

**FACTORS INFLUENCING PERFORMANCE OF PUPILS IN KCPE IN
KAPSOWAR DIVISON, ELGEYO-MARAKWET COUNTY**

BY

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DECLARATION

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

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DEDICATION

To my dear wife Susan Kangogo and my children Joan, Nathan, Lawrence, Jesca and Marion for their encouragement, patience, love, dedication and support which kept energizing me till I completed this project and to my headteacher Mr. Katoron and the entire staff of Sangurur Primary School for financial support.

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Last but not least is to thank those relatives, brothers and sisters who in one way or another supported me morally.

I wish to say that in life, there are several hurdles/obstacles which tend to sway but determination, prayers and hope overcomes all these.

ABSTRACT

The research project was set to investigate factors influencing performance of pupil's in Kapsowar Division, in Marakwet West District, Elgeyo Marakwet County 2010-2012. The study sought to establish whether teacher's experience, teacher pupil ratio, schools infrastructure and teachers age influences performance in KCPE. In order to establish or ascertain the above, stratified random sampling was used to obtain eleven (11) schools from the Division. The respondents including the class eight teachers and hundred (100) class eight pupils were selected randomly from the eleven (11) primary schools. Information was obtained through self-administered questionnaires. The data obtained was analyzed using Statistical Package for Social Sciences. The study established that the teacher pupil ratio was very high hence affecting quality of education and academic performance. The study also established that teachers experience affected the academic performance in KCPE to a great extent. The study concluded that there is a strong relationship between teacher's age, class size and infrastructure on pupil's academic performance. The study recommends further study on pertinent issues in education namely free primary education, overcrowding and inadequate classes that in one way or another influences learning outcome.

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ABBREVIATIONS

AIDS:	Acquired Immune Deficiency Syndrome
ASAL:	Arid and Semi-Arid Lands
ATS:	Approved Teacher Status
CPE:	Certificate of Primary education
EAACE:	East Africa Advanced Certificate of Education
EACE:	East Africa Certificate of Education
EFA:	Education for All
HIV:	Human Immune Virus
KACE :	Kenya Advanced Certificate of Education
KCPE:	Kenya Certificate of Primary Education
KCSE:	Kenya Certificate of Secondary Education
KJSE:	Kenya Junior of Secondary Education
KNEC:	Kenya National Examination Council
MOEST:	Ministry of Education, Science and Technology
P1:	Primary Teacher 1
P2:	Primary Teacher 2
P3:	Primary Teacher 3
S1:	Secondary Teacher 1
SACMEQ:	Southern African Consortium for Monitoring Education Quality
TSC:	Teachers Service Commission
UNESCO:	United Nations Educational Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The government of Kenya has since independence tried to eliminate poverty, disease and fight against illiteracy (MOE, 2007). The government thus has invested heavily on significant resources within reach to expand and improve education at all levels. The basic level is primary where an individual comes into contact with the real world through communication. In Kenya today, the primary education lasts for eight years plus a pre-primary education making a total of nine years from ECD to standard 8 and education is offered to learners ranging from years 6-14 years (Olweya, 2010). The major goal of primary education is to provide access to quality education to all children of primary school-going age on equitable basis.

Macharia (2002) reported that primary education plays a crucial life in pupil's life. In the current 8-4-4 system of education, academic achievement of the primary school is assessed through the Kenya Certificate of Primary Education (KCPE) examinations. It is offered by the Kenya National Examination Council (KNEC) which is an arm of the Ministry of Education in charge of examinations country wide. According to Bogonko, (1992), KCPE has been reduced to a mere selection device for secondary entrance, thus ignoring the needs of pupils for whom the primary education is terminal.

Eshiwani (1983) stated that that poor performance not only leads to undesirable wastage through drop outs and repeaters but also denies a pupil the continuation of schooling through the formal system of education. Although the primary school

education is dominated by the desire of parents, teachers and pupils to excel in the KCPE examinations, the pupils' performance has not been very satisfactory nationally.

1.2 Statement of the Problem

Despite education being one of the key pillars of socio-political and economic development of any Nation, most of the developing countries, (Kenya included), have limited financial and human capital investments in education. The Kenyan education sector is currently characterized by many strikes as teachers fight for better terms of employment. This has had adverse effect on academic performance of the pupils, denying them better opportunities in future in the highly competitive job market. The low remuneration for teachers, has consequently denied them opportunities to advance their skills through staff development (Too, 2005).

The implementation of Free Primary Education (FPE) in Kenya has had equal measure of benefits and challenges. One of the major challenges of FPE is the high increase in teacher-pupil ratio which as a result has compromised the quality of education offered in public schools (Too, 2004). The decline in the quality of education in Kenya to some extent has been attributed to the human resource factors like high teacher-pupil ratio, poor teachers' remuneration and lack of staff development opportunities among others (World Bank, Ibid).

Whereas the education managers know of the benefits of staff development, they have made very little efforts to avail staff development opportunities to the teacher. The situation has been made worse by increasing pupil's population hence affecting learning environment. This study therefore attempted to investigate the extent to

which selected variables namely: Teacher pupil ratio, teacher experience, and school infrastructure influenced pupil's academic performance.

1.3 Objectives of the Study

The study sought to;

- i. Examine the influence of teacher-pupil ratio on academic performance in KCPE.
- ii. Find out the influence of teacher's experience on academic performance in KCPE
- iii. Evaluate the influence of infrastructure academic performance in KCPE
- iv. Evaluate the influence of teacher's age on academic performance

1.4 Research Questions

The following research questions guided the study:

- i. What is the influence of teacher-pupil ratio on academic performance in KCPE?
- ii. What is the influence of school's infrastructure on academic performance in KCPE?
- iii. What is the influence of teacher's experience on academic performance in KCPE?
- iv. What is the influence of teachers' age on academic performance

1.5 Significance of the Study

This study should contribute valuable information on the influence of factors on academic performance in Kenya Certificate of Primary Education. The study would increase the body of knowledge on the factors influencing academic performance and therefore it would be a useful point of reference for further studies to other scholars. The study may also be useful to the government ministries and other stakeholders dealing with the policy formulation by giving them insight on the effects of factors on academic performance. From the research recommendations, the government officials may also derive important suggestions to incorporate while formulating the policies on spearheading academic performance

1.6 Scope and Limitations of the Study

This study was carried out in Marakwet West District of Elgeyo- Marakwet County. However, due to the large number of schools and distance between each school, it was very difficult to cover the whole district. As a result, the study was entirely based in Kapsowar Division. The study only focused on public primary schools that have done KCPE for the last three years namely, 2010, 2011, and 2012. Public schools were chosen because the government has invested a lot in education for all school going age children, free of charge and achieve the Education for All (EFA) by 2015.

The hilly terrain and poor infrastructure in the study handicapped the researcher. Another limitation was that researchers' limited stability to sample 11 schools out of 22 in the division. This is half of the total schools. The outcome therefore may not be generalized to the whole of Marakwet West District because the researcher faced financial constraints hence not able to traverse the whole district.

1.7 Definition of Significant Terms

Academic performance; this refers to the general standard of excellence which is estimated by the pupils academic performance in KCPE.

Public school: Refers to a school that receives financial support from the government. Tuition is paid for education but is relatively lower compared to other types of schools.

Teacher experience: Refers to the skills and knowledge that the teachers' posses that assists them to deliver in ways that the pupils can easily understand.

1.8 Organization of the Study

The study was organized into five chapters. Chapter one contains background to the study, the research problem, objectives of the study, research questions, significance of the study, the scope and limitations of the study, definition of terms used in the study and organization of the study. Chapter two presents a review of related literature relevant to this study. Chapter three consists of a detailed description of the research methodology used in the study. Chapter four consists of data analysis, presentation and interpretation. Chapter five consists of the summary of the study, conclusion, recommendations and suggestions for further research.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

The provision of educational opportunities especially the basic education has been an objective of an investment in all global countries. Basic education has and is still considered as a right which nations have an indisputable responsibility to guarantee her citizens (Abagi, 1998).

The primary school education is dominated by the desire of many parents, teachers and pupils to excel in the KCPE examination. This is taken at the end of primary course. The purpose of the examination is mainly used for selection to the next level and also for certification purposes.

Eshiwani (1983), pointed out that poor performance leads to undesirable wastage through drop out and repeaters. It also denies a pupil the continuation of schooling through the formal system of education and affects the transition rate from the primary to secondary school level, posing a threat to the government's effort to achieve education for all (EFA) by 2015 UNESCO (2002). Furthermore, Eshiwani (1983) cautions the government by noting that, if a region of the country lags behind either in the number of pupils who attend school, to the number of pupils who pass important national examinations, that region cannot efficiently participate in the democratization of education.

According to Elimu Yetu Coalition (2003), arid and Semi-arid lands (ASAL) have lagged behind in enrolment, participation and performance in National examinations hence recommended a review of policies and pleasant environment to stir up pupils academic performance. Many researchers have been conducted to establish factors

which affect pupils' academic performance so as to improve the quality and relevance of education. Elimu Yetu Coalition (2003) has already documented five observations regarding examination performance in Kenya as being the;

- i. General decline in performance;
- ii. Consistent better performance by boys against girls;
- iii. Over better performance by private schools and the elite public schools which are invariably patronized by elite children;
- iv. Reality that this trend is consistent in both primary and secondary schools;
- v. Fact that science subjects tend to register lower scores than non-science subjects

2.1 Factors influencing performance of pupils

2.1.1 Teachers Experience and academic performance

Teachers' qualification has been identified as crucial factor influencing performance. Eshwani (1982) and (1983) reported a correlation between student's performance and teachers characteristics, which includes his/her qualification. Eshwani (1983) revealed the fact that many schools perform poorly in national examinations for the reason that 40% of the teachers in primary schools are untrained. Therefore, quality of teachers plays an important role in schools performance.

According to Osman (1989) poor performance in KCPE in North Eastern is attributed to the following conditions;

- Inadequate distribution of teachers;
- Limited in-service courses given to untrained teachers;
- Most schools are understaffed;

- Shortage of classrooms, desks, chairs and textbooks;
- Unsupportive parents;
- Poor means of transport making it impossible for the teachers and pupils to report to school on time;

According to the national primary school baseline survey (1998) and MOEST (2003, teaching is dominated by transmissional forms of teaching where by pupils are passive and expected to recall when required to. There were no pupil- initiated discussions and pupils responses were little use of praise as an incentive to the learning process, and little opportunities for group work to promote problem solving activities. Lack of text-books also meant a lot of time wastage while teachers take notes on the chalkboard. There was little evidence that teachers assessed the understanding of pupils before they proceed to the next item.

According to the MOEST (2003) report of the sector review and development, the characteristics that shape teacher's quality are:

- i. Formal educational attainment;
- ii. Subject mastery;
- iii. His/her teaching experience;
- iv. Presence of the teacher

Formal educational and the teacher training attainment are positively correlated with the teachers' knowledge which he/she can use to impart knowledge to his/her learners.

Cuttman (2002) noted that quality of education can never be achieved unless we critically look at teachers' practices, organization of workshops and also in-servicing

them, giving them boost and also allowing them use new materials and inject more life and participation in their classroom. This will help in the improvement of pupils' academic performance.

2.1.2 Infrastructure and Academic Performance

The physical facilities such as library, good furniture, well equipped laboratories, good and well ventilated classrooms and availability of modern textbooks are thought to have a direct bearing on the learner's academic performance.

According to Eshiwani (1983) in his study on the factors influencing performance in primary and secondary schools in Western Kenya established that schools which had the best facilities were among the top performers in the examinations. Among the facilities which Eshwani classified as essential were; good libraries, availability of text books, classrooms, good dormitories, visual aids, presence of electric power and also good play grounds.

According to a study by Ndiritu (1999) showed that the condition of school buildings was an important aspect in learning. He further revealed that teachers in the classroom with lockable doors and windows could be able to leave their teaching aids in their classes for quite a long time without fear of either damage. Those without these facilities risk losing many items.

In other countries, studies carried also reveal that there is impact of teaching and other related material inputs on learners learning and achievement in developing nations. According to Heyneman *et al* (1984) evaluated a textbook program in Philippines which was introduced to raise the national level of academic achievement among pupils in three subjected, Philippino, mathematics and science, in two grades. The

program reduced the ratio of pupil per book per subject from an average of 10:1 to 2:1 an idea that showed improved performance. The study concluded that there was a reasonable impact of the availability of textbooks to pupils' achievement in schools. The experience in Philippines suggests that learning outcomes are frequently greatest among the poor or the less fortunate learners.

With regard to the availability of textbooks in Kenya, the technical working group (MOEST 2003) in their report of the sector review and development revealed that two major cost issues exist. One that relates to the production and distribution of books and the financing of textbooks.

The cost of books that is textbooks, is determined by the publishing capacity that exists in the country, transportation, infrastructure and the administrative capacity for management and distribution. Parents in Kenya have the responsibility of sacrificing their resources in order to obtain textbook for their children.

2.1.3 Teacher Pupil Ratio

On the extent to which the teacher-pupil ratio influence the academic performance in KCPE, majority (60%) of the head teachers posited that teacher-pupil ratio influences the academic performance in KCPE to a greater extent while 40% said it influenced academic performance in KCPE to a moderate extent. On the other hand, 46.7% of the teachers said that teacher-pupil ratio influence the academic performance in KCPE to a greater extent, 40% to a moderate extent while 13.3% indicated that teacher-pupil ratio influence the academic performance in KCPE to a little extent. The findings illustrates that TPR affects academic performance to a greater extent as expressed by the teachers thus it was a major human resource factor affecting KCPE performance

in public primary schools. The findings are in the line with Too (2005) who established that teachers have complained of increased pupil teacher ratio.

2.3 Theoretical Framework

This study is guided by Assertive Discipline Theory. Assertive Discipline Theory is a structured, systematic approach designed to assist educators in running an organized teacher in-charge classroom environment. This theory was developed by Lee and Canter Marleve (1976). This approach demonstrates how teachers can assertively communicate their expectations to pupils. It is a comprehensive, systematic method of classroom management. It was developed on the basis of four concepts or components for that matter: “(a) behavior is a choice, (b) every student has a right to learn in an environment that is free from disruption, (c) every teacher has the right to teach without disruption from pupils, and (d) no child should engage in behavior that is not in the child's best interest.” (Canter & Canter, 1976). These guidelines are in turn expressed and supported by a discipline plan. The discipline plan includes positive and negative consequences for behavior in the classroom. Teachers will assert the rules and enforce them with progressive consequences during the day. One important element is that in most cases, the slate is clean each day. Pupils begin each day on the same level and only lose privileges when rules are broken. This method is widely used in classrooms across the country. (Fox 1990).

This theory would therefore be very useful in guiding the researcher in trying to establish the factors affecting pupil's academic performance in Kapsowar Division. This can be reflected in their academic achievement after all, the FPE policy which encourage free access to education regardless of age or prior experiences, a factor

which has implications on the teacher's ability to undertake classroom management in a progressive manner.

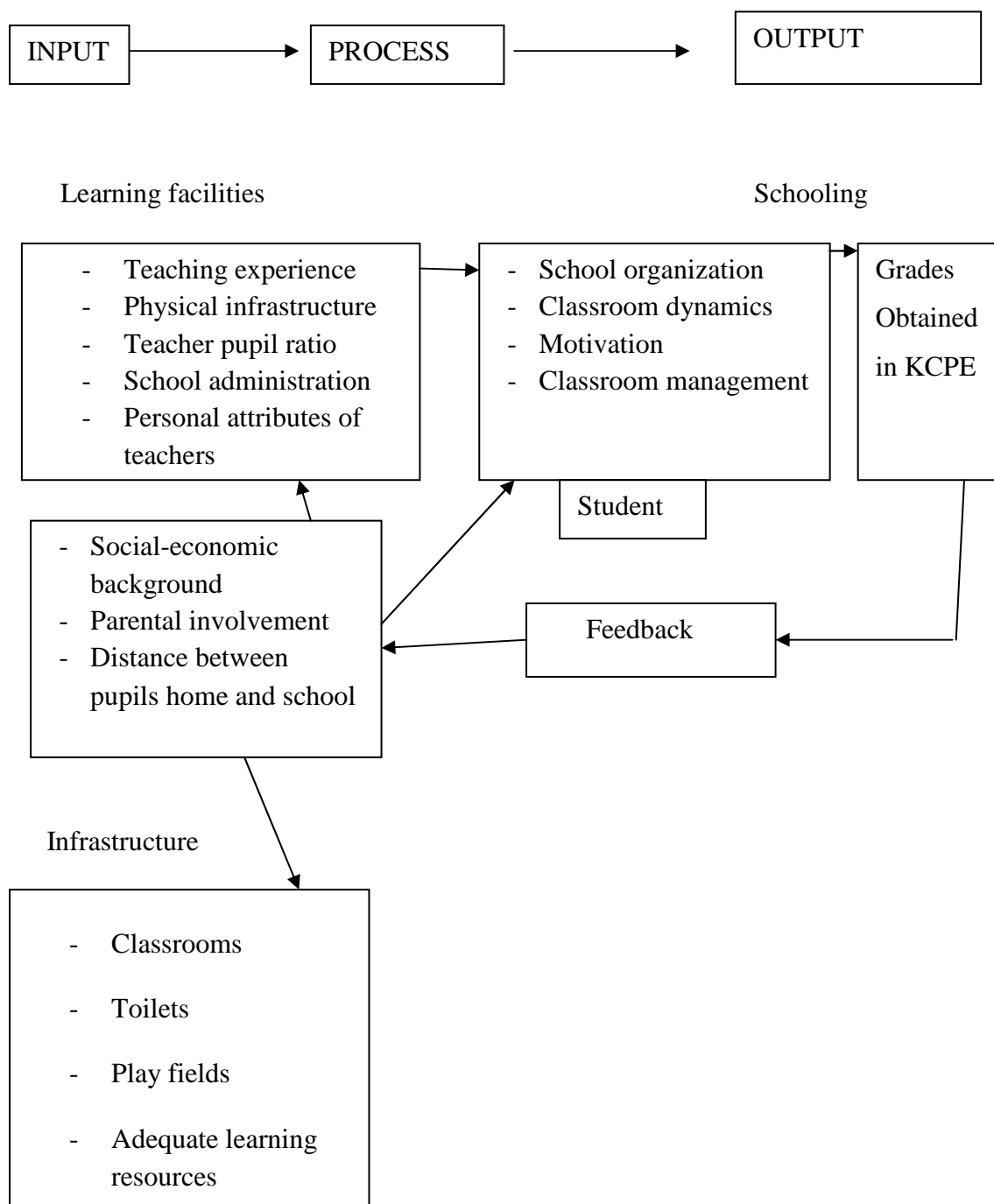


Figure 2.1: Conceptual Framework

In this study pupils performance is a process perspective (input-process-output) the pupils go through the schooling process at the end of which they are examined through the KCPE examination. Their scores in KCPE examination is the output. The home environment is seen to influence the school-based factors. Both school-based factors and home environment (input) determine what takes place in the school (process of schooling). In turn, what takes place in the school will determine the level of pupil's performance in KCPE examination. The KCPE examination results provide feedback to the school and the home environment leading to adjustments for improvement. The arrows show that the process is continuous and bi- directional.

Looking at the above figure, it can be argued that schools take in raw materials (pupils) and process them through classes (teaching and learning) with the result that an educational product emerges later (output). If the output is poor in terms of academic performance the input will question why? So output determines input. It is a kind of interdependency.

2.4 Summary of the Review of Related Literature

The chapter reviewed literature on the factors that influence academic performance in learning institutions. The factors discussed included the availability and quality of teachers teaching and learning resources, school administration, school environment, guiding and counseling. According to Boy (2006) school environment has caused poor performance in public primary schools in Kenya. This has raised concern about academic standards and therefore questions the effectiveness of public schools. On the other hand, availability and quality of teachers have a great impact on the academic achievement and the retention in school of their pupils, particularly girls.

Learning resources and school administration is credited for its effect on how they manage classrooms because this area of expertise may be particularly problematic for beginning teachers (Jepsen, 2005). Guiding and counseling has also been seen to affect the pupils' ability to handle the pupils' academic achievement in the examination. However, Kenya education system is examination oriented (MoE, 2007).

CHAPTER THREE:

RESEARCH METHODOLOGY

3.0 Introduction

This chapter is a blueprint of the methodology that was used to find answers to the research questions. In this chapter, the research methodology is presented in the following order: research design, target population, sampling procedure, data collection methods, instruments of data collection, reliability and validity and finally the data analysis.

3.1 Research Design

For the purposes of this study, the researcher employed descriptive research design. A descriptive study is concerned with determining the frequency with which something occurs or the relationship between variables (Bryman & Bell, 2003). Descriptive research design is a valid method for researching specific subjects and as a precursor to quantitative studies. The design was deemed suitable since it helped to describe the state of affairs as it existed without manipulation of variables which was the aim of the study.

3.2 Location of the Study

Kapsowar Division is one of the divisions in Marakwet Sub-County. It has a population of approximately 350, 000 persons. It has 22 public primary schools (AEO'S Office, 2012). The Division was chosen for the study due to the declining performance in KCPE in the last few years. Being the head quarters of Marakwet West District, Kapsowar Division also leads in poor academic performance in KCPE

indicating that there is an undesirable wastage through drop-outs characterized by repeaters, denies a pupil continuation of schooling which is a basic human right. This in turn, affects the transition rate from primary to secondary school levels and poses a threat to the governments policy of achieving Education For All (EFA), BY 2015 (UNESCO 2002) Kapsowar Division, thus, ought to have been a role model to be emulated by other divisions as a division of academic excellence. The mean score of the division for example in 2010 was 211.09 indicating that not all possible avenues of improvement have been done, prompting the researcher to establish why and thus, the Division was chosen.

3.3 Target Population

According to Ngechu (2004), a population is a well-defined set of people, services, elements, and events, group of things or households that are being investigated. The target population for this study was 500 respondents from 22 public primary schools which consisted of head teachers, class eight teachers and standard eight pupils and one Area Education Officer. Mugenda & Mugenda (2003) explain that the target population should have some observable characteristics, to which the researcher intends to generalize the results of the study.

3.4 Sampling technique

The study sampled 50% of the target population of 500 respondents which made a sample size of 250 respondents. Simple stratified random sampling was used to select schools where the pupils sample size came from. Stratified sampling is suitable when dealing with subgroups like schools which form several segments or strata's. The sample size of the study was 20 head teachers from 20 public primary schools, 20

class eight teachers from 20 public primary schools, 250 class eight pupils' from the 20 public primary schools and 1 Area Education Officer.

3.5 Data Collection Instruments

Questionnaires are cheap to administer to respondents who are scattered over a large area. It is convenient for collecting information from a large population within a short span of time. The questionnaire had both open and closed ended questions. The structured questions were used in an effort to conserve time and money as well as to facilitate in easier analysis as they are in immediate usable form; while the unstructured questions were used to encourage the respondent to give an in-depth and felt response without feeling held back in revealing of any information.

3.5.1 Validity of the Instrument

Validity is the degree to which results obtained from the Data analysis actually represents the phenomenon under investigation. (Orodho, 2009). To enhance validity piloting was carried out to help the researcher to identify items that were not clear. Content validity was used to validate the content in the questionnaires. After assessing the relevance of the content and corrections made, it was incorporated in the final questionnaires to ensure that the items were adequate representative of the subject area studied.

3.5.2 Reliability of the Instrument

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Orodho 2009). This study used test-rest method which involved administering the same scale or measure to the same group of respondents at

two separate times. This was after a time lapse of one week. A pilot study was conducted in the division. 2 schools were used for pilot study where 2 head teachers, 4 class eight teachers from the 2 public primary schools, 12 class eight pupils from the 2 public primary schools were picked for the pilot study. Test re-test method was used to test for reliability of the instrument. The instruments were administered to the respondents and re-administered to the same respondents after one week. This was in line with Shuttle worth (2009) who stated that the instrument should be administered at two different times and then the correlation between the two sets of scores computed.

A correlation coefficient of above 0.7 was deemed to mean that the instruments were reliable thus the questionnaire was used for data collection.

3.5.3 Data Collection Method

The researcher sought for permission from 20 public primary schools, 40 class eight teachers from 20 public primary schools, 180 class eight pupils' from the 20 public primary schools and 1 Area Education Officer by a drop and pick later method. The support of a trained research assistant was sought to assist in data collection owing to the expansiveness of the area covered. The researcher made subsequent visits and pay courtesy calls to the respondents' institution to remind them to fill in the questionnaires to enhance the response rate.

3.7 Data Analysis Technique

The researcher perused the completed research instruments and documented the analysis recording sheets. Quantitative data collected using questionnaires was

analyzed by the use of descriptive statistics using SPSS (Statistical Package for Social Sciences software Programme) and was presented through percentages, means and frequencies. The information was also displayed by use of frequency tables and charts. Content analysis was used to analyze data that was collected using open ended questions that was qualitative in nature. According to Baulcomb, (2003), content analysis uses a set of categorization for making valid and replicable inferences from data to their context.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The results were presented on the influence of factors on pupils' academic performance in KCPE in Kapsowar Division of Marakwet West District. The study was based on the following objectives: to establish the influence of teacher-pupil ratio on academic performance in KCPE; to establish the influence of teacher's experience on academic performance in KCPE; to assess the extent school's infrastructure influences academic performance; to establish the influence of teachers' classroom management on pupils' academic performance in KCPE; to establish the influence of personal attributes on pupils' academic performance.

The study targeted 20 head teachers, 20 class eight teachers and 250 pupils, out of which 20 head teachers, 15 class eight teachers and 200 pupils responded and returned their questionnaires contributing to the response rates of; 100% for head teachers, 75% for teachers and 80% for pupils. This response rates were sufficient and representative and conforms to Mugenda and Mugenda (2008) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This commendable response rate was due to extra efforts that were made via personal calls and visits to remind the respondents to fill-in and return the questionnaires. The chapter covers the demographic information, and the findings are based on the objectives earlier stated.

4.2 Demographic Information

4.2.1 Distribution of participants by gender

The study sought to establish the teachers', head teachers and pupils' gender. From the findings, the study established that the majority of teachers were males as shown by 66.7%, while females were 33.3%. The study sought to establish the pupils' gender. From the findings, the study established that the majority of pupils were males as shown by 55.5%, while females were 44.5%. From the findings, the study also established that the majority of head teachers were males as shown by 75%. The findings are shown in Table 4.1. This implies that majority of females have not benefited education owing to the cultural factors.

Table 4.1: Distribution of participants by gender

Gender	Teachers		Head teachers		Pupils	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	10	66.7	15	75	111	55.5
Female	5	33.3	5	25	89	44.5
Total	15	100	20	100	200	100

4.2.2 Distribution of participants by age

The teachers were also asked to state their age bracket. Table 4.2 shows the age of the teachers. The study found that the majority of the teachers (40%) were between 30-40 years, 26.7% were aged between 20-30 years while 20% indicated that they were 40-50 years. The head teachers were also asked to state their age bracket. The study found that the majority of the head teachers (50%) were over 40-50 years while 30% of the head teachers were aged 30-40 years.

Table 4.2 Distribution of respondents by age

Age	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
20 – 30 years	4	26.7	0	0
30 – 40 years	6	40	6	30
40 – 50 years	3	20	10	50
50 – 60 years	2	13.3	4	20
Total	15	100	20	100

4.2.3 Distribution of respondents by age

From the findings, 63% of the pupils were aged over 14 years, 27.5% of them were aged 10-12yrs while 9.5% were aged 13-14years. Figure 4.2 shows the findings.

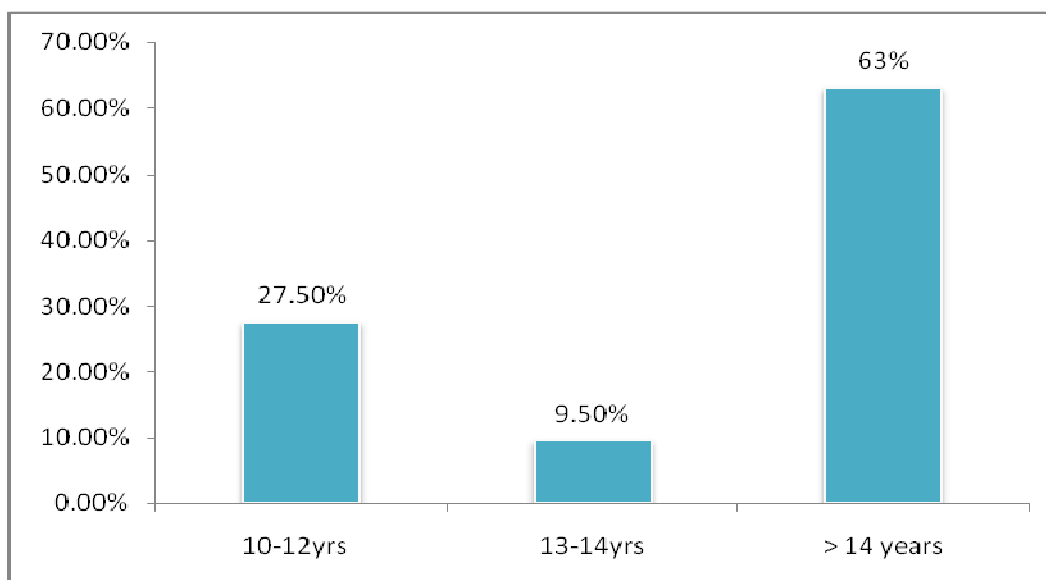


Figure 4.2: Distribution of respondents by age

4.2.4 The classes that the pupils come from

The study also sought to establish pupils' class. According to the findings, 44% of the pupils' were in class 8, 33.5% were in class 6 while 22.5% were in class 7. This information shows that the pupils were knowledgeable to give credible information on the quality of teaching in school.

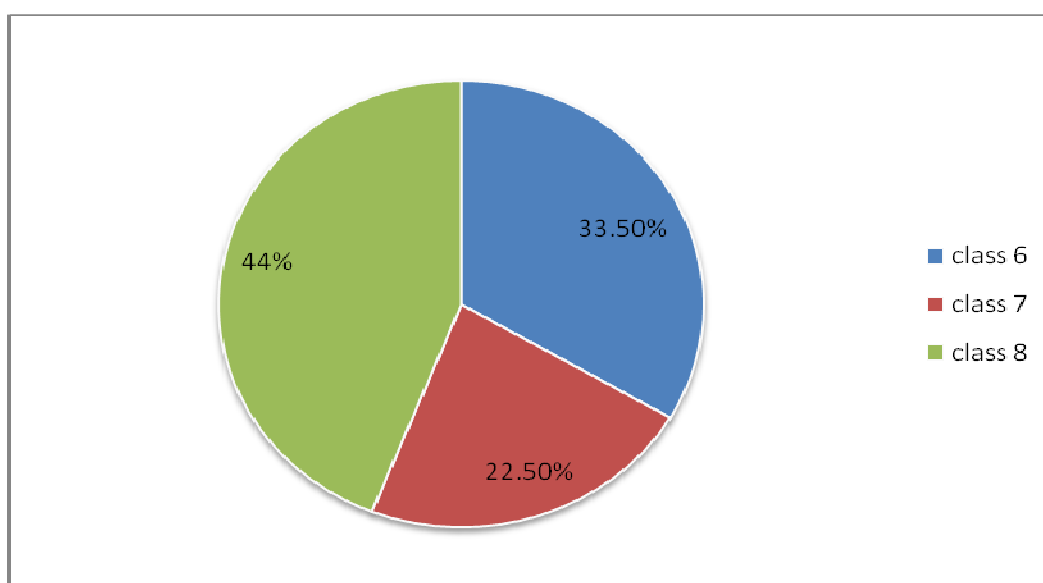


Figure 4.3: The classes that the pupils come from

4.2.5 Highest academic qualifications for teachers and head teachers

The study also sought to establish the highest level of education of the teachers and headteachers. According to the findings, the majority of teachers were diploma holders as shown by 53.3% of the respondents, 26.7% had Bachelor of education degree while 20% had a master's in education. On the other hand, the majority of the head teachers (70%) were diploma holders while 30% were graduates. This information shows that the respondents were knowledgeable enough and could give valid and reliable information based on their teaching experience.

Table 4.3: academic qualification of teachers/headteachers

LEVEL	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
B.Ed	4	26.7	6	30
Diploma (P1)	8	53.3	14	70
MED	3	20	0	0
Total	15	100	20	100

4.2.6 Duration of teaching for teachers and head teachers

The head teachers were asked to state the duration that they had served in the capacity of school heads. The response tabulated above show that majority of the head teachers (60%) had served in the capacity of school heads for 2-4 years, 30% have served as head teachers for 4 years and over while 10% had served for 0 – 2 years. This shows that majority of the head teachers were new in this capacity as they had served for 2-4 years and were well endowed with new ideas to manage the school effectively. The teachers were also asked to state the duration that they had been working as teachers. As show below, majority of the teachers (66.7%) had been teaching for 4 years and over while 33.3% had been teaching for 2-4 years. This shows that majority of the teachers and head teachers had enough experience in teaching and school management to give credible information with regard to the effect of human resource factors on performance.

Table 4.4: Academic qualifications of teachers/head teachers

LEVEL	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
0 – 2 years	0	0	2	10
2 – 4 years	5	33.3	12	60
4 and over	10	66.7	6	30
Total	15	100	20	100

4.3 Influence of Teacher-pupil Ratio (TPR) on the Academic Performance

4.3.1 Assessing the TPR in public school

The study sought to establish the number of pupils in each class. According to the findings, the majority of schools (62.5%) had 60-100 pupils in each class, 28% had 41-60 pupils while 9.5% had 21-40 pupils in each class. This indicates that the teacher: pupil ratio is very high in majority of the public schools. The TPR in public schools of 60:1 is very high as compared to the standard set by the United Nations for good quality of education of 40:1 (UNESCO, 2005 p19).

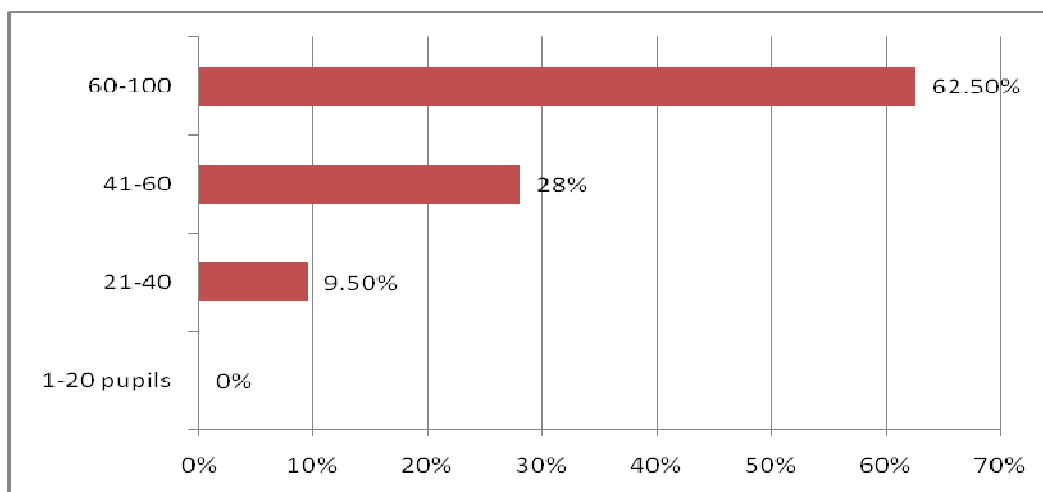


Figure 4.4: TPR in public schools

4.3.2 Effect of large number of pupils in class on the quality of teaching

From the findings, majority (67%) of the pupils attested that the large number of pupils in class negatively affected the way the teacher taught in class. This illustrates that TPR is one of the major human resource factors affecting academic performance in public schools. A high TPR reduces the quality of teaching offered by the teachers thus the decline in performance with increase in TPR in public primary schools.

Figure 4.5 shows the findings

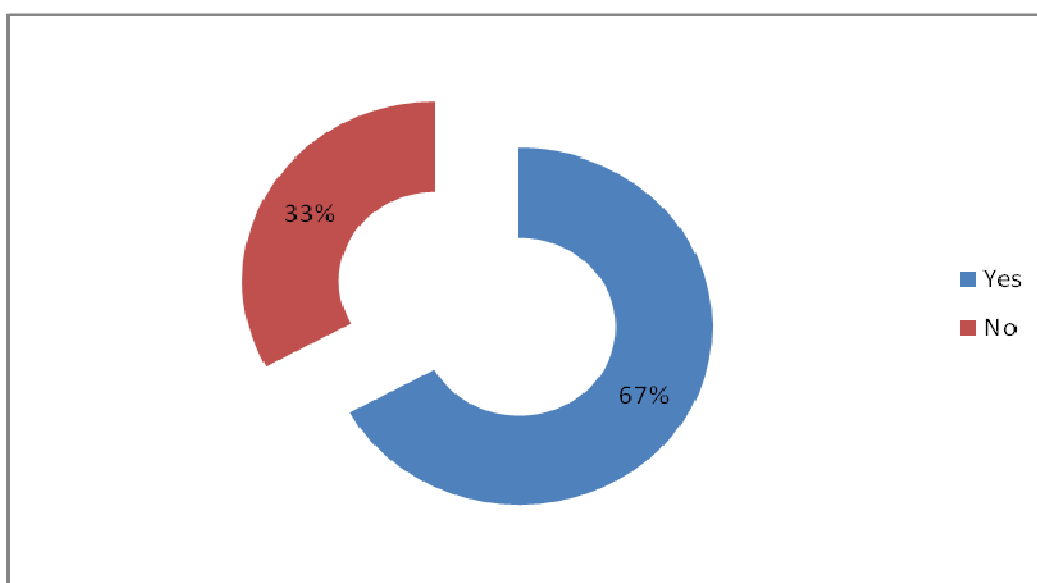


Figure 4.5: Effect on large number of pupils in class on quality of teaching

4.3.3 Effect of teacher-pupil ratio on the academic performance in KCPE

According to Table 4.5, 90% of the head teachers agreed that teacher-pupil ratio influence the academic performance in KCPE. On the other hand, the majority of the teachers (66.7%) attested that teacher-pupil ratio influenced the academic performance in KCPE. The findings are in line with a recent survey by UNESCO (Daily Nation, 2005 p19) which showed the average ratio in 162 schools sampled was

58:1, against the required 40:1. Such class sizes in public schools make it difficult for the teachers to teach lessons effectively as compared to their counterparts in private schools who handle a smaller number of pupils. Thus high TPR in public primary has reduced the quality of education offered by the teachers.

Table 4.5 Effect of teacher-pupil ratio on the academic performance in KCPE

	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
Yes	10	66.7	18	90
No	5	33.3	2	10
Total	15	100	20	100

4.3.4 Pupils' rating of various aspects of the effect of teacher-pupil ratio on academic performance

The research sought to rate various aspects of the effect of teacher-pupil ratio on academic performance. According to Table 4.6, the most significant statements on teacher-pupil ratio were that 'the over enrolment of pupils in my school is the reason for poor performance in the school', and 'a class with a small number of pupils pass well in their exams' as shown by 67.5% and 62% respectively. Other aspects of teacher-pupil ratio included, 'in my school there are too many pupils in class affecting KCPE performance', 'the school has seen experienced significant increase in the number of pupils following the elimination of school fees' and 'the number of pupils in the class does not affect KCPE performance' as shown by percentages of 51%, 44%, and 33% respectively.

Table 4.6 Rating of various aspects of the effect of teacher-pupil ratio on academic performance

Statement	True (%)	False (%)	Total (%)
The school has seen very large increases in the number of pupils following the elimination of school fees	44	56	100
The over enrolment of pupils in my school is the reason for poor performance in the school	67.5	32.5	100
The number of pupils in the class does not affect KCPE performance	33	67	100
In my school too many pupils in class affect KCPE performance	51	49	100
A class with a small number of pupils pass well in their exams	62	38	100

4.3.5 Effect of teacher-pupil ratio on the academic performance in KCPE according to head teachers and teachers

On the extent to which the teacher-pupil ratio influence the academic performance in KCPE, majority (60%) of the head teachers and teachers posited that teacher-pupil ratio influence the academic performance in KCPE to a great extent while 40% said it influenced academic performance in KCPE to a moderate extent. On the other hand, 46.7% of the teachers said that teacher-pupil ratio influence the academic performance in KCPE to a great extent, 40% to a moderate extent while 13.3% indicated that teacher-pupil ratio influence the academic performance in KCPE to a little extent. The findings illustrates that TPR affects academic performance to a great extent as expressed by the teachers thus it was a major human resource factor affecting KCPE performance in public primary schools. The findings are in line with Too (2005) who established that teachers have complained of increased pupil teacher ratio. Many primary schools are understaffed as a result of the free primary education program. This therefore affects their performance Table 4.7 shows performance

Table 4.7 Effect of teacher-pupil ratio on the academic performance in KCPE

	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
Great extent	7	46.7	12	60
Moderate extent	6	40	8	40
Little extent	2	13.3	0	0
Not at all	0	0	0	0
Total	15	100	20	100

4.3.6 Level of agreement with statements on the effect of teacher: pupils' ratio on the academic performance

The teachers and head teachers were asked to rate various aspects on the effect of teacher-pupils' ratio on the academic performance. According to Table 4.8, 'over enrolment has caused poor performance in public primary schools in Kenya' and 'large class sizes in public schools make it difficult for the teachers to teach lessons effectively' were the most significant aspects of TPR as shown by a mean score of 4.4082 and 3.9286 respectively. The aspects of TPR included, 'the school has seen very large increases in enrollment following the elimination of school fees' and that 'the school management have arranged for local hiring of teachers on short-term contracts in order to accommodate the increase in numbers of pupils' as shown by a mean scores of 3.4694 and 3.1837 respectively. The findings illustrates that TPR is one of the main HR factors that influence academic performance in public primary schools in Kenya.

Table 4.8 Level of agreement statements on the effect of teacher: pupils’ ratio on the academic performance

	Mean	Std Dev
The school has experienced increase in enrollment following the elimination of school fees (FPE)	3.4694	1.05717
Large class sizes in public schools make it difficult for the teachers to teach lessons effectively	3.9286	4.32268
The school management have arranged for local hiring of teachers on short-term contracts in order to accommodate the increase in numbers of pupils	3.1837	1.17839
Over enrolment has caused poor performance in public primary schools in Kenya	4.4082	0.75760
Parents are not able to meet the demands of paying the teachers	3.1027	1.1809

4.3.7 Head teachers’ and teachers’ training to cope with the increased enrollment

The research further sought to establish whether the head teachers and teachers underwent further training to help them cope with the increased enrollment after the implementation of FPE. According to Table 4.9, majority of head teachers (90%) and teachers (66.7%) concurred that they had not gone for further training to help them cope with the increased enrollment after the implementation of FPE. This illustrates that in the implementation of FPE, the government did not take care of the HR factors that determine performance in public primary school, like inservice training. These findings are collaborated by the research by Wayne & Youngs (2003) who posited that high or very low pupil: teacher ratio is one of the main reasons for the poor quality and low efficiency which characterize primary education in Africa. In

addition, many policy oriented interventions and research studies consider a 40:1 ratio reasonable in developing countries (Wayne & Youngs, 2003).

Table 4.9 Head teachers' and teachers' training to cope with the increased enrollment

	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
Yes	5	33.3	2	10
No	10	67.7	18	90
Total	15	100	20	100

4.3.8 Teachers recruitment to cater for the increased enrollment

On whether more teachers who were recruited in schools to cater for the increased enrollment after the implementation of FPE, majority of the teachers (60%) attested that more teachers were recruited in schools to cater for the increased enrollment after the implementation of FPE. On the other hand, majority of the head teachers (90%) also posited that more teachers were recruited in schools to cater for the increased enrollment after the implementation of FPE. Table 4.10 shows the findings

Table 4.10 Head teachers and teachers' response on whether there was recruitment to cater for the increased enrollment

	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
Yes	9	60	18	90
No	6	40	2	10
Total	15	100	20	100

4.4 Influence of Teacher's Experience on the Academic Performance in KCPE

4.4.1 Teacher use of participatory methods of teaching

The pupils were also requested to indicate whether teachers involved them in providing answers and discussing the topics. According to Figure 4.5, the majority of the pupils (67%) reported that teachers involve them in providing answers and discussing the topics. This illustrates that teachers in public school applied participatory methods of teaching which are instrumental in enhancing academic performance.

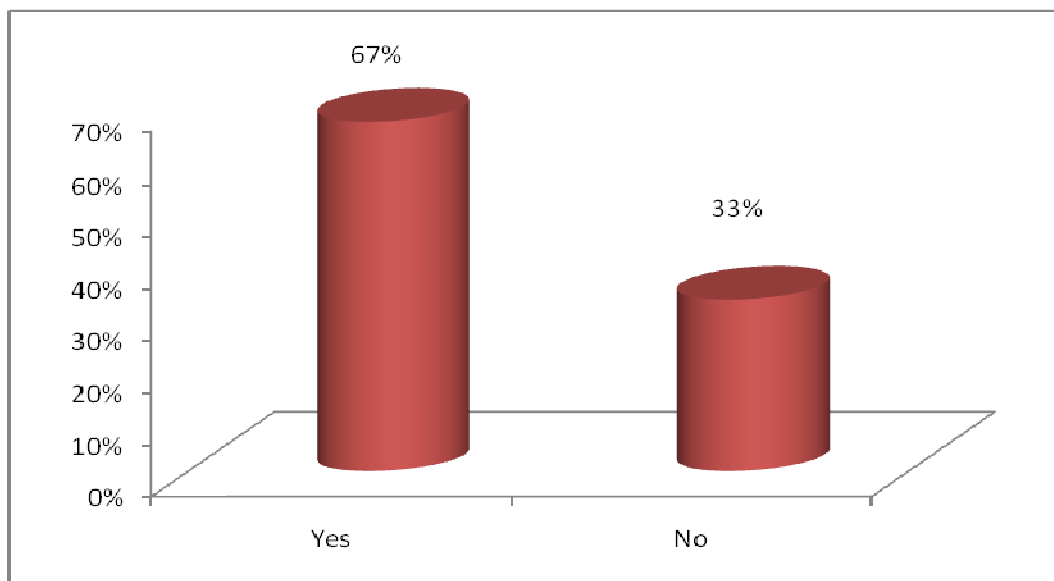


Figure 4.6: Pupils response on whether teacher use of participatory methods of teaching

4.4.2 Use of teachings/learning aids by the teachers

The research further sought to establish whether teachers used teachings/learning aids (Charts, maps, structures) to explain concepts and teach topic. According to Figure4.6 findings, 56% of the pupils indicated that teachers never used teachings aids (Charts,

maps, structures etc.) to explain concepts and teach topic. The results depicts that teachers in public schools never applied a multi-facet approach while teaching like the use of teachings aids to demonstrate concepts to enhance understanding of the subjects by the pupils. The findings are in line with the study of Jepsen (2005) who established that teachers with fewer years of teaching experience are less likely than more experienced teachers to report being very well prepared to use multi facet approach of teaching like use of teaching aids and maintaining order and discipline in the classroom (Jepsen, 2005).

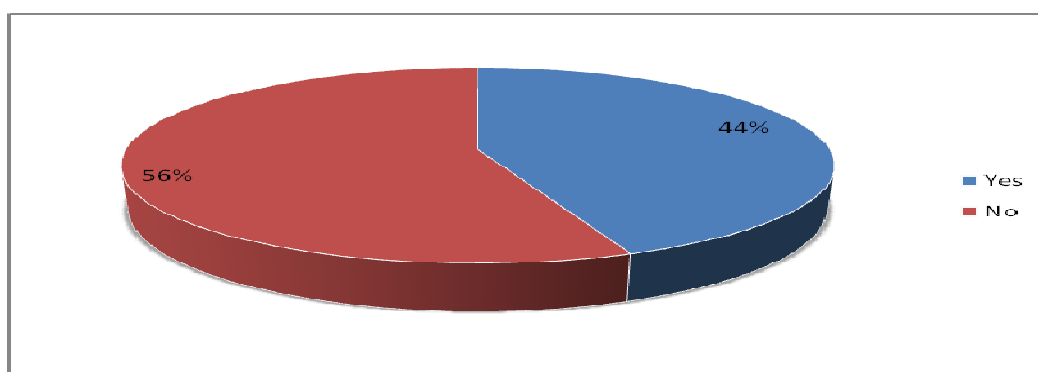


Figure 4.7: Use of teachings aids by the teachers

4.4.3 Views on effect of teacher's experience on KCPE performance

According to Table 4.11, all the teachers and the head teachers (100%) attested that teacher's experience affect academic performance in KCPE. This depicts that the more experienced a teacher is the more efficient they are in delivering their subjects. Thus teacher's experience affects the academic performance in KCPE.

Table 4.11 Effect of teacher's experience on KCPE performance

	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
Yes	15	15	20	100%
No	0	0	0	0
Total	15	100	20	100

4.4.4 Teachers response on the effect of teacher's experience on KCPE performance

The study sought to establish the extent to which teacher's experience affect the academic performance in KCPE. According to the majority of teachers (73.3%), teacher's experience affects the academic performance in KCPE to a great extent. Majority of the head teachers (100%) also approved that teacher's experience affects the academic performance in KCPE to a great extent. This illustrates that teacher's experience is an important HR factor that should be taken in consideration while implementing strategies to enhance academic performance in KCPE as it affects performance to a great extent. This findings contradicts that findings of Jepsen, (2005) who argued that in the context of education reform, experience may not necessarily translate into better teacher preparedness for certain classroom activities, unless experienced teachers have had continued training to upgrade their skills and knowledge in those areas. Table 4.12 shows the findings

Table 4.12 Teachers response on the effect of teacher’s experience on KCPE performance

Level	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
Great extent	11	73.3	20	100
Moderate extent	4	26.7	0	0
Little extent	0	0	0	0
Not at all	0	0	0	0
Total	15	100	20	100

4.4.5 Level of agreement on the effect of teacher level of experience on academic performance

On the extent that various statements on the effect of teacher level of experience on academic performance, ‘beginning teachers are rarely totally prepared to meet core classroom requirements, including classroom management’ was the most significant statement as shown by mean score of 4.0102. Other important statements included that ‘teachers with fewer years of teaching experience are less likely than more experienced teachers to maintain order and discipline in the classroom’ and that ‘experience may not necessarily translate into better teacher preparedness for certain classroom activities’ as shown by mean scores of 3.8878 and 3.6939 respectively. The findings illustrate that teachers experience is accumulated with the duration that teachers have spent while in the teaching career. Thus teachers with fewer years of teaching experience are less likely than more experienced teachers to report being very well prepared to maintain order and discipline in the classroom (Christopher, 2002). Tables 4.13 show the findings.

Table 4.13 Effect of teacher level of experience on academic performance

Statement	Mean	Std Dev
Beginning teachers are rarely totally prepared to meet core classroom requirements, including classroom management	4.0102	.94700
Experience may not necessarily translate into better teacher preparedness for certain classroom activities	3.6939	1.05916
Teachers with fewer years of teaching experience are less likely than more experienced teachers to maintain order and discipline in the classroom	3.8878	.81079

4.5 Teachers' classroom management on the academic performance

4.5.1 Views on effect of teachers' preparedness on KCPE performance

The study also sought to establish the extent to which teachers' preparedness influence the academic performance in their school. From Table 4.14, 60% of the head teachers posited that teachers' preparedness influence the academic performance in their school to a great extent and 30% to a moderate extent. Similarly, 46.7% of the teachers indicated that teachers' preparedness influenced the academic performance in their school to a great extent while 40% said that it affected academic performance to a moderate extent. This depicts that to increase the quality of teaching, the teachers require skills in class management to meet the often complex and changing demands they face in their classrooms. The findings concur with Esther, Pascaline & Michael (2012), who indicated that classroom management has been identified as a major influence on teacher performance, a key source of teachers' job-related stress, and, in general, an essential prerequisite for student learning (Esther et al, 2012).

Table 4.14 Effect of teachers' preparedness on KCPE performance

	Teachers		Head teachers	
Level	Frequency	Percentage	Frequency	Percentage
Great extent	7	46.7	12	60
Moderate extent	6	40	6	30
Little extent	2	13.3	2	10
Not at all	0	0	0	0
Total	15	100	20	100

4.5.2 Teachers preparedness on various classroom demands

On how well teachers and head teachers as individuals are prepared with compelling classroom demands, the research established that they were prepared to maintain order and discipline in the classroom, implement new methods of teaching, use student performance assessment techniques and implement state or district curriculum and performance standards as shown by mean scores of 4.5714, 4.5306, 4.3776 and 4.2755 respectively. This depicts that teachers' ability to maintain order and discipline in the classroom, implement new methods of teaching are the key aspects of teachers' classroom management that help teachers in offering quality education to the pupils. The findings are collaborated by Christopher (2002), who argued that the teachers' classroom management requirements were: maintain order and discipline in the classroom; implement new methods of teaching (e.g., cooperative learning); implement state or district curriculum and performance standards; use student performance assessment techniques; address the needs of pupils with disabilities; integrate educational technology into the grade or subject taught (Christopher, 2002). Table 4.15 shows the findings.

Table 4.15 Teachers preparedness on various classroom demands

Statement	Mean	Std Dev
Maintain order and discipline in the classroom	4.5714	0.77326
Implement new methods of teaching (e.g., cooperative learning)	4.5306	0.78915
Implement state or district curriculum and performance standards	4.2755	0.58821
Use student performance assessment techniques	4.3776	0.68135
Integrate educational technology into the grade or subject taught	4.2347	0.95220
Address the needs of pupils with disabilities	4.0047	1.23220
Address the needs of pupils with limited English proficiency or from diverse cultural backgrounds	4.2347	0.91720

4.5.3 Effect of teachers' preparedness on the KCPE performance

The study sought to establish the extent that teachers' preparedness influences the academic performance in KCPE. From the study findings, majority of the teachers and headteachers indicated that to a great extent, 'there is a "strong relationship between teachers' educational beliefs and their planning, instructional decisions, and classroom practices', 'teachers' feelings of preparedness are one important indicator of the extent to which they are prepared to meet the challenges that characterize their profession' and that 'teachers who recently participated in formal professional development are better prepared for most classroom demands' as shown by a mean score of 3.6633, 3.5714 and 3.5408 respectively. The findings in Table 4.16 reveal

that the teachers' educational beliefs determine their classroom planning, instructional decisions, and classroom practices, consequently affect their efficiency in teaching. These findings further augment the findings of Esther et al (2012),who established that classroom management has been identified as a major influence on teacher performance, a key source of teachers' job-related stress, and, in general, an essential prerequisite for student learning (Esther et al, 2012).

Table 4.16 Effect of teachers' preparedness on the KCPE performance

	Mean	Std Dev
Teachers now are challenged by reform initiatives to meet new requirements that have not been part of the conventional repertoire of expectations for effective classroom teaching	2.4286	1.20992
There is a "strong relationship between teachers' educational beliefs and their planning, instructional decisions, and classroom practices	3.6633	1.31560
Teachers' feelings of preparedness are one important indicator of the extent to which they are prepared to meet the challenges that characterize their profession	3.2653	1.18017
Teachers' feelings of preparedness may also provide insight into the extent to which opportunities for continued learning prepare them to teach	3.2653	1.18017
Teachers who recently participated in formal professional development feel better prepared than their peers for most classroom demands	3.5408	1.14125
Teachers' feeling of preparedness increase significantly with the number of hours spent in professional development activities	3.5204	1.25369

4.5.4 Teachers time management while teaching

The research sought to establish whether teachers managed their time effectively while teaching. From Figure 4.5, 61% of the pupils attested that teachers never managed their time effectively while teaching as they took more than 10 minutes before they started teaching. The findings reveals that teachers' classroom management skill were poor as they spent a significant proportion of time before they

started teaching in class, compromising the quality of education offered in public schools.

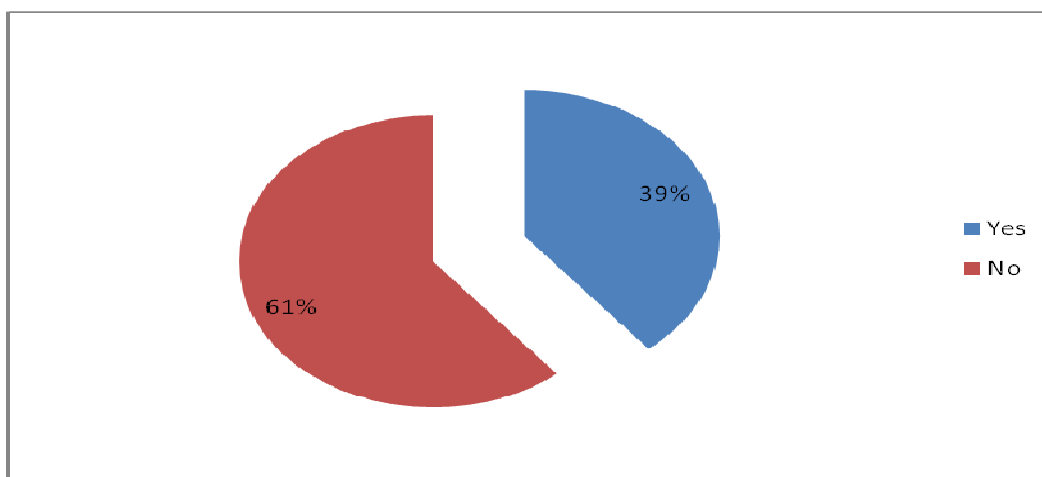


Figure 4.8: Teachers time management while teaching

4.5.5 Pupils' responses on teachers' classroom management skills

As shown in table 21 below, 'the teachers always maintain order and discipline in the classroom' was the most significant statement on teachers' classroom management as rated by 76% of the pupils. Meanwhile 56% of the pupils indicated that the teachers always came up with new ways of teaching while 34% attested that the teachers were friendly to the needs of pupils with disabilities. This depicts that teachers' ability to maintain order and discipline in the classroom, implement new methods of teaching are the key aspects of teachers' classroom management that help teachers in offering quality education to the pupils.

Table 4.17 Pupils' responses on teachers' classroom management skills

Statement	True (%)	False (%)	Total (%)
The teachers always maintain order and discipline in the classroom	76	24	100

The teachers always come up with new ways of teaching	56	44	100
The teachers are friendly to the needs of pupils with disabilities	34	66	100

4.6 Effect of Personal Attributes of Teachers on the Academic Performance

4.6.1 Assessing teachers moral conduct during the normal learning in school

The study also sought to establish whether the teachers used abusive language during the normal learning in school. From Figure 4.6, 67% of the pupils reported that teachers never used abusive language during the normal learning in school. This illustrates that majority of teachers conducted themselves with high integrity while in school and thus served as good role models to the pupils in terms of discipline. The findings concur with Aduda, (2005), who found out that pupils are sometimes neglected, abused, mis-handled, and sent out of class during teaching learning periods by arrogant teachers. This atmosphere is not conducive to learning and makes some children hate school (Aduda, 2005).

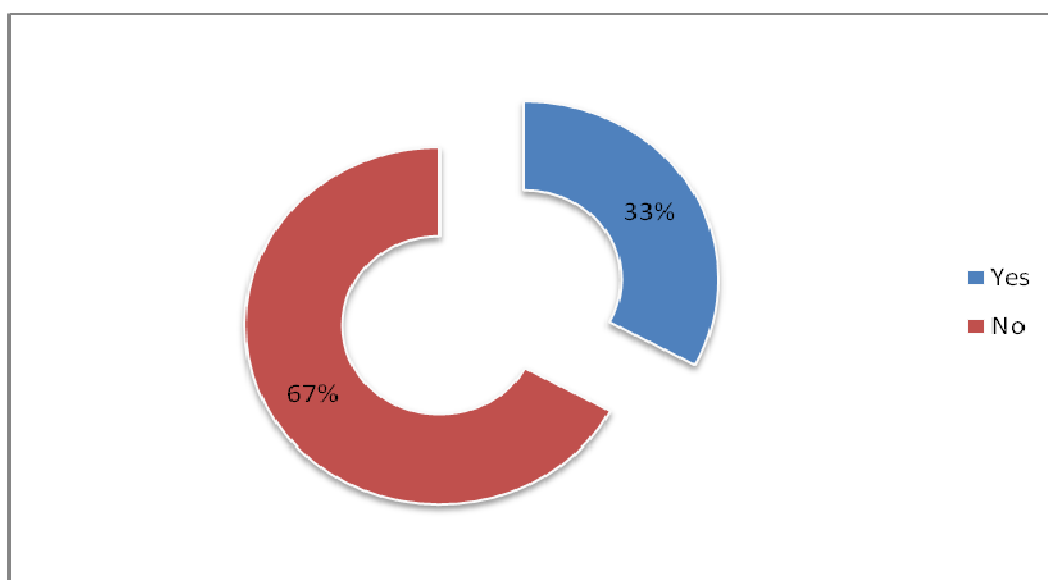


Figure 4. 9: Accessing teachers' moral conduct during the normal learning in school

4.6.2 Effect of teacher good morals in motivating pupils

The pupils were also requested to indicate whether the teachers' good conducts motivated them in their studies. From the results of the study (Figure 4.7), the majority of the pupils (51%) reported that the teachers' good conducts motivated them in their studies. On the other hand 49% of the pupils said that the teachers' good conducts never motivated them in their studies. This depicts that teachers' good morals is an important element of personal attributes and helps to influence the academic performance. In addition, teachers with good morals act as good role models to the pupils with regard to maintaining good discipline in school.

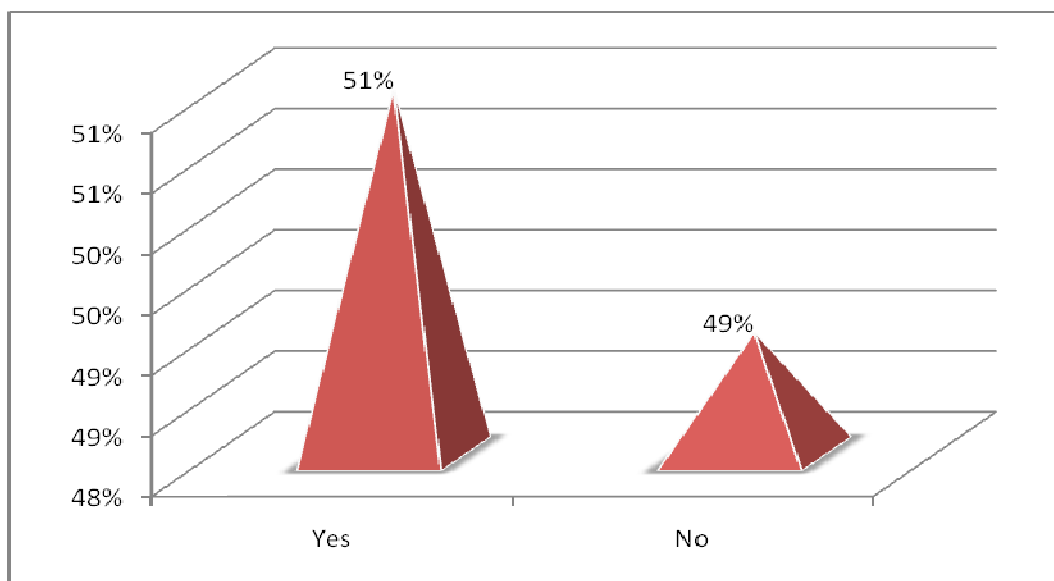


Figure 4.10: Effect of teacher good morals motivating pupils

4.6.3 Influence of the personal character and attitude of teachers on the academic performance in KCPE

The study also inquired from the pupils on whether the personal character and attitude of teachers influenced the academic performance in KCPE. From the results of the study, majority of the teachers (67.7%) indicated that the personal character and attitude of teachers influenced the academic performance in KCPE in their school. Similarly the majority of the head teachers (60%) argued that the personal character and attitude of teachers influenced the academic performance in KCPE in their school. The findings depicts that the personal character and attitude of teachers is a significant HR Factor that determines the quality of education offered in public schools. Table 4.18 shows the findings

Table 4.18 Influence of the personal character and attitude of teachers on the academic performance in KCPE

	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
Yes	5	33.3	4	40
No	10	67.7	6	60
Total	15	100	10	100

4.6.4 Various aspects of the personal attributes of teachers

The study sought to explore various the personal attributes of teachers. From the findings, ‘the younger teachers are more helpful to the pupils than the older teachers’ and ‘teachers are not friendly to the pupils’ were the statements on personal attributes of teachers that were rated highest as shown by 66% and 58% respectively. Other aspects included, ‘my teachers are approachable when I am seeking their assistance’ and ‘the sex of the teachers does not affect their interaction with pupils’ as shown by 50% and 33% respectively. The findings reveal that the various personal attributes of teachers like teachers’ age, attitude towards teaching profession and willingness to listen to the pupils influence the quality of education offered in public schools. These findings concur with Aaronson (2003) who posited that pupils taught by ‘high quality’ teachers have higher achievement. Table 4.19 shows the findings

Table 4.19 Various aspects of the personal attributes of teachers

Statement	True (%)	False (%)	Total (%)
My teachers are approachable when I am seeking their assistance	50	50	100
Teachers are not friendly to the pupils	58	42	100
The sex of the teachers does not affect their interaction with pupils	33	67	100
The younger teachers are more helpful to the pupils than the older teachers	66	34	100

4.6.5 Teachers response on the influence of the personal character and attitude of teachers on the academic performance in KCPE

The research further sought to establish the extent to which character and attitude of teachers influenced the academic performance in KCPE in school. According to Table 4.20, most of the teachers (40%) posited that character and attitude of teachers influenced the academic performance to a little extent, 33.3% to not at all and 20% to a moderate extent. As for the head teachers, 50% of them indicated that character and attitude of teachers influenced the academic performance to a little extent and 30% to not at all. This depicts that personal attributes of teachers was a less significant HR factor that influence the academic performance as attested by most of the teachers that bit affected the academic performance only to a little extent.

Table 4.20 Teachers response on the influence of the personal character and attitude of teachers on the academic performance in KCPE

	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
Great extent	1	6.7%	0	0
Moderate extent	3	20	2	20
Little extent	6	40	5	50
Not at all	5	33.3	3	30
Total	15	100	10	100

4.6.6 Aspects of personal attributes of teachers affecting the academic performance in KCPE

On the extent that various aspects of personal attributes of teachers affect the academic performance in KCPE, ‘pupils taught by ‘high quality’ teachers have significantly higher achievement’ was the most important aspect as shown by a mean of 3.6939. The other important aspects of personal attributes of teachers affect the academic performance in KCPE was that ‘there are cases where teachers’ negative attitudes “push” pupils, especially girls, out of school’ as shown by a mean of 3.1020. These findings reveal that the quality of a teacher is determined by teachers’ personal attributes and is instrumental in determining the academic performance of the schools. The findings are supported by those of (Aduda 2005) who argues that teachers’ attitudes towards their work and pupils, their classroom management and their interaction with pupils have a great impact on the academic achievement and the retention in school of their pupils, particularly girls (Aduda 2005). Table 4.21 shows the findings.

Table 4.21 Aspects of personal attributes of teachers affecting the academic performance in KCPE

Statement	Mean	Std Dev
There are cases where teachers' negative attitudes "push" pupils, especially girls, out of school	3.1020	0.93599
Pupils taught by 'high quality' teachers have significantly higher achievement	3.6939	1.05916

4.7 School's infrastructure and academic performance

The fifth objective was to assess the extent school's infrastructure influences academic performance. The findings are shown in the subsequent sections.

4.7.1 Provision of school infrastructure on internal efficiency

The study sought to find out whether the pupils paid levies in their schools.

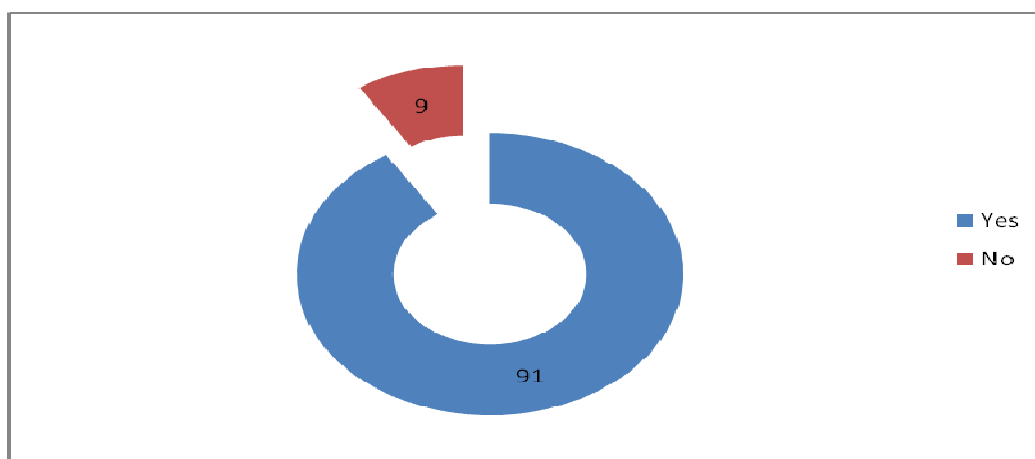


Figure 4.11: Pupils' Levies Payment in School

From the findings, on Figure 4.8 majority of the pupils (91%) indicated that the pupils paid levies in their schools. This shows that the pupils paid levies in their schools.

4.7.2 Pupils' inability to pay school levies

The study required the pupils to indicate what happened to the pupils who were unable to pay the required levies.

Table 4.22 Pupils' inability to pay school levies

Responses	Frequency	Percent
Sent home	128	64
Forced to stay out of class	12	6
Given more time	57	26
Others	2	4
Total	200	100

According to Table 4.22, majority (64%) of the pupils who were unable to pay the required levies were sent home. Earlier findings showed that pupils waste a lot of learning time when sent home to collect the levies needed to purchase school infrastructural set up thereby losing a great deal of what was taught in their absence, a situation which could affect their performance in KCPE. This situation can lead to dropout as pupils' loose link with others in class as well as poor performance (Frank, Jim & Niki, 2011). The teachers were also asked to indicate whether government funding of education affects pupils' participation in schools. Table 4.23 shows the findings.

Table 4. 23 Government funding on pupils' participation in schools

Responses	Frequency	%s
Government funding affects student participation	14	92.5
Government funding does not affects student participation	1	7.5
Total	15	100

The majority of the teachers (93.3%) said that government funding of education affects pupils' participation in schools. Thus it is clear that government funding of education affects pupils' participation in schools and subsequently affected their performance in KCPE.

The head teachers were also required to indicate whether the provision of school infrastructure through government funding had affected quality of education in their schools. Table 4.24 shows the findings

Table 4.24 Influence of School Infrastructure on Quality of Education

Responses	Frequency	Percent
Infrastructure affects quality of education	18	90
Infrastructure does not affects quality of education	2	10
Total	20	100

According to the findings, majority of the head teachers, (90%) indicated that the provision of school infrastructure through government funding affected quality of education in their schools. The head teachers indicated that with more classrooms, teaching and learning had improved and learning had improved due to provision of text books and other basic requirements. This shows that the provision of school infrastructure through government funding affected quality of education in their schools in that with more classrooms, teaching and learning had improved and learning had improved due to provision of text books and other basic requirements.

The status of the infrastructure provided through government funding and parents' was therefore a major factor that affected the performance of the pupils.

The head teachers further explained that in the utilization of government funds, they faced various challenges such as delay in disbursement; inadequate funding and more funds were channeled to stationary and laboratory equipments at the expense of other vote heads such as water and conservancy. They suggested that to ensure high pupils' completion rates and improved performance; the government should increase education funding, employ more teachers, improve the infrastructure and provide funds for the feeding programs. This shows that there are challenges in the utilization of government funds such as delay in disbursement, inadequate funding and more funds were channeled to stationary and laboratory equipment at the expense of other vote heads such as water and conservancy. To ensure high pupils' completion rates and improved performance, the government should increase education funding, employ more teachers, improve the infrastructure and provide funds for the feeding programs.

4.7.3 Status of the various facilities /resources in the school

The study also required the head teachers, teachers and pupils to indicate the status of the various facilities/resources in their school in terms of adequacy. Table 4.25 shows the findings.

Table 4.25 Status of the various facilities /resources in the school

Facility	Head teachers		Teachers		Pupils	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Class rooms	2.8	0.632	2.8	0.620	3.09	0.667
Text books	2.6	0.516	3.0	0.504	2.95	0.662
Toilets	2.4	0.516	2.7	0.656	2.78	0.703
Water	2.5	0.527	2.7	0.679	2.83	0.772
Teachers	2.1	0.316	2.2	0.427	2.61	0.845
Others	1.4	0.516	2.05	3.441	1.65	0.849

From the study the head teachers indicated that the class rooms were the most adequate as indicated by a mean score of 2.8. Other facilities/resources in order of adequacy were text books, water, toilets and teachers as indicated by mean scores of 2.6, 2.5, 2.4 and 2.1 respectively.

On the other hand, teachers while rating facilities/resources in terms of adequacy indicated that text books were the most abundant as indicated by a mean score of 3.0. Other facilities/resources in order of their abundance were class rooms, water, toilets and teachers as indicated by mean scores of 2.8, 2.7, 2.7 and 2.2 respectively.

The pupils were also asked to indicate how these facilities/resources are adequate in their school. According to the findings, classrooms were the most adequate as indicated by a mean score of 3.09. The other facilities/resources in order adequacy were text books, water, toilets and teachers as indicated by mean scores of 2.95, 2.83, 2.78 and 2.61 respectively. This shows that class rooms and text books were the most adequate facilities/ resources.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, discussion, conclusion drawn from the findings and recommendations made. The conclusions and recommendations drawn focus on the purpose of the study.

5.2 Summary of the study

The purpose of the study was to investigate the factors influencing performance of pupils in KCPE in Kapsowar Divison, Elgeyo-Marakwet County. The study sought to answer the following research questions: - What is the influence of teacher-pupil ratio on academic performance in KCPE? What is the influence of school's infrastructure on academic performance in KCPE? What is the influence of teacher's experience on academic performance in KCPE? What is the influence of teachers' age on academic performance?

5.3 Summary of the Research Findings

The analysis of data solicited from class eight pupils, class eight teachers, head teachers and Area Education Officer shows that there are various factors which influence pupils' academic performance in KCPE Examination. Some were school based, while others were family or community related factors.

5.3.1 On the influence of Teacher-Pupil Ratio on Academic Performance

From the findings, it was established that, the majority of schools have 60-100 pupils in each class, which indicates that the teacher: pupil ratio is very high in majority of the public schools. The majority of the pupils attested that the large number of pupils in class (high teacher: pupil ratio) negatively affect the way the teacher taught in class. These findings were further seconded by majority of the head teachers and teachers who attested that teacher-pupil ratio influence the academic performance in KCPE to a great extent. According to the findings, the most significant statements on teacher-pupil ratio were that ‘the over enrolment of pupils in my school is the reason for poor performance in the school’, and ‘a class with a small number of pupils pass well in their exams’. In addition, majority of head teachers and teachers never underwent further training to help them cope with the increased enrollment after the implementation of FPE. However, they further verified that more teachers were recruited in schools to cater for the increased enrollment after the implementation of FPE. The study also established that ‘over enrolment has caused poor performance in public primary schools in Kenya’ and ‘large class sizes in public schools make it difficult for the teachers to teach lessons effectively’

5.3.2 On the Teacher’s Experience on Academic Performance

The study also established that teacher’s experience affect the academic performance in KCPE to a great extent as attested by all teachers and head teachers. On the extent that various statements on the effect of teacher level of experience on academic

performance, ‘beginning teachers are rarely totally prepared to meet core classroom requirements, including classroom management’ was the most significant statement.

5.3.3 On the Teachers’ Classroom Management on Academic Performance

The study also established that teachers’ preparedness influence the academic performance in their school to a great extent. On how well teachers and head teachers as individuals are prepared with compelling classroom demands, the research established that teachers and head teachers were well prepared to maintain order and discipline in the classroom, implement new methods of teaching, use student performance assessment techniques and implement state or district curriculum and performance standards.

From the study findings, majority of the teachers and head teachers indicated that to a great extent, ‘there is a "strong relationship between teachers' educational beliefs and their planning, instructional decisions, and classroom practices’, ‘teachers' feelings of preparedness are one important indicator of the extent to which they are prepared to meet the challenges that characterize their profession’ and that ‘teachers who recently participated in formal professional development feel better prepared than their peers for most classroom demands’.

5.3.4 Effects of Teachers Conduct on Academic Performance

The study found out that, ‘the younger teachers are more helpful to the pupils than the older teachers’ however ‘teachers are not friendly to the pupils’. The study also established that the personal character and attitude of teachers did not influence the academic performance in KCPE in their school and where it did; this was to a little

extent. Finally the study established that ‘pupils taught by ‘high quality’ teachers have significantly higher achievement.

5.3.5 Effect of school infrastructure on Academic Performance

The study found that majority of the head teachers 90 percent, indicated that the provision of school infrastructure through government’s funding and parents funding affected quality of education and performance in their schools. From the study the head teachers indicated that the classrooms were the most adequate with a mean score of 2.8 with toilets and water at 2.4 and 2.5 respectively. With the additional classrooms, teaching and learning had improved and the provision of the other basic physical facilities improved the pupils’ participation. Where schools had class sizes of over 45 pupils, they tended to overstretch the resources leading to internal inefficiency and consequently led to poor performance. Some small schools had under enrolment of class sizes of below 40 pupils. The implication is that there is underutilization of resources including the classrooms which leads to poor performance.

5.3 Conclusion

From the findings of this study, it has revealed that there is various school and home related factors which influence pupils’ academic performance in KCPE Examination. Some were school based, while others were family or community related factors.

5.4 Recommendations

From the foregoing study, the following need to be undertaken by the parties involved in order to improve pupils’ academic performance in KCPE Examination.

5.4.1 Parents

They should play a more active role in the education of their children by;

- i. Providing of basic needs
- ii. Ensuring that their children attend school always
- iii. Allowing them sufficient time to study at their respective homes
- iv. Helping them when doing homework and other assignments given by the teachers.
- v. Guiding and counselling them
- vi. Being in constant concern about their children academic progress

5.4.2. Local community

They should try to see into it that;

- They support the needy or orphaned learners
- They get involved in school projects and provide support and encouragement where possible.
- To encourage and motivate the excelling teachers and pupils in their respective schools.

5.4.3 Pupils

They are the ones who contribute to over 50% of their success in academic performance. In this respect they;

- Should develop a positive attitude towards education.
- Should always attend school and take lessons seriously.
- Should develop a positive attitude towards all the subject provided
- Should always seek for clarity incase of difficulty
- Should do all the given assignments given by the teachers.
- Should ensure that education is their lives and therefore should not waste time on unnecessary matters while in school or at home.

5.4.4 Teachers

They play a key and an important role in the teaching / learning process and thus determine the level at which a school performs. In this regard, they;

- Should ensure that they cover the syllabus very well and on time in order to create room for revision exercise.
- Pay attention to the needs of their learners and provide a lasting solution and encouragement.
- Should ensure that they test the learners after completion of every topic in order to confirm whether the learners understood or not. If not, t he teacher should organize for remedial work.
- Should do enough revision before KCPE examination in order to build enough confidence in the learners and reduce phobia of examination.
- Avoid unnecessary absenteeism in school and always attend to the lessons well as stipulated in the time table.
- Should always exercise a high sense of self-discipline since they are always a role model to the learners.

- Should as well further their education and get acquainted with the latest information especially on IT (information technology) in order to know what is happening in the world and the environment in which he/she lives.

5.4.5 Headteachers

They are the ones who make the schools live or die. Therefore, in order to improve academic performance, they;

- Should adopt school policies that encourage hard work by both teachers and pupils.
- Should create an environment conducive for learning by both teachers and the pupils. This can be done through encouragement of team building and mutual relationship.
- Ensure smooth running of the school by holding regular meeting with the staff at least thrice per term in order to review the operations of the schools.
- Organize for academic, open and prize-giving days in order to review the academic progress and reward the performance both in curricula and co-curricular activities.
- Should always be transparent and accountable on the implementation of free primary education fund usage in the school. In this sensitive case, the heads should display proper use of finance accompanied by corresponding official receipts. So, they should be honest and fair to avoid suspicion.

5.4.6 Kenya National Examination Council (KNEC)

Being the only examining body in Kenya, it should;

- Ensure that all questions are well written
- Consider pupils from poor families or marginalized areas especially in the payment of examination levies.
- Ensure that no leakage of examination and warn the exam setter to maintain secrecy / privacy when handling examination documents.
- Ensure that a harsh penalty is given to whoever involves in exam irregularity in order to serve as an example to the rest.
- Return marked scripts for English composition and Kiswahili Insha to the schools immediately exams are released. This will encourage the learners and other stakeholders to know the areas they performed or failed.

5.5 Recommendations for further research

The researcher would wish to advise that;

- i. Research be conducted focusing on performance in specific subjects in order to establish the subjects poorly done.
- ii. Let similar research be carried out in marginalized areas in order to have a clear overview of the problems facing them.
- iii. Research to be done in urban areas in order to give a balanced overview of the factors influencing academic performance of the pupils in public primary schools. In so doing, it will be possible to ascertain as to whether these factors are alike or not then come up with a whole picture on how to arrest the scenario.

- iv. Further study should be conducted in secondary schools in Kenya in order to identify the factors which negatively impact on the performance in KCSE.

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APPENDICES

Appendix 1: KCPE Performance

Analysis of KCPE Performance for the Last Three Years in Kapsowar Division

School			KCPE Mean-score In Every School			
			2010	2011	2012	Positive / Negative Deviation
1.	KASUBWA SCHOOL	PRIMARY	223.38	225.20	235.53	+10.33
2.	TERIKMOI SCHOOL	PRIMARY	247.44	247.00	262.35	+15.35
3.	SANGURUR SCHOOL	PRIMARY	269.40	276.40	262.93	- 13.47
4.	KOIBARAK SCHOOL	PRIMARY	259.20	268.52	253.54	- 14.98
5.	KAPSIW SCHOOL	PRIMARY	236.58	244.81	263.10	+ 18.29
6.	KAPTABUK SCHOOL	PRIMARY	242.77	283.62	272.67	- 10.95
7.	KAPLONG'ON SCHOOL	PRIMARY	281.57	241.31	280.90	+ 39.59
8.	MATIRA SCHOOL	PRIMARY	274.50	239.36	282.80	+ 43.44
9.	KIPSINOT SCHOOL	PRIMARY	263.54	287.22	275.00	- 12.22
10.	KAPSUMAI SCHOOL	PRIMARY	272.44	265.60	310.95	+ 45.35
11.	LITEI PRIMARY SCHOOL		292.08	304.77	297.74	- 7.03
12.	KAPTEK	PRIMARY	268.75	251.10	291.94	+ 40.84

	SCHOOL				
13.	SINON PRIMARY SCHOOL	247.80	278.48	269.09	- 9.39
14.	KAPSOWAR PRIMARY SCHOOL	242.77	260.99	257.95	- 3.04
15.	CHELES PRIMARY SCHOOL	256.54	267.26	294.51	+ 27.25
16.	KAPCHESEWES PRIMARY SCHOOL	239.29	262.35	284.79	+ 22.44
17.	KIPLABAI PRIMARY SCHOOL	272.08	278.39	287.83	+ 9.44
18.	LAWICH PRIMARY SCHOOL	252.45	226.76	242.93	+ 16.17
19.	KABARAR PRIMARY SCHOOL	240.54	237.22	264.63	+ 27.41
20.	KIPSAIYA PRIMARY SCHOOL	250.98	245.06	257.71	+ 12.69
21.	HUSSEIN PRIMARY SCHOOL	277.26	271.97	283.17	+ 11.20
22.	KAPENGONG PRIMARY SCHOOL	240.09	251.27	273.23	+ 21.76

Source: DEO'S Office Marakwet West District Examinations Department, 2013

Appendix II: letter to the respondents

Dear Respondents

I am a postgraduate student pursuing a Masters degree in educational Foundations in the University of Nairobi. I am conducting a research for my final year project, which is a requirement of the degree Programme.

I therefore request you to spare your few minutes to answer to this questionnaire. The information you shall provide will be used purely for the intended purpose of this research and shall be treated with utmost confidentiality.

The findings of the study will basically be used to enlighten the pupils, teachers, parents, the government and all the education stakeholders on the factors influencing the pupil's academic performance in KCPE and possibly put measures to improve them.

Kindly ensure that you do not write either your name or name of your school anywhere in the questionnaires.

Yours sincerely,

Chebii Kangogo Raphael

(MED Student UON)

Appendix III: Questionnaire For Headteachers

Section A

Please indicate the correct option as honestly as possible by ticking (✓) on one of the options. Kindly respond to all the questions.

1. Indicate the division into which your school belongs

- (a) Arror [] (b) Kapsowar [] (c) Chebiemit []
(d) Tot []

2. Please indicate your gender

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

3. Which is your highest level of qualification?

- (a) CPE [] (b) KJSE [] (c) EACE/KCE/KCSE
(d) KACE [] (e) Diploma [] (f) Degree [] (g) Other-specify []

4. Which is your highest professional qualification?

- (a) P3 [] (b) P2 [] (c) P1 [] (d) SI [] (e) ATS []
(f) Diploma [] (g) Graduate []
(h) Other specify
.....

5. For how long have you been a headteacher in this school?

- (a) Less than 2 years [] (b) 3-5 years [] (c) 8-10 Years [] (d) Over 10 years []

6. Are you accommodated at school?

- (a) Yes [] No []

7. If the answer to no.6 above is No, state the distance from your house of residence to school.

- (a) Less than 1km [] (b) Between 1-2Km [] (c) 4-5km []
 (d) Over 5 km []

8. By which means do you go to school?

- (a) On foot [] (b) Bicycle [] (c) Motorbike [] (d) Car [] (e) Matatu []
 (f) _____ Others-
 specify.....

9. For how many years has this school done K.C.P.E Examination?

- (a) 5 Years and below [] (b) 6-9 Years [] (c) 10-15 Years []
 (d) Over 20 Years []

SECTION B

For each of the question in this section, read the response carefully and put a tick (✓) against the correct response using appropriate column where necessary.

10. What is the roll of pupils in your school?

- (a) 200 and below [] (b) 201-300 [] (c) 301-400 [] (d) 401-500 []
 (e) 501-650 [] (f) Over 700 []

11. What is the total number of class eight?

- (a) 10-15[] (b) 20 and below [] (c) 25-30 [] (d) 40-50 []
 (e) Over 50 []

12. How many T.S.C teachers do you have in this school?

- a) 8 and below [] (b) 9-12 teachers [] (c) 13-15 teachers [] (d) 20 teachers []
 (e) _____ Others-
 specify.....

13. Which of the following statements best describe the adequacy of teaching staff in your school?

(a) Very adequate [] (b) Adequate [] (c) In adequate [] (d) Very inadequate []

(e) Not sure []

14. Show in numbers, the categories of teachers in your school.

a) P.A teacher []

b) P1 Teacher []

c) S1 teacher []

d) Diploma teachers' []

e) ATs teachers' []

f) Graduate teachers' []

g) Others-specify.....

15. What is the average number of lessons per teachers, per week?

a) 30 lessons and below [] (b) 31-35 lessons [] (c) 36-40 lesson []

(d) Over 40 lessons [] (d) over 40 lessons []

16. Below are some practices commonly found in schools. Please tick (✓) the statement that best describes the requirement in your school.

No.	Practice	Strongly Agree	Agree	Disagree	Strongly disagree
1.	Teachers to arrive school at 8.00am and leave at 5.00pm.				
2.	Lessons to start and end as stipulated in the time-table.				
3.	Teachers to compensate test or unattended lessons at their own time				
4.	Assignments and homework should be given by the subject teachers regularly				
5.	Teachers should always maintain an orderly and peaceful atmosphere in school				
6.	All teacher should cover the syllabus appropriately and on time				
7.	Teacher should attend to the needs of the learners without favour or biasness.				

17. Please indicate whether teachers in your school are required to prepare the following documents:

Document	Always	Most times	Sometimes	Rarely	Very rare
Schemes of work					

Lesson plans					
Records of work covered					
Pupils' progress record/report forms					

18. Do you make a follow-up to ensure that the above documents are dully prepared as expected of a teacher?

a) Always [] (b) Most times [] (c) Sometimes [] (d) Rarely []

19. Below is a list of the basic teaching and learning resources which are necessary for effectiveness. Pleas tick (✓) against the statement that best describes their availability in school.

Resources	Very adequate	Adequate	Undecided	Inadequate	Very inadequate
1. Class eight textbook for both teachers and pupils					
2. Class eight exercise books for both teachers and pupils					
3. Enough reference books for teachers					
4. Enough revision books for pupils					
5. Enough teachings and learning aids for both teachers and pupils					

20. Please tick ☒ against the statement that best describes the availability of the facilities given below in your school according to their adequacy.

Facilities	Very Adequate	Adequate	Inadequate	Very inadequate	None
1. Classrooms					
2. Library					
3. Desks					
4. Tables					
5. Chairs					
6. Headteachers office					
7. D/h office					
8. Staffroom					
9. Staff houses					
10. Enough toilets/latrines					
11. Playground					
12. Supply of electricity					
13. Water					
14. Others specify					

21. At what time are the pupils required to arrive at school?

- (a) Before 7.00 am [] (b) Between 7.00am to 7.30 am [] (c) Between 7.30 am to 8.00 am [] (d) After 8.00 am. []

22. If a pupil arrives at school late, what steps does the school take against that child?

23.

(a) Punished in school by canning him/her []

(b) Sent back home []

(c) Allowed to go to class []

(d) Others-

specify.....

23. At what time are your teachers expected to arrive at school?

(a) Before 7.am [] (b) Between 7.00 am to 7.30am []

(c) Between 7.30 am – 8.00am []

24. AT what time do they leave (teacher) their work station?

a) At 5.00 pm [] (b) Any time they don't have lessons []

(c) Any time they wish []

(d) Others-specify

25. Does your school have a rewarding system for good performance by pupils and teachers?

(i) Pupils (a) Yes [] (b) No []

(ii) (ii) teacher (a) Yes [] (b) No []

26. If yes, who organizes for these rewards?

a) Headteachers [] (b) Teacher [] (c) Headteacher and teachers []

(d) Parents/school committee []

(e) Others-specify

27. How often do you organize discussions between teachers, pupils, and parents in relation to academic performance or progress in your school?

(a) Always [] (b) Most times [] (c) Weekly [] (d) Monthly [] (e) Yearly [] (f) Others-specify

.....

28. Do you invite members of the community to advice and give general guidance to the learners?

a) Yes [] (b) No []

29. If yes, how often?

a) Always [] (b) When need arises [] (c) Most times [] (d) Very rare []

30. Below is a list of factors that negatively influences academic performance in National examinations. Please tick (✓) against the statement that best describes the extent to which each factor influences pupils' performance in your school.

Influence of factors on pupils' academic performance

Factors	Very high effect	High effect	Minimal effect	Very minimal	No effect
1. Absenteeism/ teachers/pupils					
2. Lateness/teachers/pupils					
3. Poor management					
4. Pupils failure to sit for internal tests/examinations					
5. Interruption of pupils learning by co-curricular activities e.g. sports, games, drama etc					

31. Please indicate the trend of your school's KCPE performance for the last four years (2010, 2011, 2012, 2013).

Year	Mean score	Zonal position	Divisional Position
2010			
2011			
2012			
2013			

32. In your own view, what do you think are some of the factors that attributed to
either better/poor academic performance in KCPE examination in your school?

- (i).....
- (ii).....
- (iii).....
- (iv).....
- (v).....
- (vi).....

Thank you for your co-operation and participation

APPENDIX IV: QUESTIONNAIRE FOR CLASS EIGHT TEACHERS

Section A

Please indicate the correct option by ticking (✓) on one of the options given below each question. Be honest and truthful. Kindly respond to all the questions.

1. Which division is your school?

- (a) Kapsowar [] (b) Tot [] (c) Chebiemit [] (d) Arror []

2. Please indicate your gender.

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

3. For how long have you been a teacher in this school?

- (a) Less than year [] (b) 2-4 years [] (c) 5-7 years [] (d) over 10 years []

4. Are you accommodated at school?

- (a) Yes [] (b) No []

5. If no to no 4 above, state the distance from your place of residence to school.

- (a) Less than 1 km []
(b) 2-4 Km []
(c) Over 5 km []

6. By which means do you come to school?

- (a) on foot [] (b) Bicycle [] (c) Motor bike [] (d) Matatu []

7. Which is your highest level of academic qualification?

- (a) KISE [] (b) KCE/KCSE [] (c) Diploma [] (d) KACE []
(e) Degree [] (f) Others

specify.....

8. What is your highest professional qualification?

- (a) PI [] (b) SI [] (c) ATS [] (d) Diploma []
(e) Graduate [] (f) Others specify

.....

SECTION B

For each of the question in this section, read the instructions and responses carefully and put a tick (✓) against the correct response using the appropriate column.

9. How many lessons do you teach per week?

- (a) 30 and below [] (b) 31-35 [] (c) 36-40 [] (d) Over 40 []

10. How many different subjects do you take now?

- (a) 2 [] (b) 3 [] (c) 4 [] (d) 5 [] (e) over 6 []

11. Are teachers in this school punctual in reporting for work?

- (a) All of them [] (b) Some of them [] (c) None of them [] (d) A few []

12. Do teachers attend to all lessons as expected of them?

- (a) Always (b) Most times (c) Sometimes (d) Rarely

13. If a lesson is not attended to by the teacher at the right time is it compensated later?

- (a) Always []
(b) Most times []
(c) Sometimes []
(d) Depends on the teacher concerned []

14. Do teachers in this school give assignment and homework to their pupils regularly?

- (a) Always [] (b) Sometimes [] (c) It depends [] (d) None []

15. Of the given assignments, how many class eight pupils complete their work?

- (a) All of them [] (b) Most of them [] (c) A few of them []
(d) None of them []

16. Do teacher cover the syllabus in their subjects at the end of the year?

- (a) All of them [] (b) Most of them [] (c) A few of them []
(d) None of them []

17. Do teacher in your school give internal examinations?

- (a) Yes [] (b) No []

18. If yes, how often?

- (a) Weekly [] (b) Monthly [] (c) Termly []
(d) Others-specify

19. Please indicate whether teachers in your school prepare the following documents.

Documents	Always	Most times	Sometimes	Rarely	Very rarely
Schemes of work					
Lesson plans					
Records of work covered					
Pupils progress record/report forms					

20. Does the headteacher make a follow-up to ensure that the above documents are prepared?

(a) Always [] (b) Most times [] (c) Sometimes [] (d) Rarely []

21. If yes, who keeps the records?

(a) Individual teachers [] (b) Deputy headteacher [] (c) headteacher []

(d) Others specify.....

22. Below is a list of basic teaching and learning resources which are necessary in a school for effectiveness. Please tick (✓) against the statement that best describes the availability in your school.

Resources	Very adequate	Adequate	Undecided	Inadequate	Very inadequate
1. Class eight text books for (i) teachers (ii) pupils					
2. Class eight exercise books for (i) teachers (ii) pupils					
3. Reference books for teachers					
4. Enough revision books for the learners					
5. All teaching/learning aids, charts/maps etc					

23. How do you rate the quality of teaching and learning resources in your school?

(a) Very high quality [] (b) High quality [] (c) Low quality []

(d) Very low quality []

24. Please tick (✓) against the statements which best describes

The availability of the facilities listed below:

Facilities	Very adequate	Adequate	Inadequate	Very inadequate	None
1. Classrooms					
2. Library					
3. Desks					
4. Tables					
5. Chairs					
6. Headteachers office					
7. Deputy headteachers office					
8. Staff houses					
9. Staff houses					
10. Playfields					

25. How do you rate the quality of the facilities stated above in your school?

(a) Very high [] (b) High [] (c) Average [] (d) Low [] (e) Very low []

26. Below is a list of factors which may negatively affect the pupils' performance in National Examinations. Please tick (✓) against the statement that best describes the extent to which each factor may affect pupils' academic performance in your school.

Extent to which it affects performance

Factors	Very high effect	High effect	Minimal effect	Very minimal effect	No effect at all
1. Pupils absenteeism					
2. Pupils lateness					
3. Poor management of homework					
4. Teacher absenteeism					
5. Pupils poor concentration in class					
6. Pupils failure to sit for internal tests/examinations					
7. Interruption of pupils learning by co-curricular activities e.g. games, sports, drama etc					

27. Does your school give prizes/rewards to teachers and pupils for good performance?

(i) Teachers (a) Yes [] (b) No []

(ii) Pupils (a) (Yes) [] (b) No []

28. If yes, who organizes for the prizes

(a) Headteacher []

(b) Teachers []

(c) Headteachers and teachers []

(d) Parents/school committee []

(e) Parents, headteacher and teachers []

29. Do you involve parents in discussions related to the academic progress of their children?

(a) Always [] (b) Most times [] (c) Sometimes [] (d) Rarely []

30. Do you encourage pupils to seek for assistance from the parents in case of difficulties in doing their homework?

(a) Always [] (b) Most times [] (c) Sometimes [] (d) Rarely []

31. Kindly comment on the academic performance of your schools in KCPE examination for the last four years i.e. 2010, 2011,2012,2013

Year	Very good	Good	Average	Poor	Very poor
2010					
2011					
2012					
2013					

32. In your view, what factors do you think could be influencing pupils' academic performance in KCPE examination in your school?

- (i).....
- (ii).....
- (iii).....
- (iv).....
- (v).....
- (vi).....
- (vii).....

Thank you for your cooperation and participation

Appendix V: Questionnaire for class eight pupils

Section A

Please indicate the correct option as honestly as possible by ticking (✓) on the correct option. Kindly respond to all the questions and in case you do not understand any question, ask for clarification.

1. In which division is your school?

(a) Kapsowar [☐] (b) Chebiemit [☐] (c) Arror [☐] (d) Tot [☐]

2. Kindly indicate your gender (sex)

(a) Male [☐] (b) Female [☐]

3. What is your age?

(a) Below 13 yrs [☐] (b) 13-15 yrs [☐] (c) 15-17 yrs [☐] (d) Over 17 years [☐]

4. Indicate the number of children in your family.

(a) Less than 3 [☐] (b) 3-5 [☐] (c) 6-10 [☐] (d) More than 10 [☐]

5. Have your parents/guardians attended any formal schooling?

1. Father (a) Yes [☐] (b) No [☐]

2. Mother (a) Yes [☐] (b) No [☐]

3. Guardian (a) Yes [☐] (c) No [☐]

6. If yes indicate the highest level attained.

Parent/guardian	Schooling level attained				
	Below class 8	Class 8	Below form 4	Form 4	Above form 4
Father					
Mother					
Guardian					

Section B

For each of the questions in this section, read the responses carefully and put a tick (✓) against the correct response.

8. Do all the examinable subjects in class eight have teachers?

(a) Yes [] (b) No []

9. If no indicate the subjects which do not have teachers

(a) English [] (b) Kiswahili [] (c) Maths [] (d) Science [] (e) Social studies

(f) Religion []

10. Below is a list of basic facilities in a school. Please indicate by ticking (✓) their availability in your school according to level of sufficiency.

Facility	Very sufficient	Sufficient	Insufficient	Very insufficient
1. Classrooms				
2. Desks				
3. Head teachers office				
4. Staffrooms				
5. Playground				

11. The list below shows the learning resources necessary for effective learning.

Please

Indicate the degree of their availability in your school by ticking (✓)

Resource	Very sufficient	Sufficient	Insufficient	Very insufficient
1. Textbooks				
2. revision books				
3. Pens				
4. Charts				

5. Wall maps				
6. Atlases				

12. How far is your home from school?

- (a) Less than 1 km [] (b) Between 1-2 km [] (c) 2-4 km []
 (d) 4-5 km [] (e) Over 5 km []

13. By what means do you go to school?

- (a) On foot [] (b) bicycle [] (c) Motor bike [] (d) Car []

14. At what time do you arrive at school?

- (a) Before 7.00am [] (b) Between 7-7.30am [] (c) 7.30 -8.00am []
 (d) After 8.00 am []

15. If a class eight pupil arrives late at school what action is taken against him/her?

- (a) Punished within the school []
 (b) Not punished [] (c) Sent back home []
 (e) Other-specify

.....

16. How do you get your lunch meal?

- (a) I carry packed lunch []
 (b) My parents brings lunch []

(c) I go home for lunch []

(d) Other-specify

.....

17. Are there cases of class eight pupils who are at times absent from school?

(a) Yes [] (b) No []

18. If yes, below is a list of some of the reasons why a pupil may be absent from school and the action taken by teachers against such a pupil please tick (✓) the statements, which best describes the action taken against each reason for being absent.

Reason for being absent	Sent home to come with parent	Asked to give reasons for being absent	Given high punishment	Others specify
1. Sickness				
2. Taking care of the young one				
3. Working for money				
4. To work in family shamba				
5. Sent to the market				
6. Lack of school uniform				

19. Do you complete homework in time?

(a) Always [] (b) Most times [] (c) Sometimes [] (d) At no time []

20. Do you get time to study privately at home?

(a) Always [] (b) Most times [] (c) Sometimes [] (d) At no time []

21. Do you have a personal time-table to guide you in your studies?

(a) Yes [] (b) No []

22. How much of your learning time do the following activities consume?

Activity	Very little time	Little time	Moderately high	A lot of time
1. Sports day				
2. Festival days				
3. Punishment				
4. Working in school shamba				
5. Being sent by teachers				

23. How many classes have you repeated since standard one? (a) none (b) 1 (c) 2 (d) 3 (e) 4

24. Do you seek for assistance from family members in case you have difficulties in doing homework?

(a) Always [] (b) Most times [] (c) Sometimes [] (d) At no time []

25. Does your school give prizes to pupils who perform well?

- (a) Yes [] (b) No []

26. If yes, who buys the prizes?

- a) The school
b) Teacher contribute
c) Parents contribute
d) Others (specify),.....

27. Does your school invite people from the community to advise and guide pupils on academic matters?

- (a) Always [] (b) Most times [] (c) Sometimes [] (d) At no time []

28. How many marks out of 500 did you score at the end of term one this year?

- (a) 200 and below [] (b) 200-250 [] (c) 251-300 []
(d) 301-350 [] (e) 351-400 [] (f) Over 400 Marks []

29. How many marks out of 500 do you expect to score in your KCPE examinations this year?

- (a) 200-250 [] (b) 250-300 [] (c) 301-350 [] (d) Over 300 []

30. Having been in this school for many years, you must have observed some factors that influence pupils' academic performance in KCPE examinations. Kindly list some of these factors below:

(i).....

(ii).....

- (iii).....
- (iv).....
- (v).....
- (vi).....
- (vii).....
- (viii).....

Thank you for your cooperation and participation

Appendix VI

Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Ref No.

Date:

NACOSTI/P/14/5204/1559

12th May, 2014

Chebii Raphael Kangogo
P.O. Box 10222-30100
ELDORET

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Factors influencing performance of pupils in KCPE in Kapsowar Division, Elgeyo-Marakwet County*,” I am pleased to inform you that you have been authorized to undertake research in **Elgeyo-Marakwet County** for a period ending **31st December, 2015**.

You are advised to report to the County Commissioner and the County Director of Education, Nairobi County before embarking on the research project.

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

SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:
The County Commissioner
The County Director of Education
Elgeyo-Marakwet County.