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>7.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The majority of the teachers 92.3 percent said that they faced many challenges, such as uncooperative stakeholders mainly parents and guardians who never turn up even when called due to their children’s indiscipline or even to follow up their children’s academic progress, Chronic absenteeism leading to low teachers-pupils contact, heavy workload among teachers as a result of insufficient teachers’, negative attitudes towards education among learners and their parents’, lack of good role models hence some pupils openly make statements like “nobody in our family has finished class eight and proceeded to secondary school”, and shortage of physical teaching and
learning facilities. Only 7.7 percent, especially those from well established, well managed schools and receiving extra funding from well-wishers said it is not a problem.

4.14 Number of pupils per class and influence of KCPE performance

The class teachers were also required to give the number of pupils in their classes in order to provide the teacher-pupil ratio. The findings are given in Table 4.28.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below-30</td>
<td>54</td>
<td>14.0</td>
</tr>
<tr>
<td>30-40</td>
<td>98</td>
<td>25.4</td>
</tr>
<tr>
<td>40-50</td>
<td>189</td>
<td>50.0</td>
</tr>
<tr>
<td>Over – 50</td>
<td>48</td>
<td>10.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>386</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

About fifty percent of the pupils said there were between 40-50 pupils per class thus making it impossible for frequent teacher-pupil contact given that teachers workload is quite overwhelming at more than thirty periods per week, while ten percent said they are below thirty and ten point six percent said there are more than fifty in class, ratio which is higher than the ministry of education recommendations.
4.15 State of parents

The questionnaire required the pupils to state whether they have both parents or they were orphaned in one way or the other. The findings were tabulated in Table 4.29.

<table>
<thead>
<tr>
<th>State of parent</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both alive</td>
<td>206</td>
<td>53.4</td>
</tr>
<tr>
<td>Mother alive</td>
<td>99</td>
<td>25.7</td>
</tr>
<tr>
<td>Father alive</td>
<td>48</td>
<td>12.4</td>
</tr>
<tr>
<td>None alive</td>
<td>33</td>
<td>8.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>386</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

These response postulates that a substantial number of pupils, 53.4 percent have both parents alive whereas only 38.1 percent have either parents living and mere 8.5 percent have neither parent living.

4.16 The assessment and evaluation methods

The pupils were also required to state whether they are being assessed/evaluated on what they are taught and to state the frequency of use of the assessment/evaluation methods used and their response were tabulated in Table 4.30.
Table 4.30 Pupils’ response on assessment methods and their frequency

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often used</td>
<td>135</td>
<td>34.9</td>
</tr>
<tr>
<td>Rarely used</td>
<td>220</td>
<td>56.9</td>
</tr>
<tr>
<td>Never used</td>
<td>31</td>
<td>8.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>386</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Most of the sampled schools had inadequate of teaching staff and the teachers workload was very high hence the high percentage of teachers 65.1 percent were not keen in assessment on what is being taught. Majority said were struggling to finish the syllabus while waiting for Zonal and District exams at the mid and the end of the term. The remaining 34.9 percent are assessing their pupils’ work but not regularly. While 8.2 percent said they are covering the syllabus and the work of assessing the pupils is entirely left to the office.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents the summary of the study, conclusions, and recommendations and suggestions for further research.

5.2 Summary of the study

This study aimed at investigating how the institutional and pupils’ home factors influence KCPE academic performance in Diani Division, Kwale County. The study has viewed the factors from the point of view of school management by the teachers, teaching and learning, physical facilities and materials, parental education levels, role models in the family and the pupils’ family socio-economic background and their contribution to pupils’ performance in examination.

The school management as a part of the school culture plays a very important role in academic achievement since management has been called the heart and soul of any organization (Shein, 1995). In other words it is the quality of a school that help individual feel personal worth, dignity and important. Many research studies have been concerned with measuring the school effects on pupils’ levels of academic achievement. One study done by (Eldridge, 1974)
indicated clearly that well managed schools do make a difference to pupils behaviors and attainment and that variation in outcomes were systematic and strongly associated with characteristics of school as a social institution. Availability, adequacy and sufficiency of teaching and learning physical facilities, materials and equipment’s are also pertinent for high achievement. Facilities such as text books, pens, maps, good and enough classrooms are amongst the quality elements that have been found to be consistently related to academic achievements. The study found that the pupil-textbook ratio was quite high at 3:1 and 4:1 in most of the sampled schools. The study also found that schools acreages determines the availability of physical facilities like enough classrooms, toilets hence the same are inadequate. Although most of the schools buildings are permanent (64.9%) with only (35.1%) being semi-permanent, they require some magnitude of repair to give them a facelift as they are dilapidated.

The study also found that a substantial number of parents never monitor their children’s academic progress mostly due to illiteracy, ignorance, lack of interest and cooperation even when called for the parents’ meeting. The learner’s perception of the family support directly affects academic performance. Rammala (2009) notes that learners whose parents are not adequately literate are disadvantaged because parents are required to assist their children with school work, assignment at home. Educated parents
influence academic performance of their children in assignment, attendance, retention and completion (Marchesi, 2002).

From the data obtained in teachers’ registers it was found that many of the pupils were not regularly attending school. This has been the result of preconceptions attitudes toward education and sometimes makes unwarranted comments that nobody in their family proceeded to secondary school after completing primary levels. This is an indication that the pupils lack role models to emulate or copy from the family, education in their hierarchy is distantly placed.

The status of the family and parents’ affects academic performance. Some of the sampled pupils could hardly have their daily requirements due to abject poverty as their parents were either jobless or they depended on unreliable casual labor. On other hands there is no viable economic activity in some areas. In addition, paying for the school levies such as examinations is a great task let a long paying for remedial teaching.

The head teachers and teachers reveals that some parents involve their children in making and selling of illicit brew (mnazi), Eventually, the pupils partake of the staff as well leading to indiscipline. Unstable homes due to family breakages, domestic violence, polygamy, extra-marital relationships, adultery and drunkenness are common thus pupils are neglected and or suffer psychological disorders.
Most pupils are overburdened with household chores at home especially due to some of them coming from children-led households. There is chronic absenteeism due to poverty thus pupils miss school to take part in economic activities such as boda-boda for subsistence. Indiscipline poses challenges regarding morality, some pupils smoke bang, abuse hard drugs while others do not only drink alcohol but also engage in sexual relationships leading to early marriages, unwanted pregnancies and infections of STIs / STDs. Some pupils have low concentration span due to hunger as the feeding programme has not been initiated. Learners, likewise lack enthusiasm, commitment and self-drive due to some lacking role models and self-drive. Guidance and counseling sessions are a rare phenomenon and this justify the poor performance, possibly due to application of improper study techniques. Probably, the heavy workload among teachers compels them to concentrate more on syllabus coverage and insufficient funds limits their attempt to invite any specialist.

Most teachers are overloaded with 87.46% of the teachers having a minimum of thirty periods per week. The heavy workload justifies the dismal performance as the syllabus is not covered on time and neither do the teachers have ample time to prepare nor be with the learners. Thus the teachers are not only less effective but also inefficient in their work. Quite a number of teachers (72.4%) hardly attend refresher courses and a staggering 28.6% never had such an opportunity, yet the same would
enable them sharpen their professionalism. Over 70% of the head teachers said that seminars and workshops are not a frequent phenomenon and neither are they streamlined. Most head teachers indicated that there is a collection of books at their disposal which they call their library though inadequate. Additionally, pupils’ stated that they rarely accessed the resources, even where it was available. Subject panels are there in the notice board though not functioning, none of the teachers from the sampled schools goes for marking of national examination like KCPE. Quality Assurance and Standards Officers hardly visit some of the schools and when they do so, they do it on a fault-finding mission.

The study used goal setting theory, because it is linked to good performance. It sets specific challenging task along with appropriate feedback that contributes to higher and better task performance. The theory was found suitable for the study because all the education stakeholders such as the government, ministry of education, teachers, parents and pupils have duties to perform for the better academic performance in schools. The study adopted descriptive survey research in collection of the quantified data from the population for identification or description of points that verify casual relationships. The design was suitable for the study because it exposes peoples’ perceptions, beliefs and attitudes which are critically vital in achieving the intents of the research objectives on institutional and pupils’ home factors influencing KCPE academic performance.
The study used a questionnaire as a tool for collecting data due to its assurance of anonymity of the respondents. It thus encourages honesty and free expression of feelings. To determine the reliability of the instrument, the researcher applied the split-half method during the pilot study, where the tool was separated into two sets using the odd-numbered questions for one set and even numbered questions for the other set. The sets were treated separately and the scored recorded accordingly. The value of the reliability coefficient obtained from the two trials was 0.85 and hence considered reliable.

5.3 Conclusion of the study

The study concludes that all the five variables, school management, teaching and learning physical facilities, parental levels of education, role models socio-economic status of pupils’ families influence academic achievement. There are should be proper management of the institutions by qualified, competent and able managers. Otieno (2001) revealed that responsibilities improperly delegated to an individual with no proper guidance and training put effectiveness of the officer in question, hence ineffective supervision leads to misuse of power making the individual confused, stressed and demoralized.

Teaching and learning physical facilities and materials should be adequately provided, these problem of inadequacy of teaching and learning facilities affects the teachers’ proper delivery of instructional contents and teaching.
effectiveness of the teachers. Therefore, resource availability is identified to boost the performance in all subjects. The benefits accruing from resources availability greatly abound, well used along with other resources makes the entire learning process complete, functional and adaptable.

Parents have not been actively involved in the affairs of their children’s education and neither is they good role models. The parents should be educated and advised on how to use their income to enhance their children’s education. Learners too plays a lesser an active role in their own education hence the low academic achievement as revealed by this study. Therefore, there is need for all the stakeholders to take their active roles so as to improve the state of education in Diani Division.

5.4 Recommendations

The recommendations are usually made to improve the state of affairs in any institution and this research would not be complete without proposing some of them. They include the following:

School management as the heart and soul of school or any organization should be under qualified and educated managers. The entire committee should be from a group of people who are ready to work with minimum supervision, people of high integrity, development conscious, results oriented, focused people who are ready to face problems and to be part of the solution.

Education stakeholders, head teachers, teachers and parents should provide adequate teaching, learning facilities and materials and they should be well
maintained. Good classrooms should be constructed with lockable doors and windows so that the teaching and learning aids in classes are well secured. Adequate desks for the pupils to help them write well in class. Teaching and learning materials such as textbooks should be provided in a good ratio. Hiring of more teaching staff to alleviate the shortage in all sampled schools so as to ease the teacher workload. In addition there should be continuous professional development for teachers targeting the subject knowledge and the pedagogical skills.

Parents should be educated on importance of education for their children and for themselves. They also need to be sensitized on importance of helping their children with their school work. Promote teachers parents relationship by having regularly scheduled meetings to help them play better roles in education of their children, they should also come together through “get together spirit” to supplement the learning materials supplied by the government and they need to be encouraged to be good role models for their children so that they can be emulated and copied by them.

The government through other development bodies such as donors should come up with income development plans in the areas, to educate and assist the people on how to start income generating projects by giving them small business loans to start small income projects in order to alleviate the abject poverty from the areas.

Quality Assurance and Standard Officers should make more friendly visits to schools in order to understand the challenges facing teachers and assist or
advise them where possible. There should be more frequently and streamlined seminars, workshops and refresher courses to help the teachers keep abreast of their field.

Guidance and counseling panel should have regularly and streamlined schedules of guidance and counseling sessions to direct the learners so as to achieve desired outcomes, frequent group discussions, peer tutoring and buddy reading should be encouraged among learners as they tend to learn more easily from their peers in aspects like cooperative learning, inquiring based approaches, problem solving and improving communication skills. By so doing Diani Division shall compete favorably with other areas in education opportunities.

5.5 Suggestions for further research
According to the research findings it is proposed that all education stakeholders must cooperate for attainment of greater academic performance. In addition, the investigative research should be made regarding influence of teachers in ensuring academic excellence in their respective institutions. By doing so, this will assist in determining the causes of poor academic performance. It is possible to establish the utilization and management of physical facilities and instructional materials in schools as to provide useful information to school management on proper facilities management for the desirable results.
More research should be conducted to establish why learning facilities and instruction materials are still inadequate yet the government has been providing funds for the same for almost a decade now. Further research should be conducted on allocation and utilization of FPE funds to improve effectiveness and efficiency. Policies on matters regarding starting of feeding programs in schools should be revised to accommodate some remote schools.
REFERENCES

Nairobi: Kenya Literature Bureau.


Muola, J. M. (2010). *A study of the relationship between academic achievement motivation and home environment among*


Jessey-Bass, San Francisco: C.A.

Nairobi: Oxford University Press.


SMASE In-service Project. (2000). “Resources and Facilities for


The Head teacher,

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH QUESTIONNAIRE ON INSTITUTIONAL AND PUPIL’S HOME FACTORS INFLUENCING KCPE PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN DIANI DIVISION, KWALE COUNTY.

I am post graduate student in the University of Nairobi, pursuing Masters of Education Course. I am undertaking a research study on the “institutional and pupil’s home environment influencing KCPE performance in public primary schools in Diani Division, Kwale County.” Your school has been one of the selected to participate in this research study.

Kindly allow me to gather the necessary information. Your name and that of your school need not to appear anywhere in the questionnaire.

Your co-operation shall be highly appreciated.

Yours faithfully,

Rashid Ramadhani Mwatumwa.
APPENDIX 11: HEADTEACHERS’ QUESTIONNAIRE

This is part of an educational study that is being carried out to examine the extent to which the institutional and the pupils’ home factors influence performance in KCPE in public primary schools in Diani Division Msambweni District, Kwale County. Your school has been selected for this study. You are kindly requested to complete the questionnaire as accurately as possible. The information obtained will be treated as confidential and will be used for the study intended. Your co-operation and assistance will be appreciated. Respond to each question by putting a tick [ √ ] in the boxes provided and the questions that require your opinion fill in the blanks […………………………………….]

Part 1. Background information

A. Demographic Data.

1. What is your gender? Male [ ] Female [ ]

2. What is your marital status? Married [ ] Widowed [ ]

Divorce [ ] Separated [ ]

3. What is your age? Between 25-35 years [ ] 36-45 years [ ]

46-55 years [ ] 56 years and above [ ]

4. What is your level of education? Certificate [ ] Diploma [ ]

B.ED [ ] Masters [ ] Others (specify)…………………………….
5. (i) For how long have you been a Head teacher? (1-7 years) [ ]

(7-14) years [ ] (15-30) years [ ] 31 years and above [ ].

(ii) With the above (i) experience, how do the institutional and the pupils’ home factors influences performance? Comment briefly

……………………………………………………………………

SECTION B.

6. (i) How many pupils do you have in your school now? [ ]

(ii) What was the school enrolment at the end of 2010? [ ]

2011 [ ] 2012 [ ]

7. (i) How effective is the school management in term of school support?

Excellent [ ] Fairly good [ ] Below average [ ]

(ii) How do the school management influences school performance?

Good [ ] Fairly good [ ] Average [ ] Poor [ ]

(iii) Is the school management aware of the institutional and pupils’ home factors? Yes [ ] No [ ]

8. (i) Availability of physical facilities and learning materials

Below is a list of some materials and resources used or needed in teaching and learning of various subjects. Put a [√] or [×] to show whether they are available for use in your school.
<table>
<thead>
<tr>
<th>Resources</th>
<th>Available</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIE Course book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ guides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllabi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometrical sets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atlas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. How do the immediate community support education progress of the school? Very good [ ] Good [ ] Fairly good [ ] Poorly [ ]

10. Are the parents full supporting education of their children? Yes [ ] No [ ]

11. How many times are the parents called for the parents meetings to be educated and sensitized to the importance of helping their children with their school work in a year? Not yet [ ] Once [ ] Twice [ ] More than 2 times [ ]
APPENDIX 111: TEACHERS' QUESTIONNAIRE

The questionnaire is designed to gather information on the “institutional and pupils’ home factors influencing performance in KCPE in public primary school in Diani Division Msambweni District”. I kindly request you to provide information to all items in the questionnaire by putting a [ √ ] on one of the options most appropriate. For the questions that require your opinion fill in the blanks .................................................................

Part 1. Background information

A. Demographic Data

1. What is the name of your school?.................................................

2. What is your gender? Male [ ] Female [ ]

3. What is your highest academic qualification? (i) P1 [ ] (ii) S1 [ ]
   (iii) Diploma [ ] (iv) Degree [ ] (v) Others (specify).....................

4. What subject(s) do you teach?......................................................

5. How many years of teaching experience do you have? (i) 1-3 years [ ]
   (ii) 4-5 years [ ] (iii) 6-9 years [ ] (iv) Over 9 years [ ]

6. Are trained in the subject(s) you teach? Yes [ ] No [ ]
SECTION B

7. (i) With above (5) experience, how do the institutional and pupils’ home factors influence academic performance and the subject (s) you personal handling? Comment briefly……………………………………
………………………………………………………………………………
………………………………………………………………………………

8. School management support for the teachers

Below is a list of different types of school management support that are essential to teachers, put [ √ ] or [ × ] to show inadequacy.

<table>
<thead>
<tr>
<th>Types of Support</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>In service education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials and facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of technical advice from Head teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of technical advice from QUASO-coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moral and related support by school management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. How many pupils are there per class? (i) 0-29 [ ] (ii) 30-49 [ ]
(iii) 50-69 [ ] (iv) 70 and above [ ]

10. Availability of physical facilities and learning materials

Below is a list of some physical facilities needed in teaching various subject(s) in a school put a [✓] or an [×] to show whether or not they are available in your school and their frequency of use.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Available</th>
<th>used frequently</th>
<th>Used only at time</th>
<th>Rarely used</th>
<th>So far not yet used</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIE Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers guides</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllabi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The globe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dictionaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atlas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. With the number of pupils per class as indicated in (9) are the facilities and materials enough for effective teaching and learning?

(i) Yes [ ] (ii) No [ ]

12. Rate the parents participation towards their children’s education

(i) Good [ ] (ii) Fairly good [ ] (iii) Poorly [ ]

13. How do parents respond when called for parents meetings at school

(i) Good [ ] (ii) Fairly good [ ] (iii) Poorly [ ]
APPENDIX IV: PUPILS’ QUESTIONNAIRE

This questionnaire is designed to gather information on the “institutional and pupils’ home factors influencing academic performance in KCPE in public primary schools in Diani Division in Msambweni District”. I kindly request you to provide information to all items in the questionnaire by putting a tick [√] on one of the most appropriate. For questions that require your opinion fill in the blanks [………………………………………………………………………]

Part 1. Background information

A. Demographic Data

1. What is your school’s name? .................................................................

2. What is your gender? Male [ ] Female [ ]

3. Indicate your age (i) Between 11-13 years [ ] (ii) Between 14-16 years [ ] (iii) Between 17-19 years [ ] (iv) Over 20 years [ ]

4. Indicate the type of school you are in (i) Single boys [ ] (ii) Single girls [ ] (iii) Mixes school [ ] (iv) Others (specify)……

5. In which class are you? (i) Std 6 [ ] (ii) Std 7 [ ] (iii) Std 8 [ ]

6. What responsibilities are you given in school? (i) Class prefect [ ] (ii) Club official [ ] (iii) School prefect [ ]
7. Are your parents alive? [ ] Father only alive [ ] Mother only alive [ ] Both parents are dead [ ]

8. What is the occupation of your parents?
   
   (a) Father, civil servant [ ] Private employed [ ] Self employed [ ]
   
   (b) Mother, civil servant [ ] Private employed [ ] Self employed [ ]

9. When did you start attending school? At age 5-7 years [ ] 8-10 years [ ] Over 11 years [ ]

10. Were you influenced by institutional and pupils’ home factors to start schooling? Yes [ ] No [ ]

SECTION B.

11. How is your school managed by the teachers? Very good [ ]

   Good [ ] Fairly good [ ] Poorly [ ]

12. Materials and physical facilities and materials for effective teaching and learning in primary schools.

   Below is a list of some physical facilities and material for effective teaching and learning in school put a tick [ √ ] or an [ × ] to show they are availability in your school and their frequency of use.
<table>
<thead>
<tr>
<th>Materials</th>
<th>Available</th>
<th>Used frequently</th>
<th>Used only at time</th>
<th>Rarely used</th>
<th>So far not yet used</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIE course Text books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ guides</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chalks (various color)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllabi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dictionaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pens/pencils</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. **State whether these facilities are available in your school**

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Available</th>
<th>Not available</th>
<th>Not enough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing ground</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balls</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Are your parents supportive to your education? Yes [ ] No [ ]
15. How many times have you seen your parents coming to school to ask for your progress? Once [ ] Twice [ ] Many times [ ]

16. What do you want to be when you finish schooling? (i) A teacher [ ] (ii) A doctor [ ] (iii) A lawyer [ ] (iv) A hawker [ ]

17. **Rating the evaluation method**

   Rate the following methods of evaluation (assessment) according to how frequently they are used in your school by putting a tick [√]

<table>
<thead>
<tr>
<th>Methods</th>
<th>Often used</th>
<th>Rarely used</th>
<th>Never used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examinations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Practical work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Practical work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
Prof. Dr./Mr./Mrs./Ms./ Institute
Raashid Ramadhan Myattumwa
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi

has been permitted to conduct research in

on the topic: Institutional and Pupil's
Home factors influencing Kenya Certificate
of Primary Education Performance in
Public Primary Schools in Diani Division
Msambweni District, Kenya.

for a period ending: 31st December, 2013.

Applicant's Signature

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
   without 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

(CONDITIONS—see back page)
APPENDIX VI: RESEARCH AUTHORIZATION LETTER

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

Our Ref: NCST/RCD/14/013/591

Date: 7th May 2013

Rashid Ramadhani Mwatumwa
University of Nairobi
P.O Box 30197-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application dated 24th April, 2013 for authority to carry out research on “Institutional and Pupils’ Home factors influencing Kenya Certificate of Primary Education Performance in Public Primary Schools in Diani Division Msambweni District, Kenya.” I am pleased to inform you that you have been authorized to undertake research in Msambweni District for a period ending 31st December, 2013.

You are advised to report to the District commissioner and District Education Officer, Msambweni 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.

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

Copy to:
The District Commissioner,
The District Education Officer,
Msambweni District.