

**INFLUENCE OF SCHOOL FACTORS ON PUBLIC PRIMARY
PUPILS' ACADEMIC PERFORMANCE IN YATTA DIVISION,
YATTA SUB-COUNTY, MACHAKOS COUNTY, KENYA**

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION IN SOCIOLOGY OF
EDUCATION, UNIVERSITY OF NAIROBI**

2016

DECLARATION

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

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DEDICATION

I dedicate this work to my lovely wife Franciscah Ndunda, my daughter Claire Kavithe, my son Raymond Matheka, my parents and brothers.

ACKNOWLEDGEMENTS

I would like to acknowledge the Almighty God for the wisdom and strength He accorded me in the entire process of report writing. I would also like to acknowledge my supervisors Dr. Lewis M. Ngesu and Prof. Lucy W. Kibera for their technical advice and their tireless efforts in fine tuning my work. I also thank all the lecturers who shaped my destiny towards earning this degree. To my student colleagues whom we shared quality academic discussions, thank you! Last but not least I want to appreciate the support of all head teachers, teachers and pupils who assisted me in the data collection process.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDF	Constituency Development Fund
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KERA	Kenya Education Research Award report
KNEC	Kenya National Examinations Council
MOEST	Ministry of Education, Science and Technology
UNICEF	United Nations Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

ABSTRACT

The goal of primary education is to provide access to quality education to all children of primary school going age on an equitable basis thus ensuring education for all at this level. This study was carried out to investigate the influence of school related factors on Kenya Certificate of Primary Education performance in public primary schools in Yatta Division, Yatta Sub-County, Machakos County, Kenya. The study specific objectives were to determine the relationship between availability of learning resources and academic performance in KCPE, establish the influence of staffing (teacher-pupil ratio) on academic performance in KCPE in public primary schools, and establish the influence of school climate on academic performance in Kenya Certificate of Primary Education in public primary schools. The study adopted a descriptive design. The study was carried out in Yatta Division, Yatta Sub-County, Machakos County. The target populations were head teachers, teachers and pupils. The study adopted two sets of questionnaires and an interview schedule for head teachers. Analysis of Quantitative data presented in terms of frequency tables and percentages while the qualitative data was recorded as narrative. Findings conclude that pupils textbooks and library text books are inadequate with 52.50 %, indicating that the books were in sufficient in most primary schools and that 76.23% of the schools are under staffed, and only few of the schools have enough teachers which negatively affect the academic performance, despite the shortage most of teachers always attended their classes with all subjects registering over 90% attendance. However most pupils' 62.31% performance in end term exams was found to range between 250-300 marks, though most teachers 55% issued more than 5 assignments per week. It was also found that most teachers issued an average of 3 tests per week, additionally pupils performance in mathematics was generally very good, registering teachers response of 50.97% while Science, English, Kiswahili and Religion registering over 50%. On the other hand, it was found that most teachers preferred question and answer teaching method at 60% as indicated by pupils' response. The study recommends that the Government should increase the Free Primary Education funds allocations, release them on time so that schools can use them to buy enough learning resources. Finally the study recommends that the Government should allocate more funds for hiring of additional teachers as a way of reducing workload so that pupils can get individualized attention with the aim of improving their educational performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education has been defined as an effective weapon against ignorance, poverty and diseases (Sharma, 1979). The goal of primary education is to provide access to quality education to all children of primary school going age on an equitable basis thus ensuring education for all at this level (MOEST, 2003).

A research study by Desarrollo (2007) in Latin America concluded that high school students with the obligation of earning money for their relations on a regular basis performed dismally in their national examinations. Grantham et al (1998) while studying school attainment of Jamaican girls affirmed that improved achievement levels were connected to possession of school resources and access to reading materials outside of (the) school. A study by Hinnun and Park (2004) established that there was an affirmative link between the availability of reading materials at home and performance in rural China.

For any Kenyan child to progress academically from primary level of education to secondary level of education, he/she must be assessed through the Kenya Certificate of Primary Education (KCPE) after passing an examination set by the Kenya National Examinations Council (KNEC). This is the sole examining body which determines whether learners or candidates proceed to the next level or not (MOE, 2007). However, there are factors which might influence some candidates from performing well in the exams. Some of these factors include the presence of adequate learning resources and enough teachers in the schools to guide the learning process.

Kenya's schooling system is said to be dominated by examinations, where passing examinations is the only benchmark for performance because there is no internal system of monitoring learning achievement at other levels within an education cycle. It is generally agreed that the most important manifestations of quality education have to do with literacy, cognitive abilities, performance and progression to higher levels of learning. There is a reliance on scores and transition rates as core measures of achievement. In Kenya, examinations are generally acceptable as valid measures of achievement (Maiyo, 2009). Secondary school placement, and to some extent

admission to the best secondary schools in the country, depends on performance of Kenya Certificate of Primary Examination (KCPE) examination in standard eight (Michael, Miguel & Rabecca, 2004). Although the government has channeled funds into basic education, performance at Kenya Certificate of Primary Education shows that most of the pupils making transition to top schools are from private schools; this creates inequality to access of opportunities to national and good schools at County level (Ngugi, 2007). This inequality can be explained in relation to school related factors like: low teacher-pupil ratio and hence the performance is compromised due to having minimal interaction between the pupils and teachers; poor management of schools including head teacher-teacher, teacher-teacher, teacher-pupil and head teacher-community.

The performance of pupils' at Kenya Certificate of Primary Education in Yatta Division, Yatta Sub-County might have been influenced by the school related factors which include among others availability of learning resources, staffing levels (teacher-pupil ratio) and the school climate. This study is expected to establish the extent to which school factors influence academic performance of pupils at KCPE in Yatta Division, Yatta Sub County in Machakos County.

1.1.1 Profile of Yatta Sub-County

Yatta Sub-County is a semi-arid area. The main economic activities that take place in the area include crop farming and livestock keeping. Parents of this area involve themselves in agriculture related trading activities. The area is cosmopolitan in nature.

The number of teachers in Yatta Sub-County public primary schools is 698 males and 580 females making a total of 1278 teachers. On average, there are 8-9 teachers per school in the 127 public primary schools in the Sub-County (TSC Unit Yatta, 2015). Yatta Division has a total of 60 public primary schools and 10 private schools. Performance in K.C.P.E for the last three years (2011-2013) was below average. Therefore there was need to carry out a study on the school related factors affecting K.C.P.E performance in the Division. The performance of pupils at K.C.P.E from 2011-2013 for Yatta Division and Yatta Sub-County are captured in Tables 1.1(a) and 1.1(b).

Table 1.1(a) Yatta Division K.C.P.E Performance

Year	Mean score
2011	246.69
2012	240.50
2013	239.10

Table 1.1(b) Yatta Sub-County K.C.P.E Performance

Year	Mean score
2011	250.58
2012	250.83
2013	247.21

Source: Examinations office, Yatta Sub-County, 2015.

The information in Tables 1.1(a) and 1.1(b) reveal that academic performance is generally poor. In fact performance of the targeted division has registered average marks below 50% between 2011 and 2013.

1.2 Statement of the research problem

Performance at the K.C.P.E examination by pupils has been a worrying phenomenon to parents and teachers who are directly involved in the learning process. Many learners end up scoring very poorly and this has jeopardized pupils' opportunity to proceed to secondary schools. This study therefore investigated the school related factors that might have influenced K.C.P.E. results of public primary schools in Yatta Division, Yatta Sub-County, Machakos County. The factors that were studied included the availability of resources such as classrooms, reference materials, lighting, furniture, library, playground; the staffing situation (teacher-pupil ratio) and the influence of school climate in terms of relationships of headteacher-teacher, teacher-teacher, and teacher-pupil and headteacher-community.

1.3 Purpose of the study

The purpose of the study was to examine the influence of school factors on performance of pupils in public primary schools in Yatta Division, Yatta Sub-County, Machakos County, Kenya at Kenya Certificate of Primary Education.

1.4 Objectives of the study

The objectives of the study were to:

1. determine the relationship between availability of learning resources and academic performance in KCPE.
2. establish the influence of staffing (teacher-pupil ratio) on academic performance in KCPE in public primary schools.
3. establish the influence of school climate on academic performance KCPE in public primary schools.

1.5 Research Questions

This project study was directed by these research questions:

1. What is the relationship between learning resources and academic performance in Kenya Certificate of Primary Education?
2. To what extent does staffing (teacher-pupil ratio) influence academic performance in Kenya Certificate of Primary Education in public primary schools?
3. What is the influence of school climate on academic performance in Kenya Certificate of Primary Education in public primary schools?

1.6 Significance of the study

This study is likely to be an important reference document to a number of people. Teachers would put into use the findings in order to improve on their planning for teaching and learning in primary schools. The government through the Teachers Service Commission would put full actions in planning for primary schools staffing to ensure good teacher-pupil ratio. The study is essential since it would help in the management and allocation of resources in the schools. It would however, be an eye opener to the parents who would be made aware of their crucial role that they ought to play in order to ensure good performance in their schools. The information generated from this study may guide interested researchers to further investigation on school related factors that influence attainment in Kenya Certificate of Primary Education in varied geographical locations in our country.

1.7 Limitations of the study

Limitations refer to some aspects of the study that the researcher knows might negatively affect the research but which the researcher has no control over (Mugenda & Mugenda, 2003:28). The following were the limitations of the study:

- a) Yatta Division does not have well developed physical infrastructure hence makes transport difficult in all seasons. Access to some schools will be a big problem.
- b) The unwillingness or biases in giving information by the teachers and head teachers.

1.8 Delimitations of the study

The study was conducted in Yatta Division, Yatta Sub-County, Machakos County. The study left out private schools as the school based factors are different from those of public schools. As a consequence of these delimitations, the study results cannot be generalized beyond the targeted Yatta Division.

1.9 Definition of significant terms.

Academic performance: refers to the general standard of excellence which is estimated by the pupils grades attained in Kenya Certificate of Primary Education.

Free Primary Education: refers to situations where access to education is without any fees or levies. Learners have access to education without discrimination.

Kenya Certificate of Primary Education: The national examination taken by Primary school pupils at the end of the eight-year primary school course.

Public Primary School: refers to schools that receive financial support from the government or local authorities and give education from standard one to eight.

School climate: refers to variables of primary public school that may have a direct influence on the administration of the school. These include the relations between the teachers and headteacher, headteacher and the school community.

School related factors: refers to identifiable school-based circumstances that affect achievement in Kenya Certificate of Primary Education in public primary schools namely teacher-student ratio, availability of resources, school climate.

1.10 Organization of the study

The project is organized into five chapters. Chapter one contains background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, definition of significant terms and organization of the study. Chapter two deals with review of related literature which include introduction, availability of resources and academic performance, influence of staffing (teacher-pupil ratio) on academic performance, influence of school climate on academic performance, theoretical framework and conceptual framework. Chapter three is on research methodology which includes research design, location of the study, target population, sampling techniques and sample size, research instruments, validity of the instrument, reliability of the instrument, data collection procedures, data analysis techniques and ethical considerations. Chapter four deals with the data analysis, presentation and interpretation which includes introduction, return rate of the questionnaires, demographic information of the respondents, characteristics of the pupils, parents and teachers, school characteristics, staffing request, teachers' workload, teachers' class attendance, impact of number of teachers on pupils' performance, implementation of homework policy, completion of homework in time, influence of learning resources on pupils' performance, availability of selected basic school items, teachers' responses on pupils' performance at the end of third term, type of training and teacher effectiveness, teacher preparedness to handle classroom demands, influence of school climate on pupils' performance, pupils' responses to relationships in school, extent of community involvement in school matters, pupils' responses on teaching methods used by teachers, teachers' class attendance, private study by pupils, assistance from family members, teacher characteristics, pupils' responses on availability of teaching aids and factors affecting pupils' performance and ways of improving their performance. Chapter five contains a summary of findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter has presented an evaluation of practical literature on school factors that are expected to influence academic attainment in KCPE in public primary schools in Yatta Division, Yatta Sub-County, Machakos County. Specifically, the chapter has reviewed information on availability of resources, influence of staffing and social environment on pupils' academic performance. Finally, theoretical framework and conceptual framework guiding this study have been explained.

2.2 Availability of resources and academic performance

2.2.1 Physical facilities and performance

Availability of enough classrooms is core in the overall performance of K.C.P.E. In instances where classrooms are few and there is congestion, pupils are not able to learn and write freely resulting in poor handwriting that often negatively affects performance. Squeezing of many pupils in one desk because of lack of enough space leads to pupils getting tired easily hence their concentration is reduced. In addition, schools with classes that have no windows, no cemented floors, semi-permanent or muddy classes tend to affect performance negatively due to cold and/or dusty conditions (Ranju, 1973). Gakuru (1982) cited in Nderitu (1999) indicated that the condition of school buildings was an important aspect of learning.

Provision of classrooms according to the Ministry of Education is the role of parents. It becomes a choice between providing basic needs of the family or paying levies to the school for physical facilities. This has become a great challenge. However, the government through Constituency Development Fund (CDF) has mandated it to help in construction of classrooms.

MOEST (2003) reports on challenges of implementing Free Primary Education (FPE). For instance studies carried out in 2004 in 2169 primary schools in Kenya established that general conditions of school compounds in 50% of public primary schools were poor while 16% of them lacked space for expansion. There were

situations with some classrooms having only roofs but no walls. The floors were not cemented in most cases, 23% of the primary schools had classrooms with temporary walls and 8% conducted classes in the open air. About one third of the classrooms had roofs of iron sheets that were leaking (26%) while 2% were observed to be in open space. More than half of the classrooms had no window glasses, 18% had broken glasses while majority did not have no window shutters. Slightly less than half of the schools had poor visibility in classrooms and the situation was worse in lower classes which were more congested than upper classes. Finally most of the schools had inadequate chalkboards, visual aids and the above mentioned inadequacies of classrooms can impact negatively on the pupils learning outcome.

2.2.2 Learning materials and academic performance

Learning materials refer to textbooks, wall maps, teaching aids (visual and audio-visual), and charts. Lack of reference materials can affect the performance of pupils negatively. Kathuri (1986) in a Kenya Education Research Award report (KERA) on factors influencing performance of pupils in CPE tried to correlate the utilization of teaching resources with performance, and he found out that the presence or absence of resources have an influence on performance.

The instructional materials are very crucial for effective teaching and learning processes. According to Agosiobo (2007) teaching resources motivate the learners. It is challenging to achieve the objectives of an intended educational programme without the provision of adequate instructional materials (Miller and Seller, 2007). According to UNICEF (2000) there is a relationship between the adequacy of textbooks and educational materials, and the pupils' academic performance.

In the developed countries, there is high subsidization of education at both primary and secondary levels (Dur and Tuelings, 2002). In Britain, the British Government is required by the law to provide educational resources to every child (Moon and Mayes, 1994). The parents are only seen as the legal partners in the education system.

In the developing countries, education lacks even the basic inputs (Alubisia, 2005). In Kenya, one of the functions of the headteachers is to procure the necessary resources for the achievement of the institutions objectives (Okumbe, 1998). Adequate

provision of the necessary instructional materials is vital for effective implementation of an educational programme (Shiundu and Omulando, 1992). Jese (2011) in his work notes that there is a shift among the rich and the more educated from public schools towards private schools which have more educational resources.

One of the impacts of the reduced cost of secondary education in Kenya was an overwhelming enrollment in schools which resulted to inadequacy of resources (Mathooko, 2009). The government recommends a pupil textbook ratio of 1:1 for effective learning (MoE, 2005). According to Adeogun (2001) inadequacy of textbooks and instructional materials can negatively affect the pupils' performance.

Studies conducted elsewhere have discovered the relationship between teaching materials and other related materials contributions on learners learning and attainment in developing countries. Heyneman et al (1984) conducted an evaluation of a textbook programme in Philippines which was introduced to raise the national level of academic achievement among pupils in three subjects, Phillipino, Mathematics and Science in two grades. The programme reduced the ratio of pupil per book per subject from 10:1 to 2:1 and this marked improvement in performance. The study concluded that there was a reasonable impact of the availability of textbooks to pupils' achievement in schools. The experience in Philippines suggests that learning outcomes are frequently greatest among the poor or less fortunate learners.

With regard to the availability of textbooks in Kenya, the technical working group (MOEST 2003) in their report of the sector review and development revealed that two major cost issues exist; one that relates to the production and distribution of books and the financing of textbooks. The cost of books, that is textbooks, is determined by the publishing capacity that exists in the country, transportation, infrastructure and the administrative capacity for management and distribution. Parents in Kenya sometimes have the responsibility of sacrificing their resources in order to obtain textbooks for their children.

Eshiwani (1988) observed that most of the schools, whose pupils performed poorly, spent less money on the purchase of teaching resources. The absence of adequate textbooks and teaching materials makes teaching demanding as pupils are unable to do their oral or written work during the class lesson. Kombo (1988) affirmed that

availability and the use of teaching aids/resources in schools as among the factors which may explain why poor performance in examinations is a characteristic of secondary schools. According to him schools that have satisfactory resources such as laboratories; textbooks and other instructional materials would stand a better chance of having better results than the poorly equipped ones.

2.3 Influence of staffing on academic performance

Staffing denotes the number of teachers posted into a certain primary institution. Launching the free primary education programme on 6th January 2003, the minister for education Prof. George Saitoti directed that all primary schools were anticipated to register all children of school going age without discrimination. By June 2003, 7.2 million children had enrolled in public primary schools, a 104% increase. The enrolment to the F.P.E occurred at all stages even at class eight, hence the rise of K.C.P.E candidates from 540,069 in the year 2002 to 590,069 in 2003 (Elimu yetu coalition, 2004)

The 1.3 million additional children created pressure on physical facilities and severe shortage of teachers where in most public primary schools the teacher- pupil ratio rose to 1:60-80. The technical working group (MOEST 2003) noted that the big classes have a negative effect on teaching and learning process, as teachers cannot adequately pay attention to slow learners or effectively carry out proper assessment of the pupil performance in examinations. It recommended therefore that classes be kept within the recommended size of 50 pupils. According to MOEST (2014) the number of learners in public primary schools was 9,950,746. This was a tremendous increase in the number of children in public primary schools. From 2009-2014 the number of schools grew at an annual rate of 5.1% which was necessitated by the increase in the enrolment of pupils in public primary schools.

A United Nations report on education in Africa warns that the race to increase elementary pupils' enrolment means bulging class sizes and not enough teachers, resulting in frustrated parents pulling out their children from school (McGregor, 2006). Haddad's study of 1978 indicated that optimal class size could be scientifically established as a function of educational benefits. Indeed Abagi (1997) asserts that high pupil – teacher ratio is one of the main reasons for the poor quality, low efficiency and poor examination performance in Africa. He further argues that

efficiency of primary education in Kenya justified that very high pupil-teacher ratio could lead to poor performance and inefficiency.

Eshiwani (1983) states that school factors such as streaming effect and class size influence achievement in schools. The recommended number of pupils in a class is forty (UNESCO, 2005). When the size of the class is increased to seventy or eighty there is likelihood of a negative effect on learning and teaching resulting in poor performance. Duigan, R. (1986) also agrees that teacher- pupil ratio has an effect on performance. This is caused by the difficulties experienced by the teachers in controlling such large classes, giving individualized attention to pupils and in marking the pupils work. When classes are too large, giving homework, assignments or English composition and Kiswahili (insha) compositions becomes virtually impossible and as a result the quality of learning becomes poor in those subjects.

According to Wayne & Youngs (2003) most developing nations the high teacher-pupil ratio in public schools makes it difficult for the teachers to teach lessons effectively as compared to their counterparts in private schools who handle a small number of pupils. Their study did not reveal the extent to which the high teacher-pupil ratio influences pupils' performance, a gap which this study will seek to fill in.

Teachers are the key resource in an educational system. The developed countries are able to effectively provide all the necessary educational resources even beyond the primary level (World Bank, 2005). In the Sub-Saharan African countries, the efforts to expand secondary education are faced with challenges of financial constraints leading to the shortages of teachers (Verspool, 2008). The issue of Universal Basic Education being commended for improvement remains a seriously contested topic (Harber, 2004).

In Kenya the introduction of the FPE programme led to an increased enrollment in primary schools. The Sessional Paper No. 14 of 2012 indicates that the enrolment rate of primary education increased from 60 percent in 2006 to over 74 percent in 2012. For effective teaching and proper utilization of the available resources, the government recommends a teacher pupil, ratio of 1:40 in primary schools (Republic of Kenya, 2012).

One of the responsibilities of the primary schools' management is to ensure that the schools have adequate teaching staff. According to KIPPRA (2006), the Kenya government is facing financial constraints in mobilizing additional resources to meet the impact of the FPE. The Sessional Paper No. 14 of 2012 notes that, although there are many trained teachers, there exist teacher shortages in public institutions owing to the financial constraints. Education requires good financial planning since it involves both capital expenditure and recurrent expenditure (Chiuri and Kiumi, 2005). Inadequacy of teachers can lead to poor academic performance (Beecher, 2009).

According to MOEST (2014) the number of teachers teaching in the primary schools is 317,477. Out of these, 76.2% were in public primary schools while 23.8% were in private primary schools. Of all the teachers in public primary schools, 83.3% were employees of Teachers Service Commission. The teacher-pupil ratio for public schools based on Teachers Service Commission teachers stood at 41.5 which links well with the International norm (40). Putting into account the teachers hired by the Boards of Management (BOM), the teacher-pupil ratio dropped to 34.5. The teacher-pupil ratio across Counties portrays the presence of regional inequalities in the distribution of instructors. For instance, 27 Counties were far below the national average whereas 20 were beyond the national average in Kenya. The teacher-pupil ratio has been decreasing over the years since the introduction of Free Primary Education in Kenya in 2003.

2.4 Influence of school climate on academic performance

School climate refers to the ordinary features of the personalities in school which include teachers' confidence, staff strength and pupils' upbringing. The social system would be the official and casual organizations or guidelines that rule individuals' and groups' communications in school. They include principal-teacher interactions, staff participation in decision making, student contribution in making of decisions, collegiality and teacher - student relations (Tubbs J.E & Garner M., 2008).

How pupils acclimate in the changeover to secondary school depends in part on their discernment of the new situation (Reyes et al., 2000). For example, a research carried recently established that failure and rates of absence were minor in schools in which 9th grade pupils perceived their teachers as more supportive and attentive (Allensworth & Easton, 2007). Opinions on the school setting are most commonly

studied in the context of research on school climate. This research recurrently revealed affirmative relationship between school climate and academic achievement. Further it affirmed reduced instances of misbehavior and hostility (Battistich & Hom, 1997; Battistich, Solomon, Kim, Watson, & Schaps, 1995; Griffith, 1999; Kuperminc, Leadbeater, & Blatt, 2001). Based on this proof, the United States Department of Education (2010) recently granted to about 40 million dollars to eleven (11) States to aid in the development of “measurement systems to assess conditions for learning.” Although investigators and experts universally agree that climate is very vital in shaping the success of a school (Keefe, Kelly, & Miller, 1985), there are diverse explanations and available climate measures (Cohen, McCabe, Micheli, & Picerai, 2009). For the resolution of the current study, school climate is described as the moderately persistent quality of the internal environment of the school that (a) is experienced by its members, (b) can be described in terms of the values of a particular set of characteristics of the school, and (c) influences their behavior (Tagiuri, 1968). Despite the availability of the large number of school climate definitions, Tagiuri’s was favored as it states that climate should be explained through the perceptions of those who experience it. Although a number of environmental features influence climate, it is fundamentally based on how the members of the said setting experience those characteristics. This supposition exerts an emphasis on the significance of *psychosocial* climate (Moos, 1979), as opposed to the more easily perceived physical characteristics of the environment, or the structural climate (James, Joyce, & Slocum, 1988).

Earlier studies have found school climate to wield substantial effect on school performance. Learning and academic achievement are the most studied educational outcomes of school climate.

Ehman (1980) described school climate as the natural serenity or ambience of an association as observed by its members. In addition, an organizations’ climate is echoed in its structures, policies and practices; membership demographics; attitudes and values of its members and leaders; and personal relations quality. Further, the outcome of activities in a workplace or learning setting, ranging from subtle to cumulative to dramatic, can influence whether a person feels personally safe, valued, attended to, and fairly treated and with respect (Peterson and Skiba, 2001).

For good performance to be observed in a school, physical facilities and learning materials should be availed. In addition, the staffing ratios should be improved to the recommended levels as well as existence of cordial relationships among all key stakeholders such as headteachers-teachers, teachers-teachers, pupils-teachers, and school-community.

2.5 Theoretical framework

This study was steered by structural functionalism theory propounded by Talcott Parsons, (1956). According to this theory, formal organizations entail many alliances of diverse personalities, all functioning together amicably headed to a common end.

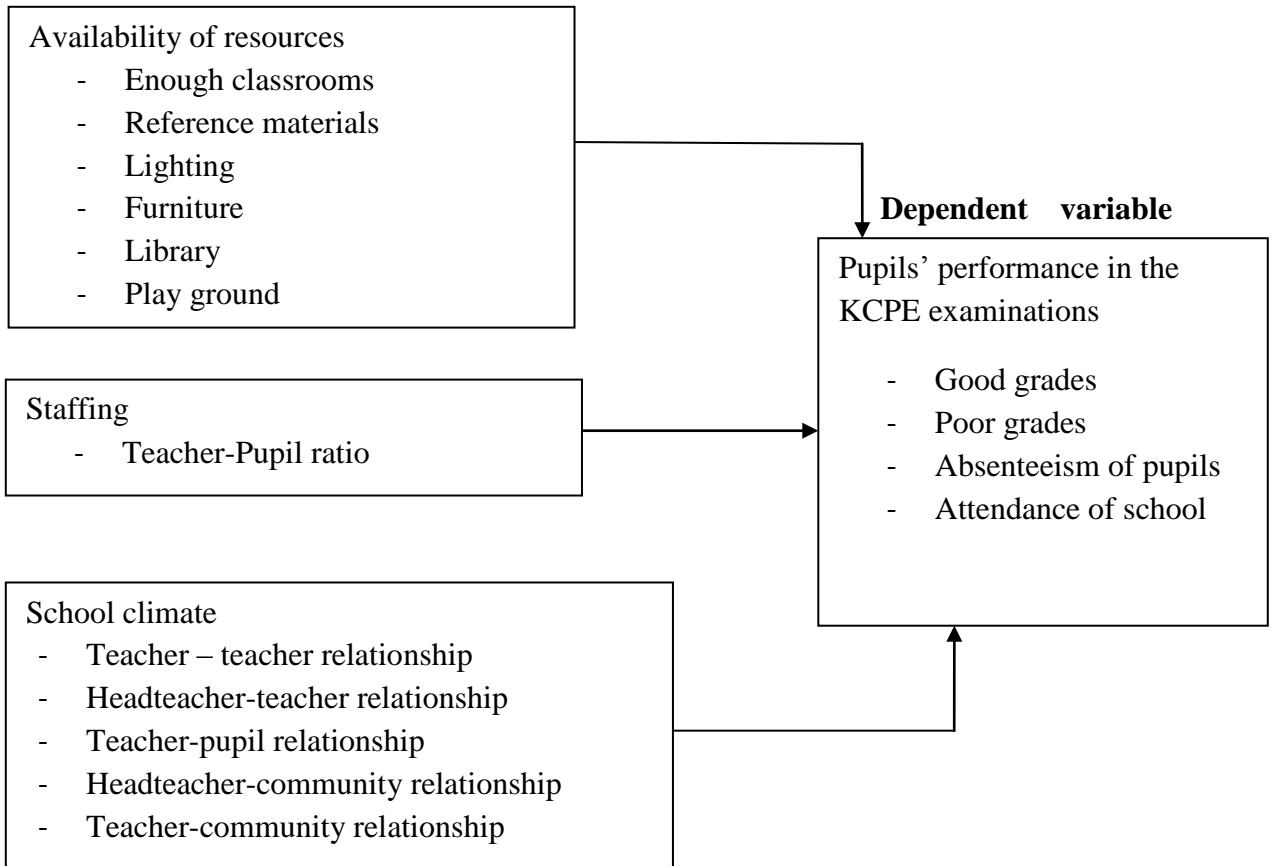
By examining the basic components, the ability of each to make a positive contribution towards good academic performance is examined. When one is faulty, the whole system is affected negatively. It is the interests of this research study to identify the faulty component and suggest possible strategies which can be put in place to avert the poor academic performance in Yatta Division. In using this theoretical framework, it is expected that the influence of various aspects of school factors on educational attainment of learners in public primary schools in the targeted Yatta Division shall be assessed.

2.6 Conceptual framework

The conceptual framework has presented in a diagram the variables of this study. The model clearly shows that there are many school related factors that contribute to academic performance. These factors are availability of resources, staffing or teacher-pupil ratio and the school climate. The relationship between these factors and their likely academic effect on attainment at Kenya Certificate of Primary Education is presented in Figure 1.

Figure 1: Relationship between school factors and academic performance

Independent variables



The conceptual framework seems to suggest that there is a clear correlation between the independent variables and academic performance of learners at Kenya Certificate of Primary Education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the research design, study location, population target and sampling technique. In addition, research instruments, data collection procedures and data analysis used in this study are also discussed in this chapter.

3.2 Research design

The study embraced a descriptive design where it establishes the rate at which something occurs or the link between variables (Bryman & Bell, 2003). This is an effective method for investigating specific subjects and as a forerunner to quantitative studies.

3.3 Study location

The study was conducted in Yatta Division, Yatta Sub-County, Machakos County. The region is 150 kilometres East of Nairobi and is a semi-arid area. The main economic activities carried out are crop farming and livestock keeping. The study targeted the 60 public primary schools in Yatta Sub-County (Area Education Officer's office, 2015).

3.4 Population target

The target population was 60 public primary schools in the Division, 60 head teachers, 300 class eight teachers and 2200 class eight pupils (Area Education Officer's office, 2015). The headteachers participated in this study because they are managers of the schools and any activity going in the school including examination results are directly associated with them. Teachers on the other hand, are the implementers of the curriculum. Therefore, poor performance is sometimes linked to poor teaching methods as well as failure to cover the syllabus. Learners are encompassed in the study since they are the recipients of teaching.

3.5 Sampling techniques and sample size

Sampling is the process of choosing an adequate number of elements from the population so that a study of the sample and understanding its properties or characteristics will make it probable to generalize such properties or features to the

population elements (Ngechu, 2004). The sample for this study was carefully chosen using the simple random sampling design. Out of the 60 schools in the Division (Area Education Office, 2015) 10% of the public primary schools as well as the specific schools from each of the three zones that participated in the study were randomly sampled to participate in this study giving a sample size of 10 schools. Out of the 10 schools that took part in the study, all the headteachers were respondents. Out of the 300 teachers in the study, 10% or (30) of them were selected using simple random sampling method. Out of the 360 pupils registered in the 10 schools, 50% were also randomly selected to take part in the study giving a sample size of 180 pupils. In total, the sample size of this study was 10 headteachers, 30 class eight teachers and 180 class eight pupils.

3.6 Research instruments

According to Ngechu (2004) there are several methods of data collection. The selection of a tool and instrument depends primarily on the characteristics of the subjects, research topic, problem questions, objectives, design, anticipated data and results. This is because each tool and instrument gathers specific data. Primary data is information collected directly from respondents.

3.6.1 Questionnaire

This study used questionnaires consisting of both open and closed ended questions for class eight pupils and class eight teachers. The structured questions were used to aid in simpler analysis as they are in instant functional form; while the unstructured questions were used to inspire the respondents to provide an in depth and felt response with emotions held back in revealing of any information.

3.6.2 Interview schedule

An interview guide was prepared for the headteachers, where each interview question was addressing a specific research question. The responses of the respondents gave the research a great overview of the school related factors influencing KCPE performance. Interviews give clear and more detailed responses to questions as they don't involve selecting a specific answer to a specific question and they reduce to a certain degree the bias of the respondents.

3.7 Instruments Validity

Validity shows the degree to which an instrument measures what it is thought to measure; the accuracy, soundness and effectiveness with which an instrument measures what it is intended to do (Kothari 2004). Piloting was done in two schools which did not take part in the study. During the pilot study the items on the questionnaires were discussed with each respondent in order to determine whether the items were correctly recorded and therefore not open to misinterpretations when administered to the respondents during the main study. The research instruments were availed to colleagues and a board of experts from the Department of Educational Foundations, University of Nairobi for scrutiny.

3.8 Instrument Reliability

Reliability is a test of the degree whereby a research tool produces stable results after frequent trials (Nsubuga 2000). Pupils' questionnaire and interview schedule for head teachers and teachers were used in the experimental study and then interrelated to test their reliability.

3.9 Data Collection procedures

The researcher acquired authorization from the National Council of Science, Technology & Innovation, County Director of Education and headteachers of the sampled schools. The researcher visited each of the sampled schools to administer the questionnaires. A formal request was made to the head teacher to permit the pupils and the teachers to take part in the study.

The questionnaires were given to class eight pupils and class eight class teachers to complete and return to the researcher. The interviews were conducted at the agreed time and venue with the headteachers of the sampled schools. Confidentiality was guaranteed.

3.10 Data Analysis Techniques

Data analysis involved cleaning, coding and editing of data so that it could be analyzed using Statistical Package for Social Sciences (SPSS) software. The coded data was entered into the SPSS programs where it was developed into a database and hence analyzed. The analyzed data was then presented in the form of mean scores, frequencies and percentages using tables, charts and graphs. The qualitative data was analyzed thematically.

3.11 Ethical Considerations

The researcher requested headteachers to inform parents to allow their children to participate in the research because these children have not attained the age of majority. Further, the researcher guaranteed both the pupils and the class eight teachers confidentiality. They were assured that information would be used for research only. All respondents were therefore instructed not to indicate their names in the document, a way of ensuring anonymity and confidentiality. The researcher sought a research permit from National Commission for Science, Technology and Innovation for the research to be legal and authorized hence confidentiality was further guaranteed.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents; data analysis, presentation and interpretation. The analyzed data includes; relationship between learning resources and academic performance in Kenya Certificate of Primary Education, influence of staffing with regard to teacher-pupil ratio on academic performance in Kenya Certificate of Primary Education in public primary schools and influence of school climate on academic performance in Kenya Certificate of Primary Education in public primary schools.

4.2 Return rate of the questionnaires

The questionnaires were overseen personally by the researcher to 10 headteachers, 30 class eight teachers and 180 class eight pupils of the 10 sampled primary schools. Table 4.1 shows the return rate of the questionnaires.

Table 4.1: Response Rate

Category	Questionnaires administered	Questionnaires filled & returned	Percentage (%)
Head Teachers	10	9	90 %
Class eight Teachers	30	30	100%
Class eight pupils	180	180	100%
Total	220	219	99.55%

The data in Table 4.1 shows that out of the 10 interview schedules administered to school headteachers, 9 were successfully filled representing 90%. On the other hand, 30 questionnaires and 180 questionnaires administered to teachers and class eight pupils respectively were filled and returned representing 100% return rate.

On overall a response rate of 99.55% was considered excellent when making conclusions for the study. According to Bailey (2000) assertion, a response rate of 50% is adequate, while a response rate greater than 70% is very good. This high

response rate can be credited to the procedures of data collection, where the investigator pre-informed the possible contributors and applied the “drop” and “pick” technique where the questionnaires were “dropped”, filled and picked immediately or picked later to give the respondents sufficient time to fill the questionnaires.

4.3 Demographic information of the respondents

The study sought to find out the demographic information of teacher respondents concerning their gender, age, highest academic qualification and years they had been teachers. Their gender was intended to capture equal attention to males and females in school teaching positions. Their age was intended to evaluate their teaching capabilities in terms of handling technical teaching related issues. Information on their highest academic qualification was intended to establish their expertise in the teaching roles. The findings are as presented by their respective sub-sections in Tables 4.2(a) and 4.2(b).

Table 4.2(a): Demographic characteristics of class eight teachers by gender and age bracket

Demographic characteristics of teachers.	frequency	Percentage (%)
Gender		
Male	16	54
Female	14	46
AGE BRACKET		
20-30 years	6	15
30-40 years	11	40
40-50 years	7	34
50-60 years	6	11
	30	100

The findings contained in Table 4.2(a) have revealed that majority of teachers were males constituting 54% while the females were 46%, and thus there were more male teachers compared to female teachers, contrary to the Kenya economic report which indicated that female are more than teachers implying that most of the respondents in the sample were males and could be generalized. Elderly teachers are associated with

rich teaching skills in that regard the study sought to establish the teachers' teaching experience and age in years, the findings established that majority (40%) ranged between 30-40 years, followed by those who indicated that they fall between 40-50 years with few (15%) and (11%) indicating that they were between 50-60 years and 20-30 years respectively. This suggests that a great number of the respondents were at their maturity stage and therefore experienced enough to carry out teaching roles in their schools. Furthermore the researcher also asked the teachers to indicate their academic qualifications. This analysis is summarized in Table 4.2(b).

Table 4.2(b): Demographic data of teachers by level of education and teaching experience

HIGHEST ACADEMIC LEVEL		
	f	Percentage (%)
Masters degree	0	0.00
Bachelors degree	13	43.33
Diploma in education	9	30.00
Certificate	8	26.67
TEACHING EXPERIENCE		
Less than 1 year	3	10
1-5 years	13	43.33
5-10 years	4	13.33
10-15years	10	33.33
	30	100

The results in Table 4.2(b) indicate that (43.33%) of teachers had bachelors degree, (30%) diploma qualification while (26.67%) certificate qualification. This implies that majority of teachers had enough qualifications for teaching roles. Katz, Lazer, Arrow and Contractor, (2004) associated the education level of teachers with high school performance. The findings, therefore, indicate that the respondents have the capacity and skills to steer the overall school duties successfully. The study also sought to determine how long the respondents had been in teaching profession. The study findings showed that (43.33%) of the respondents indicated they had been in the

teaching career for a period ranging from 5-10 years followed by those who had been in teaching profession for a period over 15 years 10(33.33%) with only few 4(13.33%) and only 3(10%) indicated that they had teaching experience ranging from 5-10 years and 1-5 years respectively.

The study further interviewed the respondents concerning information about the school in terms of how number of pupils, number of staff and streams influence overall performance. The head teachers indicated an average of 46 pupils per each class of standard eight classes sampled. The schools surveyed had an average of two streams for each class except for standard 8 where majority indicated a single stream implying that enrolment rate was high but transition and completion rate was much lower perhaps due to dropout rates. Eshiwani (1983) stated that school factors such as streaming according to ability affected achievement in schools. In addition a large class size also affected academic performance negatively. The recommended number of pupils in a class is forty (UNESCO, 2005).

4.4 Demographic characteristics of pupils

The demographics of pupils in terms of gender, age, whether they lived with their parents or guardians and number of children in their family is summarized in Tables 4.3(a) and 4.3(b).

Table 4.3(a) Demographic characteristics of pupils by gender and age

Demographic characteristics of pupils.	Frequency	Percentage (%)
Gender		
Male	100	55.56
Female	80	44.44
AGE BRACKET		
10-12 years	0	0.00
12-14 years	167	92.78
14-16 years	13	7.22
16-18 years	0	0.00
	180	100

The demographic of pupils indicated that the majority of them in terms of age were between 14-16 years with few in the range of 12-14 years. Most of them were living with their parents with only few indicating that they lived with guardians and

relatives. The average number of children in their homes ranged between 3-5 children. It was also found that 55.56% were male while 44.44% of the pupils were female.

4.5 Pupils' parents and guardians characteristics

The study also sought to establish details of pupils' parentage and guardian characteristics which included the educational levels of pupils' parent and guardians.

Table 4.3(b): Parent and guardian characteristics and number of siblings in the family

Who do you live with	Frequency	Percentage
Both parents	115	64.00
Mother alone	42	23.33
Father alone	11	6.00
A relative guardian	12	6.67
	180	100
No of siblings		
Less than 3	33	18.33
3-5	96	53.33
6-10	42	23.33
More than 10	9	5.00
	180	100

The findings revealed that most pupils (64%) stayed with both parents. However pupils who stayed with their mothers were significantly higher with 23.33% compared to those staying with their fathers (6.00%). This may suggest that fathers have neglected their responsibility or high divorce rates or that most children have been born out of wedlock. The study also found that most of pupils 53.33% had between 3-5 siblings which clearly indicate that parents might be in a position to gather for their educational needs since most of the families are relatively small in size.

4.6 Educational level of parents and guardians

Children development mentally and socially is influenced by parents and people they interact with. Parents and guardians academic background home goes a long way in

determining the eventual personality and achievement of the child. Therefore the study asked the pupils to indicate their parents and guardians education levels attained. The findings were as summarized in the Table 4.3(c).

Table 4.3(c) Educational level of parents and guardians

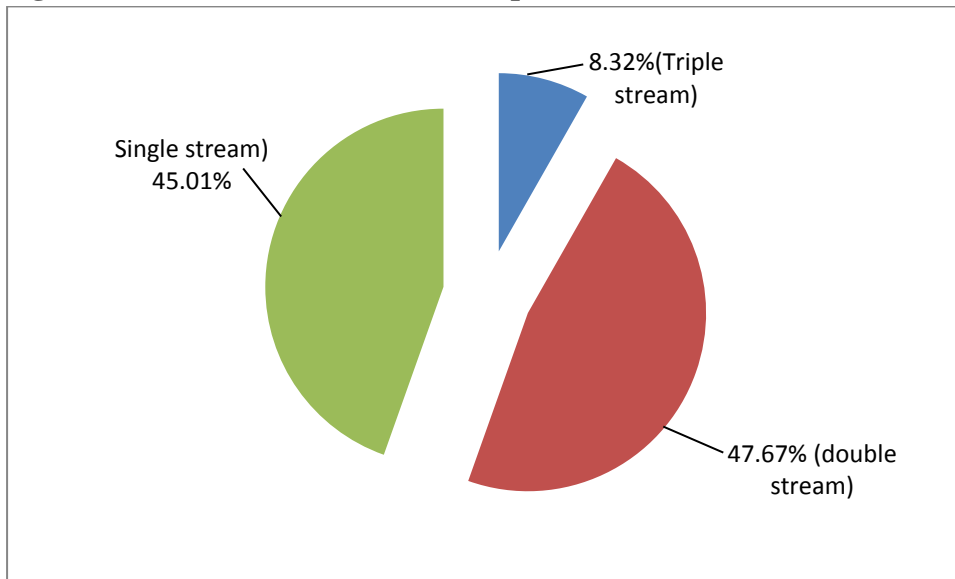
Parent or guardian level of education attained	Frequency	Percentage
Father		
No formal education	3	1.67
Below class 8	20	11.11
Class eight	25	13.89
Below form four	27	15.00
Form four	60	33.33
Above form four	45	25.00
	180	100
Mother		
No formal education	10	5.55
Below class 8	22	12.22
Class eight	46	25.56
Below form four	42	23.34
Form four	40	22.22
Above form four	20	11.10
	180	100
Guardian		
No formal education	5	2.78
Below class 8	10	5.56
Class eight	17	9.44
Below form four	29	16.11
Form four	62	34.44
Above form four	57	31.67
	180	100

Educated parents or a guardian is an inspiration to the pupils since they act as ambassadors of education to their children. In terms of parents level of education, the results have indicated that fathers were more educated compared to mothers with (58.33%) and (33.33%) respectively attaining form four and above. However (66.11%) of the pupils indicated that their guardians had attained form four and above. Educated parents or guardians are a great asset for the education of children because they encourage and help children with academic work.

4.7 School characteristics

The study further interviewed the respondents concerning information about the school in terms of number of streams in the institution. The outcomes are presented in Figure 4.1.

Figure 4.1 Number of streams in sampled schools

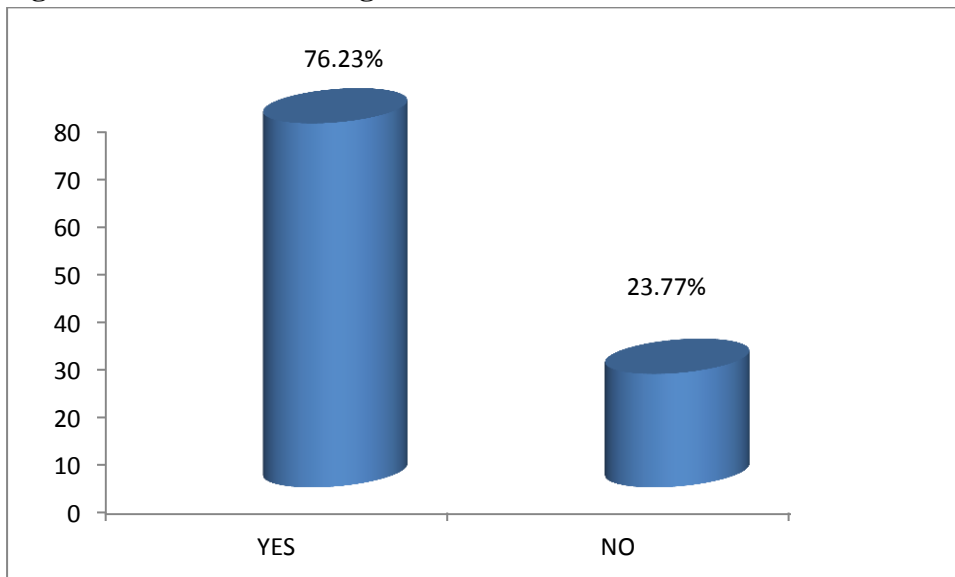


The results indicate that most schools (46.7%) of sampled schools had double streams followed closely by single stream with a percentage of (45.01%). The rest of the schools 8.32% had three streams.

4.8 School staffing

The number of teachers in an institution determines the number of lessons and the attention that every pupil can receive from the teacher. The study therefore, requested teachers to indicate the level of staffing in their schools. The results are as illustrated in Figure 4.2.

Figure 4.2 Schools' staffing

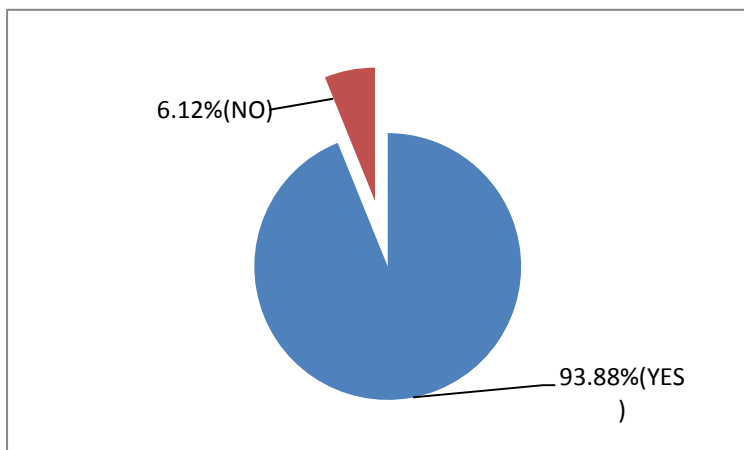


The findings in Figure 4.2 seem to suggest that most of the public schools in Yatta Division are understaffed with (76.23%) of the teachers indicating that teachers were inadequate. This may imply that teachers are overworked; a sentiment that is shared by pupils. On interviewing headteachers about the current staffing situation in schools, they indicated that their current pupils' teacher ratio was 55:1 in most of the sampled schools despite the required 40:1 by (TSC, 2006). However, 23.77% of the respondents also indicated that they had enough teachers; this could be attributed to some schools employing teachers by the help of the board of management of the schools. Pupils' further suggested that academic performance in their schools would be improved by equipping their libraries and reducing the pupils- teacher ratio. The recommended pupils' teacher ratio for public primary schools in Kenya is 40:1 (TSC, 2006) which is also ideal ratio set by UNESCO and other international standards.

4.9 Staffing request

Due to increased number of pupils enrolled teacher-pupil ratio has declined drastically in most of the schools. Indeed head teachers had placed request to the Teachers Service Commission for additional staff to fill the existing gap. The findings on the number of headteachers who had requested for additional staffing is presented in Figure 4.3.

Figure 4.3 Staffing request



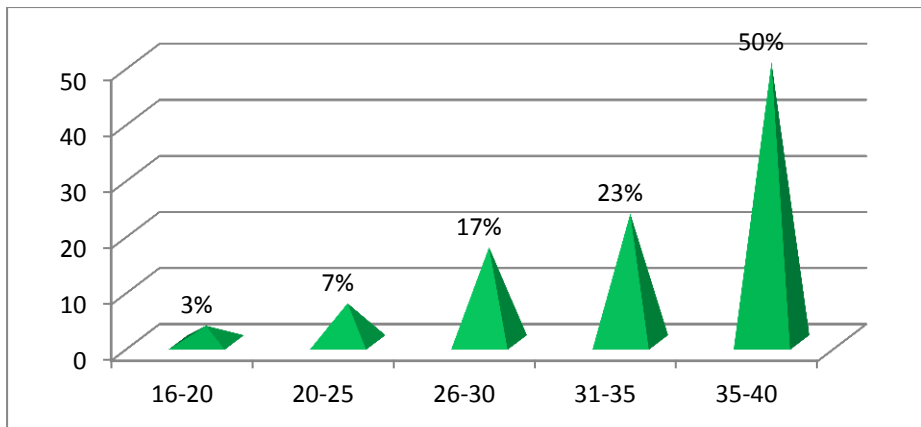
The analysis in Figure 4.3 indicates that 93.88% of the headteachers in the sampled schools had made a request for additional teachers while 6.12% had not placed request. This therefore implies that at the time of the study there was shortage of teachers yet the request had been made meaning there could be laxity along the way either in the TSC Sub-county offices or at the TSC headquarters. Headteachers

mentioned that despite having made regular request which have not borne fruits, most of them suggested that they have opted to recruit extra teachers with the help of Board of management.

4.10 Teachers' workload in term of lessons per week

The study also sought to establish the average number of lessons taught by teachers per week. The findings were as represented in Figure 4.4.

Figure 4.4: Teachers' workload in term of lessons per week

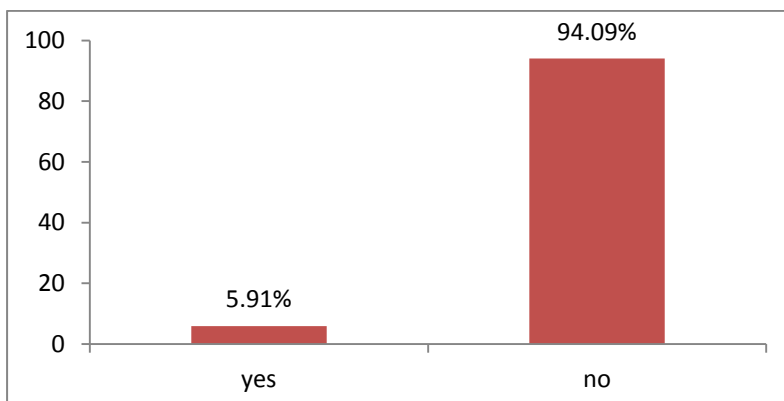


The analysis in Figure 4.4 depict that 50% of the teachers had to teach 35-40 lessons per week. This implies most of the teachers are over worked since the minimum number of lessons that a teacher should teach is 30 lessons per week to effectively deliver the required content to the students (MOEST, 2003).

4.11 Teachers' class attendance

The concerns that there are inadequate teachers in schools might compromise class attendance. The responses by pupils as to whether inadequate teachers affect their attendance to class are presented in Figure 4.5.

Figure 4.5: Students' responses on teacher absence and attendance to class

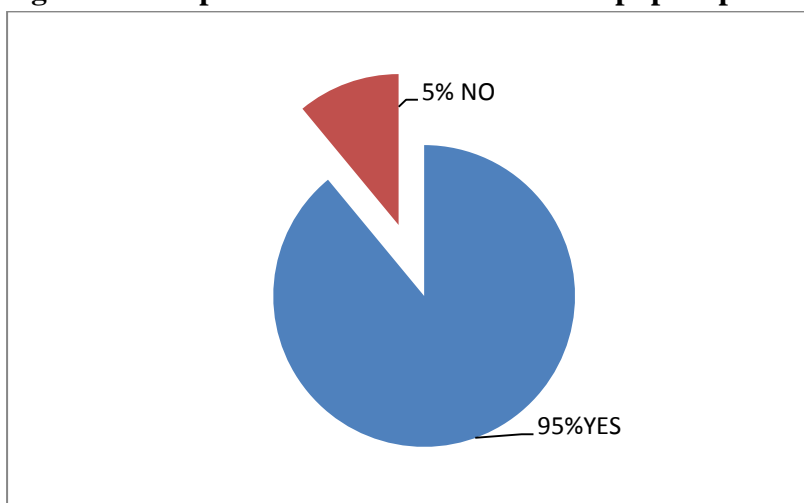


The results in Figure 4.5 show that most of the pupils 94.09% indicated that teachers did not miss their classes while 5.91% of the pupils mentioned that teachers missed their classes.

4.12 Impact of number of teachers on pupils' performance

In that regard the teachers were also asked to point out whether the number of teachers in a school would impact on pupils' performance. The analysis is contained in Figure 4.6.

Figure 4.6: Impact of number of teachers on pupils' performance

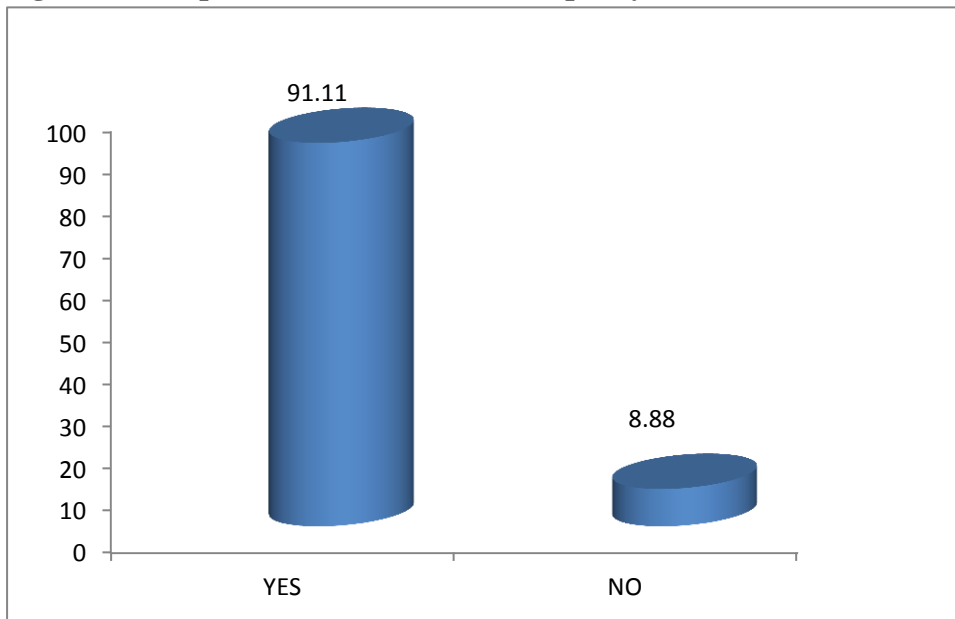


The findings in Figure 4.6 indicate that 95% of teachers agreed that inadequate teachers in a school would affect performance in KCPE. This might be attributed to lack of attention to every pupil's academic needs. Furthermore discipline among pupils with regard to doing their assignments and class attendance might deteriorate since there is inadequate monitoring by teachers.

4.13 Implementation of homework policy

Teachers also indicated that they still work an extra mile to ensure they develop and implement a working homework policy in their schools, as shown in the Figure 4.7.

Figure 4.7: Implementation of Homework policy

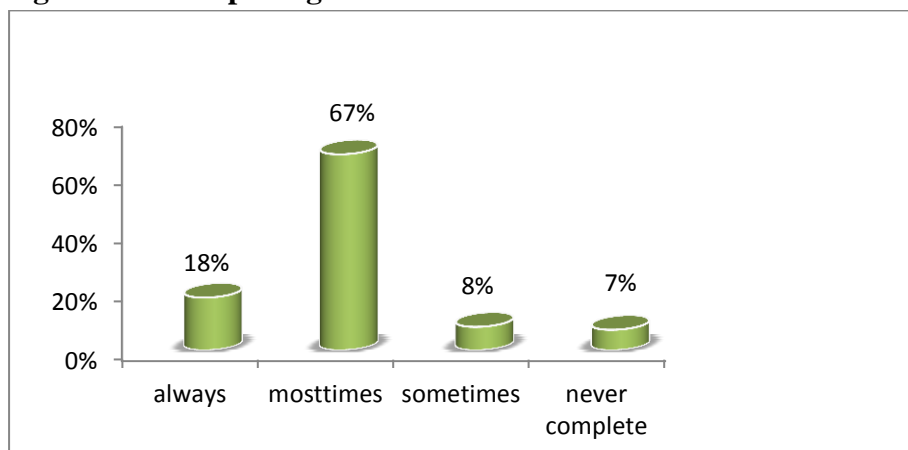


The analysis in Figure 4.7 indicate that 91.11% of the schools have a homework policy while 8.88% did not have a homework policy which might be attributed to the fact that issuing homework to pupils is dependent on individual teachers but not a holistic approach by the school administration.

4.14 Completing homework in time

Homework is a valuable tool for reinforcing learning that takes place in the classroom, additionally homework enhances the development of self-regulation processes and self-efficacy beliefs, as well as goal setting, time management, managing the environment, and avoiding distraction. In that regard pupils were requested to share their opinion on whether they were able to complete their homework. The result on the completion of homework by pupils is summarized in Figure 4.8.

Figure 4.8: Completing homework in time



The results in Figure 4.8 indicate 7% of the pupils not able to clear the home work. This might be attributed to the fact that they found difficulty in doing the assignment or pupils have problems working independently and might require support from the teacher to help them learn and complete their homework. On the other hand 67% of the pupils were able to complete their homework. These findings strongly suggest that pupils took doing assignment seriously.

4.15 Intervals of issuing assignments

Apart from homework teachers issue assignments to pupils for further practice and to gauge the mastery of the topics learned amongst pupils. The study therefore sought to establish the quantity of assignment issued by teachers to pupils and the findings were as shown in Table 4.4.

Table 4.4: Intervals of issuing assignments

Subjects taught	frequency	Always	Sometimes	Rarely	%
English	30	95.62	4.38	0.00	100
Kiswahili	30	97.03	2.97	0.00	100
Mathematics	30	89.69	10.31	0.00	100
Science	30	93.11	4.99	1.90	100
Social studies	30	98.09	1.91	0.00	100
Religion	30	99.08	0.92	0.00	100

The results in Table 4.4 indicate that over 89% of the teachers always gave assignments in all subjects to a pupil which implies that teachers are committed to assessing that all pupils understood their class discussions.

4.16 Number of class work exercises per week

Frequent class work would increase instructional effectiveness and would encourage pupils to study and revise more often. Moreover class work provides opportunities for pupils to share knowledge and interact enabling them solve problems before making referrals to the teacher. The researcher, therefore, undertook an elaborate inquiry on pupils' views regarding class work exercise dissemination as shown in Table 4.5.

Table 4.5: Number of class work exercises per week

Type of class work exercises	frequency	Number of class work exercises in percentage (%)						
		None	1	2	3	4	5	%
English	180	0	0	3	17	20	60	100
Kiswahili	180	2	1	4	10	25	70	100
Mathematics	180	0	0	2	3	15	80	100
Science	180	0	0	4	12	14	70	100
Social studies	180	4	14	20	2	4	56	100
Religion	180	5	12	5	11	7	60	100

The data indicate that 80% of the respondents indicated that mathematics was given 5 times a week. This might be attributed to more emphasis on mathematics subject by teachers so as to improve on the pupils' performance in mathematics as compared to other subjects which are given relatively lesser number of class work exercises. Pupils also shared the same view as characterized in table 4.7 where pupils' performance in mathematics was very good at 50.97. Further assessment of the finding indicated that in most of the subjects, generally the numbers of class work exercises were over 5 times a week as registered by a percentage of above 55%.

4.17 Number of tests per week according to teachers.

Tests provide opportunities for teachers to correct pupils' errors, to reward good performance, and to give pupils a good indication of what they were expected to learn. Moreover a test encourages pupils to direct their efforts towards performing well and enhance their ability to grasp what has been taught. The respondents were requested to indicate their views as shown in Table 4.6.

Table 4.6 Number of tests per week

Subjects tested	Number of tests							Above 5	%
	f	1	2	3	4	5			
English	30	0.00	78.51	11.07	10.42	0.00	0.00	100	
Kiswahili	30	0.00	0.00	65.97	23.56	10.47	0.00	100	
Mathematics	30	0.00	0.00	8.00	35.97	55.33	0.76	100	
Science	30	0.00	1.65	34.99	45.82	12.78	4.76	100	
Social studies	30	0.00	55.56	25.33	10.76	0.35	8.00	100	
Religion	30	0.00	15.95	63.58	12.89	7.58	0.00	100	

The analysis in Table 4.6 indicates that (55.33%) of the teachers gave mathematics tests 5 times a week which could be attributed to the desire from the teachers to make pupils practice adequately to handle mathematics examination. Moreover 78.51% of teachers indicated that they issue English tests two times per week. In addition other subjects were moderately tested per week with most of the teachers issuing tests twice or thrice a week which is a clear indication that tests have not gained expected level as a measurement tool that could be used to distinguish or to predict performance in the final examination.

4.18 Influence of learning resources on pupils' performance

School administration should provide teaching/learning materials for curriculum and instructional activities. Teachers need learning resources like textbooks, teacher's guide books and other materials needed for instructional purposes. The handiness and the use of teaching and learning resources could contribute to high level of quality education and performance of pupils. The responses on adequacy of teaching and learning resources are summarized as per Table 4.7.

Table 4.7 Teachers' responses on the adequacy of learning resources

Type of Resource	f	Rating				Total%
		Very adequate	Adequate	Inadequate	Not available	
Desks	30	53.65	40.36	4.00	1.99	100
Playing field	30	65.19	30.00	2.81	2.00	100
Chalk/chalk board	30	64.88	27.11	1.07	6.94	100
Pupils text books	30	12.39	35.11	52.50	0.00	100
Teachers' guide	30	86.73	6.88	6.39	0.00	100
Radio	30	26.68	35.39	30.93	7.00	100
Wall maps	30	57.42	22.96	16.37	3.25	100
Exercise books	30	44.44	30.11	25.45	0.00	100
Library books	30	28.12	18.48	50.09	3.31	100
Rulers	30	67.54	31.46	1.00	0.00	100
Geometrical Sets	30	10.83	26.78	52.94	9.45	100
Pens/pencils	30	63.23	36.77	0.00	0.00	100
Erasers	30	54.67	41.89	2.60	0.84	100

As illustrated in Table 4.7, teachers indicated that, textbooks and library text books were inadequate at (52.50%) and (50.09%) respectively. The geometrical sets were inadequate at 52.94 % while interestingly radio was indicated as adequate at 35.39 % which is sharply contrasting with the pupils' opinion on the same indicating the radio as very insufficient at 49.55% in Table 4.8. Teachers indicated that desks, playing field, chalk/chalk board, teachers' guide, exercise books, rulers, pens/pencils and erasers were adequate. The inadequacy of text books is likely to affect the pupil's performance as observed by Eshiwani (1987) who established that poor performing schools spent less money on the purchase of teaching resources. The lack of the use of some available resources in schools is negatively affecting pupils' performance as in the case of the radio and inadequacy of geometrical sets affects Mathematics performance.

4.19 Pupils' responses on adequacy of learning resources availability

Adequate quantities and quality of learning resources and other resources is crucial towards realizing institutional goals and objectives. Thus, every school strives to equip their schools with the best resources to meet the demand of learners. In that regard, the study sought the opinion from the pupils on their perception on the adequacy of textbooks, library books and revision books. This analysis is indicated in Table 4.8.

Table 4.8: Pupils' opinions on adequacy of learning resources availability

Resources	f	Very sufficient	Sufficient	Insufficient	Very insufficient	Not available	Total %
Text books	180	13.00	33.45	41.68	11.87	0.00	100
Revision books	180	12.87	18.97	58.71	9.45	0.00	100
Exercise books	180	78.77	15.99	5.24	0.00	0.00	100
Library books	180	13.97	19.67	56.12	6.99	3.25	100
Teachers' guide	180	22.87	33.81	41.32	2.00	0.00	100
Atlases	180	23.65	23.33	42.77	6.94	3.31	100
Board	180	95.19	4.67	0.14	0.00	0.00	100
Wall maps	180	3.01	23.20	64.88	5.23	3.77	100
Radio	180	12.50	15.00	12.11	49.55	10.84	100
Pens/ Pencils	180	86.73	9.93	3.34	0.00	0.00	100
Charts	180	34.68	24.32	4.91	35.42	0.67	100
Rulers	180	57.92	23.77	5.11	7.78	5.42	100
Sets	180	10.55	20.49	44.44	11.40	13.12	100
Erasers	180	78.12	11.33	3.34	6.68	0.53	100

The analysis in Table 4.8 show that most of the schools in Yatta division have adequate playing fields, exercise books, pencils, and chalks/chalkboard, which might be attributed to government support and other stakeholders. Kombo (1988) affirmed that availability and the use of teaching aids/resources in schools as among the factors

which may explain why poor performance in examinations is a characteristic of secondary schools. According to him schools that had adequate resources which include laboratories; textbooks and other instructional materials would probably have better results than poorly equipped ones.

4.20 Availability of selected basic school items

The accessibility and the usage of teaching and learning resources contribute to high level of quality education and performance of pupils. The researcher therefore requested pupils to provide information on availability of basic school items in their schools. The analysis of the information by pupils is represented in Table4.9.

Table 4.9: Availability of selected basic school items

Facility	f	V.S	S	I.S	V.I	N.A	Total %
Class rooms	180	7	23	67	2	1	100
Desks	180	75	14	6	5	0	100
Library	180	5	20	46	20	9	100
Toilets	180	10	22	43	25	0	100
Playground	180	40	23	22	15	0	100

Key: V.S = Very Sufficient S= Sufficient I.S = Insufficient V.I = Very Insufficient
N.A = Not Available

The results in Table 4.9 indicated 75% of pupils in most schools had very sufficient desks. However, 67% of the pupils in the study indicated that classrooms were insufficient, a factor that might be attributed to high enrollment rate due to government subsidy to public primary schools. The findings have also revealed that that most libraries are not working and have insufficient books for the growing population of pupils. Hence, 46% of the pupils indicated that the libraries were not sufficient. In addition, 43% of pupils in most schools visited mentioned that toilets were insufficient. Some teachers also indicated that most of the pit latrines are mostly dirty due to congestion.

4.21 Teachers' response on Pupils' performance during the end of 3rd term examinations in all subjects

The study also sought to establish rating of teachers' assessment of the pupils' performance during the end of third term in all subjects. The results on teachers'

rating of their students on subjects taught in primary schools are summarized in Table 4.10.

Table 4.10 Teachers' ratings on Pupils' performance during the end of 3rd term examinations in all subjects

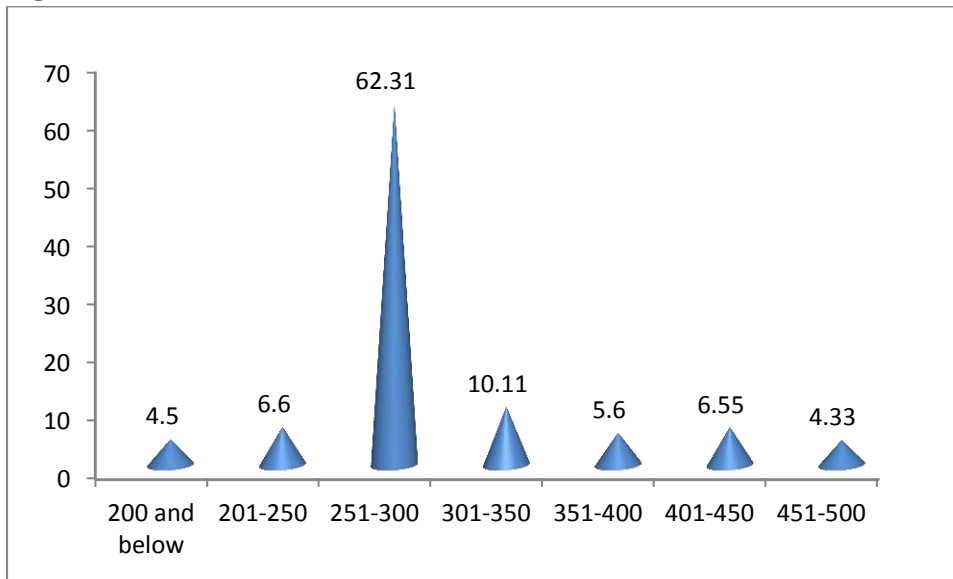
Impact areas	f	Excellent	Very good	Good	Fair	Poor	Total %
English	30	17.01	20.18	51.81	6.00	5.00	100
Kiswahili	30	12.62	17.89	50.70	9.78	9.01	100
Mathematics	30	16.11	50.97	30.77	2.15	0.00	100
Science	30	22.01	22.12	51.96	3.01	0.91	100
Social Studies	30	39.31	50.67	2.79	6.22	1.01	100
Religion	30	4.96	42.49	50.45	1.33	0.77	100

The results reported by teachers on pupils' performance in Table 4.10 show that performance was good with English (51.81%), Kiswahili (50.70%), Science (51.96%) and Religion (50.45%) while Mathematics performance was rated as very good at a mean of 50.97%. However a comparison of these results and those posted by the Division in the K.C.P.E, the performance reported by teachers seemed different this might allude that the teachers give simpler internal examinations or award higher marks in their marking.

4.22 Pupils response to marks scored out of 500 at the end of term one exams

To assess pupils' mastery of every term's work, exams are administered so as to allow informed judgment among teachers on areas that require improvement and allow administration to formulate policies based on performance index. To this end pupils were asked to indicate the marks attained out of 500 at the end of term one exams. This information is captured in Figure 4.9.

Figure 4.9: Marks attained out of 500 at the end of term one exams



The analysis in Figure 4.9 indicates that 62.31% of the pupils attained a range of 251-300 marks in term one examination, which indicates that the level education in the area is still wanting. Thus only 4.33% of the pupils attained 450-500 marks which indicate that few pupils will transit from primary to the best secondary schools in the country. Furthermore, it was observed that the performance is skewed to the right a clear indication that improvement is required among school factors that influence performance in Yatta Division. On further interviewing headteachers, they suggested that although performance has improved considerably, the Government needs to increase resource allocation including electrification of all schools. Teachers Service Commission needs to discipline on errant teachers.

4.23 Type of training and teacher effectiveness

Pupils' performance relies mostly on the hard work and dedication of the teacher plus the quality of their academic qualification. The academic qualifications, knowledge of the subject matter, competence, skills of teaching and the commitment of the teacher have effective impact on the learning process. In that regard the study therefore inquired into the impact of training on teacher effectiveness. The findings are captured in Table 4.11.

Table 4.11 Type of training and teacher effectiveness

Type of training	f	1	2	3	4	5	Total %
School management	30	1.00	4.31	6.08	20.73	67.88	100
Instructional leadership	30	0.00	2.14	23.74	62.12	12.00	100
Evaluation techniques	30	3.45	7.87	2.67	34.33	51.68	100
Teaching as a profession	30	0.23	0.19	2.67	36.13	60.78	100
Mastery of subject matter	30	0.03	0.78	3.78	23.63	71.78	100
Guidance and counseling	30	2.11	1.11	5.67	79.11	12.00	100

The respondents rated their views on a scale of 1-5 where 1= not at all, 2= low extent, 3= moderate extent, 4= great extent, and 5= very great extent.

The results in Table 4.11 have indicated that 79.11% of the teachers feel that there is need for guidance and counseling training .This might be attributed to escalated cases of indiscipline in schools and the banning of corporal punishment in schools, therefore the only disciplinary measure could be to counsel the pupils accordingly. Teachers also agreed to a very large extent that training on School management, Instructional leadership, Evaluation techniques, teaching as a profession, and mastery of subject matter affects pupils' performance. Therefore, it is a clear indication that teacher training was related to a large extent to performance of pupils.

4.24 Teacher preparedness to handle classroom demands

Teachers have an obligation to inculcate morals to pupils and structures that have been put in place in order to improve performance and mould pupils into responsible future citizens. It was critical therefore to find out from the teachers the extent to which they felt they were prepared to deal with demands of teaching. The information gathered is presented in Table 4.12.

Table 4.12 Teacher preparedness to handle classroom demands

Classroom Demand	f	1	2	3	4	5	Total %
Maintain order and discipline in the classroom	30	1.78	2.56	3.76	5.67	86.23	100
Implement new methods of teaching (e.g. co-operative learning)	30	0.09	0.34	2.00	52.56	45.01	100
Implement school curriculum and performance standards	30	0.00	7.49	10.10	14.90	67.51	100
Use student performance assessment techniques	30	0.87	0.77	34.70	56.91	6,75	100
Integrate educational technology into the subject taught	30	10.2	20.07	51.62	13.35	4.76	100
Address the needs of pupils with disabilities	30	0.02	3.55	10.11	56.11	30.21	100
Address the needs of pupils with limited English proficiency or from diverse culture background.	30	0.12	3.98	7.15	30.78	57.97	100

Key: 1 = Not prepared at all 2 = Minimally prepared 3 = Prepared 4 = Highly prepared 5 = Very highly prepared

The analysis in Table 4.12 points out that 86.23% of teachers said that maintain order and discipline in the classroom to a very great extent while implementation of teaching method is done to moderately great extent with 52.56 %. The ability of teachers to address pupils' needs with limited English proficiency or from diverse cultural background had 57.97%. The school curriculum is fundamental towards

offering the necessary academic needs to pupils, in that regard the respondents indicated that 67.51% of the teachers implemented the school curriculum.

4.25 Influence of the school climate on pupils' performance.

School climate refers to the features of the individuals in school, such as teachers' morale, staff stability and pupils' background. The social system would be the formal and informal structures or rules that govern individuals' and groups' interactions in school. Good relationship between pupils, teacher, head teacher, and school board is important. If the school needs to realize better results, there should be harmonious interactions. Moreover it is important for each of them to build a working and supportive relationship so as to adapt the right teaching style for each pupil and their developmental needs. Respondents were therefore required to give the suggestions on the importance of their relationship on pupils' performance. The findings are represented as indicated in Table 4.13.

Table 4.13: Teachers' responses on relationships in school

Relationship	f	Excellent	Very good	Good	Fair	Poor	Total%
Teacher – Pupil	30	11.18	33.71	55.11	0.00	0.00	100
Teacher-Teacher	30	87.67	5.78	4.97	1.13	0.45	100
Head teacher – Teacher	30	85.03	11.67	1.11	1.11	1.08	100
Head teacher – Deputy Head teacher	30	71.91	15.22	8.5	3.03	1.34	100
Head teacher – Board of Management	30	80.00	11.97	3.05	4.98	0.00	100
Head teacher – Community	30	22.09	22.84	53.98	0.00	1.09	100

The results in Table 4.13 indicate that excellent relationship exists among Head teacher – Deputy Headteacher, Headteacher – Teacher and Teacher-Teacher and Management Board at (71.91%),(85.03%),(87.67%) and (80.00%) respectively. The relationship between headteacher and school board of management was rated as very good at (80%). However, the relationship between teacher to pupils and headteacher to community seemed to be good at (55.11%) and (53.98) respectively.

4.26 Pupils' responses to relationships in school

The relationship between schools and stakeholders is very crucial to pupils' academic performance and therefore pupils were asked to indicate the quality of relationships between teacher-teacher, teacher-pupil, teacher-headteacher, headteacher-community and pupil-pupil. The outcomes are as presented in Table 4.14.

Table 4.14: Pupils' responses to relationships in school

Relationship	f	Very good	Good	Fair	Poor	Total%
Teacher-teacher	180	89.61	9.04	0.62	0.73	100
Teacher-pupil	180	78.84	10.87	10.02	0.27	100
Teacher-head teacher	180	71.04	27.00	1.96	0.00	100
Headteacher-community	180	66.78	30.43	2.08	0.71	100
Pupil-pupil	180	85.99	8.02	5.10	0.89	100

The information in Table 4.14 has indicated that teacher-teacher relationship was very good with 89.61% followed by the relationship between pupil-pupil with 85.99%.Teacher-pupil and Teacher- headteachers ratings were also very good with 78.84% and 71.04% respectively. Furthermore, pupils indicated that the relationship between headteacher and community was also very good at 66.78 though relatively lower compared to the other ratings.

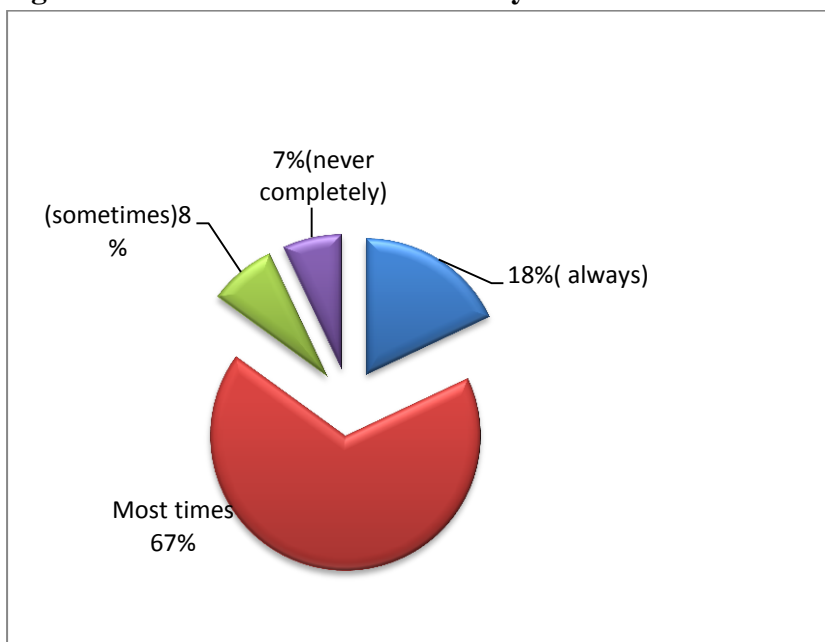
For good performance to be realized in a school, very cordial and healthy interpersonal relationships should exist. The headteacher should relate with the teachers very well. The teachers implement the curriculum at the school level under the supervision and guidance of the headteacher. Therefore if any communication barrier comes in the way of the two, then the expected outcome of good performance will not be present. The relationship between the teachers and headteacher includes appraising teachers for their good work, providing the necessary materials and ensuring a conducive working environment. The teacher-teacher relationship is vital since the teachers work hand in hand in order to produce good performance. Subjects are shared among the teachers and are interrelated in such a way that consultation is

key in teaching them. Poor relationship will bring division among teachers and the needed thread of consultation will not be met. Pupils also supported the teachers' responses by indicating that teacher-teacher, teacher-pupil, teachers-head teacher, headteacher-community and pupil-pupil relationships were good.

4.27 The extent of Community involvement in school matters

In order to establish the extent to which the school invited people from community to advice and guide pupils on academic matters, pupils were asked to provide information on this issue. Their responses are illustrated in Figure 4.10.

Figure 4.10: The extent of Community involvement in school matters



The results in Figure 4.10 have indicated that 67% of the pupils said that the administration invited the community to advice and guide pupils on matters pertaining academic work. On the other hand, 8% indicated that the schools sometimes invited the community, in addition another 18% mentioned that the members of the community are always invited to advice the pupils. However, a small number of 7% noted that the members of the community are never invited. Generally good academic achievement is realized in schools where pupils learn under pleasant school and community environment. This is consistent with the Beier *et al.*, (2000) who stated that pupils of all ages benefit academically, emotionally, and physically when an adult is actively involved in the day-to-day events of their lives, including school activities.

4.28 Pupils' responses on the Teaching methods used by most teachers

Teaching process involves bringing about desirable changes in learners through the use of appropriate methods. In order to bring desirable changes in pupils, teaching methods used by teachers should be best for the subject matter and should work effectively to suit learners' needs since every learner has unique way understanding subjects or topics taught in class. Teaching methods are very critical in assisting pupils to understand new knowledge and acquire new skills; therefore pupils were requested to indicate the frequency at which teachers used selected teaching methods. The results are summarized in Table 4.15.

Table 4.15: Pupils' responses on the Teaching methods used by most teachers

Type of teaching methods	f	Always (%)	Sometimes (%)	Rarely (%)	Total%
Question answer	180	60	23	17	100
Discussion	180	56	30	14	100
Demonstration	180	34	56	10	100
Experiment	180	27	36	37	100
Lecture	180	5	7	88	100
Group work	180	46	37	17	100
Role playing	180	33	37	30	100
Dictation of notes	180	47	41	12	100

The information in Table 4.15 points out that majority (60%) of the pupils were engaged in question and answer technique,(56%) always used discussion method while 46% and 47% percent of the teachers were reported to have engaged pupils in group work and dictation of notes respectively. The respondents further indicated that 56% of the teachers sometimes used demonstrations to enable pupils learn with ease. In addition, (88%) indicated that teachers rarely used lecture method in class.

4.29 Teachers' class attendance

Teachers' class attendance is critical since without them syllabus coverage and pupils instruction is significantly reduced. Furthermore, without teachers day to day running of school activities will stall, this has been witnessed in Kenya recently when teachers went on strike. Table 4.16 represents the finding of the study.

Table 4.16 Pupils' responses on teachers' class attendance

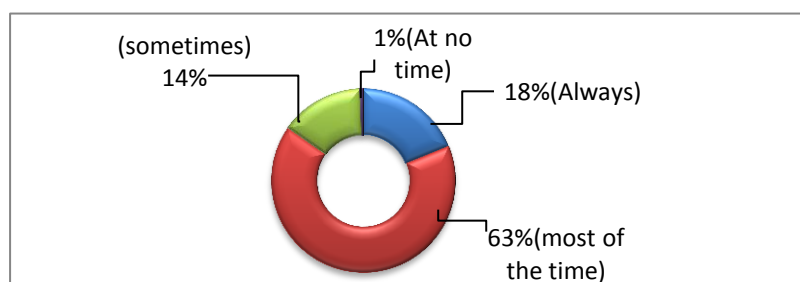
Subjects taught	f	Always	Sometimes	Rarely	Total%
English	180	95	5	0	100
Kiswahili	180	97	3	0	100
Mathematics	180	95	5	0	100
Science	180	93	4	3	100
Social studies	180	98	2	0	100
Religion	180	99	1	0	100

The results in Table 4.16 indicate that over 93% of teachers always attended class. Most pupils noted that teachers of various subjects always taught them with a high of 99% for Religion and the least Science with 93%. The rest had attendance rate by teachers of over 95%. This implies that teachers showed great commitment to their teaching. However, commitment to teaching did not translate into good grades at K.C.P.E. Poor results might be attributed to irrelevance teaching by the teachers and wrong interpretation of the questions by the pupils.

4.30 Private study time by pupils

Private study is relevant for pupils so as to fill the gaps left by the teacher during class works and further complement the knowledge learned in class. Therefore in a bid to establish whether the pupils had personal time for private study, the study asked pupils to indicate whether they were involved in private studies. These results are contained in Figure 4.11.

Figure 4.11: Private study time by pupils

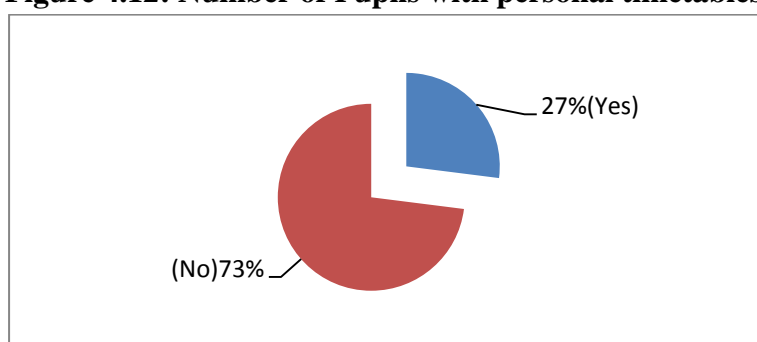


The data in Figure 4.11 shows that 63% of the respondents indicated that they were spending most of the time studying privately while 14% only studied sometimes moreover 18% of the pupils said that they always had private time to study at home.

4.31 Number of Pupils with personal timetables for private study

Further academic performance of every pupil is also influenced by the ability to allocate time to various subjects so as to ensure adequate mastery and to complement what has been in taught in class. Figure 4.12 has presented the proportion of pupils with time tables for personal study.

Figure 4.12: Number of Pupils with personal timetables for private study

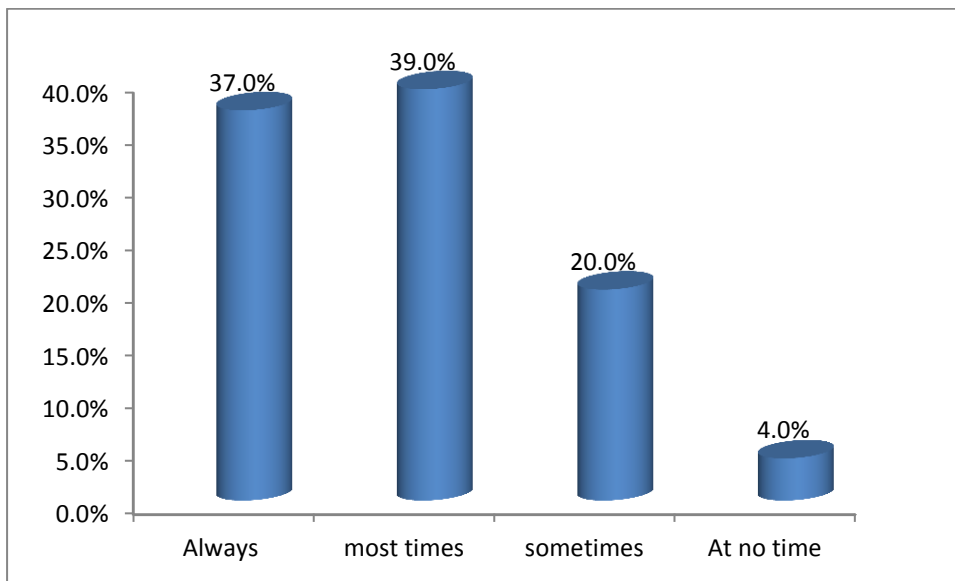


The analysis of the data captured in Figure 4.12 indicates that 73% of the pupils did not have personal timetables for personal study. This implies that teachers must help pupils to come up with personal timetables for study.

4.32 Assistance from family members

Home interactions play varied roles in the facilitation of academic performance of pupils at school. This is mainly influenced by parents of pupils and activities of others such as siblings, uncles and aunts. A parent-child relationship is one of the most important relationships a child has. Different parental styles lead to various ways of interaction with children and this forms an important component in shaping the child's way of doing things and academic success. Thus the study investigated the level at which pupils from the sampled schools were assisted by their family members in their academic work. The results are contained in Figure 4.13.

Figure 4.13: Family members and assistance of their children with academic work



The finding in Figure 4.13 points out that 39% of the pupils interviewed indicated that most of the time their family members would help them do their assignment and learn other areas of difficulty. Another 37% of the pupils stated that they always got assistance from their family members. The fact over 20% of pupils did not get a lot of help with academic work may be explained by little or no formal education of some of the parents of pupils. The levels of education of parents and guardians are captured in Table 4.3(c) on page 26. However 20% of the pupils indicated that they sometimes got assistance from the family members who could be attributed to parents' limited time to attend to their children due to the demanding responsibilities that keep them away from children for most part of the day. In addition, 4.0% of the pupils mentioned that at no time do they get assistance from their family members. This would have happened due to lack of formal schooling among the family members.

4.33 Teacher characteristics

The level of qualification to a large extent determines the outcomes of pupils in schools. The study therefore requested the pupils to indicate their perception on selected teacher characteristics that are critical to teaching. The analysis is summarized in Table 4.17.

Table 4.17: Teacher characteristics and utilization in teaching and learning process

Teacher characteristics	f	Never	Always	Sometimes	%
Teacher teaches well	30	3	90	7	100
Hardworking teacher	30	12	68	20	100
Friendly teacher	30	7	53	40	100
Teacher who maintains discipline in class	30	2	88	10	100
Teacher who canes pupils	30	13	57	30	100
Teacher who gives class work exercises	30	2	95	3	100
Teacher who gives no homework	30	86	2	12	100

The findings in Table 4.17 show that most of the teachers (86%) gave homework to pupils, 95% of the teachers opined that most of the teachers give pupils class homework exercises, another 90% indicated that teachers always taught well in class. Teachers also maintained discipline among pupils with 88% of the pupils indicating that teachers instill discipline on pupils. The study noted that 68% of the teachers in the sampled schools were reported to be hard working, further 53% were found to be always friendly to the pupils. These findings seem to suggest that pupils had positive relationships with their teachers and this gave a secure base from which they could develop both academically and socially as well as take on academic challenges.

4.34 Pupils' responses on the availability of teaching aids

Teaching aids affects pupils' perception of school and school work. The right approach to teaching may increase pupils' engagement in school and thus prevent obstruction during learning. The study therefore sought to inquire how teaching aids impact on pupils academic performance. This data is illustrated in Table 4.18.

Table 4.18: Pupils' responses on the availability of teaching aids

Teaching aid	f	Never	Always	Sometimes	Total %
Charts	180	7.58	14.19	78.23	100
Maps	180	24.88	18.90	56.22	100
Pictures	180	15.56	50.01	34.43	100
Flash cards	180	49.22	17.00	33.78	100
Radio	180	66.38	2.30	31.32	100

The analysis in Table 4.18 shows that 78.23% of the pupils mentioned that teachers sometimes used charts while 50% of the teachers always used pictures to make pupils

understand the concepts being relayed. However, 66.38% mentioned that teachers never used radios as a teaching aid this could be attributed to the cost involved in acquiring and maintaining the radio and lack of electricity in the rural schools. The use of teaching aids is not fully embraced since the respondents majorly used “sometimes” in their responses. This has negatively affected the performance of the learners in their final examinations as shown in the results of the previous years in Tables 1.1 (a) and 1.1 (b).

4.35 Factors affecting pupils’ academic performance and ways of improving it

Teachers overwhelmingly indicated that inadequate number of teachers poses a great challenge in academic success of pupils. Interestingly parental support on disciplining their children was increasingly becoming a concern to most of the teachers; most of them indicated that parents have left the responsibility of imparting discipline to the pupils to the teachers a factor that poses a challenge to them. This is because if all parents left their children in the mercies of teachers some of whom may be irresponsible, then academic performance is likely to be influenced negatively. The current cases of arson in schools might be attributed to parents distancing themselves from their responsibilities thus giving teachers a hard time in dealing with in disciplined pupils. Inadequacy of learning resources was also another challenge that was mentioned as a contributing factor to low academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter restates the main purpose, objectives, research design and data analysis techniques. It also gives a summary of the findings, conclusions and recommendations for policy and areas that need further research.

5.2 Summary of the Study

The purpose of the study was to investigate the influence of school factors on Kenya Certificate of Primary Education performance in public primary schools in Yatta Division, Yatta Sub-County, Machakos County, Kenya. The specific intentions of the study pursued to: find out the relationship between availability of learning resources and academic performance in Kenya Certificate of Primary Education; establish the influence of staffing (teacher-pupil ratio) on academic performance in Kenya Certificate of Primary Education in public primary schools; and establish the influence of school climate on academic performance in Kenya Certificate of Primary Education in public primary schools. This study was guided by structural functionalism theory propounded by Talcott Parsons (1956) which contends that most establishments are huge and complex social units made up of many interacting sub-units which are sometimes in harmony but more often than not they are in constant opposition to each other. The study assumed a descriptive design. The study was executed in Yatta Division, Yatta Sub-County, Machakos County. The region is 150 kilometres East of Nairobi and is a semi-arid area. In total the sample size of this study was 10 head teachers, 30 teachers' class eight teachers and 180 pupils. The study adopted two sets of questionnaire for pupils and teachers respectively. An interview schedule was used for head teachers. Numerical data was analysed using descriptive statistics such as frequency and percentages while qualitative data was collected and grouped into themes and analyzed quantitatively.

5.3 Findings of the Study

The findings showed that textbooks for pupils and library text books were insufficient at 52.50% and 50.09% respectively. The inadequacy of text books is likely to affect

the pupil's performance as observed by Eshiwani (1987) that most poor performing schools spend less monetary resources on the purchase of teaching resources.

The findings in Table 4.7 and 4.8 show that, desks, playing field, chalk/chalk board, teachers' guide, exercise books, rulers, pens/pencils and erasers were available and adequate according to the information given by teachers and pupils. This indicates that majority of the schools have adequate resources which might be attributed to government support and other stakeholders.

The results also show that most of the schools are under-staffed at a ratio of 55 pupils to one teacher. This ratio is higher than the 40:1 required by TSC. This implies that many of the schools have inadequate teaching staff. Head teachers also indicated that the inadequacy of teachers in the schools is negatively affecting the academic performance. During the interview, when the headteachers were asked on the impact of the teachers' workload on academic performance, they indicated that the big workloads negatively affected the performance. This finding is also supported by Beecher (2009) who observed that the inadequacy of teachers can contribute to poor academic performance. According to UNESCO (2005) the endorsed teacher- pupil ratio ought to be 40:1 for effective learning. According to Wayne & Youngs (2003) most developing nations the high teacher- pupil ratio in public schools makes it challenging for the teachers to teach lessons effectively as compared to their counterparts in private schools who handle a small number of learners.

The study further indicates that (10%) of teachers has a weekly workload that ranges from 16 to 22 lessons per week. Overall teachers felt their weekly workload was heavy and only few of the teachers felt their weekly workload was moderate. This implies that majority of the teachers felt overloaded and this may negatively affect their performance. When the teachers were asked to give their opinion on how their weekly workload impacted on the academic performance of their teaching subjects, they indicated that their workloads had a negative impact on academic performance. This is caused by the difficulties experienced by the teachers in controlling such large classes, giving individualized attention to pupils and in marking the pupils work. When classes are too large, giving homework, assignments or English composition and Kiswahili (Insha) compositions becomes virtually impossible and as a result the quality of learning becomes poor in those subjects.

The findings indicate that the relationships were excellent between the Headteacher – Deputy headteacher, Headteacher – Teacher, Teacher-teacher are strong as indicated by strong agreement from the respondents as represented by 24(71.91) ,26(85.03%) and 26(87.67%) respectively. The relationship between headteachers and school Board of Management also showed a strong indication. However on average the relationship between teacher and pupils, head teacher to community seemed to be good respectively. Preceding studies have established school climate to exercise substantial effect on performance in schools. The educational outcome most studied related to school climate is learning and academic achievement. It corresponds with Eric et al (2008) argument that affirmative interactive relations and ideal learning chances in all demographic surroundings can improve school achievement levels and lessen maladaptive activities.

For good performance to be observed in a school, very cordial and healthy interpersonal relationships should exist. The headteacher should relate with teachers very well. The teachers implement the curriculum at the school level under the supervision and guidance of the head teacher. Therefore, if there are any communication barriers, academic achievement is likely to be affected negatively. The relationship includes appraising teachers for their good work, providing the necessary materials and ensuring a conducive working environment. The teacher-teacher relationship is key since the teachers work with others in order to produce good performance. Subjects are shared among the teachers and are interrelated in such a way that consultation is key in teaching them, and therefore poor relationship among teachers is likely to hinder consultation among teachers. Lack of consultation is likely to result in poor academic performance. Pupils too stated that school climate was conducive to learning.

5.4 Conclusion

The findings from this study seem to suggest that pupils' textbooks and library text books are inadequate in most primary schools. The distribution of the text books were efficient where pupils were either allocated textbooks to use per term or allowed to borrow on specific days through recording. However, the results have shown, desks, playing field, chalk/chalk board, teachers' guide, exercise books, rulers, pens/pencils and erasers were available and adequate as agreed by many respondents.

The study has exposed that most of the schools are under staffed and only few of the schools have enough teachers. Headteachers also indicated that the inadequacy of teachers in the schools is negatively affecting the academic performance. The study further concludes that the big workloads negatively affected the performance.

The study further, concludes that most of the teachers have a weekly workload that ranges from 35 to 40 lessons per week. The study further concludes that teachers felt their weekly workload is heavy and only few of the teachers felt their weekly workload is moderate. This implies that majority of the teachers are overloaded and this negatively affects their performance. The study further concludes that teacher's workloads had a negative impact on academic performance, that their weekly work load enabled them to improve their academic performance of their teaching subjects.

The study also conclude that family members should sacrifice most of their time to assist pupils in their homework and to further encourage the on the need of doing and finishing their homework earlier.

Finally the study concluded that class attendance by teachers and time they allocated to every subject in terms of exercises and assignments might improve pupils' performance in the respective subjects.

5.5 Recommendations

From the findings, the study recommends that the Government should increase the FPE funds allocations and ensure it is timely released to the schools for schools to get enough learning resources which will in turn improve on performance. To increase facilities in schools, management should mobilize resources from the parents and the community should also explore more ways of expanding the institutions' facilities and resources through engagement with Constituency Development Fund (CDF) providers.

The Management should further explore ways of raising funds for employing more teachers to supplement those posted by the TSC to enhance teaching staff and reduce workload for teachers. Teaching quality and capacity should be enhanced so as to enhance teacher delivery of their service especially in a fast changing technological

world that requires frequent update of changes to the staff, therefore the government should put provisions of enhancing the teachers' professional skills.

5.6 Suggestions for further research

The study further proposes that researchers should explore more on how socio-economic factors influence pupils' academic performance in KCPE in Yatta Sub-county. In addition, home factors impending pupils' academic performance in KCPE in Yatta Sub-county. Finally effects of peer influence on learners' academic performance in KCPE in Yatta Sub-county.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

University of Nairobi,

P.O. Box 30197,

Nairobi.

Dear Respondent,

I am a post-graduate student pursuing a Masters Degree in Sociology of Education at the University of Nairobi. In order to fulfill the requirements of the degree, I am expected to conduct a research. My research topic is “The influence of school related factors on academic performance at Kenya Certificate of Primary Education in public primary schools in Yatta Division, Yatta Sub-County, Machakos County, Kenya.”

The purpose of this letter is to kindly request you to spare your time and complete this questionnaire or respond to the questions on the interview schedule. The information obtained will be purely for this study only and will be treated with utmost confidentiality.

Thank you for your cooperation and assistance.

Yours faithfully,

Matheka David Ndunda.

APPENDIX 2

QUESTIONNAIRE FOR CLASS EIGHT PUPILS

This questionnaire is designed to assist the researcher to find out the influence of school related factors on performance at Kenya Certificate of Primary Education in public primary schools in Yatta Division. The information you provide will be used for research purpose only and will be treated with utmost confidentiality. Please do not write your name or that of your school anywhere in this questionnaire. Kindly respond to all the items in this questionnaire as correctly and honestly as possible. Indicate by ticking [] the appropriate answer.

SECTION A: BACKGROUND INFORMATION

1. Please indicate your gender. Male [] Female []

2. What is your age?

10-12 [] years 14-16 [] years

12-14 [] years 16-18 [] years

3. Who do you live with?

Both parents []

Mother alone []

Father alone []

A relative []

Guardian []

4. Indicate the number of children in your family.

Less than 3 []

6-10 []

3 – 5 []

More than 10 []

5. What is the highest schooling level attained by your parent/guardian?

Parent/Guardian	Schooling level attained					
	No Formal education	Below Class 8	Class 8	Below Form 4	Form 4	Above Form 4
Father						
Mother						
Guardian						

SECTION B:

6. Indicate with a tick [√] how often your teachers use the following methods when teaching you.

Type of teaching method	Always	Sometimes	Rarely
Question and answer			
Discussion			
Demonstration			
Experiments			
Lecture			
Group work			
Role playing			
Dictation of notes			

7. Indicate with a tick [√] whether teachers of the following subjects teach you when they are supposed to teach you.

Subjects taught	Always	Sometimes	Rarely
English			
Kiswahili			
Mathematics			
Science			
Social studies			
Religion			

8. Below is a list of basic facilities in a school. Please indicate by ticking [√] their availability in your school according to the level of sufficiency.

Facility	Very sufficient	Sufficient	Insufficient	Very insufficient	Not Available
Classrooms					
Desks					
Library					
Toilets					
Playground					

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

Please indicate the degree of their availability in your school by ticking [√].

Resource	Very sufficient	Sufficient	Insufficient	Very insufficient	Not Available
Textbooks					
Revision books					
Exercise books					
Library books					
Teachers' guide					
Atlases					
Chalk/chalkboard					
Wall maps					
Radio					
Pens/pencils					
Charts					
Rulers					
Geometrical sets					
Erasers					

10. Do you complete homework in time?

Always [] Most times [] Sometimes [] Never complete []

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

Always [] Most times [] Sometimes [] At no time []

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

Yes [] No []

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

Always [] Most times [] Sometimes [] At no time []

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

Yes []

No []

15. How many class work exercises does your teacher give you per week in the following subjects?

Type of class work exercises	Number of class work exercises per week					
	None	1	2	3	4	5
English						
Kiswahili						
Mathematics						
Science						
Social studies						
Religion						

16. How often do your teachers display the following characteristics when teaching?

Teacher characteristics	Never	Always	Sometimes
Teacher teaches well			
Hardworking teacher			
Friendly teacher			
Teacher who maintains discipline in class			
Teacher who canes pupils			
Teacher who gives class work exercises			
Teacher who gives no homework			

17. Do your teachers use the following teaching aids when teaching?

Type of teaching aid	Never	Always	Sometimes
Charts			
Maps			
Pictures			
Flash cards			
Radio			

18. How are the relationships between these groups of people in your school?

Relationship	Very good	Good	Fair	Poor
Teacher-Teacher				
Teacher – Pupil				
Teacher – Headteacher				
Headteacher - Community				
Pupil-pupil				

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

Always [] Most times [] Sometimes [] Never []

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

200 and below [] 301-350 []
 201-250 [] 351-400 []
 251-300 [] Over 400 marks []

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

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

22. How can your school improve its academic performance? Please write down your suggestions.

- i.
- ii.
- iii.
- iv.

Thank you for your cooperation and participation

APPENDIX 3

QUESTIONNAIRE FOR CLASS EIGHT TEACHERS

This questionnaire is designed to assist the researcher to find out the influence of school related factors on performance at Kenya Certificate of Primary Education in Yatta Division. The information you provide will be used for research purpose only and will be treated with utmost confidentiality. Please do not write your name or that of your school anywhere in this questionnaire. Kindly respond to all the items in this questionnaire as correctly and honestly as possible. Indicate by ticking (✓) the appropriate answer.

SECTION A: BACKGROUND INFORMATION

1. Please indicate your gender
Male [] Female []
2. How old are you?
20-30 years [] 40-50 years []
30-40 years [] 50-60 years []
3. What is your highest academic qualification?
Masters degree [] Diploma []
Bachelors degree [] Certificate []
4. For how long have you been a teacher?
Less than 1 year [] 10-15 years []
1-5 years [] Over 15 years []
5-10 years []

SECTION B

5. State the type of your school
Single streamed [] Triple streamed []
Double streamed [] Any other specify []
6. How many teachers are you in the school?

7. Is your school understaffed?
 Yes [] No []
 If yes, by how many teachers
8. If your school is understaffed has a request been made?
 Yes [] No []
 If no explain.....
9. What is the total enrolment of your school?
10. How many pupils are there in standard eight.....
11. On average, how many lessons do teachers handle per week?.....
12. Are there lessons that go unattended because of lack of a teacher?
 Yes [] No []
13. Do you think the number of teachers in a school influence performance in Kenya Certificate of Primary Education?
 Yes [] No []
14. Does your school have a home work policy?
 Yes [] No []
15. If yes to question 14, how many assignments do you give your pupils per week in the following subjects?

Subjects taught	Number of assignments/home work per week					
	1	2	3	4	5	Above 5
English						
Kiswahili						
Mathematics						
Science						
Social studies						
Religion						

16. How many tests do you give to class eight pupils per term in the following subjects?

Subject tested	Number of tests					
	1	2	3	4	5	Above 5
English						
Kiswahili						
Mathematics						
Science						
Social studies						
Religion						

17. Indicate the adequacy of school learning /teaching resources.

Resource	Rating			
	Very adequate	Adequate	Inadequate	Not available
Desks				
Playing field				
Chalk board				
Pupils textbooks				
Teachers' guide				
Radio				
Wall maps				
Exercise books				
Library books				
Rulers				
Geometrical sets				
Pens/pencils				
Erasers				

18. How do you rate your pupils' performance during the end of 3rd term examinations in all subjects?

Impact areas	Excellent	Very good	Good	Fair	Poor
English					
Kiswahili					
Mathematics					
Science					
Social studies					
Religion					

19. To what extent does training in the following enhance the teacher's effectiveness as reflected in pupil achievement in Kenya Certificate of Primary Education national examinations? Use a scale of 1-5 where 1 = Not at all, 2 = low extent, 3 = moderate extent, 4 = great extent and 5 = very great extent.

Type of Training	1	2	3	4	5
School management					
Instructional leadership					
Teaching methods					
Evaluation techniques					
Teaching as a profession					
Mastery of subject matter					
Guidance and counseling					

20. To what extent does teachers' preparedness influence the academic performance in your school?

Great extent [] Little extent []
 Moderate extent [] Not at all []

21. How well are you prepared as an individual with the following compelling classroom demands? Use a scale of 1-5 where 5 = very highly prepared, 4 = highly prepared, 3 = prepared, 2 = minimally prepared and 1 = not prepared at all.

Classroom Demand	1	2	3	4	5
Maintain order and discipline in the classroom					
Implement new methods of teaching (e.g. co-operative learning)					
Implement state curriculum and performance standards					
Use student performance assessment techniques					
Integrate educational technology into the subject taught					
Address the needs of pupils with disabilities					
Address the needs of pupils with limited English proficiency or from diverse culture background.					

22. How good are the following relationships in your school?

Relationship	Excellent	Very good	Good	Fair	Poor
Teacher – Pupil					
Teacher-Teacher					
Headteacher – Teacher					
Headteacher – Deputy Head teacher					
Headteacher – School Board of Management					
Headteacher – Community					

23. Do the relationships in 22 above, influence performance in Kenya Certificate of Primary Education in your school? If yes how?

.....

24. Having been a teacher in this school for some years you must have observed some factors that influence pupils' academic performance in Kenya Certificate of Primary Education examinations. Kindly list some of the factors below.

- i.
- ii.
- iii.
- iv.
- v.

25. Suggest ways of improving academic performance in your school.

- i.
- ii.
- iii.
- iv.

Thank you for your cooperation and participation.

APPENDIX 4

INTERVIEW SCHEDULE FOR HEADTEACHERS

This interview is intended to help the researcher to find out the influence of school related factors on academic performance of pupils at KCPE in public primary schools in Yatta Division. The information you provide will be used for research purpose only and will be treated with utmost confidentiality. Please respond to all the questions.

1. What do you understand by the term good performance?
2. Does your school perform poorly/averagely in KCPE?
3. What do you think are the factors related to your school that contribute to poor/average performance by pupils?
4. How have you addressed the problem highlighted in 2 above?
5. Does the government provide enough learning materials for the pupils? Please give the ratio and the materials provided.
6. What is the current staffing situation in your school? How many are you supposed to have?
7. What do you think can be done or you are doing to address the problem in 6 above?
8. How is your relationship with teachers, pupils and community around the school? Please explain.
9. What are your suggestions on what can be done to improve performance in schools in this region?


Thank you for your cooperation and assistance.


APPENDIX 5: RESEARCH CLEARANCE PERMIT


THIS IS TO CERTIFY THAT:

MR. DAVID NDUNDA MATHEKA
of UNIVERSITY OF NAIROBI, 70-90111
kivunga, has been permitted to conduct
research in Machakos County
on the topic: THE INFLUENCE OF
SCHOOL RELATED FACTORS ON KENYA
CERTIFICATE OF PRIMARY EDUCATION
PERFORMANCE IN PUBLIC PRIMARY
SCHOOLS IN YATTA DIVISION, YATTA
SUB-COUNTY, MACHAKOS
COUNTY, KENYA
for the period ending:
18th February, 2017.

Permit No. : NACOSTI/P/16/89281/9390
Date Of Issue : 19th February, 2016
Fee Received : Ksh 1000


Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation



CONDITIONS

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

REPUBLIC OF KENYA
NACOSTI
National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No: A 7875
CONDITIONS: see back page

APPENDIX 6: RESEARCH AUTHORIZATION

The County Director of Education
Nairobi County.



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No. NACOSTI/P/16/89281/9390

Date:
19th February, 2016

David Ndunda Matheka
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*The influence of school related factors on Kenya Certificate of Primary Education performance in public primary schools in Yatta Division, Yatta Sub-County, Machakos County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for a period ending **18th February, 2017**.

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

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


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

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified