

**FACTORS INFLUENCING PERFORMANCE IN KENYA CERTIFICATE
OF PRIMARY EDUCATION EXAMINATION IN PUBLIC PRIMARY
SCHOOLS IN KAIRURI ZONE, EMBU NORTH DISTRICT, KENYA**

BY

KATHURI MONICA WAMBUGI

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DECLARATION

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

Signature.....

Date.....

Kathuri Monica Wambugi

L50/65721/2011

This research report was submitted for examination with my approval as the university supervisor.

Signature.....

Date.....

PROF. T. Maitho.

Department of Public Health, Pharmacology and Toxicology.

University of Nairobi

DEDICATION

I dedicate this research report to my daughters Eva and Joy.

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ABBREVIATIONS AND ACRONYMS

CPD	Continuing Professional Development
EFA	Education for All
ERS	Economic Recovery Strategy
GER	Gross Enrolment Rate
GPA	General Purpose Account
MDGs	Millennium Development Goals
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
KNEC	Kenya National Education Council
KCPE	Kenya Certificate of Secondary Education
KCSE	Kenya Certificate of Secondary Education
KESSP	Kenya Education Sector Support Programme
SIMBA	School Instructional Management Book Account
ST&I	Science Technology and Innovation
TF	Task Force
UK	United Kingdom
UNESCO	United Nations Educational scientific and Cultural Organization

ABSTRACT

The Kenyan Government is committed to enabling majority of its citizen's access to education through establishment of free primary education programme. However, despite all this effort, the Education sector continues to face myriads of problems, especially declining performance of pupils in Kenya Certificate of Primary Education (KCPE) in public primary schools. Kairuri Zone in Embu North District Embu County is among the many areas witnessing poor performance in KCPE in the past five years. As such, this study is designed to find out the underlying factors leading to poor performance in KCPE in the Zone with special focus on all public primary schools in the Zone. The objectives of the study determine the influence of: parents' participation in school activities, pupils' discipline, teachers' factors, and headteachers' management styles on pupils' academic performance in Kairuri Zone, Embu North District . A descriptive research design was used. The target population comprised of an Education Officer in charge of the zone, parents, the headteachers', teachers and pupils from public primary schools in Kairuri Zone. A census approach was used to select the Education officer; all the 13 public primary schools and random sampling was used to select parents, teachers and pupils for the study. The sample population size comprises of 182 parents, 13 head teachers, 44 teachers and 182 pupils. Questionnaires have been the main instrument for data collection. Data was analyzed using statistical package for Social Sciences software, descriptive statistics and tables. The results of this study are important to the Ministry of Education and other stake holders as they are to form the baseline information for development of strategies for improving academic performance in the area.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education though not the only key to success globally is recognized as an essential component in human development. It plays a significant role in political, economic and social spheres of development. Education is regarded as the most critical resource that a country can offer to its citizens particularly when it is geared towards equipping the youth with knowledge, skills and expertise to enable them to participate actively in the development of the nation. Therefore, education ought to be at the core of development strategies of any nation.

The introduction of Free Primary Education (FPE) in January 2003 in Kenya, following the passing of the Children's Act in 2001, has led to vital educational achievements. Enrolments in public schools increased significantly from 5.9 million in 2002 to 6.9 million in 2003- a 17% increase; representing a Gross Enrolment Rate (GER) of 99% (102% girls and 97% boys). The Government provides funds, through both the School Instructional Management Book Account (SIMBA) and the General Purpose Account (GPA) to procure need based materials and improve on some infrastructure, thereby raising the quality of education. The money spent on education has continued to go up over the years to match the increased school enrolment at all levels. In an effort to realize the Millennium Development Goals (MDGs) and Education for All (EFA) objectives by the year 2015, the Government adopted the Kenya Education Sector Support Program (KESSP, 2005) to ensure equitable access to quality education and development of competent manpower. In addition, to the Free Primary Education (FPE) the Kenya Government has adopted Vision 2030 in which education is enshrined in the social pillar. This is geared towards making the country globally competitive through providing competent workforce. Despite the fore mentioned efforts by the Government to ensure education for all academic performance in many public primary schools is still low.

In Kenya, examinations are generally acceptable as valid measures of achievement (Maiyo, 2009). Secondary school placement, and to some extent admission, depend on performance of

Kenya Certificate of Primary Education (KCPE) examination in standard eight (Michael, Miguel and Rebecca, 2004). Secondary school placement, and to some extent admission, depend on performance of Kenya Certificate of Primary Education (KCPE) examination in standard eight (Michael, Miguel & Rebecca, 2004). Lydiah and Nasongo (2009) asserts that the concept of performance was a major source of concern to all education stake holders including teachers, researchers, parents, government among others. For instance, parents are concerned about their children's performance for they believe that good academic results will increase their competitiveness in securing a better career and hence assurance for a better life.

Research studies have been conducted to identify the factors hindering academic performance of learners in schools (Eshiwani, 1983; Schneider, 2003; Reche *et al*, 2012 ;). Adeyemo (2005) sited those teachers' factors influencing teaching and learning in classrooms. A study carried out by the center for public education (2007) shows that learner achievement is more heavily influenced by teachers rather than by learner's race, class, prior academic record, or the school the learner attends. In addition parental participation, school environment and pupils discipline are known to influence academic performance (Reche *et al*, 2012; Gakure et al, 2013). This research therefore has examined factors influencing Kenya Certificate of Primary Education examination performance in Kairuri Zone, which has remained below average for the last five years. Such information is critical to all education stake holders as it will help in finding ways to improve performance in the area.

1.2 Problem Statement

Academic performance in Kairuri Zone is an issue of concern to all education stake holders in Embu North District following declining academic performance in the Kenya Certificate of Primary Schools for the last five years. In 2009 the mean score in the Zone was 227.30 which declined to 211.65 out of 500 marks in 2013 (District Quality and Standards Officer, 2013). Certainly, these results are below average and thus require argent intervention measures. A number of factors have been suggested to contribute to the dismal academic achievement including lack of parent participation and support to the teachers, indiscipline among the pupils, teacher's social qualities and non-effective use of teaching methods among the teachers ,leadership and management skills among headteachers. However, the factors influencing

academic performance in Kairuri Zone have not been evaluated until now. This study is therefore is determining the factors behind the continued dismal academic performance in the area with a view to providing a long lasting solution to the problem.

1.3 Purpose of the study

The purpose of the study is to determine the factors influencing Kenya Certificate of Primary Schools examination performance (parents' participation, pupils' discipline, teachers' factors and headteachers leadership and management skills) in Kairuri Zone, Embu North District.

1.4 Objectives of the study

The following are the objectives of the research.

- i. To determine the influence of parents participation in school activities on pupils' academic performance in public primary schools in Kairuri Zone, Embu North District.
- ii. To establish the influence of pupils' discipline on academic performance in public primary schools in Kairuri Zone, Embu North District.
- iii. To determine teachers influence on pupils' academic performance in public primary schools in Kairuri Zone, Embu North District.
- iv. To assess the influence of headteachers' management styles on pupils' academic performance in public primary schools in Kairuri Zone, Embu North District.

1.5 Research questions

This study seeks to answer the following research questions.

- i. Does parents participation in school activities influence pupils' academic performance in public primary schools in Kairuri Zone, Embu North District?
- ii. In which ways does pupils' discipline influence academic achievement in public primary schools in public primary schools in Kairuri Zone, Embu North District?
- iii. Do teachers' influence pupils 'on academic performance in public primary schools in public primary schools in Kairuri Zone, Embu North District?
- iv. Does headteachers' management styles influence pupils' academic performance in public primary schools in Kairuri Zone, Embu North District?

1.6 Significance of the study

The research findings will be used by all Education stake holders in Kairuri Zone including teachers, parents, pupils and the government to improve the quality of education in the area. This is to a long way in transforming pupil's academic performance. As such, pupils will be able to acquire enrollment into better post primary education institutions to obtain competent skills so as to have better jobs and hence improve the living standards in the community. This is to enable the government to achieve Vision 2030 and millennium development goals. Moreover, the findings of this study are critical to the Ministry of Education as it may offer guidelines during policy formulation concerning employment and retirement of teachers. It can provide baseline information for considering the minimum age of employment, gender balance, qualifications and teachers experience when allocating duties especially those of leadership.

1.7 Limitation of the study.

This study was limited by time, for the time of the study was quite short. The study was carried during the wet season. The schools of study were far from each other, therefore, accessing them was quite difficult.

1.8 Delimitations of the study

The study was limited to public primary schools only in Kairuri Zone in Embu North District. It was also limited to only classes seven and eight in Kairuri zone in Embu North District and not any other class.

1.9 Basic Assumptions of the study

It is assumed in this study that the weather was favorable which enabled the researcher to reach all the sampled schools to collect data. The funds were available, therefore, this enabled the researcher to carry out the research. The respondents gave truthful and correct answers to the questions asked.

1.10 Definitions of significant terms

Academic performance	How well a student meets the standards set out by local government and the institution itself.
Determine	To make something happen in a particular way.
Discipline	It is the development of self- control, character, orderliness and efficiency.
Influence	The act or power of producing an effect without apparent exertion of force or direct exercise of command.
Parent participation	Any assistance given to teachers and pupils by parents either materially or psychologically.
Performance	Accomplishment of a given task measured against known standards of accuracy and completeness.
Public school	A school supported by public funds and is controlled by the government.

1.12 Organisation of the study

This research study is organized in five chapters: The first chapter covers the background of the study, problem statement, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study, assumptions of the study and definition of significant terms used. The second chapter covers the literature review in depth and sites past studies on the factors influencing pupils' academic performance. It also explores the theoretical and conceptual frame works for the study. The knowledge gaps to be filled by the study are also given. Chapter three contains research methodology which is organised under the following headings: the research design, target population, sample size and sampling procedures, research instruments, piloting instruments, data collection, data analysis, ethical considerations, and operationalization of variables. Chapter four covers data analysis, presentation and interpretation,

while chapter five covers summary of the findings, discussion of findings conclusions and recommendations. References and appendices are given at the end of the report.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This introduction highlights the gaps that appear to be hindering good performance. Parental participation, pupil's indiscipline, teacher factors and head teachers' leadership and management skills. These constrains have partly contributed to the decline in pupil's academic performance in most of pupil primary schools. Therefore this study has evaluated the causes of declining performance and recommended appropriate strategies and ameliorate the problems.

2.2 Overview of academic performance of pupils

Several studies have been carried out worldwide to ascertain causes of poor academic performance among learners in public schools. A study by Coady and Parker (2002) in Mexico has shown that distance to secondary school had consistently large negative effect on the probability of enrolling in secondary school. In rural China a study by Hunnum and Park (2004) indicated that there is no positive correlation between family and community cohesion with student achievement, however the study noticed that the parent-child interaction supported child's aspirations and confidence. However, according to Desarrollo (2007), in Latin America the extent to which parents or other family members are actively engaged in a student's education had a positive influence on student achievement.

In South Africa, According to Ovell (2001), discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. In Malawi, according to Scharff and Brady (2006), girls are expected to help their mothers with labor-intensive house-hold chores before going to school. Due to such responsibilities, girls are less likely than boys to perform well (Scharff, 2007). According to De Jaeghere (2004), in Africa lack of formal secondary schools in close proximity to girls' homes prohibits their participation. The impact in general was much larger for girls than boys. In Nigeria, according to Akinsolu (2010) the availability of qualified teachers determined the performance of students in public primary schools.

Given the fast approaching deadline of 2015 for meeting the internationally agreed goals and commitment on education for all (EFA) at the world forum in Dakar Senegal in April 2000 (Republic of Kenya/ UNESCO 2012). Kenya recognizes that the education and training of all Kenyans is fundamental to the success of the Vision 2030. This broad vision of education and the holistic approach to sector development was fully embraced by Kenya as a critical vehicle for realizing vision 2030, the road map for development. (Odhiambo 2010;Gikondi et.al 2010 Republic of Kenya/UNESCO 2012) Education equips citizens with understanding and knowledge that enables them to make informed choices about their lives and those facing Kenyan society. The education sector will therefore, provide the skills that will be required to steer Kenyans to the economic and social goals of Vision 2030. The first immediate challenge facing the sector in Kenya's transformation to 2030 is how to meet the human resource requirements for a rapidly changing and more diverse economy. The next challenge is to ensure that the education provided meets high quality standards, and that its contents are relevant to the needs of the economy and society (Kenya vision 2030). The Constitution of Kenya 2010, unequivocally promises all Kenyans unprecedented opportunity to capitalize on the progress made thus far in order to exploit the full potential of education for and every child, youth and adult in the nation (Republic of Kenya 2010,2012). In addition, the Basic Education Act 2013 reiterates the fact that basic education which has been made free and compulsory in Kenya should be operationalized through the framework enshrined in the Act (Republic of Kenya, 2012). Both the Constitution 2010 and Basic Education Act 2013 guarantees and provides legal mechanisms of ensuring that every Kenyan citizen gets access to basic education and other economic and social rights that hinge upon the citizens' access to, and performance in education, as much as on the application of knowledge, attitude and skills gained through the experience (Republic of Kenya, 2010, Republic of Kenya/UNESCO, 2012, UNESCO 2012; World Bank, 2012; Republic of Kenya 2013.) A Report by the Task Force(TF) appointed by Education Minister Prof. Sam Ongeru in January 2011 to realign the education sector to Vision 2030 and the new constitution. Among the issues discussed by the Task Force were effective governance and management; retention and transition rates at various levels: teacher education, management and attrition; effective structure; Standards and Quality assurance; Monitoring and Evaluation; access especially to the vulnerable and a sufficiently flexible and responsive regulatory framework to

deal with the current and emerging challenges and ensure total access, equity and quality.(KNEC, 2012)

The Kenyan Government introduced Free Primary Education (FPE) in 2003 in an effort to realize the Economic Recovery Strategy (ERS) and Millennium Development Goals (MDG) goals. As such, the Government has given education a lot of prominence as evident in the 2012/2013 financial year budget in which education was allocated around 2.9 billion US dollars which was second to infrastructure which got 3.35 billion US dollars. Consequently, the FPE programme has resulted in increased access to primary education by reducing the cost burden on households and providing learning and teaching materials to all public primary schools. FPE interventions have increased enrolments in formal primary schools from 5.9 million in 2002 to 7.63 million in 2006 (Education sector report, 2008).

Despite the fact that free primary education has increased participation, it has at the same time created considerable problems. For instance, it has exacerbated the problem of teaching and learning facilities. As a result of the high influx of new pupils, classrooms are congested. Many of the preliminary surveys seem to show that the existing facilities make a mockery of the free education programme. School management committees feel that they are seriously constrained to improve the state of learning facilities due to the government's ban on school levies. At the same time, conditions laid down to request for concessions to institute levies are so cumbersome that they hesitate to embark on the process. These constraints have partly contributed to the decline in pupils' academic performance in most public primary schools. However, there is need for comprehensive studies to evaluate the causes of declining performance and recommend appropriate strategies to ameliorate the problem.

Morumbwa (2006) carried out a study on the factors affecting performance in KCPE in Nyamaiya Division. He confirmed that absenteeism of pupils from school lack of facilities, lack motivation, understaffing, lack of some facilities and lack of role models cause poor performance. The study also found out that the head teachers and standard eight teachers' academic qualifications professional qualifications and administrative experience do not affect school performance in KCPE. A Report by Thika District Education Board Task Force (2009) showed that causes of poor performance which are related to indiscipline were: lack of teachers'

commitment in class; lack of parental care and advice; lack of teacher supervision by head-teachers; lack of regular pupils' supervision by teachers; absenteeism and lack of commitment by pupils; and pupils' behavior in class. Obiero (2010) explored the effect of administrative practices on KCPE performance in Maseno Division in Kisumu. The study revealed that curriculum implementation and assessment, teacher professionalism and work related behavior and management practices predict KCPE performance. However materials and equipment as well as school environment and facilities have no significant influence on performance.

A study by Karue and Njagi, 2012 outlines the factors which may affect performance in day secondary schools in the Embu District as: unfavorable home environments and family backgrounds, which work negatively for students as they pursue their reading, lack of reading materials, chores at home, poor lighting, bad company, lack of proper accommodation, chronic absenteeism emanating from lack of school levies, admission of weak students at form one entry, inadequate instructional materials and physical facilities. Kimu, 2012 asserts that teachers and principals in Embu West lacked an awareness of how parental participation should be initiated and promoted, implying that schools did not understand the benefits of comprehensive parental participation. In Renyenjes Division, Embu County, research findings by Gatumu, Njue and Chandi, 2012 revealed that Miraa business among women impacted negatively on the academic performance of the primary school pupils.

2.3 Parental participation and academic performance

Parental participation is the awareness of and involvement in schoolwork, understanding of the interaction between parenting skills and pupils' success in schooling and a commitment to consistent communication with teachers about pupils' progress (National Middle School Association Research Summary (NMSA), 2006). Research undertaken recently has led to a paradigm shift from exclusive professionalism and opened up discussion on the importance of parental participation (Bridgemohan, 2002) and that parents have the right to play an active role in their children's education (Wolfendale, 1999). According to Symeou (2003) parents, at nearly all levels, are concerned about their children's education and success and want advice and help from schools on ways of helping their children. Brannon (2008) noted that parental participation leads to higher academic achievement and improved perceptions of children's competence. He

added that the increasing evidence of the sustained benefits of parental participation in the higher primary grades and in high school, calls for continued research in this area and the necessity of implementing parental participation programmes at all levels of school education.

Research suggests that parents, pupils and teachers benefit from increased parental participation (Zelman and Waterman, 1998; Lemmer, 2007; MacNeil and Patin, 2000) have identified several purposes of parental participation in schools, including motivating schools to function at a higher level by constantly improving teaching and learning practices, creating higher student achievement and success in school and also in the general development of the child as well as preventing and remedying educational and developmental problems of pupils. Parents benefit from an improved parent-child relationship. A sound parent-child relationship leads to increased contact with the school and to a better understanding of the child's development and the educational processes involved in schools, which could help parents to become better 'teachers' at home, for example, by using more positive forms of reinforcement (Henderson and Mapp, 2002). Furthermore, greater parental participation leads to teachers having better relationships with parents and pupils, fewer behavioural problems, a reduced workload and a more positive attitude towards teaching (Fan and Williams, 2010). Kgaffe (2001) and Tan and Goldberg (2009) state that in this case, teachers get support and appreciation from parents, broaden their perspectives and increase their sensitivity to varied parent circumstances, gain knowledge and understanding of children's homes, families and out-of-school activities. Teachers also receive higher ratings from parents, in other words, teachers who work at improving parental participation are considered better teachers than those who remain cut off from the families of the pupils that they teach.

The Education Act, Cap. 211 part III, 9(2), Legal Notice 190/1978 provides for parents to be represented on the School Management Committee (SMC). Nevertheless, only a few parents are legally involved in school management activities. The effective role of parents in school has not been recognized (Kimu, 2012). According to Desimone (1999) and Van der Warf *et al.*, (2001), parental participation is not only necessary but it is also one of the most cost-effective means of improving quality in education. Van der Warf *et al.*, (2001) found that although parental participation requires a modest budget, it is more useful and cheaper as compared to other interventions, such as teacher development, improvement in education management, books and

learning materials. Thus, parental participation is a particularly suitable means for improving education in a developing country like Kenya. The schools have an obligation to improve the education of all pupils, yet they cannot accomplish this task without parental participation. Clearly, in its education system, Kenya has provided for various roles that parents can play in education. Institutional governance structures such as school committees, parent-teachers-associations and school board-of-governors reflect the interests of all stakeholders and the broader community served by the school. The education system also assigns a role to parents in establishing the infrastructure, particularly in the construction of schools and ensuring that sound educational programmes take place in schools. Bridgemohan (2002) asserts that strong parental participation is essential for educational progress and success. Reche *et al.*, (2012) observed that those students who do not receive assistance at home to do homework end up performing poorly in national examinations. According to Machen *et al.*, (2005) although effective parental participation is crucial in the education of children, it is far from a reality in most primary schools.

2.4 Pupils' discipline and academic performance

Pupils' discipline is a prerequisite to almost everything a school has to offer students. In order for a satisfactory climate to exist within a school, a certain level of discipline must exist. In the school system, discipline is necessary for the effective management, if the goals of the schools are to be accomplished. Wood *et al* (1985) stated that good discipline helps to develop desirable student behaviour. If a school has effective discipline, the academic performance will be good. Directions on the side of the learners as well as educators will be easy and smooth. Gawe *et al* (2001) emphasize co-operative learning as a solution. If a school lacks effective discipline, the achievement academically will be poor. West (1982) suggests that criminal activities result because of dropouts caused by failure to cope with school discipline. Discipline also plays a vital role in the acquisition of responsibility in learners as well as educators. Good discipline creates a good image of the school and prepares learners for the future. Disruptive behaviour amongst learners is eliminated if there is good discipline at school. The implementation of effective discipline at school is a key for the learner in his journey to adulthood. Parents often have no choice but to enroll their children in a school with poor discipline which often leads to poor academic performances.

A correlation between discipline and good academic performance is studies that have been carried out. According to Ovell (2001), discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge (Karanja and Bowen, 2012). Report by Thika District Education Board Task Force (2009) showed that causes of poor performance which are related to indiscipline were: lack of teachers commitment in class; lack of parental care and advice; lack of teacher supervision by head-teachers; lack of regular pupils' supervision by teachers; absenteeism and lack of commitment by pupils; and pupils' behavior in class. According to GoK (2001), absenteeism and lateness to school by pupils are reported as most assuredly related to poor performance in school. Etsey (2005) established that the effect of lateness and absenteeism and irregular school attendance is that material that is taught will be difficult to understand when studied on one's own. Continued missing of classes also results in stagnation and falling behind in content and knowledge learning (Odhiambo, 2009).

A study by Gakure *et al* (2012) documented dishonesty and absenteeism as the main discipline issues affecting academic performance in Gatanga district. Batoya *et al.*, (2012) observed that pupils studying after school performed better in examination.

Drug abuse by students is also a challenge to school discipline for instance, most high school students involved in arson and other forms of indiscipline have been found to be under the influence of drugs like Miraa (khat), glue, bhang (marijuana) and even hard drugs such as heroin and cocaine. The findings of a survey by Kenya's National Agency for Campaign against Drug Abuse (NACADA) confirmed widespread drug abuse in Kenyan schools. It revealed that more than 22.7% of primary school children consume alcohol. A survey was carried out by Lynskey and Hall (2000) on the effect of adolescents' use of cannabis on education attainment. The cross-sectional study revealed a significant association between cannabis use and a range of measures of education performance including lower grade point average (GPA) and poorer school performance. The use of cannabis was also identified as a cause of indiscipline in many schools in Kenya (GoK, 2001). The influence of discipline issues on academic performance in Kairuri zone will be determined in this study.

2.5 Teachers factors and academic performance

Identification of the factors of teachers that contribute most towards improving pupil performance was an issue of concern to many researchers in the recent past (Eshiwani, 1983); Adesoji and Olatunbosun, 2008; Kosgei *et al*, 2013). Ali (2009) observes that there was statistically significant relationship between teacher factors and student academic achievement. Adeyemo (2005) notes teacher characteristics influenced teaching and learning in classrooms. Olaleye (2011) establishes that there was relationship between teachers characteristics and pupils performance. Gravestock and Gregor-Greenleaf (2008) states that the explanations for good or poor student's academic performance have been quite exhaustive yet controversy still exists among scholars as to what contribute singly or jointly to students' poor performance. The teacher factors found to be dominant in most studies are related to; qualification, experience, attitude and personality.

Darling – Hammond (1998) defines well qualified teacher as one who has fully certified and held the equivalent of a major in the field being taught. Although the formal qualification of teachers is an important indicator for their knowledge and competence in teaching, it has only limited utility in analyzing how well prepared teachers are for what they have to teach in schools (Kosgey et al., 2013). Akinsolu (2010) asserts that availability of qualified teachers determined the performance of students in schools. Findings related to teachers' academic degrees (for example; bachelors or masters among others) are inconclusive. Some studies suggest positive effects of advanced degrees (Rice, 2003; Wayne and Youngs, 2003). Some argue that the requirement of a second degree raises the cost in terms of teacher education and the time it involves and may prevent quality candidates from choosing this profession (Murnane, 1996). This characteristic is related to the subject-matter knowledge teachers acquire during their formal studies and pre service teacher Education courses. The evidence gained from different studies is contradictory. Several studies report a positive relationship between teachers' preparation in the subject matter they later teach and student achievement (Goldhaber and Brewer, 2000), while others have less unequivocal results. Monk and King (1994) find both positive and negative effects of teachers' in-field preparation on student achievement. Coonen (1987) emphasizes that teachers involved in in-service training were more effective in classrooms as compared to teachers who had not undergone training.

Wirth and Perkins (2013) indicate that teacher's attitude contributed significantly to student attention in classrooms whereas Adesoji and Olatunbosun (2008) illustrates that student attitude was related to teacher characteristics. This therefore meant that teacher's attitude directly affected students' attitude. On teacher personality, Adu and Olatundun (2007) contend that teachers' characteristics are strong determinants of students' performance in primary schools. Teacher experience has monetary consequences for policy makers and administrators as teacher tenure has long been the basis of teacher compensation rather than student achievement (Muñoz and Chang, 2008). How long teachers' performance continues to improve is a point of contention among researchers. The logic is that the more years of experience a teacher has, the more effective the teacher should be in teaching. Honushek *et al* (2005) contend that experience matters only in the first year of teaching. Studies by Kosgey *et al* 2013 revealed that, teachers having less than 3 years of experience pupils' academic achievement were below average as compared to teachers who had 12 years and above teaching experience. Other teachers' factors that affect academic performance in primary schools include motivation, teacher turnover rate, work load, absenteeism, and gender (Reche *et al.*, 2013).World Bank Report (1986) acknowledges that teacher satisfaction is generally related to achievement. Highly motivated teachers are able to concentrate on their work hence enhancing academic performance of their pupils. According to Schneider (2003) high teacher turn over forces schools to devote attention, time and financial resources attracting replacement of teachers. Absenteeism by teachers reduces the amount of instructional time and this result in the syllabus not being completed. This in return results to lower output of work by the pupils (Ubogu, 2004).

2.6 Role of headteachers' leadership and management skills in academic performance

According to Odhiambo (2009), the problem of poor performance is deeply rooted in management practices which will have to change if the targets in education sector are to be realized. Neagley and Evans (1970) were of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom. Therefore, the school administration plays a vital role in academic performance as it is concerned with pupils, teachers, rules, regulations and policies that govern the school system. Findings by Kathuri (1986) asserted that the first aspect of administration is staff meetings as they facilitate co-ordination of various activities in the school. Wekesa (1993) noted that to improve students' performance head

teachers were required to ensure management of the schools was enhanced. Chitavi (2002) also reported that effective headship by head teachers is prerequisite to good performance of schools. The above studies emphasized on the central role in offering school leadership by the headmaster. He was noted as the one supposed to mobilize and coordinate all the school stakeholders and resources towards the school goal. Millette (1988) stated that the quality of leadership offered by teachers in schools made the difference between the success and failure of a school. That was attribute to the fact that students depended on the teachers as role models and agents of knowledge transfer.

Wandiba (1996) observed that schools in Western Kenya, once the pride of the nation in academic excellence, had dropped drastically in educational standards due to irresponsibility by the teachers. Among the factors attributed to the poor performance included unpreparedness among members of the teachers, rampant absenteeism and drunkenness. Apart from being unable to cover the syllabus in time to enable students do exams while fully prepared, the quality of work covered also ended up being poor. As role models and agents of change the teachers fail and by extension reflect on the leadership of the headteacher. Nsubuga, (2003) highlighted that improved efficiency in teaching was necessary for enhanced students' performance. Management reforms; raising the learner teacher ratio, increasing teachers' time on task, and improving accountability were necessities in students' performance.

Lydia and Nasongo (2009) observed that head teachers' who used teamwork by ensuring parents, teachers and students were involved in the running of the institutions enhanced performance of their schools. A study by Mwamuye, Mulambe and Cherutich (2012) on role of headteachers leadership in academic performance of public primary schools in Mombasa revealed that staff monitoring, school enrolment, activeness of parents and the higher the number of male teachers in a school correlated with performance. Staff motivation, supervision, attendance level had a negative correlation with students performance. According to Mudulia (2012) poor performing public secondary schools in Eldoret Municipality were reported to employ dictatorial leadership styles. A study by Reche *et al.*, 2013 indicated less staff meeting among primary schools in Maara District that contributed to less co-ordination of curriculum implementation and hence poor performance national examination. The head teacher has great role to play in administration. For instance, the responsibility of checking the professional

documents like teachers' schemes of work and lesson plans lies in the hands of the head teacher. This may be done in person or he may delegate to the deputy head teacher or the senior teacher.

2.7 Theoretical Frameworks

In the theoretical frameworks we find Talcott Parsons Structural Functionalism Theory, Comer's theory of parental participation and Theory of Planned Behaviour. The theories try to justify the importance of working together or collective participation in order to perform.

2.7.1 Talcott Parsons Structural Functionalism Theory.

According to this theory, formal organizations consist of many groupings of different individuals, all working together harmoniously towards a common goal. It argues that most organizations are large and complex social units consisting of many interacting sub-units which are sometimes in harmony but more often than not they are in diametric opposition to each other. Functionalism is concerned with the concept of order, formal work in organizations and in particular how order seems to prevail in both systems and society irrespective of the changes in personnel which constantly takes place. The theory seeks to understand the relationship between the parts and the whole system in an organization and in particular identify how stability is for the most part achieved. In this case the performance of a student depends on many factors that work in harmony to give the product. For the student to perform well all the involved parties' have to function well. The school as a social system has within it a series of sub-systems which interact with each other and the environment. Their interactions should be harmonious for effective achievement of good performance.

2.7.2 Comer's theory of parental participation

According to Comer (Monadjem, 2003), each school is an ecological system and pupils' behaviour, attitude and achievement levels mirror the climate of that school and the community in which that school is set in. To transform the learner's attitudes, performance and achievement, therefore, the interactions that take place within the school system, that have an influence on the individual pupils must be changed. The school development programme according to Comer attempts proposes that learning takes place through building supportive bonds among all stakeholders in education (Monadjem, 2003). This model requires the formation of a school planning and management team, a mental health team and a parent programme. The teams work

together to support all the participants' needs. Parents and teachers are empowered to work in full partnership in order to realise the developmental needs of pupils. The essential elements of this approach are a comprehensive school plan, staff development activities, a monitoring and assessment program that focuses on the social and academic goals as well as the activities of the school.

2.7.3 Theory of Planned Behaviour

Ajzen (1991) developed the Theory of Planned Behaviour to refute the Theory of Reasoned Action because the Theory of Reasoned Action is limited to predicting behaviours over which individuals have volitional control i.e., behaviours that do not require special skills, resources, or support and hence can be performed at will. Perceived behavioural control is assumed to reflect the opportunities and resources needed to engage in behaviour. Thus, the path between perceived behavioural control and intention to act reflects individuals' perceived control over the behaviour, whereas the path between perceived behavioural control and behaviour reflects actual control over the behaviour. As with the TRA, the relative importance of the three determinants in predicting intention to act is expected to vary with the type of behaviour and situation, and is based on individual differences.

2.8 Conceptual Frame work

A Conceptual Frame work showing the relationship between independent and dependent variables are shown in Figure 1.

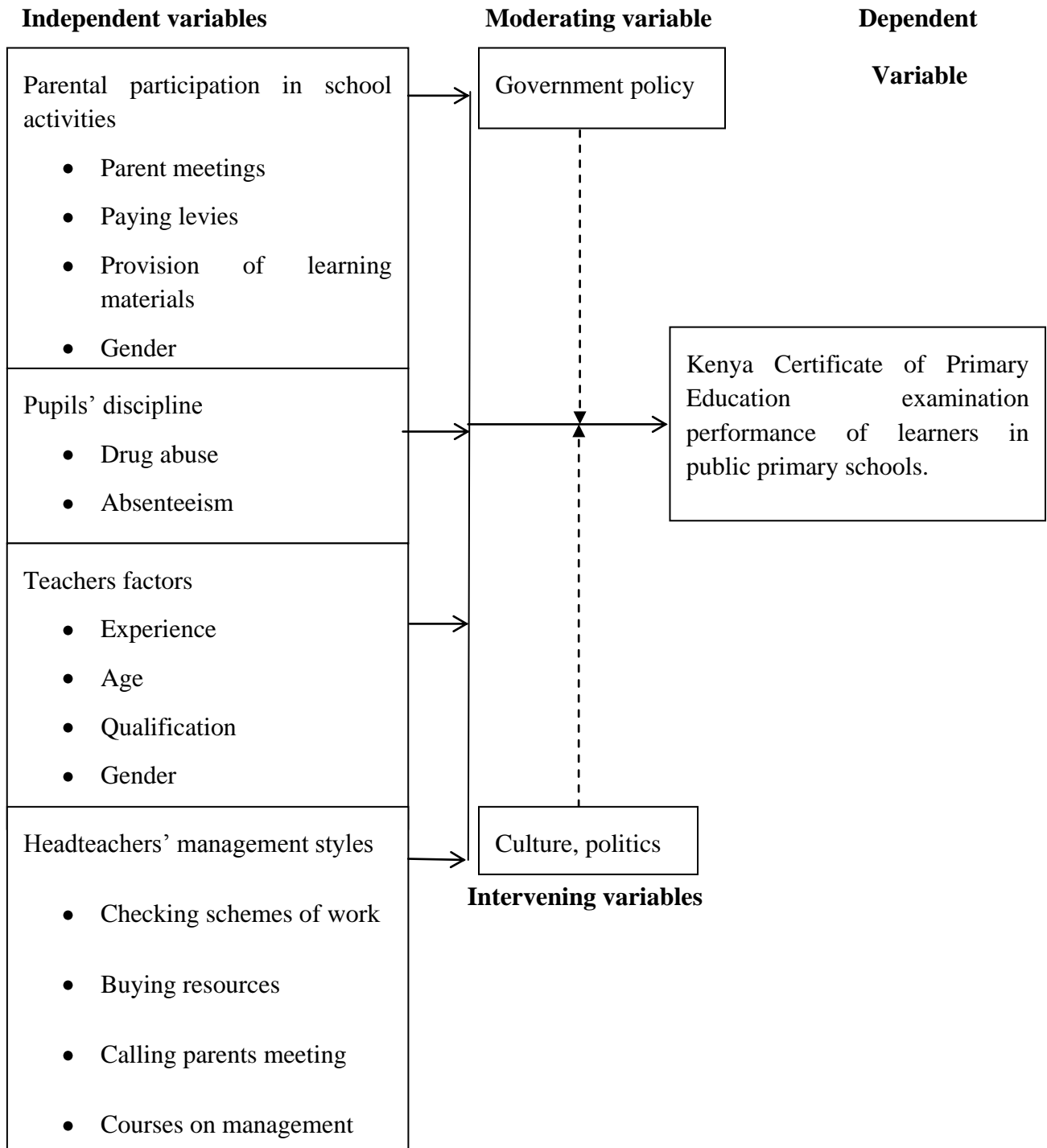


Figure. 1 Conceptual Framework

The conceptual framework of this study is based on the relationships of the independent variables (teacher factors, discipline, parental participation and school factors), the dependent variable which is the performance of public primary schools in Kairuri Zone, Embu North District at the K.C.P.E examinations, moderating and intervening variables. These constructs and relationships are presented in Figure 1.

2.9 Knowledge gap

Several studies have been done to identify some of the factors which contribute largely or partly to poor academic performance in primary schools (Eshiwani, 1983; IPAR, 2008; Odhiambo, 2008; Onsomu et al., 2004; Thika District Education Board, 2009; Reche *et al.*, 2012). A lot of the studies have been done in public primary schools in urban areas. However, the factors that influence pupils' academic performance in rural public primary schools are hitherto poorly understood. Furthermore, most of these studies have just mentioned the factors affecting performance of Education without analysing them in detail. This study provides an in-depth analysis of the factors that are responsible for the poor academic performance of pupils in Kairuri Zone, that is, parents participation, pupils' discipline, teacher based factors (gender, experience, qualification and teaching methods) and head teachers leadership and management skills.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is organized under the following headings, the research design , target population, sample size and sampling procedures, research instruments, data collection procedures and data analysis.

3.2 Research Design

In this study descriptive research design was used to establish the factors affecting performance of Kenya Certificate of Primary Schools Education examination performance in Kairuri, Embu North District, Kenya. A descriptive research design is a method of collecting information by interviewing or using a questionnaire (Orodho, 2008). According Kothari (2004), descriptive research is concerned with specific predictions, with narration of facts and characteristics concerning individual, group or situation. The design is preferred since it is carefully designed to ensure complete description of the situation, making sure that there is minimum bias in the collection of data and to reduce errors in interpreting the data collected. Documentary analysis was used to carry out on Kenya Certificate of Primary Schools examination performance for the past five years.

3.3 Target population

The study was conducted in Kairuri Zone, Embu North District, Embu County. The zone comprise 13 schools, 220 teachers, approximately 7200 pupils and 7200 parents. All of the schools are mixed day schools. A sample of teachers and pupils was drawn from selected schools. The Education officer assisted with examination analysis documents for the zone.

3.4 Sampling procedure and sample size

The sampling procedure and sample size which was used are given below.

3.4.1 Sampling procedure

Several sampling procedures have been used in this study. A census approach was used in which all public primary schools were studied. According to Kothari (2004), a census inquiry involves a complete enumeration of all items for study. Kothari notes that in a census inquiry, it can be presumed that when all items are covered, no element of chance is left and highest accuracy is obtained. Census survey was adopted in this study since the universe under investigation was a small one, that is, 13 schools. Similarly all the head teachers in the 13 schools were involved. Purposive sampling was used in which only standard seven and eight pupils were used in the study. Then simple random sampling was used to recruit teachers and pupils in the study. The sampling of the parents was carried out using random sampling methods.

3.4.2 Sample size

All the 13 head teachers were included in the study. Selection of sample for other teachers was determined according to the guidelines of Kothari (1985). According to Kothari (1985) a sample of 10% to 30% is appropriate for descriptive studies. There are about 220 teachers in Kairuri Zone therefore 44(20%) teachers were recruited into the study. The sample size for selecting pupils was calculated using the formulae by Yamane (1967). The parent's sample was worked out in the same way as that of the pupils.

$$n = \frac{N}{1 + N(e)^2}$$

Where,

n = Desired sample size

N = Population size

e = Level of precision (0.07%)

$$\frac{n=1700}{1+1700(0.07 \times 0.07)}$$

$$\frac{n=1700}{1+8.33} = \frac{n=1700}{9.33} = 182.2$$

There are about 1700 pupils in standard eight and seven in the 13 primary schools to be studied. Therefore, the pupils sample size of 182 pupils was used in this study. There are 1700 parents for the pupils in std 7 and 8 in the 13 school. Therefore, the parents sample size of 182 parent was used in this study.

Table: 3.1 Sample sizes of the population to be studied.

Study group	sample size
District quality and standards	1
Officer	
Parents	182
Head teachers	13
Teachers	44
Pupils	182
Total	422

3.5 Research Instruments

The questionnaires with both open and closed ended questions were administered to the respondents in order to collect data. Four questionnaires were used each specific for parents, head teachers, teachers and pupils. The questionnaire is an appropriate method as it fits in the population being studied. The population being studied is literate and since it is a large population the questionnaire formed a good tool for the study (Orodho, 2009). Observation were made to assess some of the school based factors and examination performance.

3.6 Piloting of instruments

The instruments which were used to collect data were tested if they met the standard expected.

3.61 Pilot study

Piloting was done on a small representative sample in the neighboring Educational zone to ascertain the feasibility of the study. This included 4 schools in which questionnaires were administered to the head teachers, 2 teachers and 2 pupils. The data collected was analyzed. This process ensured that the research instruments did not have potential misunderstanding.

3.62 Validity of instruments

Essentially validity is concerned with establishing whether the questionnaire content is measuring what they are supposed to measure. Validity is therefore the degree to which the empirical measure or several measures of the concept, accurately measure the concept. Content validity was determined through expert judgment by the supervisors and some colleagues.

3.7 Reliability of instruments

Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials. The split-half technique of measuring reliability was used. This was involved splitting the pilot questionnaire into two halves then calculating the spearman rank correlation coefficient (r) for the two halves. According to Orodho (2009) a correlation coefficient of at least 0.7 and above for the two halves is considered sufficient. The purpose of the reliability was to assess the clarity of the questionnaire items those items found to be

inadequate or vague were either discarded or modified to improve the quality of the research instrument.

3.8 Data collection procedure

The researcher visited all the 13 primary schools in person for the purpose of introduction, familiarization, distribution and administration of the questionnaires. The researcher requested the school administration to help in issuing questionnaires to the parents, teachers and pupils.

3.9 Data analysis

Based on the nature of the questionnaire, both quantitative and qualitative data were generated. Data were analysed using descriptive statistics. Qualitative data were operationalized by categorizing, tabulating and recombining evidence to address the research questions. Quantitative data were presented through tables and graphs and inferences were made from them. The data collected were systematically organized and coded in accordance with the emerging patterns to facilitate analysis using the Statistical Package for Social Sciences (SPSS).

3.10 Ethical considerations

McMillan and Schumacher (2006) state that qualitative researchers need to be sensitive to ethical principles regarding informed consent, confidentiality, anonymity, privacy and being considerate of the participants. Information was obtained through informed consent from all the participants by means of a dialogue, during which each participant was informed of the purpose of the study and also assured of the confidentiality of the data obtained and the anonymity of the respondents. After obtaining their consent, it was made clear to the participants that they were free to withdraw from the investigation at any time they wished to do so. In addition, the participants were assured of their right to refuse to respond to certain questions and to decide what information they were not prepared to disclose. This enabled them to make voluntary, informed and carefully considered decisions concerning their participation.

The participants were assured of their anonymity and the confidentiality of their responses. Thus, settings such as the schools and personal details of the participants were not identifiable in print. Code names for respondents and schools were used in this study to ensure anonymity. The

researcher maintained objectivity and refrain from making value judgments about the values and points of view of participants, even if they contrasted sharply with her own values.

3.11 Operationalization of variables

The relationship between the variables is shown in Table 3.2

Table 3.2: Operationalization of variables

Objective	Variables Independent	Measurement scale	Tools of analysis	Method of data Analysis
To determine the influence of parents participation and social economic status on pupil's academic performance.	Parents consultation with teachers	Nominal	Percentage	Descriptive
	Provision of learning materials	Nominal	Mean	
	Parents support to school development	Nominal	Percentage	
	Parents attendance of school meeting	Nominal	Percentage Mean	
	Assistance to pupils at home	Ratio	Percentage	
	Gender	Nominal	Percentage	
	Occupation	Nominal	Percentage	

<p>To establish the influence of pupils discipline on the academic performance.</p>	<p>Pupils language Drug abuse Pupils' absenteeism from school Pupils' lateness Pupils motivation Gender Distance from pupils home to school Pupils motivation</p>	<p>Ratio Nominal Nominal Nominal Nominal Nominal Ratio Nominal</p>	<p>Percentage Percentage Percentage Percentage Percentage Percentage Percentage Mean Percentage</p>	<p>Descriptive</p>
<p>To determine the influence of teachers academic and professional factors on pupils' academic performance.</p>	<p>Gender Experience Teaching methods Qualification Absenteeism Workload Motivation Distance from teachers home to school</p>	<p>Nominal Nominal Nominal Nominal Nominal Nominal Nominal Ratio</p>	<p>Percentage Percentage Percentage Percentage Mean Percentage Mean</p>	<p>Descriptive</p>

<p>To assess the influence of headteachers management styles on learner's academic performance.</p>	<p>Commencement of learning. Availability of teaching resource. Frequency of staff meetings in a term. Frequency of checking teachers schemes of work. Frequency of checking teachers' lesson plans. Frequency of observation of classes by the head teacher. Frequency of parents meetings.</p>	<p>Nominal Interval Nominal Nominal Nominal Nominal Nominal Nominal</p>	<p>Mean Mean Mean Percentage Percentage Percentage Mean Mean</p>	<p>Descriptive</p>
	<p>Dependent Kenya certificate of primary education performance</p>	<p>Ratio</p>	<p>Mean Percentage</p>	<p>Descriptive</p>

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter contains data analysis, presentation and interpretation of findings. The main objective intended was to establish the factors influencing academic performance in Kenya Certificate of Primary Education examination in public primary schools in Kairuri zone, Embu North District .

4.2 Questionnaire Return Rate

The questionnaire return rate was 97.7 %, as 413 out of 422 questionnaires were received back. This was possible since the questionnaires were administered by trained research assistants who administered questionnaires, waited for the respondent to complete and collect immediately. In cases where the questionnaires were left behind, 8 questionnaires were not received back.

4.3 Demographic Characteristics of the respondents

The gender, age and level of education of respondents is shown. These attributes were relevant to the study since they have a bearing on the respondent to provide information that is valid, reliable and relevant to the study.

4.3.1 Distribution of the respondents by gender

The respondents from public primary schools in Kairuri Zone, Embu North District were asked to state their gender. The responses are shown in Table 4.1

Table 4.1 Gender of the respondents

Gender of respondent	Frequency	Percentage
Male	237	57.3
Female	176	42.7
Total	413	100.0

The findings show that majority of the respondents interviewed were males 237(57.3%) while females were 176(42.7%).

4.3.2 Distribution of the respondents by age

The respondents were asked to indicate their ages from among choices of age classes given. The use of these classes minimized the number of individual responses and allowed easy classification and analysis of the information. The respondents responses are shown in Table 4.2

Table 4.2 Age of respondents

Age of respondent in years	Frequency	Percentage
below 15	187	44.2
16-35	5	1.2
36-45	112	27.2
46-55	107	25.9
above 55	2	0.5
Total	413	100

The findings show that most of the respondents 187 (44.2%) are below 15 years of age and 112 respondents (27.2%) in 36-45 years. This indicates that majority of the respondents are in their middle age and therefore suitable in undertaking productive work which require effective decision making.

The respondents were asked to state what they are. The responses are shown in Table 4.3

4.3.3 Distribution of the respondents by what one is

Table 4.3 Status of the respondents

Position	Frequency	Percentage
Headmaster	13	3.0
Teacher	44	11.0
Parent	174	42.1
Pupil	182	44.0
Total	413	100

The findings show that pupils were 182(44.0%) and parents were 174(42.1%).

The respondents were asked to state what they are. The responses are shown in Table 4.4

4.3.4 Distribution of the respondents by period in the position

Table 4.4 Number of years in position

Years	Frequency	Percentage
less than 5	36	8.7
5-10	108	26.1
10-15	32	7.7
more than 10	50	12.3
not applicable	187	45.2
Total	413	100.0

The findings show that pupils were 108 respondents (26.1%) had held that position for 5-10 years while 50 respondents(12.3) had held the position for more than 10 years.

4.3.5 Distribution of the respondents by highest level of education

The respondents were asked to indicate their main activities and Table 4.5 shows the results.

Table 4.5 Highest level of education

Main activity	Frequency	Percentage
primary	213	51.5
secondary	27	6.5
certificate	60	14.5
diploma	89	21.5
bachelors	18	4.3
Others	6	1.4
Total	413	100.0

The findings show that majority of the respondents 213(51.5%) have reached primary level of education while 18(4.3%) have reached bachelors level.

4.4. How parents participation in school activities on pupils' academic performance in public primary schools

The respondents were asked to state how often they are called for parents meeting. The responses are shown in Table 4.6

Table 4.6 Calling for parents meetings

Frequency of parents meeting	Frequency	Percentage
Regularly	95	23.0
Irregularly	77	18.6
Not applicable	241	58.4
Total	413	100.0

The findings show that most respondents 95(23.0%) indicated that they are called for parent meeting regularly while 77 respondents (18.6%) indicated that they are called for parent meetings irregularly.

The respondents were asked to state how often they are called for parents meeting. The responses are shown in Table 4.7

Table 4.7 Parents attendance of parents meetings

Frequency of parents meeting	Frequency	Percentage
Regularly	78	18.9
Irregularly	89	21.5
Not applicable	247	59.8
Total	413	100.0

The findings show that most respondents 89(21.5%) attend meetings irregularly while 78 respondents (18.9%) attend meetings regularly.

The respondents were asked to state how they see the school performance .The responses are shown in Table 4.8 school performance.

Table 4.8 school performance.

School performance	Frequency	Percentage
Above average	74	17.9
average	147	35.6
Below average	192	46.5
Total	413	100.0

The study indicated that 192 respondents (46.5%) rate the school management as below average,147 respondents (35.6%) indicated that the school performance is average while 74 respondents(17.9%) indicated that the school performance is above average.

The respondents were asked to state how often they are called for parents meeting. The responses are shown in Table 4.9

The respondents were asked to indicate whether school management affect performane. The responses are shown in Table 4.8

Table 4.9 School management and performance

School performance	Frequency	Percentage
Yes	372	90.1
No	41	9.9
Total	413	100.0

According to the study school management affect performance as indicated by 372 respondents (90.1%) while 41 respondents indicated that school management does not affect performance.

The respondents were asked to indicate how school management affect performane. The responses are shown in Table 4.10

Table 4.10 Effects of school management on performance

School performance affect performance	Frequency	Percentage
management should monitor the performance of the school	85	20.6.4
management should motivate the staff	180	43.6
management should monitor the performance of workers	148	35.8
Total	413	100.0

According to the study school management affect performance as indicated by 372 respondents (90.1%) while 41 respondents indicated that school management does not affect performance.

The respondents were asked to indicate whether called for an indiscipline case for your child. The responses are shown in Table 4.11

Table 4.11 Parents involvement in children's discipline

Whether called for indiscipline case	Frequency	Percentage
Yes	16	3.7
No	158	38.3
not applicable	239	57.9
Total	413	100.0

The study indicated that 16 (3.7%) have been called for disciplinary cases of their children. This shows that the pupils are well behaved.

The respondents were asked to indicate whether they pay school levies on time. The responses are shown in Table 4.12

Table 4.12 Payment of school levies

School performance	Frequency	Percentage
No	100	24.2
Yes	73	17.6
not applicable	249	58.2
Total	413	100.0

According to the study, 73 respondents(17.6%) indicated that they pay school levies on time while 100 respondents(24.2%) indicated that they do not pay levies on time.

The respondents were asked to indicate the time they took to pay the levies. The responses are shown in Table 4.13

Table 4.13 Time taken to pay school levies

Time taken to pay levies	Frequency	Percentage
immediately	74	17.6
not applicable	349	84.4
Total	413	100.0

According to the study, 74 respondents indicated that they pay school levies promptly or immediately. Payment of levies immediately enables schools to run smoothly without financial problems.

The respondents were asked to indicate whether school management affect performance. The responses are shown in Table 4.14

Table 4.14 Calling parents to discussions on instructional materials or other school resources

Whether called to school	Frequency	Percentage
sometimes	1	0.2
No	173	41.6
not applicable	269	58.2
Total	413	100.0

According to the study,173 respondents(41.6%) indicated that they have never been called to school to discuss on any instructional material or other school resources while one respondent (0.2%) indicated that he was called to discuss on instructional materials and other resources.

4.5 pupils' discipline on academic performance in public primary schools

The respondents were asked to indicate who pay their levies and their answers are indicated in Table 4.15

Table 4.15 Person paying levies

Who pays levies	Frequency	Percentage
Guardian	15	3.4
Father	146	35.3
Mother	26	5.9
Not Applicable	226	55.4
Total	413	100.0

The findings indicated that 146 respondents (35.3%) levies paid by fathers while 26 respondents indicated that their mother pay for them while 15 respondents (3.4%) levies is paid by guardians.

The respondents were further asked to indicate their level of education and Table 4.16 shows the results.

Table 4.16 Respondent level of education

class	Frequency	Percentage
std 5	22	5.3
std 6	53	12.8
std 7	54	13.0
std 8	45	10.8
Others	239	57.8
Total	413	100.0

The findings show 54 respondents (13%) were from standard 7 while 53 respondents(12.8%) were in standard 6. The respondents were further asked to indicate their mean marks for the last three years. Table 4.17 shows their responses.

Table 4.17 Mean marks for the last three exams

Mean mark	Frequency	Percentage
101-200	13	3.1
201-349	127	30.8
350-400	61	14.8
Not applicable	212	51.3
Total	413	100

The findings show that 127 respondents (30.8 %) got 201- 349 marks. Only 61 respondents (14.8 %) scored a mean of 350-400 marks.

The respondents were asked to indicate how many days were absent from school. Table 4.18 shows the responses of the respondents.

Table 4.18 Absenteeism from school

Number of times	Frequency	Percentage
1-3	28	6.8
4-6	134	33.4
6-10	10	3.9
N/A	231	55.9
Total	413	100

The study has shown that 134 respondents (33.4%) were absent from school 4-6 times per term while 28 (6.8%) respondent were absent from school 1-3 times per term. Coming to school always without absenteeism improve.

The respondents were asked whether their parents assist them in homework and if they do who assists them. Table 4.19 shows the responses of the respondents.

Table 4.19 Involvement in homework assistance

who assist you	Frequency	Percentage
Mother	104	25.1
Father	28	6.8
Guardian male	2	0.5
Guardian female	13	3.1
Not applicable	266	64.4
Total	413	100

The study has shown that 104 respondents (25.1%) indicated that the mother assist them in homework. 28 respondents (6.8%) indicated that the father assist in homework.

The respondents were asked to indicate their parent’s occupation. Table 4.20 shows the responses of the respondents.

Table 4.20 Parent Occupation

Parent occupation	Frequency	Percentage
Business	34	8.2
Farmer	114	27.6
Shopkeepers	24	5.5
Employed	15	3.3
Not Applicable	226	55.4
Total	413	100

The findings indicated that 114 respondents (27.6%) indicated that their parents are farmers while 34 respondents indicated that their parents are doing other businesses apart from keeping shops.

The respondents were asked whether they had been asked to bring their parents or guardian because of discipline cases and who they brought. Table 4.21 shows the responses of the respondents.

Table 4.21 Parents/guardian respondent

Whom they brought	Frequency	Percentage
Mother	36	8.7
Guardian Male	1	0.2
Not Applicable	376	90
Total	413	100.0

The findings indicated that 36 respondents (8.7%) had disciplinary cases and brought their mother while 1(0.2%) brought his guardian male

The respondents were asked to indicate what makes their school perform poorly. Table 4.22 shows the responses of the respondents.

Table 4.22 Cause of schools poor performance

Cause of poor performance	Frequency	Percentage
Not applicable	371	89.8
lack of discipline	1	0.2
teachers not committed	41	9.9
Total	413	100.0

The findings indicated that 41 respondents (9.9%) indicated that schools perform poorly because the teachers are not committed.

4.6 Teachers influence on pupils' academic performance in public primary schools

The respondents were asked to indicate when does learning commence on opening school. Table 4.23 shows the responses of the respondents.

Table 4.23 Commence of learning on opening of school

Commencing of learning	Frequency	Percentage
First Week	41	9.9
Second Week	1	0.2
Not Applicable	371	89.8
Total	413	100.0

The findings indicated that 41 respondents (9.9%) indicated that schools started learning during the first week. In such schools time is not lost and therefore the performance may be better.

The respondents were asked to state the number of lessons they teach per week and their responses are indicated in Table 4.24

Table 4.24 Number of lessons per week

Number of lessons	Frequency	Percentage
1-10	25	6.1
21-33	5	1.2
above 33	12	2.9
Not applicable	371	89.8
Total	413	100.0

The study has shown that 25 respondents (6.1%) have 1-10 lessons per week while 12 respondents (2.9%) have above 33 lessons per week.

The respondents were asked to indicate about whether Table 4.25 Whether they prepare the schemes of work and lesson plans regularly.

Table 4.25 preparation of lesson plans

prepare schemes of work regularly	Frequency	Percentage
Regularly	6	1.5
Irregularly	51	12.5
Not Applicable	356	86
Total	413	100.0

The findings indicated that 6 respondents (1.5%) prepare their schemes of work regularly but majority of teachers do not prepare schemes of work irregularly. All the other teachers prepare their schemes of work irregularly.

The respondents were asked to indicate about whether they prepare lesson plans regularly. Table 4.26 shows the responses of the respondents.

Table 4.26 Frequency of preparation

Whether they prepare lesson plans regularly	Frequency	Percentage
Regularly	6	1.5
Irregularly	51	12.5
Not Applicable	356	86
Total	413	100.0

The findings indicated that 6 respondents (1.5%) prepare their lesson plans regularly while majority of the respondents.

The respondents were asked to indicate how often do you give continuous assessment about whether they prepare lesson plans regularly. Table 4.27 shows the responses of the respondents.

Table 4.27 Continuous assessment test given

Whether give continuous assessment test	Frequency	Percentage
Not applicable	371	89.8
Weekly	30	7.3
monthly	12	2.9
Total	413	100.0

The findings indicated that 30respondents (7.3%) give continuous assessment test weekly while 12 respondents give continuous assessment test monthly. Continuous assessment tests improve the performance of pupils.

The respondents were asked to indicate which language is commonly used by pupils in communication. Table 4.28 shows the responses of the respondents.

Table 4.28 Language used

Language	Frequency	Percentage
Not applicable	371	89.8
English	25	6.1
Kiswahili	5	1.2
English and Kiswahili	12	2.9
Total	413	100.0

The findings indicated that 25 respondents (6.1%) indicated that English is the language used in communication. 5 respondents showed that Kiswahili is the language used. 12 respondents showed that both English and Kiswahili are used in communication.

The respondents were asked how they can describe the state of pupils discipline in the school. Responses on Table 4.29

Table 4.29 State of pupils discipline

Language	Frequency	Percentage
Very Good	1	0.2
Good	29	7.0
Not Applicable	383	90.7
Total	413	100.0

From the study 29 respondents (7%) stated that the discipline of pupils is good while one respondent stated that the discipline is very good. A disciplined school is likely to perform well academically.

The respondents were asked after whether parents consult teachers' pupils performance.

The respondents were asked how they can describe the state of pupils discipline in the school. Responses on Table 4.30

Table 4.30 Parents consultation with teachers after pupils performance

Language	Frequency	Percentage
Yes	42	1.2
No	371	89.8
Total	413	100.0

The study shows that 42 respondents (1.2%) indicated that parents consult teachers about their pupils academic performance while 371(89.8%) indicated that parents do not consult teachers.

The respondents were asked to indicate how examination performance can be enhanced

Table 4.31 shows responses of examination performance

Table 4.31 Enhancement of examination performance

Enhancement of examination performance	Frequency	Percentage
Not applicable	371	89.8
Complete syllabus on time	24	5.8
children be motivated to work hard	6	1.5
maintain high level of discipline	12	2.9
Total	413	100.0

The study indicated that 24 respondents (5.8%) felt that completing syllabus on time will enhance examination performance while 12 respondents believed that maintaining good discipline will enhance examination performance.

4.7 Head teachers' management styles on pupils' academic performance in public primary schools

The respondents were asked to indicate if they had attended any administrative course for the last two years. Table 4.32 shows responses of the respondents.

Table 4.32 administrative course attended in the last two years.

Those who have attended	Frequency	Percentage
Yes	12	2.9
No	1	0.2
Not Applicable	400	96.8
Total	413	100

The study indicated that 12 respondents (2.9%) have attended an administrative course in order to enhance their administrative ability while one respondent indicated that he has never attended any administrative course.

The respondents were asked to indicate which administrative training did you attend .Table 4.33 shows responses of the respondents.

Table 4.33 The administrative course attended

Administrative course	Frequency	Percentage
Not applicable	400	96.8
management certificate	course 2	0.5
management diploma	course 6	1.5
management course degree	3	0.7
any other	2	0.5
Total	413	100.0

The findings indicated that 3 respondents (0.7%) have attended administrative course at degree level, 6 respondents have attended training at diploma level and 2 respondents have attended at certificate level. A leader with administrative skill is likely to enhance performance in the school.

The respondents were asked to indicate the school mean score in 2011 .Table 4.34 shows responses of the respondents.

Table 4.34 school mean score 2011

Scores	Frequency	Percentage
1-100	347	84
101-200	42	10.1
201-300	18	4.3
301-400	3	0.8
Above 400	1	0.2
Total	413	100.0

The findings indicate that 347 respondents (84%) their schools scored from 1-100 marks while 3 indicate that the school scored 301-400 marks.

The respondents were asked to indicate their school mean score in 2013 .Table 4.35 shows responses of the respondents.

Table 4.35 school mean score 2013

Scores	Frequency	Percentage
1-100	292	70.7
101-200	78	18.9
201-300	28	6.8
301-400	11	2.7
Above 400	4	0.9
Total	413	100.0

The findings indicated that 292 respondents (70.7%) their schools scored from 1-100 marks while 11 indicates that the school scored 301-400 marks while 78 respondents (18.9%) scored from 101-200 marks.

The respondents were asked to indicate ways of enhancing performance. Table 4.36 shows responses of the respondents.

Table 4.36 Ways of enhancing performance

Scores	Frequency	Percentage
Parents being role model	159	38.5
Students being hardworking	79	19.1
Teamwork	54	13.1
Motivating teachers and pupils	121	29.3
Total	413	100.0

The study indicates that 159 respondents (38.5%) believed that parents should be role model for the pupils to perform well while 121 respondents (29.3%) indicated that teachers and pupils perform well when motivated. Parents should instill value in their pupils by being role model. The management should motivate their teachers and pupils to enhanced performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of findings of the study which formed the foundation for discussion. The discussion provided a firm basis upon which conclusions and recommendations were advanced to address the factors influencing performance of K.C.P.E. in Embu North District. It also includes suggested areas for further research and contributions made to the body of knowledge.

5.2 Summary of Findings

The summary of the findings based on objective one which was to determine the influence of parents' participation in school activities on pupils' academic performance in public primary schools. The findings show that majority of the respondents interviewed were males 237(57.3%) while females were 176(42.7%).The study shows that majority of the respondents were male. The study has shown that majority of the respondents 213(51.5%) have reached primary level of education while 18(4.5%) have reached bachelors level. The findings show that most of the respondents 182 (44.2%) are below 15 years of age and 112 respondents (27.2%) in 36-45 years. This indicates that majority of the respondents are in their middle age and therefore suitable in undertaking productive work which require efficiency. The findings indicated that most of the respondents 95(23.0%) are called for parent meeting regularly while 77respondents (18.6%) indicated that they are called for staff meetings irregularly. The study show that most respondents 89(21.5%) attend meetings irregularly while 78 respondents (18.9%) attend meetings regularly.

The study indicated that 192 respondents (46.5%) rate the school management as below average while 147 respondents (35.6%) indicated that the school performance is average while 74 respondents (17.9%) indicated that the school performance is above average.

According to the study, school management affect performance as indicated by 372 respondents 90.1%) while 41 respondents indicated that school management does not affect performance. According to the study, school management affects performance of public primary schools as indicated by 372 respondents 90.1%). The study indicated that 16 (3.7%) have been called for disciplinary cases of their children. This shows that the pupils are well behaved. The study also found that 73 respondents(17.6%) pay their school levies on time while 100 respondents(24.2%) indicated that they do not pay levies on time. Payment of levies immediately enables schools to

run smoothly without financial problems. According to the study, 173 respondents (41.6%) indicated that they have never been called to school to discuss on any instructional material or other school resources while one respondent (0.2%) indicated that he was called to discuss on instructional materials and other resources.

The summary of the findings based on objective two which was to establish how pupils' discipline influence academic performance in public primary schools. The findings indicated that 144 respondents (35.3%) levies paid by fathers while 14 respondents indicate that their mother pay for them while 14 respondents (3.4%) levies is paid by guardians. The findings show that 127 respondents (30.8%) got 201-349 marks. Only 61 respondents (14.8%) scored a mean of 350-400 marks. The study has shown that 134 respondents (33.4%) absent from school 4-6 times per term while 28 (6.8%) respondent were absent from school 1-3 times per term. Coming to school always without absenteeism improve school performance. The study has shown that 104 respondents (26.1%) indicated that the mother assist them in homework. 28 respondents (6.8%) indicated that the father assist in homework. The findings indicated that 114 respondents (27.6%) indicated that their parents are farmers while 34 respondents indicated that their parent are doing other businesses apart from keeping shops. The findings indicated that 36 respondents (8.7%) had disciplinary cases and brought their mother while 1(0.2%) brought his guardian male. The findings indicated that 41 respondents (9.9%) indicated that schools perform poorly because the teachers are not committed.

The summary of the findings based on objective three which to determine how teachers influence on pupils' academic performance in public primary schools

The findings indicated that 6 respondents (1.5%) prepare their schemes of work regularly but majority of teachers do not prepare schemes of work irregularly. All the other teachers prepare their schemes of work irregularly. The findings indicated that 6 respondents (1.5%) prepare their lesson plans regularly while majority of the respondents. The findings indicated that 30 respondents (7.3%) give continuous assessment test weekly while 12 respondents give continuous assessment test monthly. Continuous assessment tests improve the performance of pupils. The findings indicated that 25 respondents (6.1%) indicated that English is the language used in communication. 5 respondents showed that Kiswahili is the language used. 12 respondents showed that both English and Kiswahili are used in communication. From the study 29 respondents (7%) stated that the discipline of pupils is good while one respondent stated that the discipline is very good. A disciplined school is likely to perform well academically. The study shows that 42 respondents (1.2%) indicated that parents consult teachers about their pupils academic performance while 371(89.8%) indicated that parents do not consult teachers. The study indicated that 24 respondents (5.8%) felt that completing syllabus on time will enhance examination performance while 12 respondents believed that maintaining good discipline will enhance examination performance.

The summary of the findings based on objective four which was to assess the influence of head teachers' management styles on pupils' academic performance in public primary schools. The study indicated that 12 respondents have attended an administrative course in order to enhance their administrative ability while one respondent indicated that he has never attended any administrative course. The findings indicated that 3 respondents (0.7%) have attended administrative course at degree level, 6 respondents have attended training at diploma level and 2 respondents have attended at certificate level. A leader with administrative skill is likely to enhance performance in the school. The findings indicated that 347 respondents (84%) their schools scored from 1-100 marks while 42 indicated that the school scored 301-400 marks. The findings indicated that 292 respondents (70.7%) their schools scored from 1-100 marks while 42 indicated that the school scored 301-400 marks while 78 respondents (18.9%) scored from 101-200 marks. The study indicated that 159 respondents (38.5%) believed that parents should be role model for the pupils to perform well while 121 respondents (29.3%) indicated that teachers and pupils perform well when motivated. Parents should instill value in their pupils by being role model. The management should motivate their teachers and pupils for enhanced performance.

5.3 Discussion of Findings

A discussion of findings of the study is presented based on the four objectives of the study. The objectives were; Parent participation, pupils' discipline, teachers and head teachers' management styles influence on pupils' academic performance.

5.3.1 Influence of parents' participation in school activities on pupils' academic performance in public primary schools.

The study shows that parental participation influence pupils academic performance this agrees with Gakure et al, (2013) who stated that parental participation, school environment and pupils discipline are known to influence academic performance. The research also agrees with Wolfendale (1999) who indicated parents have the right to play an active role in their children's education. The findings show that majority of the respondents interviewed were male 237(57.3%) while females were 176(42.7%). The study shows that majority of the respondents were male. The study has shown that majority of the respondents 213(51.5%) have reached primary level of education. The study has shown that most of the respondents 187 (44.2%) are below 15 years of age and 112 respondents (27.2%) in 36-45 years. This indicates that majority of the respondents are in their middle age and therefore suitable in undertaking productive work which require efficiency. The findings indicated that most the respondents 95(23.0%) are called for parent meeting regularly while 77respondents (18.6%) indicated that they are called for parent meetings irregularly. The study show that most respondents 89(21.5%) attend meetings irregularly while 78 respondents (18.9%) attend meetings regularly. This is supported by Van der Warfet *al.*, (2001) who reported that parental participation is not only necessary but it is also one of the most cost-effective means of improving quality in education

The study indicated that 192 respondents (46.5%) rate the school management as below average while 147 respondents (35.6%) indicated that the school performance is average while 74 respondents (17.9%) indicated that the school performance is above average.

According to the study, school management affect performance as indicated by 372 respondents (90.1%) while 41 respondents indicated that school management does not affect performance.

According to the study, school management affects performance of public primary schools as indicated by 372 respondents (90.1%).

The study indicated that 16 (3.7%) have been called for disciplinary cases of their children. This shows that the pupils are well behaved. This agrees with Wood *et al* (1985) who stated that good discipline helps to develop desirable student behaviour. If a school has effective discipline, the academic performance will be good. Directions on the side of the learners as well as educators will be easy and smooth. The study also found that 73 respondents (17.6%) pay their school levies on time while 100 respondents (24.2%) indicated that they do not pay levies on time. Payment of levies immediately enables schools to run smoothly without financial problems. According to the study, 173 respondents (41.6%) indicated that they have never been called to school to discuss on any instructional material or other school resources while one respondent (0.2%) indicated that he was called to discuss on instructional materials and other resources.

5.3.2 The summary of the findings based on objective two which was to establish how pupils' discipline influence academic performance in public primary schools.

The findings indicated that 144 respondents (35.3%) levies paid by fathers while 14 respondents indicate that their mother pay for them while 14 respondents (3.4%) levies is paid by guardians. The findings show that 127 respondents (30.8%) got 201-349 marks. Only 61 respondents (14.8%) scored a mean of 350-400 marks. The study has shown that 134 respondents (33.4%) were absent from school 4-6 times per term while 28 (6.8%) respondent were absent from school 1-3 times per term. Coming to school always without absenteeism improve school performance. Report by Thika District Education Board Task Force (2009) showed that causes of poor performance which are related to indiscipline were: lack of teachers commitment in class; lack of parental care and advice; lack of teacher supervision by head-teachers; lack of regular pupils' supervision by teachers; absenteeism and lack of commitment by pupils; and pupils' behavior in class. The study has shown that 134 respondents (33.4%) were absent from school 4-6 times per term while 28 (6.8%) respondent were absent from school 1-3 times per term. The study has shown that 104 respondents (26.1%) indicated that the mother assist them in homework. 28 respondents (6.8%) indicated that the father assist in homework. The findings indicated that 114 respondents (27.6%) indicated that their parents are farmers while 34 respondents indicated that their parents are doing other businesses apart from keeping shops. The findings indicated that 36 respondents (8.7%) had disciplinary cases and brought their mother while 1(0.2%) brought his

guardian male. This was also supported by Gawe *et al* (2001) who said Pupils' discipline is a prerequisite to almost everything a school has to offer students. He further said that in order for a satisfactory climate to exist within a school, a certain level of discipline must exist. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge (Karanja and Bowen, 2012).

5.3.3 The summary of the findings based on objective three which to determine how teachers influence on pupils' academic performance in public primary schools

The findings indicated that 6 respondents (1.5%) prepared their schemes of work regularly but majority of teachers do not prepare schemes of work regularly. All the other teachers prepare their schemes of work irregularly. The findings indicated that 6 respondents (1.5%) prepare their lesson plans regularly while majority of the respondents do not. The findings indicated that 30 respondents (7.3%) give continuous assessment test weekly while 12 respondents (3%) give continuous assessment test monthly. Continuous assessment tests improve the performance of pupils. This is supported by Fan and Williams (2010) who stated that a greater pupils involvement leads to teachers having better relationships with pupils and parents, fewer behavioural problems, a reduced workload and a more positive attitude towards teaching. The findings indicated that 25 respondents (6.1%) indicated that English is the language used in communication. 5 respondents (3%) showed that Kiswahili is the language used while 12 respondents (3%) showed that both English and Kiswahili are used in communication. From the study 29 respondents (7%) stated that the discipline of pupils is good while one respondent stated that the discipline is very good. A disciplined school is likely to perform well academically. The study shows that 42 respondents (1.2%) indicated that parents consult teachers about their pupils academic performance. This is supported by Kgaffe (2001) and Tan and Goldberg (2009) state that in this case, teachers who get support and appreciation from parents, broaden their perspectives and increase their sensitivity to varied parent circumstances, gain knowledge and understanding of children's homes, families and out-of-school activities. Teachers also receive higher ratings from parents, in other words, teachers who work at improving parental participation are considered better teachers than those who remain cut off from the families of the pupils that they teach. A sound parent-child relationship leads to increased contact with the school and to a better understanding of the child's development and the educational processes involved in schools, which could help parents to become better 'teachers' at home, for example, by using more positive forms of reinforcement (Henderson and Mapp, 2002). The study is also supported by Lydiah and Nasongo (2009) who asserts that the concept of performance was a major source of concern to all education stake holders including teachers, researchers, parents, government among others. For instance, parents are concerned about their children's performance for they believe that good academic results will increase their competitiveness in securing a better career and hence assurance for a better life. According to Symeou (2003) parents, at nearly all levels, are concerned about their children's education and success and want advice and help from schools on ways of helping their children.

5.4.4 The summary of the findings based on objective four which was to assess the influence of head teachers' management styles on pupils' academic performance in public primary schools.

The study indicated that 12 respondents have attended an administrative course in order to enhance their administrative ability while one respondent indicated that he has never attended any administrative course. The findings indicated that 3 respondents (0.7%) have attended administrative course at degree level, 6 respondents have attended training at diploma level and 2 respondents have attended at certificate level. A leader with administrative skill is likely to enhance performance in the school. This agrees with Odhiambo (2009) who stated that the problem of poor performance is deeply rooted in management practices which will have to change if the targets in education sector are to be realized. The study is also supported by Neagley and Evans (1970) who stated that effective supervision of instruction can improve the quality of teaching and learning in the classroom.

He observed that school administration plays a vital role in academic performance as it is concerned with pupils, teachers, rules, regulations and policies that govern the school system. The findings indicated that 347 respondents (84%) their schools scored from 1-100 marks while 42 indicated that the school scored 301-400 marks. The findings indicated that 292 respondents (70.7%) their schools scored from 1-100 marks while 42 indicated that the school scored 301-400 marks while 78 respondents (18.9%) scored from 101-200 marks. The study indicated that 159 respondents (38.5%) believed that parents should be role model for the pupils to perform well while 121 respondents (29.3%) indicated that teachers and pupils perform well when motivated. Parents should instill value in their pupils by being role model.

The management should motivate their teachers and pupils for enhanced performance. This is supported by Reche *et al.*, (2013) who stated that other teachers' factors that affect academic performance in primary schools include motivation, teacher turnover rate, work load, absenteeism, and gender. They further suggested that parents, pupils and teachers benefit from increased parental participation. This is also supported by World Bank Report (1986) which stated that teacher satisfaction is generally related to achievement. Highly motivated teachers are able to concentrate on their work hence enhancing academic performance of their pupils

5.4 Conclusions of the study

The following conclusions were made from the study:

- i. It was seen that parental participation influence pupils academic performance this agrees since parental participation, school environment and pupils discipline are known to influence academic performance. Parents have the right to play an active role in their children's education. This indicates that majority of the respondents are in their middle

age and therefore suitable in undertaking productive work which require effective. It is important that parental staff meeting are called and attended regularly since parental participation is not only necessary but it is also one of the most cost-effective means of improving quality in education School management affects performance of public primary schools. Disciplinary cases need to involve parents since good discipline helps to develop desirable student behavior. If a school has effective discipline, the academic performance will be good.

- ii. It was concluded that lack of teachers' commitment in class, lack of parental care and advice, lack of teacher supervision by head-teachers, lack of regular pupils' supervision by teachers, absenteeism and lack of commitment by pupils and pupils' behavior in class leads to poor performance. Parents should assist their children in homework. Teachers should prepare their schemes of work, lesson plan regularly and give examinations to pupils since since a greater pupils involvement leads to teachers having better relationships with pupils and parents, fewer behavioral problems, a reduced workload and a more positive attitude towards teaching improve academic performance.
- iii. It was concluded that School managers and administrators should undertake administrative courses since a leader with administrative skill is likely to enhance performance in the school because school administration plays a vital role in academic performance as it is concerned with pupils, teachers, rules, regulations and policies that govern the school system.

5.5 Recommendations

The following recommendations were made from the findings of this study

- i. Parents should be involved in the management of academic performance through pupils supervision and management of instructional resource required in schools.
- ii. The teachers should be undertake regular pupils' supervision. Teachers should prepare their schemes of work, lesson plan regularly and give examinations to pupils since a greater pupils involvement leads to teachers having better relationships with pupils and parents. The teacher should be given a workload he or she can handle comfortably and a more positive attitude towards teaching improve academic performance.
- iii. School managers and administrators should undertake administrative courses because school administration plays a vital role in academic performance as it is concerned with pupils, teachers, rules, regulations and policies that govern the school system.

5.6 Suggested areas for further Research

The following areas are suggested for further studies from the results of this study

- i. Carry out a study to establish the factors that influence the academic performance in other parts of the country.
- ii. Carry out a Study to find out social economic factors influencing the academic performance of public primary schools in Kenya.
- iii. An assessment of the role played by school management committees on academic performance in public primary schools.

5.7 Contribution to the body of knowledge

Objective	Contribution to knowledge
To determine the influence of parents participation in school activities on pupils' academic performance.	Parents' participation in school activities improves pupils' academic performance in public primary schools. Parents should be called for parent meetings regularly as indicated by respondents 95(23.0%).
To establish the influence of pupils' discipline on academic performance in public primary schools	School levies should be paid promptly to enable smooth running of the school. The study has shown that 134 respondents (33.4%) were absent from school 4-6 times per term while 28 (6.8%) respondent were absent from school 1-3 times per term.
To determine teachers influence on pupils' academic performance in public primary schools.	Teachers should prepare their schemes of work, lesson plan regularly and give examinations to pupils. As only 6 (1.5 %) of teachers prepared regularly.
To assess the influence of head teachers' management styles on pupils' academic performance in public primary schools.	School managers and administrators should undertake administrative courses because only a few administrators have attended as indicated by 12 respondents(5.8%) have attended an administrative course in order to enhance their administrative ability. because school administration plays a vital role in academic performance as it is concerned with pupils, teachers, rules, regulations and policies that govern the school system.

Figure 2. Contribution to the body of knowledge

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APPENDICES

APPENDIX 1: INTRODUCTION LETTER

Ngimari Primary School
P.O.Box 55
Manyatta
Embu
Mobile No. 0721578019

Dear Respondent,

I am a student of Master of Arts degree in project Planning and Management at the University of Nairobi. I am carrying out a research study on the factors influencing Kenya Certificate of Primary Schools examination performance in Kairuri Zone, Embu North District District.

Your answers are only meant for study purposes and hence guaranteed confidentiality will be ensured for all your views, ideas and opinions.

Yours faithfully,

MONICA KATHURI WAMBUGI

L50/65721/2011

APPENDIX 2: PARENTS' QUESTIONNAIRE

Instructions: Please answer the following questions by filling in the blank spaces or ticking in the appropriate boxes.

SECTION A:

Zone.....School code.....

PERSONAL INFORMATION

1. Gender

Male []

[]

Female

2. Age years

3. In which class is your child?

.....

4. For how long have you been a parent in this school?

.....

5. Indicate your highest level of Education

Primary []

Secondary []

6. What is your occupation?

.....

SECTION B:

1. How often are you called for parent meetings?

i) Regularly

ii) Irregularly

2. How often do you attend to the parent meetings

i) Regularly

ii) Irregularly

3. How do you see the school performance

i. Above average

ii. Average

iii. Below average

4. In your own opinion explain how you feel about the school

performance.....

.....

.....

5. Do you think the management of the school has any effects on performance

Yes

No

6. If your answer in (5) is yes explain.....

7. Have you ever been called to school for an indiscipline problem with your child

Yes

No

8. Do you pay your school Levis?

Yes []

No []

9. How long do you take to pay if the answer in the above is Yes

i) Immediately []

ii) Sometimes []

iii) When funds are available []

10. Are you called to school to discuss on any instructional materials or other school resources.....

APPENDIX 3: HEADTEACHERS' QUESTIONNAIRE

Instructions: Please answer the following questions by filling in the blank spaces or ticking in the appropriate boxes.

SECTION A

Zone.....

School Code.....

Personal Information

1. Gender

Male []

Female []

2. Age.....years

3. For how long have you been the head teacher?

(i) Less than 5 years [] (ii) 5-10 years [] (iii) 10-15 years [] (iv) more than 15 years []

4. What is your current academic/professional qualification?

i. Masters degree []

ii. Bachelors degree []

iii. Diploma []

iv. P. I. Certificate []

v. Others (specify).....

5. Have you attended any administrative course for the last two years?

Yes [] No []

6. If your answer in (5) above is yes, please explain briefly.

.....
.....

SECTION B

Overview of the school

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

2. What was the school mean score for the last three years?

2011.....

2012.....

2013.....

3. How many pupils score was in the following category in 2013?

i. 450-350.....

ii 349-250.....

iii. 249-200.....

iv. 199-150.....

v. Others specify.....

4. How many pupils were admitted into?

i. National schools

ii. County schools.....

iii. District schools.....

iv. Others specify.....

6. What was the total number of teachers in your school in the year 2013?

i. How many were?

a. Males.....

b. Females.....

7. On average your teachers handle how many lessons per week.....

8. Are there lessons that go unattended to because of lack of a teacher? Yes [] No []

9. How often do you check teachers' lesson plans?

i. Daily []

ii. Weekly []

iii. Monthly []

iv. Termly []

10. Do the teachers make adequate preparation prior to teaching?

Yes [] No []

11. How often do you hold staff meetings?

12. What is the total enrollment of your school?

13. How many pupils are there averagely in your classes i) 20-30 ii) 30-40 iii) 50-60 iv) 60-70 v) 70-80

14. What are the common forms of pupils' indiscipline in the school?

.....
.....

15. In your opinion are indiscipline cases influencing academic performance? Yes [] No []

16. If yes in (15) how many pupils were expelled from the school in 2013?

17. Do you have a discipline committee?

18. How often do you hold parents meetings?

19. How can you describe parental participation in school activities?

- i. Very good []
- ii. Good []
- iii. Poor []
- iv. Very poor []

20. From your observation who are more in these meetings?

Males []

Females []

21. In your opinion what is the parents' economic status in your school?

Above average []

Average []

Below average []

22. In your opinion give two ways through which performance can be enhanced.

.....
.....
.....
.....

APPENDIX 4:TEACHERS' QUESTIONNAIRES

Instructions: Please answer the questions provided by filling in the blank spaces or by ticking in the appropriate boxes.

SECTION A

Zone..... **School Code**.....

Personal information

1. Gender

Male []

Female []

2. Age.....years

3. For how long have you been a teacher?

(i) Less than 5 years [] (ii) 5-10 years [] (iii) 10-15 years [] (iv) more than 15 years []

4. What is your current academic/professional qualification?

i. Masters degree []

ii. Bachelors degree []

iii. Diploma []

iv. P. I. Certificate []

v. Others (specify).....

SECTION B

1. When does learning commence on opening the school?
 - i. First week
 - ii. Second week
 - iii. Third week
2. On average how many lessons do you have in a week?
3. How often do you prepare?
 - i. Schemes of work
 - a. Regularly
 - b. Irregularly
 - ii. Lesson plans
 - a. Regularly
 - b. Irregularly
4. How often do you give continuous assessment tests to the pupils?
5. Which language is commonly used by pupils for communication while in school?
 - i. English
 - ii. Swahili
 - iii. Local
6. How can you describe the status of materials such as books in the school?
 - i. Very good
 - ii. Good
 - iii. Poor
 - iv. Very poor
7. How can you describe the state of pupils discipline in the school?
 - i. Very good
 - ii. Good
 - iii. Poor
 - iv. Very poor

8. Give three forms of indiscipline among the pupils.

- i).....
- ii).....
- iii).....

9. Do parents consult with you about their children's performance?

Yes [] No []

10. Do parents consult with you about their children's discipline?

Yes [] No []

11. In your opinion give two ways through which performance of examination can be enhanced.

.....

.....

.....

.....

APPENDIX 5: PUPILS' QUESTIONNAIRE

Instructions: Please answer the questions by filling in the blank spaces or ticking in the appropriate boxes as required.

SECTION A

Zone..... School Code.....

Demographic information

1. Gender

Male [] Female []

2. Age in years

4. Who pays your levies?

Guardian [] Father [] Mother []

5. How many siblings do you have?

SECTION B

1. Indicate your performance (Marks) in the last three years.

i) 2011- Term 1..... Term 2..... Term 3.....

ii) 2012- Term 1..... Term 2..... Term 3.....

iii) 2013- Term 1..... Term 2..... Term 3.....

2. How often do you come to school?

Regularly []

Irregularly []

3. How many days were you absent from school last term?

4. How often do you come to school late in a week?

5. (a) Do your parents assist you in doing homework?

Yes [] No []

(b) If Yes in the above question who assists you?

Mother []

Father []

Guardian - Male [] Female []

6. What is your parents/guardians occupation ?

7. Do you miss lessons while doing punishment?

Yes [] No []

8. (a) Have you ever been asked to bring your parent to school for any reason? Yes [] No []

(b) If Yes in the question above who accompanied you?

Mother []

Father []

Guardian- Male [] Female []

9. Approximately what is the distance from your home to school?

i. Less than 1km []

ii. 1-3 km []

iii. More than 3km []

10. In your opinion what makes your school perform poorly?

.....
.....
.....
.....