

**FACTORS INFLUENCING PUPILS PERFORMANCE IN KENYA CERTIFICATE OF
PRIMARY EDUCATION IN REHABILITATION SCHOOLS; THE CASE OF WAMUMU
AND KABETE.**

BY

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DECLARATION

This Research Project is my original work and has not been presented for a Degree award in any other University.

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DEDICATION

This Research is dedicated to the Almighty God for His goodness and mercies in my life. It is also dedicated to my wife Alice and my son Mike, for their patience, support, inspiration and encouragement during the study.

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I thank the Lord God Almighty for giving me strength and good health during this study.

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Thank you and God richly bless you.

ABSTRACT

The purpose of the research study was to establish factors influencing performance at Kenya Certificate of Primary Education in rehabilitation schools. The study sought to achieve three objectives. These were to;

1. Determine the influence of socio-economic status of pupil on academic performance of pupils at KCPE in Rehabilitation Schools.
2. Establish the influence of learner-characteristics on academic performance of pupils at KCPE in Rehabilitation Schools.
3. Find out the contribution of school related factors on academic performance of pupils at KCPE in Rehabilitation Schools.

The study focused on the case of two schools; Wamumu Rehabilitation School and Kabete Rehabilitation School. A descriptive survey design was adopted. The main data collection instruments were questionnaires. There were questionnaires for teachers and standard eight pupils. Prior to the actual study a pilot study was done to test the validity and reliability of the research instruments. Data was analyzed and tabulated using descriptive statistics generated from the Statistical Package for Social Sciences (S.P.S.S). The study revealed that academic performance of pupils in rehabilitation schools was adversely affected by factors like socio-economic status of pupil, learner characteristics and school related factors.

The study on pupil's socio-economic status revealed that majority of the pupils are from relatively poor backgrounds, their parents have low education levels, low income occupations or unemployed, therefore lack of good parenting and role models at home which impacts negatively in their academic performance in KCPE. The study also showed that learner characteristics

encompassing aspects like entry behavior e.g. truancy, lost time in police cells, remand, Gethathuru collection center and lack of interest contributed to the pupil's poor performance in KCPE. Besides school related factors like the arrangement of the school program and activities that the pupils need to attend to e.g. attending to general duties in earlier classes i.e. 6 or 7, vocational training which takes 2 days of the week, sports, rehabilitation programs and sometimes punishment posed challenges on syllabus coverage which was many times not completed at all with teachers response of 'not at all coverage' being at 77.78%. All this factors combined show that they work together to influence the low performance in KCPE in rehabilitation schools.

Based on the findings, the study made recommendations to review existing policies, programs and arrangements of rehabilitation schools in view to assist these pupils perform better in KCPE under the difficult circumstances they find themselves in. Further, research and other surveys especially in regard to education of rehabilitation schools in Kenya needs to be carried out.

LIST OF ACRONYMS AND ABBREVIATIONS

DCS	Department of Children Services
GoK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
KNEC	Kenya National Examinations Council
MoEST	Ministry of Education Science and Technology
MoLSSS	Ministry of labor Social Security and Services
MSS	Mean Standard Scores

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The universal Declaration of Human Rights (1948), Article 26 provides everyone the right to education. The Kenya Constitution, 2010 under Article 53 1(b) also provides for free and compulsory basic education as a human right to every Kenyan child. Kenya is a signatory to other international declarations such as the Jomtein Conference (1990) and the Millennium Development Goals (MoEST, 2003). Such commitments cannot be achieved without the inclusion of children in special segregated settings such as those in rehabilitation schools (Lynch, 1994). Children are the greatest future national resource of any nation and if they fail to contribute to the general welfare of society, they become wasteful or destructive, are damaged and the society is weakened (Shoemaker, 1984). It was therefore important that the kind of education given to children in rehabilitation schools in Kenya be studied keenly as these children eventually have to be reintegrated back into society.

The two schools under this study; Kabete Rehabilitation School and Wamumu Rehabilitation School are boy's rehabilitation schools run through the Department of Children Services (DCS) under the Ministry of Labor Social security and Services (MoLSS). Some offences committed include breaking and stealing, sexual defilement, manslaughter among others. The former name 'Approved School' was changed to 'Rehabilitation school' in 1999 because of the stigma attached to it (Ndunda, 1978). Kabete was opened in 1910 to cater for youth who had been imprisoned for failure to register and get identity cards and those who did not carry the cards. Wamumu was established in 1958 to rehabilitate young boys who had taken the 'Mau Mau' oath and had refused

to recant it. Thereafter, the rehabilitation schools served the purpose of behavior modification of juvenile delinquents. Boys admitted are between the ages of 10-17 years and serve periods of a minimum of 6 months to a maximum of 3 years depending on the type of crime committed. Both schools provide Free and Compulsory Primary Education (FPE) (GoK.2003). Boys sit for KCPE administered by the KNEC.

These children are emotionally disturbed and education has low priority in their lives making their path towards academic success difficult and uncertain (Ngundo, 2005). They have limited understanding of what the school is trying to do to help them based on their own social and personal problems that distract them from academic work (Galloway, Bloomfield & Ball, 1982). The socio-economic background of these boys is likely not to be good so as to motivate them to learn. Some boys are orphaned, former street children, from single parenthood, divorced or separated families. Majority of the households are dysfunctional, poor, peasant or unemployed parents, have many siblings and the education level of the parents low. This could mean that as these children grew up education issues were never given prominence due to a myriad of problems surrounding their socio-economic background and can affect their academic performance in the present as they try shrugging them off.

Their entry behavior into these schools is unique as it is varied. All of them are committed from Children Courts to these schools. This brings into perspective a number of things; that before they were arrested for the offence charged they could possibly not have been attending school properly due to truancy or even not going to school. They spend time (1- 4 months or more) in children remand homes as their case is dealt with. Then each boy is sent to Gethathuru collection where they are held for another 1-4 months for further assessment to determine the appropriate

rehabilitation school to be sent to serve their terms. In the remand homes there is no learning that goes on. In Gethathuru there is only one teacher who gives tests to determine the class which will assist in placement at the rehabilitation school. Once in the rehabilitation school they suffer another predicament; if they are in class 4, 5, 6 and 7, they will be out of class the whole day once every week for ‘various gangs’ activities. In this program boys stay out of class to learn life skills, discipline, responsibility etc. by attending to various duties and activities within the school. Thus by the time a boy joins class 8 to be exempted from this program, he will be likely to have been affected in their readiness to tackle the KCPE examination. Over time a lack of interest in academic matters is likely to develop as they perform dismally in their day to day classwork.

There is no standard curriculum to run these schools and the day to day school programmes vary from school to school depending on the nature of children admitted. The boys live and board in restriction in the school and operate within an arranged school program which puts precedence in rehabilitation of the boy before academic excellence. A week’s program of the two schools is structured in such a manner that it offers two days of vocational training and the other three days taken up by academic activities. There are also rehabilitation activities in between some structured and some unstructured e.g. visitors talks, etc. This raises pertinent questions as to whether the time allocated to academic sessions to learn and cover the syllabus in preparation of the KCPE examination is adequate. Teachers are also constrained and cannot ensure that the pupils are at par in syllabus coverage given that boys are admitted into the institution from Gethathuru every other school holiday or even as the school term continues in batches of around 10-15 pupils, joining different classes. The school’s programs of the two schools are as shown in the Tables 1.1 and Table 1.2.

Table 1:1 Kabete Rehabilitation School Program; January-December 2015

Day	8.30-11.00am		11.30-12.45pm		2.00-3.10pm	3.30-4.45pm
Monday	Academic Class	B	Academic Class	L	Academic Class	Games
Tuesday	Vocational workshops	R	Vocational workshops	U	Dormitory/House Guidance and Counseling meeting	
Wednesday	Academic Class	E	Academic Class	N	Academic Class	Games
Thursday	Academic Class	E	Academic Class	C	Academic Class	Cleaning
Friday	Vocational workshops	A	Vocational workshops	H	Sports	

Source: Researcher 2015**Table 1.2: Wamumu Rehabilitation School Program; January-December 2015**

Day	8.30-11.00am		11.30-12.45pm		2.00-3.10pm	3.30-4.45pm
Monday	Academic Class	B	Academic Class	L	Academic Class	Games
Tuesday	Vocational workshops	R	Vocational workshops	U	Academic Class/ Vocational workshops	Clubs
Wednesday	Academic Class	E	Academic Class	N	Academic Class	Rehabilitati on Sessions
Thursday	Vocational workshops	A	Vocational workshops	C	Academic Class/ Vocational workshops	Games
Friday	Academic Class	K	Academic Class	H	Academic Class	Pastoral program

Source: Researcher 2015

The core principle is that KCPE is a standardized national examination taken at the end of the eight year cycle which tests pupils' cognitive growth as well as competency in literacy and numeracy. Passing here is defined as scoring 250 marks and above out of a possible 500 marks. The data of mean scores collected for the two schools indicates that the mean scores were below 250 marks for the year's analyzed between 2011 and 2014. The mean standard scores of pupils at KCPE in the two rehabilitation schools are presented in Tables 1.3 and Table 1.4.

Table 1.3: Mean Standard Scores for some schools in Mwea West from 2011 to 2014.

Year /School	Wamumu Rehabilitation School	Kagio Primary School	Kandongu Primary School	Mbui-Njeru Primary School	Rukanga Primary School	Rurii Primary School
2014	217.00	304.60	305.99	272.22	265.12	264.20
2013	205.07	313.22	298.95	273.43	248.51	273.22
2012	206.86	315.46	296.22	289.50	272.37	276.72
2011	217.33	317.86	327.76	263.61	258.70	270.61

Source: DEO Mwea West

Table 1.4: Mean Standard Scores for some Schools in Westlands Division from 2011 to 2014.

Year/ School	Kabete Rehabilitation School	Hospital Hill Primary School	Aga Khan Primary School	Westlands Primary School	Loresho Primary School	Lower Kabete Primary School
2014	232.35	342.00	304.67	314.43	275.17	273.56
2013	212.00	329.10	322.30	320.50	278.90	267.30
2012	231.95	320.78	313.39	315.50	265.54	263.52
2011	190.77	328.82	310.57	317.01	262.92	247.99

Source: DEO Westlands – Lower Kabete

1.2 Statement of the Problem

From the discussions in the background, a number of issues arose that face pupils in rehabilitation school in their quest to pass the KCPE examination. These children have not been adequately prepared to sit and pass this examination. They have a delinquent background and are likely to have lost valuable learning time either through truancy, absenteeism or running away from school. This sometimes is possibly because of difficult socio-economic backgrounds. They have spent time in police cells, remand homes, and at the National children collection center at Gethathuru in Nairobi prior to being admitted to rehabilitation school. Then their entry behavior into the rehabilitation school comes into question whether it is appropriate for learning. Once in the school, rehabilitation programs are given precedence as opposed to academic learning. The boys for instance attend classes for three days in a week and the other two in the workshops. Questions also arose then if the KCPE syllabus is adequately covered given the time allocated. The pupils are

likely to be under pressure to perform and may develop lack of interest in their studies due to poor performance in classwork. The KCPE results for the two schools under study clearly show that there is a problem as their mean score is way below 250 marks. The study therefore sought to study and investigate factors influencing the poor performance at KCPE in Rehabilitation Schools focusing on Kabete and Wamumu Rehabilitation Schools. The study examined variables that affect performance under socio-economic status of pupil, learner characteristics and school related factors.

1.3 Purpose of the Study

The purpose of this study was to establish factors that influence performance in KCPE in Rehabilitation Schools.

1.4 Objectives of the Study

The was based on the following objectives;

- i) To determine the influence of socio-economic status of pupil on academic performance of pupils at KCPE in Rehabilitation Schools.
- ii) To establish the influence of learner-characteristics on academic performance of pupils at KCPE in Rehabilitation Schools.
- iii) To find out the contribution of school related factors on academic performance of pupils at KCPE in Rehabilitation Schools.

1.5 Research Questions

The study sought to answer the following research questions.

- i) What is the influence of the socio-economic status of pupils on academic performance of pupils at KCPE in Rehabilitation Schools?
- ii) What is the influence of learner characteristics on academic performance of pupils at KCPE in Rehabilitation Schools?
- iii) What influence does school related factors have on academic performance of pupils at KCPE in Rehabilitation Schools?

1.6 Significance of the Study

The findings of this study were anticipated to be significant to teachers; as it may help them evaluate their teaching strategies to pupils in rehabilitation schools, hence identify innovative and pragmatic ways of assisting them in their unique situation. It would also help managers and school staffs of both institutions re-evaluate the school program at the implementation level and institute measures that would improve KCPE performance. It would also be significant to policy makers in the education sector, DCS, MoLSS and interested stakeholders in coming up with policies that will help these children's education. Finally researchers and other scholars who would develop similar related studies regarding education in rehabilitation schools.

1.7 Scope of the study

The study was carried out in two selected public rehabilitation schools in Kenya; Wamumu Rehabilitation School in Mwea West - Kirinyaga County and Kabete Rehabilitation School in Westlands Division - Nairobi County. The respondents were teachers and pupils.

1.8 Limitations of the Study

This study did not include other similar rehabilitation schools. This was because of distance, time and resources. However the two schools under study are representative of the others as Wamumu

is classified as a High Risk institution and Kabete a Medium Risk institution. Bureaucracy of government might be a hindrance to data collection procedures due to operation of government institutions. Boys responses might not be truthful as they are sometimes apprehensive when being questioned thinking they are being interrogated. The researcher wrote a letter to the DCS to ease these limitations.

1.8.1 Delimitations of the Study

This study was on two Rehabilitation schools; Wamumu and Kabete as the researcher could be able to access them but the others are far from the researcher. The researcher frequents both Nairobi and Kirinyaga Counties fairly often.

1.9 Assumptions of the Study

It was assumed that the sampled schools represented the entire population and that all respondents were cooperative and gave reliable information. It was also assumed that K.C.P.E is an acceptable, reliable and accurate measure of academic performance. Another assumption was that all the schools offer the same curriculum.

1.9.1 Definitions of Operational Terms

Approved school refers to a term formerly used to refer to rehabilitation schools

Children in conflict with the law: a modest term referring to boys between 10-17 years of age who commit acts of a kind, punishable as crime under statutory children courts.

Juveniles: Children under the age of 18 years having behavioral criminal tendencies.

Delinquency: Criminal behavior, wrongdoing by children under the age of 18 years committing crime repeatedly.

Programs refer to components that make up the rehabilitation process in rehabilitation schools.

Vocational training refers to education or training that emphasizes practical skills attainment and experience through instruction in a particular trade e.g. carpentry, mechanics, electrical, masonry, painting, signwriting or agriculture.

Rehabilitation refers to the attempt to correct the behavior of juvenile offenders through educational, vocational guidance and counseling or therapeutic treatment and reintegrate them back to society as law abiding citizens.

Rehabilitation school refers to an institution established under section 5 of the children's act that admits child offenders with a view of reforming their behavior.

Manager refer to a member of staff heading a rehabilitation school

Low Performance; refers to a pupil who fails to attain by scoring less or below a set standard pass mark of 250 marks in KCPE.

Socio-Economic Status; These according to this study is the socio-economic status of the pupils such as family type, parental level of education and occupation which could contribute to low academic performance at KCPE in Rehabilitation Schools.

Learner Characteristics; These are either intrinsic or extrinsic forces/characteristics such as entry behavior prior to admission into rehabilitation school e.g. truancy, missing school, lost time in the juvenile justice system, and lack of interest on academic performance thus affecting academic performance at KCPE in Rehabilitation Schools.

School Factors; they are school related factors such as the school program arrangement i.e. precedence of rehabilitation programs over academic classroom learning and lack of syllabus coverage which affect academic performance at KCPE in Rehabilitation Schools.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter comprises a review of the researches done internationally, regionally and related studies done in Kenya. This chapter contains a review of literature on factors affecting academic performance at KCPE. Thematic areas the researcher will focus on are socio-economic status of pupil, learner characteristics and school related factors.

2.1 Socio-Economic Status of Pupil

2.1.1 Socio-Economic Status and Academic Performance

Le Roux (1993) observed that majority of the children result to crime and delinquency due to social-economic and other factors within the family or immediate environment. Such include addiction to alcohol and drugs, financial problems and poverty, family relationship, parental and sexual abuse, parental absence from home, collapse of family structure, collapse of the extended family and emergence of vulnerable modern families in urban areas. Tutt (1974), conducted studies on factors leading to delinquency and found that poverty creates a constellation of factors which contribute greatly to delinquency i.e. poor homes characterized with quarrels and violence and fathers not taking up their roles of bringing up the children. Most juvenile delinquents in the rehabilitation schools are from the lower economic strata of society (Oliver, 2000). The low class is characterized by extreme poverty, most families living in abject poverty. Most children are neglected by their parents because of a myriad of problems some as basic as not being able to feed them and education is not a priority. As a result, children resort to illegal means like stealing to satisfy their hunger drive. However, it is worth noting that the children of the middle class and

upper class are also delinquents but their delinquency is covered as their parents use their resources to bail them out and very few end up in rehabilitation schools, though studies need to be done to establish their numbers.

2.1.2 Family Type

Family background has an important influence on academic achievement. Broken homes and strained family relationships have even been associated with delinquent behavior (Rice, 1987).

These include but not limited to orphaned homes, separated, divorced, single families etc.

Children brought up by single parents are more likely to start offending than those who live with two natural parents. Family factors which may have an influence on offending include; the level of parental supervision, the way parents discipline a child, parental conflict or separation, criminal parents or siblings, parental abuse or neglect, and the quality of the parent-child relationship. However children in single parent families are no more likely to offend than others (Graham & Bowling, 1995).

When parents commonly do not know where their children are, what their activities are, or who their friends are, children are more likely to be truant in and out of school besides having delinquent friends (Graham & Bowling, 1995). A lack of supervision is connected to poor relationships between children and parents, as children who are often in conflict with their parents, school and society may be less willing to pursue education matters. Such is the background of majority of pupils in rehabilitation schools and education is not a priority or is affected. This background continues to be disruptive on their focus to education even after admission into rehabilitation school.

2.1.3 Parental Educational Level

Parents with a high education have a better understanding of the need to take pupils to school and ensure that they stay in school as they know the benefits of education. Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance (Hara and Burke 1998). Majority of children in rehabilitation school lack this from their parents as the first motivators and role models to education. On the contrary their parents are likely to be uneducated, could be struggling with the provision of basic needs even to themselves before they think of their children's education. These parents also rarely visit these children in school to know how they are going on education and sometimes see it as good riddance now that they are away from home and ironically would wish that the children stay away longer in rehabilitation school and not come home.

2.1.4 Parental Occupation

Muola (2010) observed that the academic motivation of children whose fathers are in high occupations tend to be high since most of their needs are provided as they live in better quality houses, always speak English at home, have most learning materials, eat three meals a day, have many possessions thus performing better in school. On the flipside, Kunje (2009) in a study on academic performance in Malawi observed that when such a good home environment is lacking coupled with absenteeism in poor families achievement in school becomes difficult. These economic hardships in turn lead to disruption in parenting and an increasing amount of family conflict especially among single parent households (Emmon, 2005). The parents live from 'hand to mouth', more concerned with provision of basic needs and have less expectations of their children's education. Consequently such circumstances continue to indirectly affect adversely the

pupil's performance even after the child is committed to rehabilitation school as follow up from home on the child's progress is very minimal and in most cases nonexistent.

2.2 Learner Characteristics

2.2.1 Entry Behavior

The children in rehabilitation schools come from the community, families and streets. When the police arrest the children in conflict with law, they are remanded in children remand homes before being taken to court. These children are then committed to the Rehabilitation Schools by courts. To put it in perspective; a child is likely to have lost essential learning time before arrest as involvement in crime is most of the times not a one-time event but a process. This deliberate absenteeism by a student from school and home and loitering without a good reason and permission leads to losing valuable learning time and may lead to drop-out (Durojaiye, 1972). Therefore as they enter rehabilitation school they could have been out of the education system for many months and sometimes up to one year. They are disoriented, having emotional stress, not settled and some think of escaping from rehabilitation school. Some do actually escape causing a tense environment on themselves, other children and the entire staff.

Orientation in the new environment takes time sometimes up to two weeks being taught basic discipline, observance of school rules and routine etc. Some have been involved in crime, drugs, etc. and need a lot of guidance and counseling to adjust to the school which has restrictions and limited freedoms. Indeed teachers and instructors have a hard task to bring their mind to class. They might not remember where they had stopped learning in the previous school; concepts could be forgotten, and teachers are sometimes forced to abandon the quest for syllabus coverage to teach

basic arithmetic, reading and writing skills to a number of pupils. Therefore more time is lost before the child's mind actually settles down to serious learning despite going to class.

2.2.2 Lack of Interest

Children who perform poorly at school are also more likely to be truant, which is also linked to offending (Farrington, 2002). Due to a number of reasons the boys attain low marks in academics at the rehabilitation school. This at times does not augur well for them and the teachers who are always thinking how to improve this performance. This creates uneasiness, lack of confidence, and poor concentration. This impact negatively on motivation and slowly a lack of interest on academic matters develops. The juveniles have a number of unmet needs. The need to love and to be loved is crucial. If they feel that this need is not met by teachers, parents and the society, their maladaptive behavior which is being reformed will show or crop up again putting a strain on the focus on education. (Walklate, 2003) argues that the chances of children regressing because low educational attainment, a low attachment to school, and low educational aspirations are all risk factors for offending in themselves. Occasionally you would find a pupil on punishment in the school compound during class time. Others are given minimal punishments in class as the teacher deems fit. These are abhorred by the pupils increasing their lack of interest in education, and teachers have been under pressure to be up to speed with children reforms which advocate more alternative forms of discipline like guidance and counseling.

2.3 School Related Factors

2.3.1 School Program

Rehabilitation schools offer various programs that are rehabilitative in nature and which compete for time and attention with academic matters. The argument is that the child needs rehabilitation

first and as such it is given prominence taking precedence over academics. Koech's Report (1999) reports that the Kenyan curriculum is inappropriate in that there is lack of clear policy guidelines, inadequate educational facilities, equipment and services for learners that are in special and challenged circumstances. According to Bohm (1997), vocational training has long been assumed that it can be rehabilitative by improving rehabilitee's skills and providing them with skills that will help them improve their marketability upon release. In Kenya, vocational training skills offered in rehabilitation schools include among others, carpentry, sign writing, masonry, electrical wiring, tailoring, tin smiting, basketry and agriculture (Ngundo, 2005).

In South Africa, Gast (2001) says education in the juvenile justice system entails much more than just the formal classes and curriculum offered to young offenders. Many institutions do not offer the regular curriculum which is equivalent to the regular high school course load but is focused on business and entrepreneurial skills. Besides a strictly academic curriculum there are also Youth Centers which offers extensive training courses in their workshop classrooms. Similarly in Kenyan rehabilitation schools, vocational training takes substantial time as much as two full days. Add counseling and guidance sessions, rehabilitation through sports and other activities then the time left for academics becomes constrained.

2.3.2 Syllabus Coverage

Children in rehabilitation schools are admitted at different intermittent periods which pose serious challenges on the planning by teachers on how to cover the syllabus. The duration of stay is also limited and as such there is no continuity and follow up from one class to another as happens in normal schools. A major criticism of education in rehabilitation schools is that the duration of committal is not adequate enough to benefit those children fully since their stay in the program

depends on court orders that can be revoked any time (Ngundo 2005). In addition to these the time required to cover the KCPE syllabus is not adequate given that there are other intervening programs and activities which are equally important in rehabilitation schools but which end up taking time out the academic program.

2.4 Summary of literature Review and knowledge gap

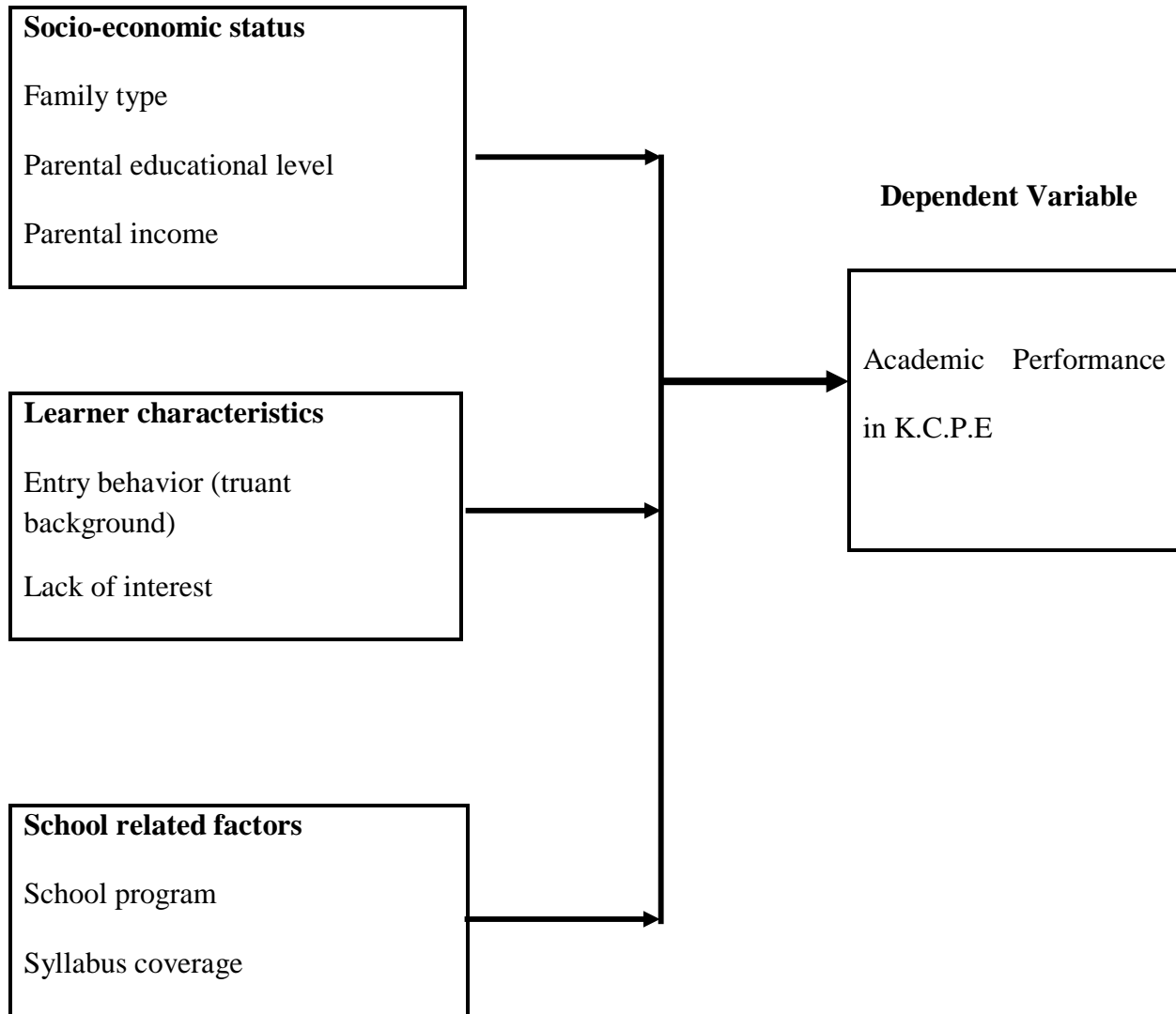
Literature review has been done in this chapter with the socio-economic status of the pupil, learner characteristics, and the school programs being addressed. A number of various studies have also been conducted in regard to rehabilitation of juvenile delinquents in Kenya but there exists minimal research if any specifically addressing performance of KCPE in rehabilitation schools. This creates a knowledge gap as Cheseto (2012) studied behavior modification among juvenile rehabilitees, Kikuvi (2011), studied the Rehabilitation of Delinquent Adolescents in Kenya by exploring on the Challenges and Implications for Counselling, Mugo (2004) studied rehabilitation of street children in Kenya, Wakunyua (1995) studied rehabilitation of juvenile delinquents, Kangethe (1988) studied juvenile justice and management of child offenders while Ndunda (1978) studied Approved schools in Kenya, This therefore calls for the need to study KCPE performance in rehabilitation schools as there has been many studies done on KCPE performance in the mainstream public and private schools primary schools in Kenya but little on rehabilitation schools thus forming the basis of this study.

Finally the section winds up by looking at the conceptual framework.

2.5 The Conceptual Framework

This is a framework that demonstrates how the dependent variable academic performance in KCPE is linked to three independent variables that affect it, which are; Socio-economic status of pupil, Learner characteristics and School related factors. The framework is illustrated in Figure 2.1

Independent Variables



Source: Researcher 2015

Figure 2.1: Conceptual framework on the relationship between independent variables and the dependent variable academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter focused on the methodology used in this study; that is the research design, variables, location of the study, target population, sampling techniques, sample size, construction of research instruments, pilot study, validity, reliability, data collection procedures, logistical and ethical considerations and data analysis techniques.

3.1 Research Design

A descriptive research methodology was used for this study. According to Bickman and Rog (1998), a descriptive study can provide information about the naturally occurring, behavior, attitudes or other characteristics of a particular group. It was used for this study as the phenomenon under study occurs naturally within the schools and the wider society. This method is essential in situations where the sample size is small as is the case under this study. A survey was administered to the selected sample of the population identified by the researcher. Surveys are used to obtain data from individuals about themselves, their households, or about larger social institutions (Rossi, Wright, and Anderson, 1983). Schools under study are social institutions and a survey was appropriate. The researcher also utilized this design as it was extremely efficient at providing information in a relatively brief period of time at low cost.

3.1.1 Research Variables

According to Gay (1961), independent variables are the inputs or causes which make a difference while the dependent variables are the ‘effect’ or output which is determined to occur or not to occur. In this study, factors influencing KCPE performance are the independent variables which were studied to see if they influenced performance. These are: Socio-economic status of the pupil,

Learner-characteristics and school related factors. The dependent variable is KCPE performance which was studied to see if it is affected by afore mentioned factors.

3.2 Study Site

The study was carried out in two rehabilitation schools namely Wamumu Rehabilitation Schools located in Mwea West – Kirinyaga County and Kabete Rehabilitation School located in Lower Kabete – Parklands zone, Nairobi County. The reason for choosing this study site was because Wamumu is classified as a high risk institution and Kabete a medium risk institution thus providing the right mix of factors for the study. The researcher could also fairly access the two schools within his budget.

3.3 Target Population

According to Mugenda (1999), a target population is a complete set of individuals, cases, or objects with some common observable characteristics. The target population constituted all the teachers and class eight pupils of the two rehabilitation schools. The population was found suitable as they understand the operations of rehabilitation schools. The target population consisted of 46 participants; 9 teachers the two head teachers inclusive, and 37 standard eight pupils.

3.4 Sampling Procedure and Sample Size

Gay (1987) posits that random sampling is the best single way to obtain a representative sample. The researcher selected randomly 6 teachers and 12 class 8 pupils from Wamumu and 3 teachers and 25 class 8 pupils from Kabete. This was on the basis that they participate directly and actively in the day to day activities of the school program and likely to give first hand, accurate, unbiased and reliable information. Class 8 pupils are also fairly literate and could answer questionnaires. The total sample consisted of 46 respondents.

3.5 Research Instruments

Questionnaires were the main instruments of collecting data. According to Leary (1995), there are distinct advantages in using a questionnaire: questionnaires are less expensive and easier to administer; they lend themselves to group administration; and they allow confidentiality to be assured. There was a questionnaire for teachers and standard eight pupils. Questionnaires had both closed and open ended questions (Oso and Onen, 2009). The questionnaires were formulated to provide information which endeavored to answer the research questions.

3.6 Pilot Study

A pilot study was conducted to pretest the research instruments in Likoni Rehabilitation School in South Coast Mombasa County which is a Medium Risk institution. According to Wiersma (1985), piloting the instruments helps eliminate ambiguity, misunderstanding and inadequate items. This enabled the researcher detect flaws in the administration of the research instruments and check their reliability. The study also helped ascertain whether the anticipated analytical techniques were appropriate. The study was done on 21 respondents; 6 teachers and 15 pupils.

3.7 Reliability

According to Suskie (1996), a perfectly reliable questionnaire elicits consistent responses. Robson (1993) indicates that a high reliability of response is obtainable by providing all respondents with the exact same set of questions. The research instruments were discussed with my research supervisors in order to sharpen and improve their appropriateness. The instruments were administered to the respondents involved in the pilot study at different times in close succession using the test-retest method due to time factor. The correlation between the two sets of data was determined using the Pearson Product Moment Correlation Formulae. A reliability coefficient of

between 0.00 and 1.00 was considered appropriate as it shows that there is a relationship considered appropriate for this study.

3.8 Validity of the Research

Validity is the degree to which a test measures what it purports to measure (Borg and Gall, 1989). Items in the questionnaire were reviewed against the study objectives to ascertain their accuracy. Validity was also improved by the researcher talking to the respondents to clarify ambiguous questions during the pilot study. The researcher sought expertise guidance from his university supervisors. In addition, a presentation was done on 26 March 2015 at the School of Education, Department of Educational foundations, University of Nairobi to help fine tune the study tools and strategy before field work.

3.9 Data Collecting Procedures

The researcher gave a brief explanation of the importance of the study and assured the respondents of confidentiality. The respondents were given time to answer the questionnaires and the researcher explained to pupil's areas they did not understand.

3.9.1 Ethical Considerations

Collecting information on boys in conflict with the law might raise ethical issues. For these reasons, the researcher sought consent from the participants to participate. No names of participants were used in the questionnaires, or any part of the study whatsoever. Participants were assured that the information would be kept confidential and used for the stated purpose.

3.9.2 Logistical Considerations

Before proceeding for fieldwork, the researcher obtained an authorization and introductory letter from the Dean School of Education University of Nairobi, a Research permit from the National Council for Science and Technology (NCST) and Consent letters from the Department of Children Services to allow access to the schools.

3.9.3 Data Analysis Techniques

Data was analyzed both qualitatively and quantitatively using descriptive statistics. Items were arranged according to individual research questions and analyzed data presented in tabular form where possible. Analysis involved the use of the Statistical Package for Social Sciences (SPSS) manual. For comparison, mean, frequencies and percentages were used. Qualitative analysis was used in making inferences from the respondents from the open-ended questions using a thematic approach. This allowed trends that were established to be interpreted according themes that in turn helped answer the research questions posed in chapter one.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents the results of the study findings, analysis and discussion of the findings based on the study objectives and as set out in the research methodology. The analyzed data with appropriate interpretations has been presented. The purpose of the research study was to investigate factors that influence pupil's performance in KCPE in Rehabilitation Schools with the case of Wamumu and Kabete Rehabilitation schools being studied. The research sought to answer the following questions: What is the influence of the socio-economic status of pupils on their academic performance at KCPE in Rehabilitation Schools? What is the influence of learner characteristics on academic performance of pupils at KCPE in Rehabilitation Schools? What influence does school related factors have on academic performance of pupils at KCPE in Rehabilitation Schools?

The study adopted a descriptive survey design. The research instruments were questionnaires. The respondents were teachers and pupils. The study targeted 37 pupils and 9 teachers making a total of 46 respondents. All the pupils and teachers interviewed returned their questionnaires, contributing to a 100% response. This response rates were sufficient and representative conforming to Mugenda and Mugenda (1999) 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 excellent response rate was because all the pupils and teachers were present in the schools during the time of study as is the case in such schools which require a lot of supervision most of time during the school term. Their residing within the schools also made their availability much

easy to find them. The following section analyzes demographic information of the respondents based on the research objectives.

4.1 Demographic Information

This section shows analysis of respondents' demographic information. The study sought to establish the age distribution of the pupils. The respondents were asked to indicate their age. The age distributions of pupil respondents are presented in Figure 4.1.1.

4.1.1 Pupils Age Distribution

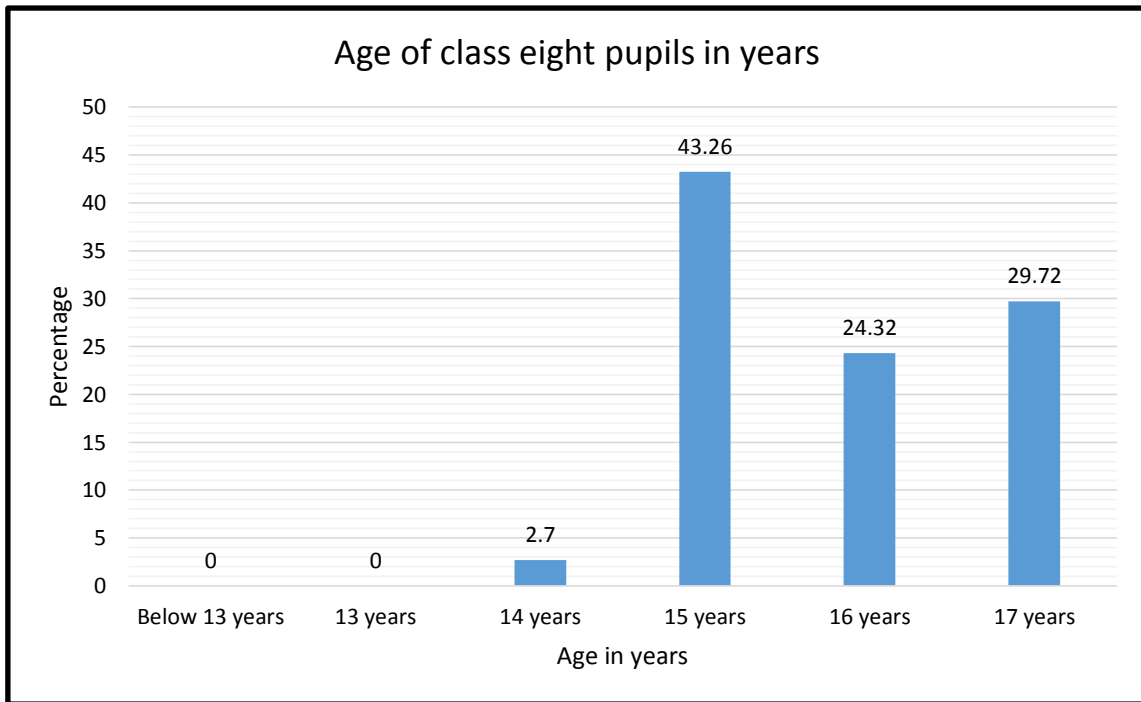


Figure 4.1.1: Age of class eight pupils in years

The data in figure 4.1.1 shows that majority of pupils are between the ages of 15 and 17 years with 15 years (43.26%), 16 years (24.32%) and 17 years (29.72%). This shows that the pupils were old

enough and fairly knowledgeable to understand and answer questionnaires that could give reliable and valid information on factors influencing their performance in KCPE.

The study also sought to find out the time the teachers had served in the two institutions of study. The findings are presented in Figure 4.1.2.

4.1.2 Duration served by teacher in the rehabilitation school

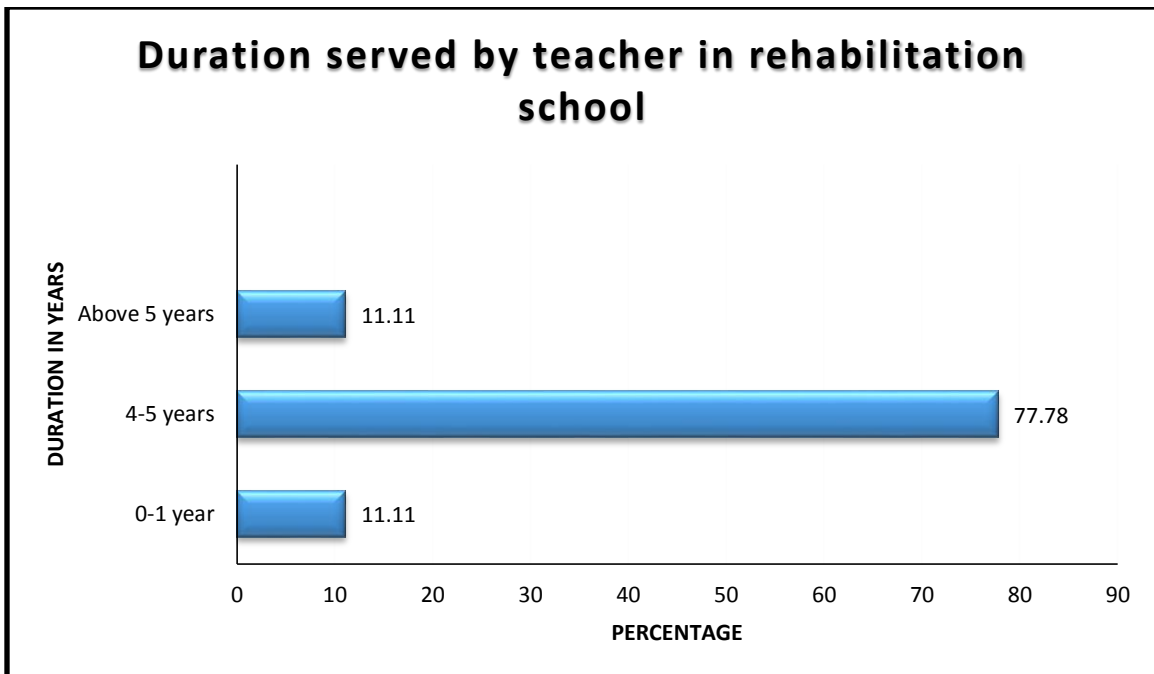


Figure 4.1.2: Duration served by teacher in the rehabilitation school

The information on Figure 4.1.2 indicates that 77.78% teachers have served for 4-5 years and 11.11% have served above 5 years giving a cumulative total of 88.89% of the teachers that have served for four or more years. They therefore have considerable knowledge and experience in the education especially as concerns KCPE performance in the schools.

The study also sought to find out the opinion of teachers about the performance in their schools. The findings were as shown Table 4.1.3.

4.1.3 Opinion of teachers about KCPE performance in the school

Table 4.1.3: Opinion of teachers about KCPE performance in the school

Performance	Frequency	Percentage (%)
Very good	0	0
Good	0	0
Average	6	66.67
Below average	3	33.33

N = 9

The findings in Table 4.1.3 indicate that 66.67% of teachers said that the performance in KCPE is average while 33.34% said it is below average. The reasons they gave for this average to below average performance were that; the academic contact hours were too short, few or insufficient, syllabus coverage is a problem i.e. under coverage of syllabus, lower levels of the syllabus is not covered by candidates, inconsistencies in transition from one class to another due to a myriad of reasons e.g. establishing the right class of a pupil during committal to rehabilitation school, negative attitude of pupils and their lack of interest in academic work and education in general. Perception of learners that the school is a jail and not a correctional facility was also sighted.

The researcher was also interested to know how the socio-economic status of pupil influenced performance at KCPE in rehabilitation schools. The parameters under socio-economic status were; parent's education and occupation, family type focusing on good parenting and role models.

The findings of the research question; influence of socio-economic status of pupil on KCPE performance is presented in the following section.

4.2 Influence of socio-economic status of pupil on KCPE performance

The study sought to find out the level of the education of the pupils fathers. The findings are as shown in Table 4.2.1.

4.2.1 Level of parent’s education – Father

Table 4.2.1: Level of parent’s education – Father

Level of Education	Frequency	Percentage (%)
Primary	5	13.51
Secondary	10	27.02
College/University	20	40.54
Non Formal education	7	8.12
No response	4	10.81

N = 37

The findings in Table 4.2.1 show that 59.46% of pupils’ responded that their father’s education was either secondary education (27.02%) or primary education (13.5%) or non-formal education (8.12%) with 10.81% having no response. This indicates that majority of their fathers are unlikely to know the importance of education and likewise instill or aspire to pass the same information to their children to positively influence their performance at KCPE. Four respondent’s father’s

education could not be established as they did not indicate it. Either the father passed away, are single-parent family, separated, divorced, orphaned, or they were not comfortable revealing information about their father etc. 40.54% indicated that their father had college/university education showing that with proper interventions they can be of help to their children’s education.

The study also sought to find out the level of the education of the pupils mothers. The findings are as shown in Table 4.2.2.

4.2.2 Level of parent’s education – Mother

Table 4.2.2: Level of parent’s education – Mother

Level of Education	Frequency	Percentage (%)
Primary	7	18.91
Secondary	15	40.54
College/University	14	37.83
Non Formal education	1	2.72
N = 37		

The information on Table 4.2.2 shows that a majority of the pupils mother’s education falls below college/university level i.e. primary 18.91%, secondary 40.54% and non-formal education 2.72% giving a total of 62.17%. Though 40.54% of the mothers have attained secondary education, it is sometimes not enough to influence positively their children’s education in a competitive education environment in Kenya. This then indicates that the parent’s education level impacts negatively on their children’s education as their own education level is low many times resulting to poor role

models, lack of motivation and poor parenting due to low income levels among others. This predisposes such children to difficult learning circumstances and to some extent the predicament they find themselves in i.e. committal to rehabilitation school. Consequently therefore performance in KCPE is affected due to these circumstances.

The study also sought to find out the occupation of the pupils father. The findings are as shown in Table 4.2.3.

4.2.3 Father's occupation

Table 4.2.3: Father's occupation

Occupation	Frequency	Percentage (%)
Farmer	7	18.91
Unemployed	6	16.25
Business/Trader	3	8.1
Professional e.g. judge, teacher, engineer	3	8.1
Self-employed - barber, mason, mechanic, carpenter, driver	14	37.83
Unspecified or orphaned etc.	4	10.81
N = 37		

The results in Table 4.2.3 show that the proportion of pupils' father who are unemployed is 16.25%, unspecified/orphaned etc. is 10.81% giving a total of 27.06%. Farmers are 18.91%, traders 8.1% and self-employed 37.83%. These percentages indicate that majority (72.99%) of the father's job is either unemployed, peasant farmers or self-employed in engagements like barber, mason, mechanic, carpenter etc. This is likely to form a difficult socio-economic background that is challenging in shaping up good educational goals and objectives in the family which cumulatively affects their quest to perform well in KCPE. However 8.1% are in professional occupations and therefore knowledgeable enough to influence positively the education of their children but other factors make it difficult.

The study also sought to find out the occupation of the pupils mother. The findings are as shown in Table 4.2.4.

4.2.4 Mother's occupation

Table 4.2.4: Mother's occupation

Occupation	Frequency	Percentage (%)
Farmer	7	18.91
Unemployed	5	13.54
Business/Trader	18	48.64
Professional e.g. doctor, Police	4	10.81
Self-employed	3	8.1
N = 37		

The data in Table 4.2.4 indicates that 89.19% of mother's occupation comprised of business/trader (48.64), farmer (18.91%), self-employed (8.1%) and unemployed (13.54%). Professional e.g. doctor, police formed 10.81%. This too shows that a small percentage (10.81%) of their mothers are in well to do earning occupations that could support or influence positively the child's education.

The study also sought to find out pupil's response on socio-economic factors affecting their academic performance. The findings are as shown in Table 4.2.5

4.2.5 Pupil's response on socio-economic factors affecting their academic performance

Table 4.2.5: Pupil’s response on socio-economic factors affecting their academic performance

Variable	Strongly Agree	Agree	Strongly Disagree	Disagree	Total (%)
Poor socio-economic background	55.89		44.11		100
Dysfunctional family	59.46		40.54		100
Low parental level of education	33.33		66.67		100

From the information in Table 4.2.5 55.89% of pupils agreed that poor socio-economic background affects their performance which is true from the results of their performance. 59.46% agreed that dysfunctional family affects their performance. This is also true as a difficult family background poses challenges in terms of provision of resources, good parenting and lack of good models. However 66.67% of pupils disagreed with the position that low parental level of education affects them. This is likely not be true as teachers disapproved this position as they know some of the pupils’ background information as they access the pupil’s committal files. Though it seems that they should be affected, pupils in similar difficult circumstances have been known to perform well in KCPE. There is also a possibility that the pupils filled this response with some level of untruthfulness or feelings of nostalgia.

The study sought to find out teacher’s response on factors affecting academic performance. The findings are as shown in Table 4.2.6.

4.2.6 Teacher’s responses on socio-economic factors affecting academic performance of their pupil

Table 4.2.6: Teacher’s responses on socio-economic factors affecting pupil’s performance at KCPE in their school

Variable	Strongly Agree	Agree	Strongly Disagree	Disagree	Total (%)
Difficult socio-economic background of pupils	88.89		11.11		100
Poor family background	100		0		100
Low parental level of education	87.5		12.5		100
Lack of good parenting and role models at home	88.89		11.11		100

The response in Table 4.2.6 shows that 88.89% of teachers agreed that difficult socio-economic background of pupil affects them, which is true as they access and read the boy’s files and get history of their cases, probation officers reports, family history and status. They also do act as personal officers or ‘parents’ to these pupils as duties in rehabilitation schools sometimes necessitate this arrangements during guidance and counselling sessions. 100% of teachers

particularly agreed that poor socio-economic background affects performance of pupils. This is in contrast to 55.89% of pupil's earlier response to the same question in subsection 4.2.5 who disagreed that this affects them possibly because they are not knowledgeable enough to tell or assess the impact of this background. 87.5% of teachers agreed that low parental level of education of the pupil's parent affects their KCPE performance while 88.89% agreed that lack of good parenting and role models affected performance of their pupils.

The researcher was also interested to know how learner characteristics of pupil influenced performance at KCPE in rehabilitation schools. The parameters under learner characteristics were; entry behavior focusing on lost time due to truancy, at police custody, remand, Gethathuru center, and lack of interest in their studies.

4.3 Influence of learner characteristics of pupil on KCPE performance

The study therefore sought to find out how often pupils missed school due to truancy before arrest. The findings are as shown in Table 4.3.1.

4.3.1 Pupils responses on how often they missed school due to Truancy before arrest

Table 4.3.1: Duration of pupils missing school due to truancy before arrest

Duration	Frequency	Percentage (%)
Daily	4	10.82
Regularly	6	16.22
Not Regularly	20	54.05
Never	7	18.91

N = 37

From the findings in Table 4.3.1, the study established that majority of pupils missed school due to truancy before arrest with those missing daily at 10.82%, regularly (16.22), and not regularly (54.05%). This is a cumulative total of 81.09% pupils having missed school at one time or another with 18.91% of pupils responding as having never missed school before arrest. This revealed a clear loss of valuable learning time which is crucial to a good performance at KCPE. This then adversely affects the pupil's performance at KCPE later on in their studies.

The study also sought to establish the time spent by pupils in police custody and remand. The findings are as stipulated Table 4.3.2.

4.3.2 Time spent by pupils in Police custody and Remand

Table 4.3.2: Time spent by pupil in Police custody and Remand

Duration (months)	Frequency	Percentage (%)
0-1 month	15	40.54
2-3 months	10	27.02
4-5 months	2	5.42
Above 5 months	10	27.02

N = 37

The data on Table 4.3.2 indicates that the pupils responded as having spent time in police custody and children remand homes for periods ranging from one month to above 5 months; 0-1 month (40.54%), 2-3 months (27.02%), 4-5months (5.42%), above 5 months (27.02%). In one special case one respondent indicated that he had spent one and half years in custody before committal. This clearly shows that critical learning time is lost during incarceration adversely affecting learning. Consequently sitting for a competitive and standard examination like KCPE is challenging.

The study also sought to establish the duration the pupils stayed at Gethathuru National collection center. The findings are as shown in Table 4.3.3.

4.3.3 Duration of stay at Gethathuru National collection center

Table 4.3.3: Duration of stay at Gethathuru National collection center

Time/Duration (months)	Frequency	Percentage (%)
0-1 month	1	2.7
2 months	3	8.13
3 months	22	59.45
Above 3 months	11	29.72

N = 37

The results from Table 4.3.3 show that 59.45% of pupils had spent 3 months and 29.72% above 3 months at Gethathuru. Cumulatively 89.17% of pupils spent time of between 3 months and above 3 months at the center. This in a normal school calendar is equivalent to a whole school term which is normally about three months. This time is not recovered and therefore adversely affects pupil's performance in KCPE later on in their learning process as KCPE is a cumulative terminal examination assessing work covered in an eight year course of learning.

The study also sought to establish the pupil's response on factors affecting their academic performance. The findings are shown in Table 4.3.4.

4.3.4 Pupil's response on learner characteristics factors affecting their academic performance

Table 4.3.4: Pupil’s response on learner characteristics factors affecting their academic performance

Variable	Strongly Agree	Agree	Strongly Disagree	Disagree	Total (%)
Absconding school while at home	41.67		58.33		100
Lost time in remand	63.89		36.11		100
Lost time in Gethathuru collection center	63.89		36.11		100
Lack of interest	50.23		49.77		100

From the pupils responses tabulated in table 4.3.4, 63.89% agreed that lost time in remand affects their performance which is indeed true. 50.23% also said lack of interest affects them which is also true as they have little intrinsic motivation to learn. 63.89% agreed that lost time while at Gethathuru collection center affects their performance this also is true as that time is not recovered. However 58.33% disagreed that absconding school while at home affects them which is not true as they could be in denial or not well informed how this affects them.

The study also sought to establish the teachers’ response on factors affecting their pupil’s academic performance. The findings are as shown in Table 4.3.5.

4.3.5 Teacher’s responses on learner characteristics affecting performance at KCPE

Table 4.3.5: Teacher’s responses on learner characteristics affecting performance at KCPE

Variable	Strongly Agree	Agree	Strongly Disagree	Disagree	Total (%)
Entry behavior of pupils to school (lost time before admission)	87.5		12.5		100
Lack of interest by pupils	100		0		100
Absence from class in rehabilitation school due to punishment	11.11		88.89		100

The results in Table 4.3.5 show that 87.5% of teachers agreed that entry behavior of pupil affects them. The teachers are involved in receiving and placing the pupils in various classes as they admit them into the rehabilitation school and interact with the pupils on a daily basis thus getting to know their entry behavior. 100% of teachers agreed that lack of interest by pupils in their studies affects their performance negatively. It is then clear from this finding that pupils are not prioritizing academics as important. They could also be lacking motivation, ignoring it or it is too low. However 88.89% of teachers disagreed with pupils that absence from class due to punishment in rehabilitation school affects pupil’s performance.

The researcher was also interested to know how school related factors influenced performance at KCPE in rehabilitation schools. The parameters under school related factors were; the school program and the other parameter being lack of syllabus coverage.

4.4 Influence of school related factors on pupil performance of KCPE

The study sought to establish how many days in a week pupils attend to academic classes in rehabilitation school. The findings are as shown in Table 4.4.1.

4.4.1 Days in a week pupils attend to academic classes in rehabilitation school

Table 4.4.1: Days in a week pupils attend to academic classes in rehabilitation school

No. of days	Frequency	Percentage (%)
2 days	0	0
3 days	37	100
4 days	0	0
5 days	0	0

N = 37

From the findings in Table 4.4.1 pupil's responses indicates that they all (100%) attend to academic classes 3 days in a week. This is also in concurrence with the program of the schools illustrated in Table 1.1 and Table 1.2 of this project. This time averages to 27 to 28 lessons per week as opposed to a 5 day attendance in a normal school whose average is about 39 lessons per week. This in

essence means that the time taken to cover the syllabus is inadequate in preparation of KCPE, which in the long run affects pupil's performance.

The study also sought to establish how many days in a week pupils attend to vocational workshops while in rehabilitation school. The findings are as shown in Table 4.4.2

4.4.2 Days in a week pupils attend to vocational workshops in rehabilitation school

Table 4.4.2: Days in a week pupils attend to vocational workshops in rehabilitation school

No. of days	Frequency	Percentage (%)
1 days	0	0
2 days	37	100
3 days	0	0
4 days	0	0
N = 37		

The results from Table 4.4.2 indicate that all the pupils (100%) responded to attending workshop training twice a week. This time though not wasted is not compensated for and is never recovered. This puts the pupils at a disadvantage though as already mentioned not of their own making as they prepare for KCPE as the time left for academic learning is not adequate to enable them perform well.

The study also sought to establish the opinion of pupils on whether attending the workshop training for two days in a week affects their performance in KCPE or not. The findings are shown in Table 4.4.3.

4.4.3 Opinion of pupils on whether attending the workshop affects their performance in KCPE or not

Table 4.4.3: Opinion of pupils on whether attending the workshop affects their performance in KCPE or not

Response	Frequency	Percentage (%)
Yes	7	18.92
No	30	81.08
N = 37		

As shown in Table 4.4.3, 81.08% of pupils gave a no response while 18.92% gave a yes response. This was an interesting finding because 81.08% of the pupils said attending vocational workshops does not affect them, in regard to KCPE performance yet it takes time out of classroom learning. The reasons they gave were; some of them do or perform better in the workshop programs than in class, vocational training does not require a lot of reading and writing as 90% of the training is based on the use of hands-on skills and that they figured out that the vocational training is likely to help them in future life whichever way they perform in KCPE. Clearly they can see that vocational training takes time out of class but would rather that they continue with the training. This then presented a catch-22 situation for them when asked on possible solutions to this situation. They gave the following suggestions; vocational training to be held on weekends or done on

holidays, separation of pupils as per their interest and capabilities i.e. one group to attend vocational fulltime and another group to attend academic classes fulltime. Another suggestion was to remove workshops altogether so that they attend class throughout their time in rehabilitation school. They also proposed addition of more academic teachers.

The study also sought to establish from teachers which school programs takes time away from academic classroom instruction in rehabilitation school. The findings are shown in Figure 4.4.4.

4.4.4 School program/s which takes time away from academic classroom instruction

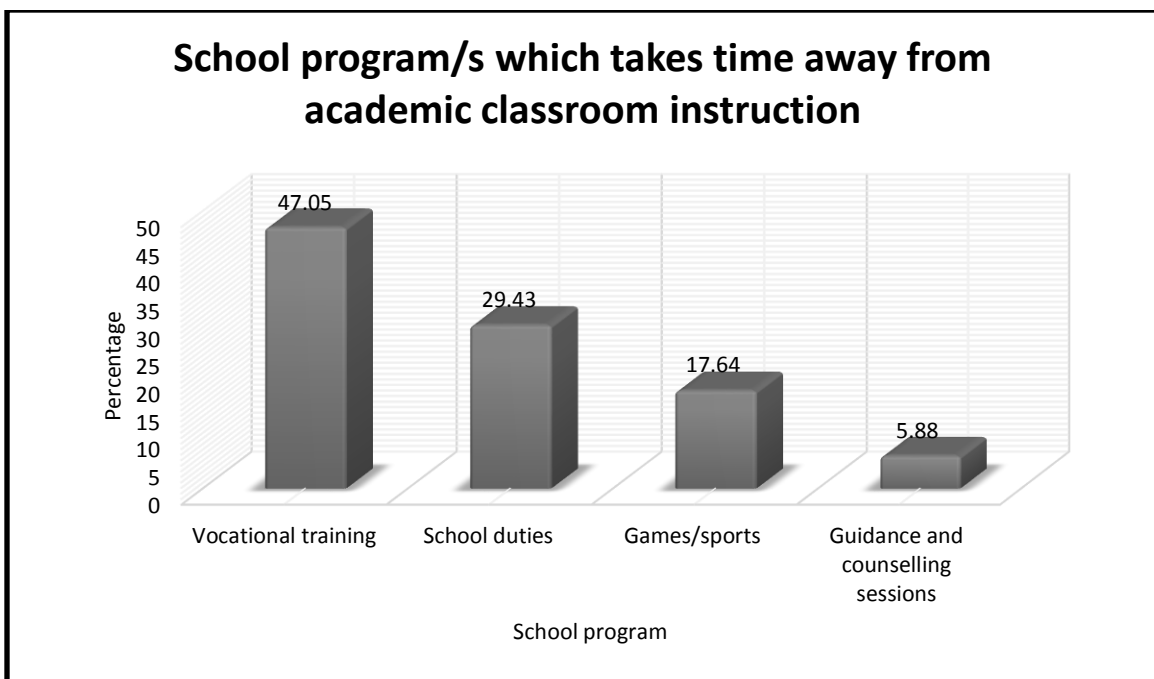


Figure 4.4.4: School program/s which take time away from academic classroom instruction

The data in Figure 4.4.4 shows that according to teachers vocational training takes most of the time from academic classroom learning at 47.05% followed by school duties at 29.43%, games and sports at 17.64%, whereas guidance and counseling took 5.88%. This indicates that academic

learning is deprived of essential man-hours necessary for adequate preparation of pupils in readiness for KCPE. Again it needs to be mentioned that being a rehabilitation school all the mentioned programs are essential and impart important life skills to the pupils for life outside rehabilitation school after release. This then requires a review on how these schools can run and achieve both objectives at the same time.

The study also sought to establish teacher's response on how often they complete the syllabus. The findings are shown in Table 4.4.5.

4.4.5 Teachers response on completion of syllabus

Table 4.4.5: Teachers responses on how often they complete their syllabus

Completion of syllabus	Frequency	Percentage (%)
Very often	0	0
Often	2	22.22
Not at all	7	77.78
N = 9		

The results in Table 4.4.5 indicate that 77.78% of the respondents said that they have not at all been able to cover the syllabus. One respondent actually said that for the 4-5 years he/she have been in the school, the syllabus has never been completed presumably in his/her subject area. The reasons they gave for this lack of syllabus coverage were; pupils not attending classes daily, admissions to rehabilitation school done anytime of the year, release of children at intermittent periods on expiry of their committal order or revocation of the order on attainment of improved

behavior thus a break of continuity in learning, insufficient teachers, e.g. Kabete Rehabilitation School currently has 3 teachers the head teacher inclusive, a lot of breaks in the learning program due to games, sports and other extra-curricular activities which the pupils sometimes perform well especially at the preliminary stages than other mainstream primary schools, indiscipline cases which sometimes takes hours to resolve or punish, fewer lessons than is normally required due to the nature of the schools program, time lost by pupils before admission to rehabilitation school, time lost in general duties and other unplanned outdoor activities, time lost is rarely recovered nor compensated for and attitude of pupils who never want to be in class when it's not class time. However it needs to be mentioned that one respondent's response was that in some subjects the syllabus may be fully covered.

The study also sought to establish from pupils school factors affecting their academic performance. The findings are as shown in Table 4.4.6.

4.4.6 Pupil's response on school factors affecting their academic performance

Table 4.4.6: Pupil’s response on school factors affecting their academic performance

Variable	Strongly Agree	Agree	Strongly Disagree	Disagree	Total (%)
Attending vocational training in rehabilitation school	41.67		58.33		100
Attending to rehabilitation programs in rehabilitation school	48.65		51.35		100
Attending to various gangs duties in class 6 or 7 for one day in rehabilitation school	72.98		27.02		100
Lack of syllabus coverage	72.98		27.02		100
Missing class due to punishment	75.67		24.33		100

The findings in Table 4.4.6 indicates that 58.33% of pupils disagreed that attending vocational training in rehabilitation affects them. The reasons for this disagreement and subsequent challenges have been discussed in subheading 4.4.3. Also 51.35% of pupils disagreed that attending rehabilitation programs in rehabilitation school affects them. This too takes time off academic learning but the pupils response similarly shows that they can decipher the advantages of the programs as the primary reason why they are in rehabilitation school is to change behavior and this sometimes takes precedence over academic learning. 72.98% of pupils agreed that attending to various gangs/duties in class 6 or 7 for one day in rehabilitation school affects them. This is true as a lot is missed in academic learning during this time. However it needs to be mentioned that

these duties help in instilling discipline, responsibility, life skills etc. which are essential in the first place for an ‘all rounded pupil’ to be achieved in rehabilitation school. 72.98% agreed that lack of syllabus coverage affects them which is also true given their background and constraints of time.

75.67% of pupils agreed that punishment affects their performance in rehabilitation school. This is in contrast with 88.89% of teacher’s responses in section 4.3.5 of this project who had indicated that missing class due to punishment in rehabilitation school does not affects pupils. Research needs to be done to establish the extent to which punishment therefore affects performance in KCPE in rehabilitation schools as 88.89% teachers disagree or strongly disagree that punishment affects pupils while 75.67% of boys strongly agree or agree that punishment affects them.

The study sought also to establish teacher’s responses on school factors affecting academic performance of pupils. The findings are shown in Table 4.4.7.

4.4.7 Teacher’s responses on school factors affecting performance at KCPE in their school

Table 4.4.7: Teacher’s responses on school factors affecting performance at KCPE in their school

Variable	Strongly Agree	Agree	Strongly Disagree	Disagree	Total (%)
Attendance to vocational workshops in rehabilitation school	55.56		44.44		100
Attendance to rehabilitation programs	44.44		55.56		100
Being out of class once per week to attend to general duties in rehabilitation school while in class 6 or 7	77.78		22.22		100
Lack of syllabus coverage	77.78		22.22		100

The information in Table 4.4.7 shows that 55.56% of teachers agreed that attending to vocational training affects pupils. This is true as time for academic learning is taken away. They however are acutely aware that this vocational training helps the pupils. 77.78% of teachers agreed that being pupils being out of class for one day per week in class 6 or 7 in rehabilitation school ultimately affects their performance in KCPE. This is true technically as it adds up to a total of three days out of academic learning as the other two would be spent in vocational training as already happens

while in class 8. This then means a pupil currently in class 7 who will be a candidate the following year misses three days of academic classes i.e. one day out attending to general duties and two in the workshop training. This in essence means that the pupils attend academic classes for two days only which is quite a short time to learn. 77.78% of teachers agreed that lack of syllabus coverage affects pupil's performance at KCPE. This is because content that the pupils are supposed to cover in readiness of the KCPE examination is not covered.

The study also sought to find out the kind of initiatives teachers are taking to improve academic performance in KCPE. The initiatives are enumerated in subsection 4.5

4.5 Initiatives teachers are taking to improve academic performance in KCPE

The teachers gave the following initiatives that they have been taking to improve performance; doing their best to cover the syllabus within available time through remedial teaching like; extra tuition in the mornings during cleanups, preps, weekend teaching, evening classes and holiday tuition. They also said they are guiding and counseling the pupils on the importance of attaining good marks in KCPE sometimes using role models as well as sensitizing boys on the importance of education so as to create interest and change their perception. The teachers also said that they have been varying teaching methods and giving pupils extra time to do their studies though they did not indicate precisely how they do this.

The study also sought to find out the teachers overall recommendations/suggestions on KCPE performance can be improved in their school. The recommendations/suggestions they gave are discussed in subsection 4.6

4.6 Teachers overall recommendations/suggestions on how KCPE performance can be improved in their school

The teachers recommended that; pupils attend classes at least 4-5 days in a week, guidance and counseling to be given to pupils with low self-esteem due to low, poor or difficult socio-economic background, punishment to be given after classes or during weekends to give pupils time to attend class, change of perception by staff who make utterances that make the school look like a prison, improve motivational levels of the teaching staff, establishing a funds body to take care of learners joining secondary schools, motivating learners, balance between academic and vocational training to be sought, boys to be grouped into two; those good in academics to proceed to class while the rest to go on with vocational training, registered KCPE candidates to remain in class without attending workshops and boys who join class 6 to be retained until they do their KCPE.

They further suggested that; more time to be allocated to cover class 7 and below syllabus by the class 8 pupils, rotation of pupils when assigning outdoor activities and not to the same pupils every other day, if possible vocational training to be done during holidays when schools are closed, strengthening guidance and counseling programs in rehabilitations especially on the importance of KCPE, teachers to try and cover the syllabus despite the prevailing circumstances, try and make pupils like classroom work, reduce punishment during class time, exempt candidates from vocational training to concentrate on academics, group pupils according to interest, admissions to be done with regard to the school calendar, Children's Department to employ more teachers and improve placement of resources by the school management.

A summary of the study findings, conclusion and recommendations are presented Chapter five.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMEDATIONS

5.0 Introduction

This chapter presents the summary of the study findings, conclusion and recommendations. This chapter is based on the study objectives which were to establish factors influencing KCPE performance in rehabilitation schools like socio-economic status of pupil, learner characteristics, school program and lack of syllabus coverage.

5.1 Summary of the study findings

This subsection gives a summary of the study findings. The demographic information of the respondents and school performance was first established. Majority of the pupils respondents were between the ages of 15 and 17 years. This shows that the pupils were old enough and fairly knowledgeable to understand and answer questionnaires that could give reliable and valid information on factors influencing their performance in KCPE. The study also established that majority of the teachers had served in the school for four or more years. They therefore have considerable knowledge and experience in the education especially as concerns KCPE performance in the schools. The study also found out from the teachers that the performance in the schools was average to below average which concurred with the statistics from the respective District Education offices in Table 1.3 and Table 1.4. They attributed this performance to a combination of factors ranging from academic contact hours being too short, lack of syllabus coverage to lack of interest by pupils in academic work.

On socio-economic status of pupil, the study found out that the education of the pupil's parents was low indicating that their parents are unlikely to know the importance of education and likewise pass the same information to their children to positively influence their performance at KCPE. This was found to predispose such children to difficult learning circumstances. Their parent's occupations were also low forming a difficult family background which poses challenges in terms of provision of resources, good parenting and lack of good models. This then forms a difficult socio-economic background that is challenging in shaping up good education goals and objectives in the family which cumulatively affects their quest to perform well in KCPE.

Concerning learner characteristics the study established that majority of pupils have missed school due to truancy before arrest at one time or another. Pupils also responded as having spent time in police custody and children remand homes for periods ranging from one month to above 5 months. Similarly pupils responded to having spent periods of time ranging from 1 month to above 3 months at Gethathuru collection center. This was also the case for each pupil who responded as having spent time ranging from 1 to above 5 months in police custody and at remand homes. This revealed a clear loss of valuable learning time which is crucial to a good performance at KCPE. This then adversely affects the pupil's performance at KCPE later on in their studies in rehabilitation school. Teachers too agreed that this entry behavior of pupils into rehabilitation school affects them adversely. Indeed 100% of teachers agreed that lack of interest by pupils in their studies affects their performance negatively, since pupils do not prioritize academics as important due to lack of intrinsic motivation.

The study of the school program factors showed also that all pupils indicated that they attend to academic classes 3 days in a week. Similarly all pupils responded to attending workshop training twice a week. Teachers too concurred that vocational training takes most of the time from academic

classroom learning, followed by school duties, games and sports and guidance and counseling respectively. This time though not wasted is not compensated for and is never recovered. This in essence means that the time taken to cover the syllabus is inadequate in preparation of KCPE, which in the long run affects pupil's performance. Teachers also responded that they have not been able to cover the syllabus. The reasons they gave for this lack of syllabus coverage were mainly lack of adequate time especially in regard to arrangement of the school programs, insufficient teachers and challenging learner characteristics. Teachers also agreed that being pupils being out of class for one day per week in class 6 or 7 in rehabilitation school ultimately affects their performance in KCPE. This in essence means that prospective candidates currently in class 7 attend academic training for two days only which is quite a short time to learn. Therefore teachers agreed that lack of syllabus coverage affects pupil's performance at KCPE. This is because content that the pupils are supposed to cover in readiness of the KCPE examination is not covered when it is scheduled to be done.

The study therefore came to the following conclusions in subsection 5.2.

5.2 Conclusion

This subsection gives the conclusions of study. The study concludes that academic performance of pupils at KCPE in rehabilitation schools is adversely affected by factors such as socio-economic status of pupil, learner characteristics, school program and lack of syllabus coverage. These findings are important to all stakeholders in rehabilitation schools education to consider during management of the learning processes in these correctional institutions.

The study concludes that pupils from poor and low socio-economic backgrounds are negatively affected to the extent that their performance becomes low. Their parents are not well endowed

economically as their occupations is low or nonexistent and providing quality education such children is a challenge due to poor parenting which sometimes forms such backgrounds. The parent's education level equally is low or non-formal. This does not augur well for the pupils as the parents do not know the importance of education, are not good role models themselves to even motivate their children or push them to learn. This socio-economic status sometimes predisposes pupils to their present crimes of which they have been committed with. Similarly now that they are in rehabilitation school this continues to adversely affect the pupils directly and indirectly in their ultimate performance at KCPE as support and motivation from home is minimal or does not exist.

Learner characteristics such as entry behavior like a past of truancy, missing school, coupled with stay at police cells, remand homes and at Gethathuru collection center has taken a lot of crucial learning time from the learning process. This disorientates the pupils as these process of incarceration in and out of the penal institutions breaks continuity in learning leading to lack of interest in academics. Academic performance becomes low and motivation becomes hindered. Sometimes pupils do not actually immediately understand how this happens, but the results show that this indeed happens as it is a process and not an event. This affects the pupils adversely in readiness for KCPE. This study revealed that learning is interrupted many times due to the various circumstances pupils find themselves in and interventions to mitigate them at the various stages for these learners are few or non-existent and by the time they do KCPE much of the effects has already happened.

The study also found out that school related factors like the school program and lack of syllabus coverage affect the pupil's performance. The program has arrangements with pupil's being given vocational training, school duties and rehabilitation sessions as a package. This is unique as it is

rare to find mainstream primary schools offering both vocational training and academic learning at the same. The presumption or argument for this vocational training in the yester years was that possibly the pupils being admitted were at very low levels of literacy to benefit from academics. Maybe things have changed for some pupils being admitted in the present and another study can establish that. This then takes a lot of time from academic learning for the pupils. This time is not recovered nor compensated. The pupils find themselves in a difficult situation where their preparation time for KCPE is limited. Both the pupils and the teachers were aware of these scenarios; they need policy interventions for some of the changes and helpful recommendations they gave to be made with the aim of improving KCPE performance.

The study then made the following recommendations.

5.3 Recommendations of the study

This sub-section presents recommendations for policy intervention and recommendations for further studies.

5.3.1 Recommendations for policy intervention

- i) Calling of parents – teachers meeting once a year for class eight pupils only preferably during first term holiday to discuss their children’s education in regard to KCPE in rehabilitation school.
- ii) The children department to consider employing or deploying at least three teachers to each remand home in the country to ensure there is continuity of learning as the pupils continue with their cases as this is a basic human right.
- iii) At least four teachers to be deployed to Gethathuru collection center to also ensure their continuity of learning.

- iv) The department to staff each of the rehabilitation schools with a bare minimum of eight teachers for adequate learning and fair coverage of the syllabus.
- v) Revising of the school program in rehabilitation schools whereby pupils can be given preference to choose three options with the assistance of teachers; to continue with purely academic training or purely vocational training or a mixture of both as is the current arrangement.
- vi) The Children Department to consider classifying two rehabilitation schools; one solely for academic learning with no vocational training and the other purely with vocational training. The others rehabilitation schools can retain the status quo. This is in recognition of the fact that the pupils have character or behavior problems and not necessarily mental challenges.
- vii) Admissions into rehabilitation school from Gethathuru National collection center to be done in consultation with Managers of the rehabilitation schools and in due regard to the school calendar for proper management of pupils learning.
- viii) A Rehabilitation Secondary school under the same system to be set up to assist pupils finishing class 8 who can join form one as currently none exists in Kenya.

5.3.2 Recommendation for further studies

- i. Research to be done to establish the extent to which punishment affects performance in KCPE in rehabilitation schools as 88.89% of teachers in this study disagreed that punishment affects pupils while 75.67% of pupils agreed that punishment affects them.
- ii. Research to be done on the general rearrangement of the rehabilitation school program with the best interest of the pupil in mind as currently there is no standard program across the schools.

- iii. A study to be conducted on how best the vocational training programs can be conducted in rehabilitation schools with the Technical Instructors being the main respondents.
- iv. Studies to be done on the impact of further changing of the name Rehabilitation school to Correctional school in line with current sensitive language trends worldwide having initially changed from Approved school. Still society when in trouble with such children say in Kiswahili 'Mupeleke Approved' meaning take the child to Approved school, where he will be 'dealt' with and not necessary to learn. This will boost the morale, motivation of teachers and change the attitude of pupils and the society in general further reducing stigma which could boost academic performance.

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Appendix A: Questionnaire for Teacher

The purpose of this questionnaire is to enable the researcher obtain information about the factors contributing to low academic performance at KCPE in your school. You are therefore kindly requested to answer all the questions. Your response will be of utmost importance to this study. The researcher guarantees maximum confidentiality. Do not write your name on the questionnaire. Tick inside the box and fill in gaps where necessary. The information you provide will help improve the academic performance in Rehabilitation schools.

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

0-1 years 2-3years 4-5 years above 5 years

2. What is your opinion about the performance of K.C.P.E in this school?

Very good good average below average

3. If good, list the reasons behind such academic performance.

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

4. If below average, list reasons behind such academic performance.

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

5. Which school program/s takes time of pupils away from academic classroom instruction?

Vocational training guidance and counseling session's games/sports

School duties

Others; specify

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

6. How often do you complete your syllabus?

Very often

Often

Not at all

7. If 'not at all', what reasons hinder you from covering the syllabus?

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

8. What initiatives are you taking to help improve the academic standards in the school?

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

9. The factors below possibly affect performance at K.C.P.E in your school? (Tick inside the box, all the appropriate responses).

	Strongly Agree	Agree	Strongly Disagree	Disagree
Entry behavior of pupils to school (lost time before admission)				
Difficult socio-economic background of pupils				
Poor family background				
Low parental level of education				
Lack of good parenting and role models at home				
Attendance to vocational workshops in rehabilitation school				
Attendance to rehabilitation programs				
Lack of interest by pupils				
Being out of class once per week to attend to general duties in rehabilitation school while in class 6 or 7				
Lack of syllabus coverage				
Absence from class in rehabilitation school due to punishment				

10. What are your overall recommendations/suggestions on how performance in K.C.P.E can be improved in your school?

- a).....
.....
- b).....
.....
- c).....
.....
- d).....

Thank You for Your Cooperation

Appendix B: Questionnaire for Standard Eight Pupil

The purpose of this questionnaire is to study the contribution of low academic performance at K.C.P.E in your school. You are required to give your answer for the questions. You should be truthful to the best of your knowledge. Nobody will be shown your answers. Do not write your name anywhere on the questionnaire. Tick inside the box and fill in the gaps where necessary.

1. Indicate your age in years

Below 13 years 13 years 14 years 15 years
16 years 17 years

2. How often did you miss school before being arrested because of truancy?

Daily Regularly not regularly never

3. How long did you stay in police custody and children remand home during the court process?

0-1 month 2-3 months 4-5 months above 5 months

4. How long did you stay in Gethathuru collection center before being admitted to rehabilitation school?

0-1 month 2 months 3 months above 3 months

5. How many days in a week do you attend academic classes in rehabilitation school?

2 days 3 days 4 days 5 days

6. How many days in a week do you attend vocational workshops?

1 day 2 days 3 days 4 days

7. In your opinion, does attending these workshops affect your performance in academic learning?

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

8. If yes, how can this problem be solved?

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

9. What is the level of education of your father?

Primary Secondary College/University No formal Education

10. What is the level of education of your mother?

Primary Secondary
College/University No formal Education

11. What is the occupation of your father? e.g. (farmer, teacher, unemployed etc.)

.....

12. What is the occupation of your mother? e.g. (peasant farmer, trader, unemployed etc.)

.....

13. The factors below possibly affect your academic performance (tick the appropriate column)

	Strongly Agree	Agree	Strongly Disagree	Disagree
Poor socio-economic background				
Dysfunctional family				
Absconding school while at home				
Low parental level of education				
Lost time in remand				
Lost time in Gethathuru collection center				
Attending vocational training in rehabilitation school				
Attending to rehabilitation programs in rehabilitation school				
Attending to various gangs duties in class 6 or 7 for one day in rehabilitation school				
Lack of syllabus coverage				
Lack of interest				
Missing class due to punishment				

Thank You for Your Cooperation

Appendix C: Time Schedule

The table below shows an approximate time frame for the work done in relation to the research project.

Item	Month	Activity
A	December 2014 - March 2015	Writing and Submission of Draft Proposal
B	April 2015	Piloting and Testing Research Instruments
C	May 2015	Data Collection
D	June – August 2015	Analysis and Submission

Appendix D: Research Budget

The table below presents the approximate expenditure in Kenya Shillings for the entire Research Project

Item	Description	Amount in Kshs
A	Typing and Printing	15,000
B	Pilot Study	20,000
C	Stationery	10,000
D	Travel and Daily Subsistence	30,000
E	Report compilation	12,000
F	Research Permit	1,000
G	Miscellaneous	<u>8,000</u>
	TOTAL	96,000

Appendix E: Letter for Manager Wamumu Rehabilitation School



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When replying please quote

Ref: MLSS/HRD/026/ Vol.II

Date 4th May 2015

✓ **The Manager Wamumu Rehabilitation School**

The Manager Kabete Rehabilitation School

**RE: PERMISSION TO ADMINISTER QUESTIONNAIRES – CASE STUDY
WAMUMU REHABILITATION SCHOOL AND KABETE
REHABILITATION SCHOOL**

Mr Vincent Mogeni is an Instructor in the Department of Children Services. He is pursuing a Masters Degree in Educational Foundations. He would like to conduct research on the factors contributing to low academic performance in Wamumu and Kabete Rehabilitation schools.

This is therefore to grant him permission to visit the schools, and also administer questionnaires and interview staff and sampled pupils.

K. SAKWA
For PRINCIPAL SECRETARY

A Competitive Workforce And A Just Society

Appendix F: Letter for Manager Kabete Rehabilitation School



MINISTRY OF LABOUR, SOCIAL SECURITY & SERVICES HUMAN RESOURCE DEVELOPMENT

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Black 'A' Eastern Wing
Bishops Road, Millimani
P.O. Box 40326-00100
NAIROBI, KENYA

When replying please quote

Ref: MLSS/HRD/026/ Vol.II

Date 4th May 2015

The Manager Wamumu Rehabilitation School

✓ **The Manager Kabete Rehabilitation School**

RE: PERMISSION TO ADMINISTER QUESTIONNAIRES – CASE STUDY WAMUMU REHABILITATION SCHOOL AND KABETE REHABILITATION SCHOOL

Mr Vincent Mogeni is an Instructor in the Department of Children Services. He is pursuing a Masters Degree in Educational Foundations. He would like to conduct research on the factors contributing to low academic performance in Wamumu and Kabete Rehabilitation schools.

This is therefore to grant him permission to visit the schools, and also administer questionnaires and interview staff and sampled pupils.

A handwritten signature in black ink, appearing to read 'K. Sakwa'.

K. SAKWA
For PRINCIPAL SECRETARY

A Competitive Workforce And A Just Society

Appendix G: Letter of Research Authorization from NCSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

8th July, 2015

NACOSTI/P/15/7540/6811

Vincent Omwenga Mogeni
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Factors influencing pupils performance in Kenya Certificate of Primary Education in rehabilitation schools; the case of Wamumu and Kabete,”* I am pleased to inform you that you have been authorized to undertake research in **Kirinyaga and Nairobi Counties** for a period ending **6th November, 2015**.

You are advised to report to **the County Commissioners and the County Directors of Education, Kirinyaga and Nairobi Counties** before embarking on the research project.

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


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kirinyaga County.


The County Director of Education
Kirinyaga County.



Appendix H: Research Permit

THIS IS TO CERTIFY THAT:
MR. VINCENT OMWENGA MOGENI
of UNIVERSITY OF NAIROBI, 0-0
Nairobi, has been permitted to conduct
research in Kirinyaga, Nairobi Counties
on the topic: FACTORS INFLUENCING
PUPILS PERFORMANCE IN KENYA
CERTIFICATE OF PRIMARY EDUCATION
IN REHABILITATION SCHOOLS; THE CASE
OF WAMUMU AND KABETE.
for the period ending:
6th November, 2015

Permit No : NACOSTI/P/15/7540/6811
Date Of Issue : 8th July, 2015
Fee Received : Ksh 1,000



Applicant's Signature *[Signature]* **Director General** *[Signature]*
National Commission for Science, Technology & Innovation